

# Research on the Current Situation of Teaching and Scientific Research Ability of Primary and Secondary School Art Teachers in Southern Shaanxi and Their Promotion Strategies

Li Yixuan

Weinan Normal University, Silk Road School of Art, Weinan, Shaanxi, 714099

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**Abstract:** With the state's training and emphasis on the art quality of primary and secondary school students, through in-depth investigation of the basic situation of art teachers in primary and secondary schools in southern Shaanxi, we can understand the problems and causes. Targeted finding problems and solving problems, put forward their own strategies and aspirations, in order to better contribute to the reform of art education in primary and secondary schools in southern Shaanxi.

## 1. Introduction

Located in southern Qinling Mountains basin and to the south of the Han River, the vast radiation workers, Yama Obie, under the jurisdiction of Hanzhoung, Shangluo, and three cities, its population distribution, and the number of students teaching of primary and secondary schools in the province are one of the "three world". Rough statistics, of more than 4000 primary and secondary schools and 140,000 elementary and secondary school teachers in southern Shaanxi, 4600 are art teachers. It accounts for about 4.2% of the total number of teachers [1-3].

## 2. Basic Status

Thirty years of reform and opening up, along with the deepening of the reform of the education system, especially with the development of quality education, education quality evaluation system in the southern region, the art education accounted for the proportion of points increased year by year, vacuum and marginal tendency of art education gradually improved torsion. The basic art of the Township Central and rural middle schools can be set up in accordance with the requirements of the teaching outline of the Ministry of education. The art creations of the art group and the interest group of the experimental school are more active. The number of art teachers has increased significantly, and the teaching ability and research ability of art teachers have also been improved. Aesthetic education has even become the psychological yearning and value identification of most of the people [4]. In some places, primary and secondary school art has become the new highlight and small ecosystem of campus culture. Mianxian third's motto is: "Liyang Li line, to good and beauty"; Mian Yang Central Primary School Culture Wall eye-catching to write "versatile" and "art world"; experimental primary school art teacher works exhibition hall to play a leading role, a variety of creative teaching design Banmei campus, full of artistic vitality. Some special skills, comprehensive quality, achievements of art teachers become the school's brand and academic leaders. The strength of the art teaching and scientific research has spattered the vivid splash of the traditional exam oriented education. According to our health, Hanzhoung Mianxian, Shangluo Zhazhui Shiquan County three 20 schools selected research, "12th Five-Year" period, each school of art teachers of scientific papers are accounted for more than 1/5 to the teachers in the school, in the county, city people book art exhibition, the exhibition of works of art teachers in primary and secondary schools are about 30%. The praise rate of watching courseware and fine arts demonstration courses and online voting trust points are more than ordinary teaching courses in the province [5-6]. This gratifying situation allows us to see a bright light on the art education in primary and secondary schools, and is full of confidence in the options for this subject. However, behind this local

prosperity, we still feel the weakness of the whole primary and secondary school art education and the weakness and lack of teachers' scientific research ability.

### **3. Problems and Causes**

**3.1 In the investigation and screening, we try to make a microcosmic analysis of some negative phenomena and analyze the causes of the problems vertically and horizontally. By comparison, we find that the main problems are:**

#### **3.1.1 The shortage of teachers in art teachers**

The State Ministry of education stipulates that the curriculum of Fine Arts in primary schools should be set in the 4 section of the week, and the teachers of fine arts account for 5% of the total number of teachers, so that the goal of art teaching can be achieved. The school art teacher and Hirakawa averaged less than 2% in primary school or even no full-time art teachers, art class serious "shrink" and other courses are idle, crowding. Due to the lack of teachers, many school art classes can only "dry paste pepper noodles", some even can not afford to start the class. In health in the new teacher recruitment, for several years to recruit the art teacher, "" no, empty handed. This phenomenon exists in our survey, and it is a sigh [7].

#### **3.1.2 The degree of professionalization of art teachers is not high**

Because some local teachers age, most served as art education teachers in 70s and 80s from their normal school graduates, professional training less, arts literacy and art skills for primary school, junior high school congenitally deficient, nine year compulsory education big steel art education can not fully adapt to the requirements, such as curriculum objectives, basic concept and design ideas, the field of study, art teaching evaluation can not fully grasp, the teaching is tasted; talent gap, junior high school art teachers' education should be for undergraduate education, and the standards of the rural junior middle school art teachers accounted for less than 1/3 can only stay in the general level of teaching [8].

#### **3.1.3 The lack of teaching and scientific research ability of art teachers**

Because the schools lack of teachers, lack of teaching facilities, means a single, environmental atmosphere is not strong, the main task of art teachers in one class, only a few strokes, several or several small test technology, small production, lack of pioneering and creation and research frontier of the theoretical research and creation [9]. As middle school students cultivate junior high school art teaching aesthetic ability, to stimulate students' innovation spirit and practice ability, teaching still stays in the simple level of learning skills, skills, not improved to the study of art culture level; individual teachers also lack of independent thinking and breakthrough creation, lack of distinctive works of art, art is not out of character.

#### **3.1.4 Team cooperation and resource sharing in art teaching and research**

Due to the fact that most of the area is in mountainous area, the distance between schools is scattered and information is not smooth. Teaching and scientific research is basically in a single way, and the form is not working together.

**3.1.5 Lack of scientific research in the interaction between teachers and students, the linkage mechanism has not yet been established Teaching benefits teachers as well as students.**

The basic teaching is filling the duck, inculcating type, teachers' ability to interpret the sense of teaching is not strong, the enthusiasm of students to mobilize enough a word of serious phenomenon.

#### **3.1.6 Lack of evaluation mechanism in teaching and scientific research**

Most of the competent departments and supervision institutions have not established an independent and complete evaluation system of art teaching and scientific research, and the

teaching is "self-sufficient".

### **3.2 The main causes affecting the teaching and scientific research**

Under the influence of traditional ideas, attaching importance to art, re-examination, the behavior of light quality ingrained ideas. The official standard has always been the mainstream consciousness of the people, and the cultural class scores are always the "lifesaver straw" pursued by the society, the parents and the school. Most of them think that learning mathematics and physics can go all over the world. Some people even think that learning art class is "painting fields, barren culture", which leads to congenital deficiency in discipline arrangement [10-11].

Teaching objectives assessment leads to culture and art favour one more than another class.

The beginning of a small rise, early rising examinations are mainly from the cultural lessons, resulting in departments of education, school leaders and parents with culture preference, has a special liking for the excellent teacher, art teacher status and not enough attention, only things.

The facilities, equipment, funds and places of art education are inadequately invested. Most of art education in primary and secondary schools can only stay in a book, a few boxes of chalk, a few sheets of paper level, no art room, painting room, art multi-media classrooms, and some even have no plaster, feeble teaching.

Art teachers have lack of confidence in teaching and scientific research and lack of ability. Especially young teachers are influenced by the social environment, and they are far away from the spirit of artistic pursuit, or even change jobs.

There is a lack of communication in the teaching and research of Fine Arts in primary and secondary schools. On the forefront of the art is not enough information to grasp, insufficient use of resources, the interaction with the less the exhibition exchange is few, it is difficult to form, All flowers bloom together in order to promote research and contention of a hundred schools of thought, in order to research education atmosphere, resulting in scientific research work of "duck goose step" inferior by comparison.

## **4. Promotion Strategy and Vision**

The weak and weak teaching and research activities of art teachers in primary and secondary schools have become the short board of balanced development of education, which has seriously restricted the pace of education facing modernization and facing the future. In this regard, we believe that the following countermeasures should be taken:

### **4.1 Understanding of rectification, reform.**

From the strategic height of educational reform and development, the status of art education in primary and secondary school curriculum is also required. One is to expand the publicity, guide correctly, improve the whole concept of the whole society on primary and secondary education between China and Germany intellectual body art development, emphasize the basic role of aesthetic education in the moral education in shaping function, aesthetic function and growth of talent. The two is the Department of education and educators to study the outline for the development of education reform, learning "education reform in 13th Five-Year development plan", deeply understand the General Secretary Xi on education poverty alleviation work instruction; from the education concept establish Scientific Outlook on Development, the concept of art education channel positioning in the "coordinate system" understanding, the implementation of the rigid constraints, with full-time teachers, teaching plans, full of art curriculum [12].

### **4.2 Hardening index, lifting capacity.**

The quality requirements for fine arts education in primary and secondary schools should be specific to people, classes and grades. Is in strict accordance with the "full-time junior high school art education", big full-time primary school art education teaching, put art as the stage of compulsory education is a compulsory course in the arts and culture, as an important way to implement aesthetic education. The art of teaching, cultivate students' interest in art and art hobbies,

learning basic skills, master the basic knowledge of just the provisions of the cultivation of students aesthetic interest, preliminary aesthetic ability and good moral sentiment, improve the students' ability of observation, imagination and image thinking ability and creative ability. Let the art curriculum teaching ", from" a light air plant "Enlightenment" effect.

#### **4.3 Innovative practices, Teaching benefits teachers as well as students.**

One of the channels for improving the level of art teachers is to unite "teaching" and "learning", to learn from each other and to improve together. The teacher should first hand skills, highly demonstration, teaching characteristic. In every class, we must clarify the purpose of teaching, prepare for teaching, concentrate on introducing knowledge, essentials and learning gains to students, and inspire students' interest and knowledge by drawing and modeling. Making full use of exhibition pictures, art works, and projector slides, videos, recording equal teaching methods, increase interaction and complementarity, and enhance teachers' creative inspiration from students' naive and innocent imagination, so as to enhance teachers' teaching enthusiasm. Junior middle school art teachers should expand their knowledge, increase knowledge reserves and teaching experience through the sharing of high-quality educational resources, truly reflect "learning high as a teacher", top-level design.

#### **4.4 Strengthen the introspection of teaching and make clear the responsibility for the responsibility.**

The teacher should reflect the function of aesthetic education from the depths of the soul, what is that to learn art at the beginning of the heart? Why is the responsibility weakened? In recent years, we look back and sort out the teaching cases, creative enthusiasm and achievements transformation, and find out the weak links in the teaching process. In particular, the junior high school art teachers, is not also lost for the simple pursuit of scores, leading to the decline in the quality of the art curriculum. The level of teachers to decline, "it", the dream of a glorious art pick of morality education, to make up the short version of this discipline, consciously assume responsibility education, do a bit, is worthy of the name for academic leaders [13].

#### **4.5 Pay attention to the innovation of teaching and the promotion of scientific research.**

The innovation base of art teaching is the classroom, the way out and the carrier of scientific research promotion is the exchange of academic research and work. In the premise of follow the syllabus, the maximum possible to tap the local cultural and artistic resources, innovative thinking and means of compiling local materials, such as the well-being of the region should focus on "silk culture"; Shangluo area should focus on the "Shaanxi folk songs", customs; Hanzhoung area should focus on the cultural connotation of "Han kingdoms". These historical allusions in picture form, let the local culture into the classroom, and students have the love of the local culture and Art Association, form, inheritance and influence of transfer function. On the basis of the curriculum reform, we will work hard to make artistic creation. On high school students, can the art class moved outdoors, let the students to visit the mountains, rivers, fields and forests, enjoy the flowers bright, summer strong onion, autumn leaves, winter snow, has the beautiful natural impulse, write picture, smear color [14]. Teachers should use more heuristics to introduce students to the scene, to introduce ideas, to find out the bright spots, to boldly color, to improve the level of teaching. After the end of the teaching, we are good at summarizing, introspection and achievement.

#### **4.6 Create conditions and encourage scientific research.**

The school should take the "fish in water" strategy, and actively create conditions to establish art classrooms, gradually add art teaching equipment, books, wall charts and slides, video and multimedia, the creation of a beautiful teaching environment. At the same time, we should boldly increase the art teachers' creative activities, solve the necessary funds, give the necessary personal creation space, let teachers learn the art theory and create fine works. The award-winning works of the teachers in the art exhibitions and newspapers and magazines should be rewarded.

#### **4.7 Strengthen the discussion and expand the exchange.**

The scientific research of art education is a kind of extrovert, reciprocal and team - oriented activities. The art teachers should adhere to the idea of opening, developing, innovating and developing, and being good at taking the interaction of art teaching and scientific research as an exchange platform. Between the middle school and primary school should strengthen communication and exchange between the school, to strengthen the mutual help, sharing of resources, art teaching and research group should be between teachers and art groups exchanges, to broaden their horizons, receive information, absorb nutrition, enhance the internal strength.

#### **4.8 Scientific evaluation and improvement of the system.**

The educational administration department and the school should establish a scientific teaching evaluation system. Especially for art teaching evaluation research to gradually increase the proportion of art teaching and research, in order to break the situation cautiously, do nothing, so as to promote the balanced development of education.

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