

Research on the Construction of Art Education Teachers in Rural Primary and Secondary Schools in Jilin Province

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Abstract

Art education is an important part of aesthetic education. Under the background of quality education, my country has paid more and more attention to art education. The 14th Five-Year Outline clearly states: attach importance to the edification of aesthetic education, adhere to the simultaneous development of the five education, and build a strong country in education. If art education is to achieve significant results, as the main body of the implementation of this important project - art teachers in primary and secondary schools, their professionalism is the key factor determining the implementation effect. Therefore, strengthening the construction of art education teachers in primary and secondary schools has become a consensus in all aspects. In order to promote the development of art education in Jilin Province, it is very important to strengthen the theoretical research on the construction of art education teachers in primary and secondary schools. This research mainly focuses on the current situation and actual situation of the construction of art education teachers in middle and rural primary schools in Jilin Province, and proposes strategies and methods to enhance the construction of art education teachers in rural primary and secondary schools in Jilin Province. Based on the above ideas, this paper mainly includes the following three parts: The first part: through the analysis of basic data, it introduces the survey results of this research on the current situation of art education teachers in rural primary and secondary schools in Jilin Province. The second part: following the analysis results of the first part, it makes an in-depth analysis of the main problems existing in the art education teachers in rural primary and secondary schools in Jilin Province. The third part: Based on the previous data analysis, it puts forward feasible suggestions on the training mode of strengthening the construction of art education teachers in rural primary and secondary schools in Jilin Province, and conducts an in-depth analysis of the training content.

Keywords

Art education; Rural primary and secondary schools; Teaching staff.

1. Investigation and Result Analysis of the Current Situation of Art Teachers in Rural Primary and Secondary Schools in Jilin Province

(1) Data collection and organization This questionnaire survey was aimed at music and art teachers in fifteen rural primary and secondary schools in Jilin Province. A total of 50 questionnaires were distributed, 32 were returned, and 32 were valid. SPSS statistical software was used to analyze the reliability of the returned valid questionnaires and to sort out the valid data. At the same time, the opinions and suggestions put forward in the effective questionnaires, combined with the interview content, were compared and analyzed.

(2) Questionnaire survey on the basic situation of art teachers in primary and secondary schools A total of 32 music and art teachers in rural primary and secondary schools in Jilin Province were surveyed in this questionnaire. Among the 32 teachers who effectively

participated in the questionnaire survey, 1 was male, accounting for 3.13%, and 31 were female, accounting for 96.88%. As shown in Tables 1 and 2, the average age of full-time art teachers is mainly over 45 years old, accounting for 50%, and there are 14 teachers with teaching experience over 25 years, accounting for 43.75%. The age and teaching age of the 32 full-time art teachers are shown in Tables 1 and 2.

Table 1. Age of full-time art teachers

Age of full-time art teachers	Number of people (unit: person)	percentage
under 25	2	6.25
25-35	5	15.63
35-45	9	28.13
45+	16	50
total	32	100.0

Table 2. Teaching age of full-time art teachers

Full-time art teacher teaching experience	Number of people (unit: person)	percentage
5 years or less	4	12.5
6-10 years	3	9.38
11-15 years	4	12.5
16-20 years	2	6.25
21-25 years	5	15.63
25+ years	14	43.75
total	32	100.0

In relation to age and teaching age, 5 of the 32 full-time art teachers have not yet obtained a teacher's professional title, accounting for 15.63%, and only one has obtained a senior professional title, accounting for 3.1%. Through a survey of music and art teachers in 15 rural primary and secondary schools in Jilin Province, it is found that the distribution of initial educational qualifications is extremely different at the stages of middle school, junior college and undergraduate. Among them, three people with a bachelor's degree or below account for 9.38%, and 29 art teachers have a bachelor's degree, accounting for 90.64%, but there are no art teachers with a bachelor's degree or above. To this end, we have further investigated the current academic qualifications of full-time art teachers. By comparing Tables 4 and 5, we can easily see that there are deficiencies in post-service continuing education for rural primary and secondary art teachers.

Table 3. Titles of full-time art teachers

Full-time art teacher title	Number of people (unit: person)	percentage
advanced	1	3.1
Level 1	5	15.63
Level 2	12	37.5
Level 3	6	18.75
Not rated yet	5	15.63
total	32	100

Table 4. Initial academic qualifications of full-time art teachers when they participate in work

Full-time art teacher's initial education	Number of people (unit: person)	percentage
middle school	2	6.25
Specialist qualifications	1	3.13
bachelor degree	29	90.64
Postgraduate degree	0	0
total	32	100

Table 5. Current academic qualifications of full-time art teachers

Full-time art teacher's initial education	Number of people (unit: person)	percentage
middle school	2	6.25
Specialist qualifications	1	3.13
bachelor degree	29	90.64
Postgraduate degree	0	0
total	32	100

2. The Main Problems of Art Education Teachers in Rural Primary and Secondary Schools in Jilin Province

Through the collation and analysis of the results of the questionnaire data, especially the collection and collation of the subjective opinions and suggestions of the questionnaire, it is found that the problems existing in the art education teachers in rural primary and secondary schools in Jilin Province are mainly concentrated in the professionalization of the teachers. The specific manifestations are: full-time art education There are three aspects: lack of teachers, insufficient professional level of art teachers and limited professional development of art teachers. (1) Lack of full-time art teachers According to the survey data, the problem manifests itself directly. As mentioned above, there are 32 music and art teachers in the fifteen schools, which means that each school has only one music teacher and one art teacher on average. Then through the feedback of the students' questionnaires, it is concluded that on average, each township middle school has six classes from the first grade to the third grade, with an average of more than 30 students in each class. Through this set of data, it is not difficult to find that without strictly distinguishing art teachers in music and fine arts, each art teacher is responsible for the art education of more than 100 students on average, which is much higher than that of the "General Office of the State Council forwarding the central editorial office, education The Ministry of Finance and the Ministry of Finance have set the maximum teacher-student ratio (rural primary and secondary schools) to 23:1 in the Notice of the Ministry of Finance on Formulating the Standards for the Establishment of Teachers and Staff in Primary and Secondary Schools (Guobanfa {2001} No. 74). [3] The author found the same situation through further investigation of the central primary school at a higher level. And there is a phenomenon that an art teacher teaches multiple classes at the same time. The details are as follows.

Table 6. Classes taught by teachers

teach class	Number of people (unit: person)	percentage
1	0	0
2	10	31.25
3	7	21.88
4	14	43.75
5 or more	3	9.38

(2) Insufficient level of specialization This problem is closely related to the lack of full-time art teachers. The lack of full-time art teachers naturally leads to the lack of professionalization of the existing art teachers, because most art teachers are "part-time" teachers, while some full-time art teachers are full-time teachers. Art teachers also have other subject teaching tasks. Of course, natural does not mean inevitable, but this question is also in the questionnaire data. As shown in Table 7, we take art teachers as an example. In the special structure of the 32 art teachers we surveyed, only 1 teacher can be proficient in Chinese painting, watercolor painting, printmaking, sculpture and other art professional skills. It is 3.13%, 34.38% can use it in general, and 28.13% have a basic understanding. As the only art teacher in a school, 34.36% of the teachers are completely unfamiliar with the most basic art and painting skills. Understand, this is shocking. Considering the mentality of the respondents when filling in this question, the direction of this data is rather vague. However, combined with the data of question 40, it can better reflect the professional level of the teaching staff. What do you find most difficult about teaching art? In the ranking table, 31.25% of the 32 answer sheets chose lack of self-knowledge. See Table 8 for details. By comparing the correlation between the two sets of data, and considering that this is the answer made by a full-time art teacher, the data has more direct persuasive power. In addition to the previous teachers' educational background, as shown in Figure 5, this data can also reflect the problem of insufficient professionalism of teachers from the side.

Table 7. Special statistics of art teachers

Mastery	Chinese painting, watercolor painting, printmaking, sculpture (%)
Skilled use	3.13
General use	34.38
basic understanding	28.13
don't understand	34.36
total	100

Table 8. Ranking of the most difficult difficulties you feel in art teaching

options	Overall ranking ratio %
lack of self-knowledge	31.25%
Art textbooks are not ideal	28.13%
Lack of leadership support and attention	21.88%
Lack of understanding and attention from society and parents	9.38%
Lack of appropriate teaching resources	9.39%
total	100

(3) Limited professional development Continuing education and training is an important or even main way to improve professional quality and education and teaching level for in-service teachers. At present, the training of teachers in my country is mainly divided into four levels: national training, provincial training, municipal training, and county training. Because the number of training places in each county is always fixed, the county tends to prefer county schools and larger schools when allocating places. Schools in remote rural areas often get more training opportunities because of their small scale and remote location. Fewer, fewer opportunities for art teachers. On the one hand, there is less art education and training, and on the other hand, the training cost of art education is relatively high, which is difficult for most rural schools to undertake. The data in Table 9 shows that only half of the 32 rural art teachers in 15 primary and secondary schools have participated in formal induction training. Surprisingly, nearly 31.25% of art teachers have not participated in induction training, and after further Some of the teachers in the survey are non-art majors, and their teaching effect can be imagined.

Table 9. Participation in induction training

Participation	Number of people (unit: person)	percentage
Participated in formal induction training	16	50
Participated in informal induction training	6	18.75
Have not participated in on-the-job training	10	31.25
total	32	100

Table 10. Art teachers' participation in on-the-job training programs in the past three years

Professional Development Activities	pick rate	percentage
Online Events/Seminars	25	78.13
Online workshops (QQ groups, etc.) specially set up for teachers' professional development	11	34.38
Read professional literature, self-study	15	46.88

The data shows that the on-the-job training projects that rural art teachers have participated in in the past three years are mostly online activities, including online seminars, QQ group online classes, and teacher conferences. Combining the data in Tables 9 and 10, it is not difficult to find that the professional development of teachers in rural primary and secondary schools in Jilin Province is limited, and there are few opportunities for professional continuing education and training. In particular, there is no systematic full-time professional learning. To the system update, I feel that work is difficult. 3. Scientifically formulate post-employment continuing education programs Through the literature search method, we found that in previous research, most scholars only noticed the problem of structural shortage of rural art teachers. They knew that there were shortage of teachers and insufficient teachers' ability in many rural and remote areas of our country, but they did not find that there was a continuous shortage of teachers. Under education, in-service teachers can be promoted through retraining. (1) Supplement teachers and recruit through multiple channels "Recruitment" is the first and most critical link in the construction of the teaching staff. It can even be regarded as the key to determine the quality and level of the construction of the entire teaching staff. In order to explore the construction of art teachers in primary and secondary schools in this research area For an effective path, we must first consider how to solve the problem of weak art teachers in primary and secondary schools in this area. According to the analysis of the survey results,

combined with the actual situation of the survey site, the development of art education in primary and secondary schools in B city and other counties and districts is comprehensive. The author proposes to recruit art teachers through multiple channels. One is to use live vacancies to prepare. The local education authorities should communicate and coordinate with the local human resources and social security departments to jointly publicize and publicize the recruitment of art teachers and innovate recruitment methods. We can take open entrance examinations, open recruitment, independent recruitment in conjunction with various master colleges and universities, and on-site trial class assessments, etc., to reduce talents without sticking to one pattern. The second is to increase the number of establishments. In view of the serious shortage of art teachers in rural primary and secondary schools, the local government should actively communicate with the national education administrative department to strive for more quotas. Teachers are also natural persons, and they also need social attributes. What they pursue is nothing more than social status, salary, and personal development space. To this end, in order to attract more high-quality teachers, retain talents, and innovate recruitment methods, we must actively strive for more benefits for them. The third is to make good use of various preferential policies issued by the central government for rural areas. Such as: special post teacher plan indicators, national training plan, etc. (2) Give full play to professional expertise and improve professional level First, in response to the phenomenon that everything has to be connected to the school, everything has to enter the school, everything has to play the role of teachers as a group, and every task has to be assigned to teachers, the education administrative departments at the township level must close the gate and close the "school gate". ". In accordance with the requirements of the "double reduction" policy issued by the central government, the workload of teachers should be truly reduced. The second is that the principal and the management at all levels should do a good job of supervision in response to the phenomenon of scientific research in the campus, and resolutely put the teaching work of teachers as the primary task. The third is to ensure the energy and time of art teachers. As a primary and secondary school teacher, in addition to the weekly class hours, lesson preparation time, and homework correction time, I also spend time tutoring students after class. Therefore, do not arbitrarily focus on music and art teachers as "strong men", and effectively reduce the burden of music and art teachers outside their majors. The fourth is to ask professional people to do professional things and let professional talents engage in professional teaching. It is necessary to change the current phenomenon of low professional quality, poor professional ability and dominance of music and art teachers, and equip music and art courses with professional teachers. Or teachers with professional background and professional knowledge to give full play to the expertise of professionals. (3) Provide continuing education and training opportunities First, equal continuing education and training opportunities should be provided for the personnel engaged in art education and teaching in rural primary and secondary schools in Jilin Province. The township-level education administrative department should regularly organize art professional training classes every year, and conduct rotational training and centralized training for all local primary and secondary art teachers. Training; schools should actively support qualified music and art teachers to participate in professional and technical training organized by their superiors, communicate with peers, and learn and progress together. Second, local education administrative departments and schools should provide subsidies for music and art teachers who are willing to actively participate in training and serve the construction of schools after graduation, and support art teachers to improve their academic qualifications and update their knowledge through on-the-job education. 4 Conclusion In the whole thesis writing process, there are still many deficiencies, such as insufficient survey data, the limitations of the answers obtained by questionnaires, literature retrieval, etc., lack of professional knowledge terminology in thesis analysis, and the time required for thesis writing and research. nervous and so on. These have brought some troubles

to the author, and also affected the quality of this study to a certain extent. However, after field research, interviews, and long-term data search and analysis. The problems in the construction of art teachers in rural primary and secondary schools in Jilin Province, and even in the development of art education, pointed out in this paper are indeed substantial. Reflecting on the above research and analysis, it can be found that the problems existing in the construction of art teachers in rural primary and secondary schools in Jilin Province, such as the lack of excellent teachers, the specialization of the teaching team, the inadequate supervision of the education administrative department, and the lack or ineffectiveness of post-employment education and training are all relatively common. Typically, this is worth noting together. Of course, the construction of art teachers in rural primary and secondary schools in Jilin Province inevitably needs to solve the limitations and problems caused by their own objective conditions. This self-problem and limitation is inevitably related to the economic development of the region, and it is difficult to achieve effective breakout. However, in this article, the author still tries to explore the path of optimizing the construction of the teaching staff from the actual local situation, hoping to open up the possibility of such research.

Acknowledgments

Project Information: Innovation and Entrepreneurship Training Project for College Students, Innovation Training Project, No202110964031.

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