

Research on the Implementation Strategy of Precise Assistance for Art Education in Key Poverty-stricken Areas*

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Abstract—The precise poverty alleviation has been vigorously carried out throughout the country. Governments at all levels have formulated corresponding measures to alleviate poverty and help the poor people get rid of poverty. Due to geographical constraints, the concentration of poor people, poor infrastructure conditions, and large difficulty in poverty alleviation in key poverty-stricken areas, it is more difficult to effectively implement the precise poverty alleviation of art education in local schools. According to the environmental conditions and economic basis of key poverty-stricken areas, this paper analyzes the current situation and main problems of precise poverty alleviation in local art education. The insufficient investment in infrastructure of art education, weak teaching staff, imperfect curriculum system and inflexible teaching methods are the main problems. The comprehensive development of precise poverty alleviation in art education has helped elementary and secondary schools improve educational facilities in poverty-stricken areas, strengthened the local teaching staff, enriched the art education curriculum system and teaching methods, and finally comprehensively reflected the precise poverty alleviation of art education in key poverty-stricken areas.

Keywords—key poverty-stricken areas; art education; precise poverty alleviation

I. INTRODUCTION

The report of the Nineteenth National Congress of the Communist Party of China (CPC) put forward that we should fight against the poverty in an all-round way. Precise poverty alleviation should not only help people in poor areas to alleviate poverty economically, but also help poor peasants to alleviate poverty in education ideologically. Local governments actively responded to the call of the state and formulated anti-poverty plans according to local conditions. However, the development of modern industries in most of the poverty-stricken areas is seriously restrained due to geographical constraints, extreme shortage of land resources,

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backward transportation facilities, and serious shortage of water conservancy facilities. Farmers lack effective means and conditions to increase their income. The government lacks precise poverty alleviation mechanism, and the implementation effect of precise poverty alleviation is not very significant. The precise poverty alleviation in schools in key poverty-stricken areas is of great difficulty [1]. Due to weak economy and education, limited economic development, unstable income of farmers, and financial difficulties of the local government, it is difficult to implement infrastructure construction, forming a vicious circle. Based on a comprehensive analysis of the problems faced by the precise poverty alleviation of art education in key poverty-stricken areas, this paper puts forward the implementation strategies of precise poverty alleviation of art education, and reflects on the precise poverty alleviation, and expects to provide suggestions for the precise poverty alleviation of art education in this area.

II. CURRENT SITUATION AND EXISTING PROBLEMS OF PRECISE POVERTY ALLEVIATION IN ART EDUCATION

It is difficult to carry out precise poverty alleviation in key poverty-stricken areas mainly because of the complex geographical conditions, weak economic foundation and the difficulty of ensuring poverty alleviation mechanism in the poverty-stricken areas. Almost all the poverty-stricken areas are located in the fringe of each county administrative region. The objective reasons, such as complex terrain, geographical disadvantage and inconvenience of transportation, lead to poor infrastructure in the region. Farmers can only rely on traditional agriculture as their main source of income. Weak economic foundation has led to inadequate investment in education, especially lack of educational facilities. The dilapidated classroom in primary and secondary school classrooms, serious shortage of teachers, and inadequate investment in education are very common. The precise poverty alleviation of art education lacks a long-term effective mechanism. Lacking facilities to develop economy is the basic factor for farmers to get rid of poverty, while the local government's inadequate investment in art education infrastructure is the main dilemma faced by the precise poverty alleviation of local art education [2]. In addition to the lack of art education infrastructure, the weakness of

teachers, the imperfection of curriculum system, and the inflexibility of teaching methods are also important factors restricting the development of rural art education.

A. Inadequate Fundamental Investment in Art Education

In recent years, the implementation of poverty alleviation policy has greatly improved the infrastructure of primary and secondary schools in rural areas. Relatively speaking, the investment in art education infrastructure is seriously inadequate. This is the basic factor that makes it difficult to implement precise poverty alleviation in art education. Due to the lack of infrastructure in key poverty-stricken areas, the local government has a low financial income, and there are no surplus financial resources to help farmers build infrastructure in these areas. However, there are also no agricultural and sideline products and natural resources with high value, and the development of primary and secondary industries lacks effective resource support, which makes it difficult to carry out. Farmers do not have economic income as a guarantee, and there are no surplus funds to build education infrastructure. Desks, benches, books and classrooms in local primary and secondary schools and kindergartens can only rely on local financial subsidies and donations from social organizations, which can not meet the needs of children's daily learning or the basic investment of art education. Precise poverty alleviation policy pays more attention to solving the problem of increasing farmers' income. There is a serious shortage of art education infrastructure. The local government has insufficient awareness of the importance of precise poverty alleviation in art education and inadequate investment in art education infrastructure. This is the main dilemma faced by precise poverty alleviation in art education.

B. Weak Teachers of Art Education

The lack of educational infrastructure is due to the lack of hardware, which can be quickly compensated by investment and social donations. The weakness of art teachers is the biggest difficulty faced by poverty alleviation of local art education. Educational resources are the basis for carrying out educational work and improving the educational system. Teachers are the most important educational resources. Because of the poor educational facilities, the poor working and living environment of teachers, the ordinary liberal arts and science students are not willing to work as teachers in poor areas after graduation. The number of art graduates is small, and the investment in pre-school is high. Coupled with the temptation of big cities, there is a wider space for art development. They are more reluctant to return to rural areas to teach. The embarrassing situation of "not going down, and being unable to stay" in the teachers of art education in rural areas appear. On the other hand, the government also lacks long-term effective support policies to encourage college students and university teachers to participate in the precise poverty alleviation work of art education. The government-guided poverty alleviation work is not attractive to college students and teachers, and it is difficult for teachers to engage in poverty alleviation work of art education for a long time in local areas. Nowadays, with the liberalization of the

"two-child" policy, the rural infant population has increased dramatically and the class size has become larger and larger, which leads to the shortage of teachers in poverty-stricken areas, and the shortage of teachers in art education has become more prominent. At present, many university teachers and students are only to complete the precise poverty alleviation task assigned by their superiors. They go to schools in poverty-stricken areas to do some short-term and propaganda precise education assistance activities. Such intermittent activities are difficult to meet the local educational needs, and there is a large shortage of teachers [4].

C. The Course System of Art Education Is Incomplete

The serious shortage of teachers and the short-term precise poverty alleviation activities in colleges and universities have not developed educational courses in line with local conditions, resulting in incomplete art education curriculum system in primary and secondary schools in poor rural areas. In the main poverty-stricken areas of China, the government should first focus on solving the problem of increasing farmers' income. In the precise poverty alleviation work, General Secretary Xi clearly pointed out that "poverty alleviation should first support the education" and that "strengthening the emphasis on education is the premise of poverty alleviation by education". Under the current mainstream social values, art education is misled by the theory of usefulness and uselessness. It is considered that art work is useless and difficult to solve the problem of economic development. It is the main factor that art education work is not valued. Against the background of examination-oriented education in China, many primary and secondary schools have changed art courses into professional courses, so as to increase students' test scores. What's more, under the circumstance that the whole educational curriculum system in the seriously impoverished areas is incomplete, the work of art education is even more neglected. "Without money, space, materials, and teachers", the most basic classroom teaching can't be satisfied, nor the elective courses, interest groups and art associations. The lack of art education curriculum system has become one of the main problems that need to be solved urgently for the precise poverty alleviation of art education.

D. The Teaching Methods of Art Education Are Not Flexible

At present, the precise poverty alleviation of art education lacks a long-term guarantee mechanism. Most of the support work is just to publicize the image of colleges and universities. The teachers who support education in poor areas just do some simple art teaching work. These teachers lack the understanding of local students' education level and art appreciation level, and they can not make teaching methods suitable for local students according to local conditions. These teachers commonly use general teaching methods and activities. However, the local primary and secondary school students' art appreciation ability is poor. It is difficult to fully understand and digest the knowledge taught by teachers, and the art education classroom teaching effect is poor [6]. In primary and kindergarten art education,

teachers usually teach students to draw some common landscapes, trees, flowers and plants, etc. In poor areas, this kind of scenery can be seen by children everyday and everywhere. Local art teachers lack the awareness of flexible use of local art education resources, and are unable to construct a reasonable school-based curriculum suitable for the region and the school. Also, they are unable to make students understand the beautiful scenery and characters around them, record interesting things around them, and learn to discover the beauty of innocence and simplicity around them in line with local conditions, which leads to the situation of "unable to use".

III. MEASURES AND EFFECTIVENESS OF PRECISE POVERTY ALLEVIATION IN ART EDUCATION

Faced with the task of precise poverty alleviation, local governments have formulated detailed implementation plans. The precise poverty alleviation in art education can effectively help local primary and secondary schools to strengthen infrastructure construction, train local teachers, enrich local education courses, innovate local education teaching methods, and inject new vitality into the primary and secondary education.

A. Strengthening Infrastructure Construction

Lack of infrastructure in key poverty-stricken areas is the primary problem faced by local poverty alleviation. In recent years, local governments have adopted the method of "counterpart assistance, counterpart support", which has greatly improved the infrastructure of rural primary and secondary schools. Local governments have supplemented the infrastructure of local primary and secondary schools when carrying out precise poverty alleviation of art education, such as improving the teaching environment of local primary and secondary schools and kindergartens, building standardized runways, matching special classrooms for art activities, and donating computers, pianos, sports equipment, painting equipment and books to counterparts in poverty alleviation units and universities. It provides the material foundation guarantee for carrying out art education.

B. Strengthening the Construction of Teachers

Good education infrastructure is the premise of carrying out art education, and the construction of teachers is an important guarantee to implement the precise poverty alleviation of art education in poor areas. Precise poverty alleviation in art education can effectively strengthen the local teaching staff. The local government has formulated effective incentive mechanism, strengthened the propaganda work of precise poverty alleviation in art education, attracted a large number of college students and university teachers to station in schools in poor areas for a long time, and made the work of precise poverty alleviation in art education practical and long-term. The government has implemented the responsibility and assistance system, enabling the art education of college students and university teachers to help the students in primary and secondary schools in poverty-stricken areas have the support of teachers. In the process of precise poverty alleviation, local governments have also

implemented the "rotation system" for teachers in urban areas and poverty-stricken villages, implemented the treatment of rural teachers, tilted to the countryside in terms of professional title evaluation and honor awards, and guaranteed the "retention and good teaching" of art teachers. Facing the shortage of art teachers, local governments and universities have also increased the training of in-service art teachers. Through off-duty training, on-the-job learning, and on-the-job training, they provide opportunities for rural art teachers to learn and improve, and the strength of art teachers has been enhanced.

C. Enriching Art Education Courses

The curriculum construction of precise poverty alleviation in education is a systematic project. The precise poverty alleviation of art education enriches the educational curriculum of local primary and secondary schools. As the main force of precise poverty alleviation in art education, local governments have launched relevant training work, and the college students can effectively enhance the art education experience. Excellent experienced teachers from local cities went to the poverty-stricken areas for in-depth research and learned about the shortcomings and needs of local art education. On this basis, a detailed curriculum plan and teaching program were formulated to provide vocational training for college students, and enhance their working practice ability. They can find good working methods in a relatively short period of time, and effectively help children in key poverty-stricken areas to improve their artistic literacy. With careful investigation and demonstration, a primary school in a poverty alleviation area supported by a university combines "local culture" with "precise" art education. In the process of poverty alleviation and education, it pays attention to tapping the advantages of local cultural resources, and leads primary school teachers to integrate common corn straw and clay into art curriculum, thus creating a school-based curriculum with rich characteristics of rural art. The implementation of the precise poverty alleviation to the people effectively guarantees the responsibility and assistance system of poverty alleviation in art education, institutionalizes the construction of art education curriculum system, forms monthly, quarterly and annual reports, formulates short-term and long-term work plans, makes the precise poverty alleviation pertinent, coherent and sustainable, and improves the curriculum system of precise poverty alleviation in art education.

D. Innovative Art Teaching Methods

The validity and scientificity of teaching methods are the important contents of carrying out the precise poverty alleviation of art education in an all-round way. Infrastructure is the material basis of precise poverty alleviation in art education. Teachers are human resources. Course system construction is the guarantee of system. The improvement of teaching methods is the measure to test the effectiveness of all work. If teaching methods are not implemented in place, infrastructure will be wasted, and human resources will not be effectively utilized. For the uniqueness of art education, its teaching methods are more often tailored to local conditions. According to the actual

needs of local students, innovative teaching methods make students in poverty-stricken areas in primary and secondary schools learn more art knowledge while learning cultural courses. In order to help the poor precisely, a university adopted the model of "122N" and innovated the path of rural art education. There are no professional art teachers in primary schools. However, there are abundant resources of art education in rural areas. Colleges and universities have adopted the method of "one art teacher in colleges and universities + two volunteers of college students + two on-the-job learning teachers in rural areas, and N turns of on-the-spot assistance". They have trained teachers in rural primary schools, imparted teaching experience to rural teachers, and taught them to make full use of local resources to carry out art activities. It has promoted the rapid promotion of art education teachers in the school.

IV. REFLECTION

The poor economic foundation of the people in key poverty-stricken areas is the actual situation. Developing the economy is an important way to help the poor people out of poverty. At the same time, we should not slacken the education of the poor people. Education is an important part of poverty alleviation work. It can help the poor people not only get rid of poverty in material life, but also help them get rid of poverty ideologically in an all-round way. The poverty can not be handed down from generation to generation.

A. *Changing Concept Is the Precondition of Precise Poverty Alleviation*

Precise poverty alleviation in art education is an important link in the battle against poverty. Lack of awareness of the importance of art education by local governments is the main factor that makes it difficult to carry out precise poverty alleviation in art education. Farmers in poverty-stricken areas have low incomes, and people's living difficulties are the main pressures faced by local governments to complete the task of poverty alleviation. Therefore, it is difficult to allocate extra energy and financial resources to help the poor people to carry out art education. It is common practice for local governments to develop economy first and then education and social security system. The experience of reform and opening-up in the past decades tells us that economy and education must be developed together and can't be separated. Therefore, the work of poverty alleviation in education should be promoted to the same important position as economic poverty alleviation, so as to ensure that the poor peasants get rid of poverty both materially and ideologically. The uselessness of art education has also seriously hindered the implementation of the precise poverty alleviation work of art education. We should educate the poor peasants ideologically, change the utilitarian ideology, and implement the precise poverty alleviation work in an all-round way.

B. *People-oriented Concept Is the Foundation of Precise Poverty Alleviation*

Poverty alleviation is ultimately for human development. Precise poverty alleviation vividly interprets the people-oriented development idea.

1) *Teachers*: Teachers of art education are the scarcest resource for poverty alleviation. Precise poverty alleviation of art education can help farmers in poor areas strengthen local talent cultivation and effectively improve the local people's artistic accomplishment and cultural level [7]. From the practical work, we can also see that only by helping to improve the level of teachers in rural education, the strength is still weak. It can solve the urgent problem, but it can not fundamentally solve the problem of teachers. It also requires governments at all levels to increase the input of teachers and the financial subsidies for special posts. If the teachers can stay and teach well, they can fundamentally solve the problem of "supporting the education" in rural area.

2) *Children*: The aim of precise poverty alleviation is to help rural primary and secondary schools create good educational environment resources, help children in poverty-stricken areas enhance the artistic appreciation ability, enhance the artistic accomplishment, change the poor and backward thinking, change their current situation of passive poverty alleviation relying solely on government subsidies, and avoid the generational transmission of poverty rather than merely imparting artistic skills. In practical work, there are still many problems worthy of reflection.

3) *Helpers*: In the allocation of teachers, we should also consider the development of teachers and students, provide them with various mechanisms to guarantee their work, make the teachers and students who involve in poverty alleviation have a sense of honor, pride and gain. More college teachers and students are willing to take root at the grass-roots level, make the contribution, and reflect higher value of life.

C. *Multi-party Cooperation Is the Key to Precise Poverty Alleviation*

In the process of poverty alleviation, we should clarify the relations and responsibilities of all parties. The government should play a leading role in the implementation, and the focus should be at the grass-roots level. In order to win the decisive victory in the battle against poverty, the government, organs, organizations, universities, enterprises, non-governmental organizations and the masses in poor areas should work together to advance. In the poverty alleviation, education plays an important role of "assistance". We can give full play to the role of vocational education and social education in poverty alleviation, make use of its own advantages, give poor areas much-needed "methods", and avoid formalism, stopping classes and developing poverty alleviation. We can also combine the work of precise poverty alleviation in art with the development of party building, league building and art specialty, and promote precise

poverty alleviation through party building and league building.

V. CONCLUSION

"If we want to carry out poverty alleviation work, we should first support the education." The precise assistance in education can help farmers in poverty-stricken areas get rid of poverty ideologically, and meet their spiritual and cultural needs, which is particularly important for the future development of children in poverty-stricken areas. Restricted by environmental conditions and economic foundation, key poverty-stricken areas have many problems, such as inadequate investment in art education infrastructure, weak teaching staff, imperfect curriculum system and inflexible teaching methods. Therefore, for the precise assistance of art education in key poverty-stricken areas, employment should strengthen the construction of infrastructure and teachers, adapt to local conditions, constantly enrich the content of art education curriculum in rural poverty-stricken areas, and innovate art education methods. In the process of supporting the poor, we should not just "make the development" in economic poverty alleviation. We should combine economic poverty alleviation with educational poverty alleviation to ensure that the masses in poor areas get rid of poverty materially and ideologically. To strengthen the training of talents, to improve the artistic accomplishment and cultural level of the masses, to create a good educational environment for rural children, to provide various mechanism guarantees for teachers and students at the front line of poverty alleviation, the government should play the leading role, and multi parties should cooperate with each other. Finally, we will surely win the all-round victory in the battle of poverty alleviation.

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