

Understanding and Thinking on the Present Situation of School Children's Art Development under Quality Education

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Abstract

It has been more than 20 years since the concept of quality education was formally put forward. During this period, education experts constantly improved its connotation and standards. Just like the educational purpose of educational curriculum from the "double foundation" period to the "three-dimensional" period and then to the "core literacy" period, children's art education has undergone adjustment and improvement again and again. Up to now, children's art education under quality education is different from the past. School art education is the main component of children's art education and the main way to develop children's aesthetic education. In this paper, from the perspective of school art education, we discuss the understanding of the development status and express personal thinking.

Keywords

Quality Education, Children's Art Education, Status Quo of the Problem; Countermeasures.

1. Concept of children's art accomplishment under quality education

Quality-oriented education is an education with the fundamental purpose of improving people's basic quality in an all-round way, respecting people's subjectivity and initiative spirit, based on people's personality, paying attention to developing people's wisdom potential and forming people's sound personality. At the same time, it is also the actual needs of social development, to achieve the purpose of making people correctly face and deal with all things and phenomena in their social environment. This concept of education can be traced back to Deng Xiaoping's putting forward the concept of education at the first National Conference on education in May 1985. After that, in February 1993, the CPC Central Committee and the State Council formulated and issued the outline of China's education reform and development on the basis of summing up the practical experience of the majority of educators. In order to implement the outline of China's education reform and development, the CPC Central Committee put forward at the national education work conference held in 1994: "basic education must shift from examination oriented education to quality-oriented education, comprehensively implement the education policy, and comprehensively improve the quality of education." Then, in August of the same year, "Several Opinions of the Central Committee of the Communist Party of China on Further Strengthening and Improving School Moral Education" pointed out: "Strengthen the new requirements and urgently needed quality education that adapt to the development of the times, social progress, and the establishment of a socialist market economic system." This is also the first time that the concept of "quality education" has been officially used in the central document. It can be said that after this, quality education has officially stepped onto the stage of Chinese education and has been continuously developed and improved up to now.

In 2019, China promulgated the Opinions on Deepening the Reform of Education and Teaching and Improving the Quality of Compulsory Education in an All-round Way, and continued to intensify efforts to implement the scientific education concept-quality education. In which it is pointed out that we should persist in cultivating people by virtue, focus on cultivating new people who are responsible for national rejuvenation, and at the same time insist on "five educations", develop quality education in an all-round way, and cultivate socialist builders and successors with all-round development of morality, intelligence, beauty and labor. The document points out that art education should be strengthened. Implementation of school art education promotion action, strict implementation of music, art, calligraphy and other courses, combined with local culture to set up art characteristic

courses. Extensively carry out campus art activities to help each student learn one or two art skills and sing the main melody songs. Guide students to understand the world's outstanding art and enhance cultural understanding. Encourage schools to set up characteristic art teams, run art performances for primary and secondary school students, and promote the construction of schools that inherit Chinese excellent traditional culture and art. Encourage professional artists to teach part-time in primary and secondary schools by purchasing services. Support art colleges to establish counterpart support bases in primary and secondary schools. All these reflect the national attention to art education, and also point out that the meaning of promoting students' all-round development in quality education is not to train students to master everything, but to be comprehensive talents involved in all aspects. From this we can see that the art education under the concept of quality education is to cultivate students' healthy aesthetic outlook, and at the same time develop students' ability to discover, feel, express and create beauty, so as to make them have noble sentiment and civilized accomplishment. For children's art education, these undoubtedly point out the direction.

2. Present situation and problems of children's art education in schools

2.1 Definition of current school children's art education

At present, under the policy of quality education, Chinese children's art education can be roughly divided into three parts: school art education, family art education and social art education. Among them, school art education mainly refers to the purposeful, planned, organized and professional art education activities to promote students' all-round development in the nine-year free compulsory education. Family art education mainly refers to the related behaviors of caregivers who have a positive influence on minors' art purposefully. Social art education mainly refers to the training of students' art skills in various types of private art training schools in society, which usually exist in the form of training institutions, studios and studios.

The history of school art education in China can be traced back to Hongdumen School in Eastern Han Dynasty, which is also a school specializing in literature and art in the world. Since then, although the development of art education in China has experienced ebb and flow, it has been developing and progressing on the whole, such as the flourishing age of art imperial examination in Song Dynasty and modern art colleges. Since its development, school art education has been quite different from the past, such as "drawing class" to "art class", "two basics" to "three dimensions" and even "core literacy", which all reflect the progress of school art education. Different from other forms of art education, the educational purpose of school art education is to follow the national quality education policy, which pays more attention to the improvement of the comprehensive quality of schools and the comprehensive and harmonious development of students.

2.2 The current development of children's art education in schools

In September, 2019, in a primary school in Shapingba District, Chongqing, the author practiced as an art teacher for 4 months. During this period, I deeply felt the school art education which was quite different from before. First, in the school atmosphere, more and more attention is paid to the artistic and subtle influence of the campus environment. Art works can be seen in corridors, corridors and other places. At the same time, the school leaders have arranged an "art gallery" where students' excellent paintings are framed and displayed. In the office of art teachers, the atmosphere of art education, excellent works of various teachers and dazzling array of art tools and books can be better reflected. Secondly, in teaching materials, more and more attention is paid to the scientific and practical selection. According to the survey, today's art textbooks are colorful, including various national textbooks and provincial textbooks, and there are many versions to choose from, which are also more targeted. During the teaching period, the author asked the other art teachers about the reasons why the school chose the art textbook of Hunan Education Edition as follows: First, the students' academic conditions were considered, because the school is located in the suburbs, so the students in the school are somewhat weaker than those in urban areas, while the art textbook of People's Education Edition is suitable for urban students with better educational resources. Therefore,

for the students in this school, the contents of the teaching materials of Hunan Education Edition are more acceptable. Third, in terms of teachers, more and more attention is paid to the cultivation of teachers. From the author's inquiry to art teachers, we know that the school is very attentive to the training of art teachers. For example, Teacher Yang, a sixth-grade art teacher, participated in the competition in Shapingba District and achieved excellent results. However, she also bluntly said that training such as competition and further education brought her many gains, such as grasping teaching objectives, understanding teaching materials and applying teaching strategies. While observing and learning her art classroom teaching, she also deeply felt the accomplishment and ability of an excellent art teacher. Fourth, in the classroom, more and more attention is paid to efficiency and innovation, and it is more colorful. Great changes have taken place in this respect. The blackboards behind each classroom are carefully designed posters, stickers and paintings, etc. You can feel the sunshine and cheerfulness as soon as you enter the classroom. This colorful environment is very beneficial for students to study. In addition, with the popularity of multimedia teaching mode, art classroom teaching naturally becomes one of them. Compared with the previous only pictures in books for students to enjoy, today's students can broaden their artistic horizons through multimedia teaching AIDS. Art teachers can design teaching better and make art classroom more intuitive, interesting, efficient and lively. Fifth, in terms of activities and experiences, more and more attention is paid to students' interests and autonomy. The school has special art activities every week. According to students' level, it offers various related art practice courses for students to choose independently, such as handwork and oil painting. These art activity classes not only pay attention to students' study and hobbies, but also complement the shortcomings that are easy to appear in art classes at ordinary times, and also arrange related assignments according to the situation, so that students can gain art-related experience after class. Sixth, in terms of students, more and more attention is paid to students' subjectivity. Subjectivity is manifested in the analysis and consideration of academic conditions, such as the screening of teaching materials according to students' academic conditions and the offering of various art practice courses according to students' level. Under the policy of quality education, students have always been a very important part. In fact, the five points mentioned before all reflect the concepts of "people-oriented" and "student-oriented" under quality education, which is an education facing modernization, the world and the future.

2.3 Problems existing in art education in schools

Although China's children's art education has made remarkable progress, there are still some problems. In the aspect of school art education, firstly, although the atmosphere of school art education has changed with the implementation of quality education policy, the wind of examination is still serious, and the occupation of arts and sports classes is still quite common. Secondly, even if the textbooks are designed to be universally applicable, many courses can not be implemented considering regional differences. For example, due to local constraints and parents' attention, materials and tools are difficult to prepare, so that a uniform "paper mask" will be formed. It is also like some appreciation and comment classes on bronze stone carvings. In fact, it will be more beneficial to students if they can lead students to visit museums. However, many schools can't meet this requirement, and even if there are conditions, they will be hindered by various obstacles. Third, the level of art teachers is also poor. In remote areas, art teachers may be taught by teachers from other subjects, which inevitably leads to poor classroom effect. Fourth, the art class is very difficult to control. In the actual teaching process, students are easily too active or stagnant. Without enough experience, the art class is likely to become a boring theoretical class or a free physical education class. Fifthly, for activities and experiences, there are too many factors to be considered in extracurricular activities, so it is difficult to pass the green light. School-based curriculum activities according to local conditions are also difficult to achieve the desired results, and the related homework completed at last is even more difficult to grasp. Without the cooperation of parents, it is difficult to guarantee the desired quality and effect. Sixth, for students, they are vulnerable to too many influences when they are not physically and mentally mature. For example, today's teaching model is still not perfect, and some inappropriate evaluation criteria are likely to adversely affect students' imagination and creativity, which is

particularly obvious at a young stage. If children's paintings are always influenced by the external adult's thinking set, and pursue the figurative picture performance, it will easily make children lose their personality and emotion, and the development of imagination and innovation ability will be severely oppressed. Children's painting in children's stage should be free. "Graffiti-style" performance is actually easier to reflect children's hearts, and it is also an important way for them to express their personal thoughts. Moreover, such pictures will be more imaginative and lively and exaggerated. However, in many cases, influenced by teachers' demonstration and teaching materials, students can only copy according to gourd painting, and it is difficult to observe things independently. Finally, their thinking will be solidified, and their imagination and innovation ability are self-evident.

3. Countermeasures to the problems of children's art education in schools

To sum up, it can be seen that with the continuous advancement of quality education, China's children's art education has made many gratifying achievements, which can be said to have entered a brand-new era. However, there are still many problems. For example, there are still many families and schools that hold traditional ideas and misunderstand children's art education. In view of these advantages and problems. The author believes that, first, schools should first establish a correct concept of five educations and strengthen the emphasis on aesthetic education. In particular, the principal, as the head of the school, needs to consider the implementation of aesthetic education. In addition, it needs the recognition and cooperation of family and society, so as to promote the comprehensive and harmonious development of students' body and mind. Secondly, the selection of teaching materials should fully consider the learning situation and strengthen the research and development and teaching of school-based curriculum. Textbooks are only tools to assist teaching, and only those that are really suitable for students are the best. Teachers should consider the actual situation and design teaching according to local conditions, encourage teachers to carry out research and development of school-based curriculum, and enhance the scientific and practical nature of teaching materials. Third, pay attention to the training of teachers and broaden their professional development. Schools can provide various in-service teacher training mainly from the evening teacher education system. Help teachers establish the concept of self-professional development, carry out on-the-job training in a consolidated manner, organize meetings to reflect on teaching, encourage participation in various teaching ability competitions, and learn from excellent teachers. Fourth, pay attention to classroom efficiency, and grasp the combination of interest and rigor. In the classroom, students' possible reactions should be taken into account, so as to design, entertain and learn, and create a positive learning atmosphere. Fifth, pay attention to the accumulation of activity experience and promote the improvement of students' practical ability. Schools should carry out more aesthetic education activities such as students' excellent art exhibitions, characteristic art courses, campus sketches and museum exhibitions, so that aesthetic education can run through students' lives. Sixth, students should be put first and quality education should be the guide. Carrying out the concept of quality education, starting from the ideological concept, strengthening the school's emphasis on children's art education, adhering to "student-oriented" and "people-oriented", and promoting students' all-round and harmonious development.

4. Conclusions

Since putting forward quality education, China's school art education has been greatly developed and made great achievements. The inspiration to me is far more than that. It is self-evident that the purpose of moral education and physical education is to carry out the idea of moral education and physical education in China. Therefore, under the policy of quality education, both schools, society and parents need to understand that aesthetic education is an essential part of promoting students' all-round and harmonious development, and help students to establish a correct aesthetic view, so that they have the ability to discover, feel, express and create beauty, so that children can become people with noble sentiments and civilized qualities and contribute to socialist construction.

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