



An Analysis of Chinese Education Policy Transformation: Addressing Students' Health, Artistic Aesthetic, and Talent Saturation

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Abstract. China's education system based on the college entrance examination is gradually revealing its neglect of issues other than grades. This paper analyzes the changes in the Chinese government's education policy by means of a questionnaire survey of high school and middle school students, and further discusses how to solve the problems of students' health, low level of artistic aesthetics, and talent saturation. The research indicates that based on the influence of the college entrance examination system, which makes the whole society concentrate on the cultivation of students' academics, the greater academic pressure has become the main reason for the prominence of the depression problem of adolescents. This is reflected in the curriculum by the failure of physical education to provide effective exercise and the occupation of art and music classes, which makes high school students' overall physical fitness poor and deprives them of an effective way to relieve the pressure of academics through art and music classes. Talents trained in this way further contribute to the problem of a single talent in the current labor market.

Keywords: Chinese education policy transformation, students' health, artistic aesthetic, talent saturation, educational policy implementation.

1 Introduction

Today, the Chinese government needs to shift its education policy to change the weighting of arts, physical education and academic courses. The reason for this phenomenon is that a large number of academic courses, such as physics, are selected primarily through the gaokao (China's university entrance exam), an examination of academic courses. China currently requires students to be screened for university entrance through the Gaokao, which consists of a large number of general education courses, including language, English, physics, and history.

Against the backdrop of this intense competition for exams, Chinese students have reduced their sleep time in order to study, which has led to health problems among Chinese students. Data show that Chinese students on average sleep relatively little in school. In the 6-12 age group, the recommended number of hours of sleep per 24-hour period is 9-12 hours, while the average sleep time for Chinese students in school is 8.63

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hours [1]. In the 13-18 age group, the recommended sleep duration per 24 hours is 8-10 hours, while the average sleep duration of Chinese school students is 7.64 hours. The fact that the average sleep time of students is less than the recommended sleep time for adolescents can lead to relatively weak physical fitness. Surveys show that only 18.7% of male students passed the pull-up test, and more than 70% of students (both male and female) spent less than one hour in physical activity [2].

In addition, China's current college entrance examination system also reduces the artistic aesthetic ability of the Chinese people. In 2021, China's art market sales amounted to 65.1 billion yuan, accounting for only 0.0569% of the annual GDP [3]. In the United States, art market sales were \$1016.2 billion, or 4.41% of annual GDP [4]. In terms of music, China will sell an average of 400,000 pianos per year from 2017 to 2020, far more than the 30,000 pianos sold annually in the U.S., and about 40 million people are learning to play the piano in China during the same period [5]. However, in the midst of such a large population of piano and classical music learners, only 10,100,000 concerts were held in the country in 2021 [3]. Apart from historical reasons, such as the fact that popular music has only just entered China in the last 60 years, the main reason for the poor artistic aesthetic is that arts education has been neglected for many years. In addition, talents trained under such an education system face enormous employment pressure. According to a survey conducted by Zhi lian Recruitment, 50.4% of university graduates choose to work in a company in 2022, down 600% from last year. However, freelancing (18.6%) and deferred employment employment (15.9%) have both tripled from last year.

Therefore, this paper focuses on analyzing and exploring the Chinese government's solution to the current status quo of educational talent imbalance and single-talent saturation through the interview method and questionnaire survey method, and discusses the main body of the policy implementation and analyzes the regulation in the process of policy implementation. Through the research, this paper can propose more effective and useful methods for helping Chinese students to develop in an all-round way, so as to further change the situation of single-talent saturation, alleviate the employment pressure and solve the employment problem.

2 Methodology

2.1 Data Collection

Two questionnaires were designed and used in this paper to collect data information through wenjuanxing for the research topic. The first questionnaire was a questionnaire about the survey of high school students' physical education classes. The questionnaire consisted of five questions including the number of sessions of physical education classes per week, the number of hours of physical education activities per week in school, the physical education equipment provided by the school, the sports that were actually played and learned in physical education classes, and whether they enjoyed playing physical education and sports in school. physical education and sports process. The questionnaire was collected from a total sample size of 31 valid samples, of which 1 was a junior high school student and 30 were high school students. The participants of

the questionnaire consisted of 15 students from the high school grades of the author's school and 16 students from the Internet. 15 students from the high school grades of the author's school were randomly selected from each grade.

The second questionnaire was a survey on art and music classes for high school students. The questionnaire consisted of five questions including satisfaction with the art program at school, satisfaction with the music program at school, number of music and art classes offered at their school, number of times the information taught in the art and music program was given hands-on practice, and the level of interest in the art and music program designed by the school. The questionnaire collected a total sample size of 31 samples, all of which were valid, of which 3 were middle school students and 28 were high school students. The participants of the questionnaire consisted of 15 students from the high school grades of the author's school and 16 students from the Internet. 15 students from the high school grades of the author's school were randomly selected from each grade.

2.2 Result

Physical fitness of students. The data from the questionnaire survey showed that 74.19% of the students felt that they did not get effective exercise during physical education classes at school (Figure 1). The average amount of time most high school students spend exercising is 120 minutes per week, which is lower than the CDC's Healthy Schools recommendation that children aged 6-17 need at least 60 minutes of physical activity per day. In addition, most schools do not have sports facilities such as swimming pools. The reason for this is that education in China has long been centered on academic examinations. As a result, many schools have squeezed students' sports time and neglected their sports needs in order to improve their academic performance. Schools, as educational institutions, have the primary responsibility for the education of students, and therefore must be the first to take measures. And the government has formulated a series of education policies, such as the Opinions on Comprehensively Strengthening and Improving School Physical Education in the New Era, in order to solve the problem of students' physical fitness [6]. However, according to the results of the questionnaire, only 12.9% of the students exercise for more than 240 minutes a week, which is not in line with the recommendations of the CDC's Healthy Schools. Thus, it seems that the effects of this series of policies are not satisfactory.

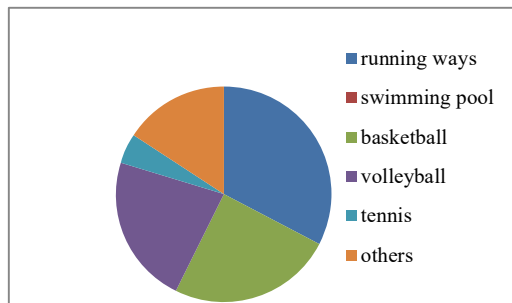


Fig. 1. Facilities that afforded by school

Artistic accomplishment. On art and music courses, the questionnaire data show that 55.17% of the students are not satisfied with the art and music courses in the school. Most of the students have only 1-2 art and music lessons per week, and even 6.9% of the students have no art and music lessons. However, 51.72% of the students felt that the school was taking their art and music classes away from regular classes such as chemistry.

Currently, the average age of first diagnosis in the sub-sample of mood disorders was 13.41 years, with boys accounting for 51.0%. The mean age of first suspension was 13.74 years, with the majority of students being 14 years old. more than 30% of children suffered from at least one other mental disorder, with sleep disorders and obsessive-compulsive disorder (OCD) being the most common comorbid disorders. Half of the children had been ill for between one and four years, and about one-third for between three months and one year. Adolescents have become a major group for depression.

In addition, according to the 2024 Pain Point Study on Treatment and Rehabilitation of Depression in Children and Adolescents, the main cause of depression in adolescents is academic stress (Figure 2). Therefore, a series of student mental health problems triggered by China's educational physique must be emphasized [7].

In clinical care, music is often used to relax and alleviate pain, to promote relaxation in palliative care patients, and to cope with chronic work stress. Many studies have emphasized the importance of music preference and familiarity in eliciting appropriate relaxation responses, or have used music therapy models and concepts as a basis for describing the effects of stress reduction. Therefore, adding art, music, and physical education to the curriculum is a good option for releasing academic stress [8].

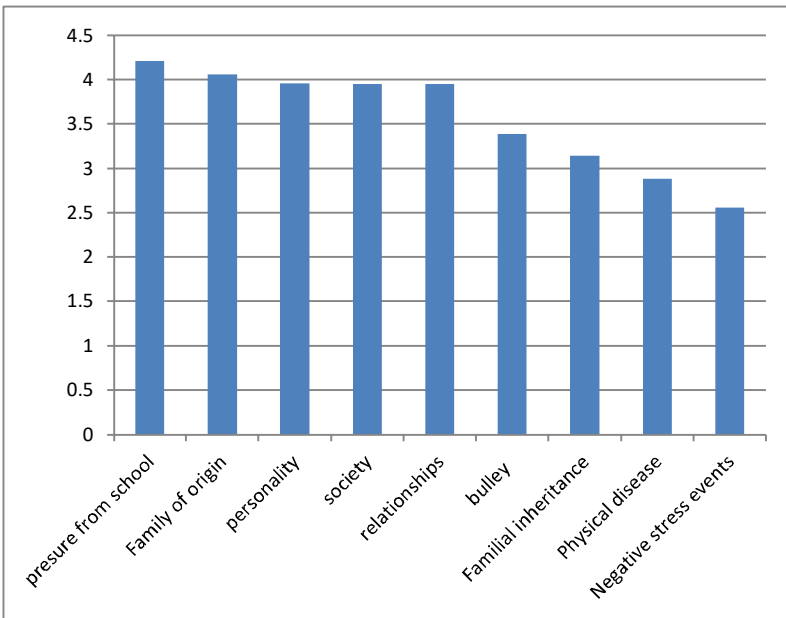


Fig. 2. Factors that parents believe may be causing their child's problems

Government's policy and effects of policy. In order to further reduce students' pressure, the Chinese government issued a double-reducing policy in July 2021, i.e., the Opinions on Further Reducing the Burden of Schoolwork and the Burden of Out-of-School Training for Students in Compulsory Education, which requires an overall reduction in the total amount and length of homework, reducing the excessive burden of schoolwork on students, holding a strict rule over the schools, as well as comprehensively regulating the behavior of out-of-school training.

The implementation of the "Double Reduction" policy has alleviated parents' educational anxiety to a certain extent, but 86.8% of the parents surveyed still have anxiety. 71.5% of the parents surveyed said that their anxiety stems from whether they can help their children, and 35.6% of the parents surveyed chose to wait and see about the "Double Reduction" policy chose to wait and see. More than 50% of parents of middle school students showed high anxiety and low educational involvement. The unknown about their children's learning and future development has become the core of parents' new anxiety in education. In the face of the "Double Reduction", parents are worried that the burden has been reduced, but the quality has been lowered.

The Chinese government has responded to the subsequent implementation of the policy by increasing publicity to alleviate the anxiety of students' parents as much as possible. First of all, schools will publicize the "double reduction" policy to parents by distributing relevant articles or holding meetings to let parents understand the purpose and content of the double reduction policy, including a Letter to Parents, parent-teacher conferences, open accounts, and writing articles. At the same time, in response to parents' general concern about the reduction of students' homework, the reduction of exams, the issue of monitoring the quality of teaching in schools, and the issue of out-of-school training institutions, the school also organizes teachers to contact parents in accordance with their different circumstances, and through seminars, telephone call-backs and other forms, analyze and answer from multiple perspectives the background rationale of the state's "double-reduced" policy and the ultimate goals and tasks. In this way, it increases the understanding and support of students' parents for the Double Reduction Policy.

In addition, despite the changes found in the policy, parents' concept of education has not been fundamentally changed. They are worried that their children will lag behind students of the same age in learning, and fall into the strange circle of "reducing the burden in school and increasing the burden outside school".

The questionnaire survey shows that before the implementation of the "double-reducing" policy, 78.4% of primary school students and 66.3% of junior secondary school students participated in extra-curricular tutorials related to the HKCEE and promotion. By explaining to parents the main contents of the "double reduction" exercise, and the pros and cons of extra-curricular educational institutions, parents gradually sorted out the causes of their anxiety. Although advance learning, stereotyped learning and test-taking can have a rapid improvement effect on students' performance in a short period of time, they have ossified the children's thinking and deviated from the educational objectives, which in turn undermined the normal teaching order and the educational ecology.

3 Discussion

3.1 Physical Fitness Aspect

The main reason for the lack of physical education courses is that the relevant policies are not mandatory, and physical education programs are not included in the province's or even the nation's college entrance exams like subject courses. As a result, most schools still do not pay much attention to students' physical fitness and health and only do superficial work.

On the basis of the American physical education system, we make suggestions for Chinese students' physical fitness education in terms of students' right to choose, the importance attached to physical fitness, and competitive sports.

First, with the goal of enabling students to acquire the skills and knowledge needed to maintain an active lifestyle, schools need to help cultivate students' interest and participation in sports by enriching the physical education curriculum and offering different sports programs based on students' interests and personality development.

In addition, by publishing an evaluation system of physical education teaching indicators and utilizing a variety of evaluation methods and tools, teachers and parents can gain an in-depth understanding of the level of students' physical education achievement and their overall performance. It is important to link the physical education assessment with the college entrance examination.

Finally, physical education is closely integrated with competitive sports. Local governments or education departments should organize local schools to hold competitive sports events to increase students' interest in sports, as well as to provide opportunities and platforms for students to participate in high-level sports competitions.

3.2 Artistic Accomplishment

Because music and art courses are not included in the scope of the college entrance examination, schools and parents do not pay too much attention to the relevant courses, and schools lack music and art talents, musical instruments, painting materials and other equipment [9-10].

Therefore, schools need to strengthen exchanges and cooperation between subjects, for example, selecting classic foreign language music lyrics in foreign language courses to help students improve their English skills while increasing their music literacy. For example, in the foreign language curriculum, classical foreign music lyrics are chosen to help students improve their English language skills while increasing their musical literacy.

In addition, schools need to encourage students to set up art programs to improve the school's art atmosphere, including encouraging students to form rock, symphony and other forms of bands, displaying students' paintings and drawings on campus, and organizing regular art festivals to provide students with relevant platforms for display.

3.3 Mental Health of Students

Students' mental health is related to society, parents and individuals. In terms of individuals and parents, traditional Chinese culture influences the values of Chinese youth, who need to follow their parents' expectations rather than their own visions during their student time. On the societal side, the large population base leads to a talent screening process that has to be similar to "going through a sieve", i.e. only a small number of people are able to enter university. Consequently, in order to get into university, students are under tremendous academic pressure and have to sacrifice their personal breaks to study. Another reason for this problem lies in Chinese society's discrimination against types of occupations, which considers brain work to be valuable [11].

Therefore, the problem of social discrimination can be solved by raising the wages of professional jobs, increasing the number of professional positions in the talent admission program, and promoting the spirit of craftsmanship in the society.

4 Conclusion

The theme of this paper is to explore the role of the transformation of the Chinese government's education policy in solving the problems of students' physical health, low artistic and aesthetic standards, and the single saturation of talent, and at the same time, to study the implementation of the relevant policies at the school level as well as how to ensure the effective implementation of the policies, so as to promote the all-round development of the students, to change the status quo of the saturation of talent, and to help solve the problem of employment for the students. Meanwhile, it also proposes measures to address current problems, such as improving physical education, arts and mental health in schools, as well as governmental strategies for publicity and attitudinal change, which need to be further considered for their feasibility and sustainability in practice.

Although problems have been pointed out with regard to the policies implemented by the government, the analysis of the effects of the policies can be more in-depth, exploring the specific difficulties and challenges in the implementation of the policies, as well as how the policies can be further improved and optimized. In addition For the social attitudes towards the transformation of education policies, the article only briefly mentions them without conducting in-depth investigation and analysis, which may not be able to comprehensively reflect the views and opinions of various aspects of the society. In the future, this article will increase the comparative analysis and expand the sample size of the questionnaire, so as to provide more references for the improvement of national education policies.

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