

# Research on Primary and Secondary Schools' Art Education in Rural Areas Against the Background of Regional Ethnic Groups

A Case Study of the Second Secondary School of Fengyi Town in Dali City

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**Abstract**—Arts education of rural primary and secondary schools in the ethnic regions is in slow development, while art education is an indispensable part of quality education. This paper analyzes the characteristics and current situation of art teaching and the reasons for the backwardness through the actual investigation of the second secondary school of Fengyi Town, Dali City, Yunnan Province. Combined with the advantages of ethnic resources in the region, this paper discusses the ways to change the present situation of art education of rural primary and secondary schools in the ethnic regions, which is of practical significance for the art education of rural primary and secondary schools in the ethnic regions.

**Keywords**—regional ethnic; rural art education; teaching research

## I. INTRODUCTION

With the rapid development of new era, the economy level is constantly improving, and people's understanding of education has also been generally improved. With the deepening popularity of the new curriculum reform, art education of secondary schools has gradually been taken seriously by people. Due to the differences of geographical location, education ideas and teachers, art education in urban areas have made great progress, meanwhile rural art education of primary and secondary schools in the ethnic regions is in a long-term backward and difficult situation. Under the restriction of various objective conditions, although rural art education has made some achievements, we should see that there is still a huge gap between rural art education and urban art education. Taking the second secondary school of Fengyi Town in Dali, Yunnan Province as the starting point, this paper combines the basic teaching concepts of new curriculum, fully excavates the resource advantages of regional nationalities and makes their art education more regional and national characteristics, which can provides a reference method for the future development of art education in ethnic regions.

## II. LOCATION OF THE SECONDARY SCHOOL OF FENGYI TOWN

Fengyi Town, Dali City, Yunnan Province, is located in the vicinity of the Chu-Da Freeway at the southern tip of Dali City. It is an agricultural-based, industrialized and urbanized development and is under construction in the third urban area of Dali City. Fengyi Town population is dominated by the Bai and Yi people. The town now has three ordinary secondary schools: the first secondary school of Fengyi Town, the second secondary school of Fengyi Town and the third secondary school of Fengyi Town. The first secondary school of Fengyi Town in Dali Prefecture, Yunnan Province, the traffic is very convenient. The school has many teachers, they are united and practical, with high-quality and pioneering spirit, and they have trained and created a large number of excellent teachers and students, there are excellent national class teachers, national excellent sports teachers and national excellent educators. With the concept of "developing potential and developing individuality" as the concept of educating people, the school consistently adheres to the awareness of "brand, quality and service". In the process of promoting quality education, the school establishes its own brand image with the first-class education quality and win the praise of the community, the school is one of the best schools in the minds of people. The third secondary school of Fengyi Town is located in Fengming Village, Nan Street, Fengyi Town; the traffic is also relatively convenient. Most of the teachers in the school have a bachelor degree and have lots of teaching experience. In recent years, school teachers have obtained outstanding achievements in teaching competitions and students' entrance to the municipal key high school also had a higher proportion, it is the best choice for Fengyi Town residents to study. The second secondary school of Fengyi Town is located in the vicinity of rural areas, the traffic is far less convenient than the other two secondary schools, and the

school is not equipped with student supplies stores, not to mention the student entertainment.

### III. THE SIGNIFICANCE OF ART EDUCATION OF SECONDARY SCHOOLS AGAINST THE BACKGROUND OF REGIONAL ETHNIC GROUPS

Now, because of the economic development, the living standard of the rural population has been improved. While meeting the needs of material civilization, we also meet the needs of people's growing spiritual civilization. The development of the rural art education under the regional ethnic group is conducive to linking the growing needs of spiritual civilization with healthy and positive aesthetic tastes, and is conducive to putting the construction of rural spiritual civilization on the path of positive and virtuous development. To some extent, the development of rural art education under the regional ethnic is related to the implementation and implementation of China's education policy. It is also the inevitable trend of social education development, the need for the progress of the times and the overall quality of our nation. In addition, the development of art education in rural primary and secondary schools under regional ethnic groups is inextricably linked to the local economy. It has been pointed out that regional art research should include geography, transportation, history, culture, economy, communications, markets and many other factors.<sup>1</sup> Nowadays, in the rural economy of regional ethnic groups, folk arts and crafts industry plays a more and more important role in many places. This phenomenon has benefited from such factors as the convenience of modern transportation, the modernization of information technology, and the humanistic landscape as the hot favorite of the tourism industry. For example, the wood carving industry in Jianchuan has driven the economic development of the entire region. This shows the necessity of implementing art education and the urgency of combining regional characteristics education in the compulsory education stage.

### IV. ANALYSIS OF THE CHARACTERISTICS, PRESENT SITUATION AND REASONS OF THE ART EDUCATION OF THE SECOND SECONDARY SCHOOL OF FENGYI TOWN

#### A. The Characteristics of Art Education in the Second Secondary School of Fengyi Town

In traditional art teaching, teachers often only teach students how to draw and pay too much attention to skills. The new curriculum standard for art starts from the way students learn activities and divides art learning at the full-time compulsory education stage into "modeling, performance", "appreciation, commentary", "design, application" and "comprehensive exploration". It is a comprehensive discipline with design, hand-made, painting and appreciation that meet the needs of students with different interests and hobbies. From the content point of view, it is richer than the old curriculum standard, and the

classification is clear, so that teachers can purposely teach and classify students' learning. "The curriculum should not only focus on the instillation of knowledge. The participants of all courses are the developers and creators of the curriculum. The curriculum is the process that requires teachers and students to explore new knowledge together."<sup>2</sup> Students of regional ethnic groups do not have advantages than students of coastal urban areas in learning environment, but they can draw local materials in terms of ethnic resources. The second secondary school of Fengyi Town has its own unique approach to regional ethnic education. In Fengyi Town, there are many natural and environmental resources and unique ethnic and folk art resources that have not yet been developed and destroyed. Teachers make full use of these resources in primary and secondary schools' art education, and integrate local planning and teaching materials to carry out art education activities with local characteristics to enrich the content and form of art teaching.

#### B. The Present Situation of Art Education in the Second Secondary School of Fengyi Town

In China, ethnic minorities is a huge group, and most of them live in remote rural areas. However, art education has not been implemented in most rural schools under ethnic minorities. Some primary and secondary schools have not yet implemented art courses. Some schools do not even have art teachers and textbooks, and they have no homework, inspection, or assessment. Especially for some small primary and secondary schools, students have no access to formal art education. This leads many primary school students beginning to touch art courses in junior high school. Under the pressure of education sector's further education, some primary and secondary schools are seemingly focusing on quality education, but in essence, they are pursuing higher education rate unilaterally. The shortage of art teachers, the lack of professional quality of art teachers, the outdated teaching mode and content and the lack of modern teaching facilities (art function room) result in a large gap in art teaching. For example, the art education subject is considered by the majority of teachers and parents as advanced class in the second secondary school of Fengyi Town. Although the students' curriculum set up art courses, it is only for the higher level inspections. In fact, these courses are in an awkward position.

#### C. The Analysis of Causes of Present Situation of Art Education in the Second Secondary School of Fengyi Town

1) *Conditions lag behind*: Compared with rural areas and towns, the main reasons for the backward development of art education in rural areas are the backward traffic conditions, slow economic development, low residents' income and insufficient investment in government education funds. The specific manifestation of the education unit is that

<sup>1</sup> Mo Ai. Value, Method and Problem Consciousness of Research on Regional Art History: A Study of the History of Chinese Regional Art and "The History of Beijing Fine Arts." [J], 2011.5.

<sup>2</sup> Huang Wentao. Doll's post-modern curriculum perspective and its inspiration to our country's education. [J], Journal of Higher Correspondence (Philosophy and Social Sciences), June 2002, Volume 15, Number 3.

the school lacks corresponding teaching space and equipment, and students cannot afford professional personal learning tools.

2) *The schools do not pay enough attention:* Due to the influence of the traditional exam-oriented education concept, the art curriculum is considered by the educational unit as an “advanced class” in the current concept of primary and middle school education. In the old concept, some teachers think that “learning mathematics, physics and chemistry well, you are not afraid of the world”, and it does not matter if you study art courses or not. Under the pressure of further studying, students have no time to attend and teachers are very passive in the class. In primary and secondary schools, because the school administrators lack knowledge of fine arts expertise and the particularity of the art disciplines, it is difficult to come up with a set of complete and reasonable methods for assessing the quality of art teaching. Therefore, it is impossible to evaluate art teaching work. There is no way to reward or punish. It also leads some art teachers lacking pressure and motivation in classes.

3) *Inadequate attention from students and parents:* The majority of school students are children of peasants, the vast majority of whom are ethnic minorities. Under such a regional ethnic background, there is an important factor that affects the development of education. The parents of rural children are considered to be not educated because of the low level of education or other factors in the neighborhood. It does not matter whether they receive good education or not, so that the children who have been educated have such a bad idea: Anyway, parents do not pay attention to it and they use it in school. Such a large environment has, to some certain extent, led to an even greater difficulty in the development of rural art education.

#### V. RESEARCH ON THE PRIMARY AND SECONDARY SCHOOLS' ART EDUCATION AND TEACHING OF REGIONAL ETHNIC MINORITY

“China is unitary multi-national state, cultivating students' enthusiasm of the country's fine traditional arts, teaching students to tolerate treatment and respecting the world's diverse cultures. Through the teaching and appreciation of traditional ethnic arts, students can not only understand the essence of traditional art, but also give rise to a sense of national belonging and national pride.”<sup>3</sup> To improve and change the present situation of art teaching in regional ethnic groups, only relying on teaching materials and learning materials is not enough. There is a big gap between the teaching material' content and the students' actual life and the school's conditions. How teachers combine with the reality of the ethnic minority to discover the curriculum resources of the new curriculum art directly affects the teaching effect of the art class.

#### A. Taking the Beautiful Village as a Source, Nurturing Characteristic Teaching

The countryside is a treasure for nurturing the teaching of fine arts. There are rich fields and natural landscapes. These are excellent themes that can be applied to student painting courses. As Art Master Rodin said, for our eyes, it is not the lack of beauty but the lack of discovering beauty. Therefore, teachers should actively guide students to observe things, find the beauty in a familiar environment and create beauty in painting during the exploration of regional ethnic art teaching. The rural areas of ethnic groups are excellent treasures for students' sketches. Teachers need to integrate life and art closely, encourage students to walk out of classrooms and walls, integrate themselves into nature and get rid of traditional indoor teaching methods. A series of arts teaching activities based on the theme of Beautiful Villages will be boldly combined with the original textbooks to increase, improve and supplement, guide students to relate the study of art courses to life and environment, and to express and paint life, showing rural characteristics. For example, next to the second secondary school of Fengyi Town, there are mountain and trees, unique camellia flowers in the Dali Bai ethnic embroidery pattern, Dali Bai wood carvings, paper-cutting, braiding, tie-dyeing and other unique folk crafts, as well as the unique landscapes of the Dai and the Hui. The overall resources are unique.

#### B. Using Modern Teaching Means to Improve Teaching Quality

Multimedia teaching is modern teaching device with rich pictures, sounds, images and static and dynamic complementary. It has formed a sense of “live and fragrance”, sense of sound, sense of language, sense of music and movement in teaching. To a certain extent, it surpasses and enriches the content of art textbooks, stimulates students' sensory nerves, breaks through the limitations of “board to board,” and enables students to experience the teaching charm from multiple angles. The multimedia teaching can express the line, shape, color and quality of the drawing language, which can arouse students' thinking divergence and creativity. When displaying pictures, the entire painting process can be highly summarized as a few key pictures in accordance with the simplification of the structure and the discrepancies in color. At the same time, according to teaching requirements, a dynamic painting process can be properly inserted to allow students to look at beautiful pictures and mobilize the students' creative passion. During the painting process, they observe carefully and discuss with each other or asked the teacher. As the students' thinking continues to burst out of the creative process, the picture is more and more exciting. Some art teaching processes will be not lively and unsatisfying because of quietness. Applying multimedia to inject music elements into the art class can expand students' imagination space, help students to observe and understand things, help students express the atmosphere of classroom teaching and make students pleasure physically and mentally.

<sup>3</sup> Lu Xiaoyong. Development and utilization of art teaching curriculum resources. [D] Inner Mongolia Normal University, 2005.

### C. Adhering to the Nation's Excellent Quality and Reproduce the Creativity of the Students

In our daily life, there are a large number of discarded but extremely useful waste materials, such as various clothing fabrics, old newspapers, cans, old calendars and mineral water bottles. Through the discovery, collection and integration of various materials, the characteristics and aesthetics of these materials are perfectly combined with the specific ethnic characteristics of the region. Students' creativity and a variety of materials can be used to decorate the beauty of discarded items. Xiong Zhenggang, a former national man, used a few pieces of waterproof sack cloth to piece collages and fuse painting skills, creating a re-born "Mona Lisa", which attracted high-priced German acquisitions. Because of the poor economic conditions of primary and secondary school students, teachers should pay more attention to the teaching content of "turning waste into treasure" in art teaching and allow students to use some obsolete items, purposefully apply various production methods: cut and paste, paste and processing, turning waste into treasure become an unexpected art work. For example, a television antenna made of cans may increase TV ratings; curtains made of old pictorials, old calendars, and old color books to decorate. This not only improves the students' imagination and creativity, but also stimulates students to discover the beauty, create the beauty and strengthen the practical teaching ability.

## VI. CONCLUSION

As a compulsory art course in primary and secondary schools, art is an integral part of contemporary quality education. The development of art education in rural primary and secondary schools under ethnic areas is facing severe test of social transformation and has received attention from all aspects. "If traditional local arts are to be a curriculum resource, in addition to going through the necessary culling, it is more important to preserve the integrity of these local traditional arts. At the same time, as teachers, they must do relevant research on history, humanities and folklore. These cultures are presented to students layer by layer and students are given a variety of opportunities."<sup>4</sup> The rural art teachers in primary and secondary schools must use the existing conditions to teach students in accordance with their abilities and cultivate special art education. The flexible use of teaching methods and tools will enables art teaching to be conducted smoothly and truly, promotes the healthy development of students' minds and tries to narrow the differences of art education between different regions at the same time.

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