

# The Domain and Method of Art Education Management

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**Abstract:** Art education has a history of nearly one hundred years in China, and it has a complete art education network system composed from primary, intermediate and advanced art colleges. Regrettably, there is no complete article on the domain and method of art education management in this field. Based on the research of predecessors, this paper summarizes the domain and method of art education management. The domain is elaborated from four aspects: history, art, education and management; In view of the existing problems, the corresponding methods are proposed from the aspects of management system, management personnel and curriculum. The results show that there are still many problems to be studied and discussed in art education management. I hope that scholars in this field will actively explore and jointly promote the development of art education management.

**Keywords:** Art education management; Domain; Problems; Methods

## 1. Introduction

In today's college education, art education management refers to a kind of education management method with literary inclination in school. It is a quality training method different from other education management modes. Art education management refers not only to the teaching management of art students, but also a teaching method to cultivate students' comprehensive quality. It not only helps students learn cultural knowledge, but also enriches their learning style and adds to the educational fun of education. Art education management is a complex form of education model. It requires a thorough implementation of the education and teaching policy, and it is a comprehensive education model with aesthetic value. Art exists in both natural landscapes and people's daily lives. The direction of art education management is different from that of other education management, and is essentially a different type of education. Art education aims to improve students' aesthetic quality and artistic conservation. It is an educational management method formed on this basis. This educational management model can promote students to learn better. In short, art education management is a comprehensive and relatively strong teaching management method. In the process of teaching management, quality education, labor education and physical education can be combined into a comprehensive education mode. They are also very important teaching methods in colleges and universities [1]. Therefore, it is very necessary to understand the management of art education. Art education management is an important part of cultural management and an important aspect of education management. The basic function of art education management is to organize and coordinate

various educational resources to realize the scientific, continuous and efficient operation of art education institutions. As a new subject, the basic task of art education management is to understand and explore the unique value of art education and to reveal the inherent laws in the process of art education management [2]. This article will focus on three aspects of the basic content of art education management: First, the domain of art education management; Second, the problems of art education management; Third, the method of art education management.

## 2. Domain of Art Education Management

In general, with the goal of art education, according to the inherent requirements of art education, the art education management scientifically plans, organizes, coordinates, directs, and controls various factors such as people, money, materials, time, space, and information that can be provided by internal and external parties in a certain principle and manner to make them organically linked to form a certain combination of efficiencies to ensure that education continues to operate efficiently and orderly.

Art education management is a theoretical system for studying the special management rules, management methods and the relation between art education management and other management in art education management. It is an interdisciplinary subject characterized by a combination of art, management and education.

From the specific process of subject development, art education management is a semi-independent discipline derived from the development of vocational school management and vocational education administration. The so-called "semi-independence" has two meanings. First,

art education management has independent quality. As a subject, its research object has special characteristics, and it has unique research objects. It is clearly different from other vocational education management and general education management methods. Therefore, as a subject, it is independent. The so-called "semi-independent" means that it is still a branch in the field of education management and cannot exist without education management. Second, art education management, as an educational management activity, must follow the basic laws of education as well as the relevant artistic laws. Art education management mainly studies the quality and efficiency of the implementation of management in the basic field of art education. By studying the methods and techniques of leadership, decision making, organization, command, and use of various educational resources, the goal of maximizing management efficiency is achieved. In this sense, the so-called "independence" means that art education activities are different from ordinary art activities. For example, it is different from the stage performance, it is an art-based educational activity. The so-called "semi-independent" means that its teaching process must be restricted by the relevant artistic laws and cannot exist without the basic art laws.

As an applied discipline, art education management can be divided into three basic modes: basic theoretical research, empirical research and countermeasure research according to the general classification method. With the development of education and scientific research, some scholars further subdivide the types of education and scientific research into five categories: basic theoretical research, applied theoretical research, development research, action research and educational practice. This chapter intends to expound the domain of art education management from four aspects: history, art, education and management.

### **2.1. History of art education management**

As a form of human education, art education can be traced back to prehistoric times. The original ancestors created and invented art forms such as song, dance and music for the purpose of expressing emotions and expressing their wishes. The face-to-face teaching, and the inheritance from generation to generation formed the earliest source of art education.

The art education management activities with texts and history emerged in the Shang Dynasty. Ma Duanlin, a historian of the Yuan Dynasty, believes that the governors of the Shang Dynasty "cultivated talent with music", which means that they taught and cultivated the talents through music and dance. With the establishment and development of the orthodox status of Confucianism, the "six-art" education thought originated in the Western Zhou Dynasty and stereotyped in Confucius, regarded music education as a quality education content of the

literati class and made it run through the entire feudal society. This constitutes an education main line of "Refined Music" in the history of Chinese ancient art education. Due to the variety of ancient Chinese art forms and cultural needs, there is also a so-called "popular music" educational clue. This is the "miscellaneous drama" education that is regarded by the orthodox literati as "the sound of the evil spirits." In addition to the family music troupe that the officials and rich people cultivated, there were many folk professional troupes. Since the Song Dynasty, these folk classes have gradually occupied a major position in terms of scale, quantity and art variety, and have become the mainstream of Chinese drama development.

The art education appeared in modern times in its true sense, which was born after the introduction of Western modern teaching mode into China. On November 4, 1839, the first Western-style school in modern China named after the British missionary Morrison, the Morrison School, opened in Macau. After the founding of the People's Republic of China, New China implemented centralized management of literature and art throughout the country. On May 5, 1951, the Central Government Council officially promulgated the "Instructions on the Reform of the Traditional Opera", which unified the work of the opera into the leadership of the local cultural and educational authorities, and began the restructuring of art groups and art schools. A large number of old-time artist troupes were brought together to form a group of art groups and art schools. By the end of the 1980s, there were more than 120 art schools across the country, forming the second climax of the development of art education.

## **2.2. Definition of art education and management**

### **2.2.1. Art**

The so-called art usually refers to the science of studying the whole art, that is, art refers to the systematic study of the various issues concerning art. Further, "art is the study of the nature, purpose, role and methods of art. It is a humanistic science with systematic and theoretical knowledge and academics."

Due to historical reasons, the study of modern Chinese art has always paid more attention to the theoretical level. Marxism, which was developed through Soviet Russia and derived from the ideological path of German classical philosophy, as well as the background of German knowledge and thinking, the German classical philosophy itself has long occupied a special leading position in the field of humanities and social sciences, including art studies. Therefore, the study of art ontology consistent with this theoretical background, the abstract theoretical discussion and analysis with the concept and category as the core, has long been the most concerned research method in the field of art studies. The Anglo-American

empirical tradition has been rejected and even criticized, and the case-based and empirical research on specific subjects has been placed in a secondary position. Such research orientation is not only due to the choice of different trends in Western academic development, but also the influence of traditional Chinese thinking methods on contemporary art research. The holistic and metaphysical research direction that dominates China's academic tradition is an interesting echo with German classical philosophy — the so-called "primary school" has obviously been contained in the academic tradition of China. The outstanding "down-to-earth learning" in the Qing Dynasty was also interpreted by later academic historians as the escape of the harsh reality by the intellectuals of the Han Dynasty who lived from Ming to Qing Dynasty and the negative resistance to the rulers of the Qing Dynasty. Since the reform and opening up, the rigid theoretical doctrine introduced by the Soviet Union has gradually lost its arbitrariness. However, the transformation of the entire education system and the knowledge system of the academic research community cannot be completed at the same time, so the transformation of the basic trend of academic research will show obvious lag; More importantly, due to the need of new ideological resources to break through the old Soviet-Russian dogma at the beginning of reform and opening up, innovations at the conceptual and theoretical levels are particularly important, and a large number of emphasis on concepts and theories have emerged. The research literature is also the requirement of the times. It is a pity that the new artistic concepts and theories lack the support of empirical research, and the historical tasks of concept and theory expansion cannot be truly completed. The level of art science research in the whole country will not be significantly improved simply because of the renewal of concepts and theories.

### 2.2.2. Education

Pedagogy is a social science that studies educational phenomena, educational problems, and their laws. It is widely found in human life and reveals the general law of education through the study of educational phenomena and educational issues.

After the middle of the 19th century, the emergence of Marxism, the development of modern psychology and physiology laid the foundation for dialectical materialism philosophy and natural science for scientific education. The development of modern production, science and technology, and the extensiveness and richness of educational practice have further promoted the development of education. The research object of pedagogy is the phenomenon and problems of human education, as well as the general law of education. The inherent links and relationships between education, society, people and internal factors of education are objective, inevitable, stable and

repetitive, such as the relationship between education and social politics, production, economy, culture, population, the relationship between educational activities and human development, the relationship between school education, social education, and family education within education, the relationship between primary education, secondary education, and university education, the relationship between educational goals and teaching, extra-curricular education in middle school education, the relationship between intellectual education and morality, body, beauty and labor in education and teaching activities, the relationship between the teaching of educators in intellectual education and the teaching of educates, the relationship between learning motivation, learning attitude, learning methods and academic achievement in student learning activities, there is always a regular connection. The task of pedagogy is to explore and reveal the laws of various educations, clarify various educational issues, and establish a theoretical system of education.

### 2.2.3. Management

Management is a comprehensive interdisciplinary subject, which is the science of the basic laws and general methods of systematic research management activities. Management is produced to meet the needs of modern socialized production. Its purpose is to study how to improve the level of productivity through reasonable organization and allocation of human, financial and material factors under existing conditions [3].

Art education management is a discipline that combines education management science with art management science. It is based on the basic laws of art management and belongs to the category of education management. It includes art education administration and art school management, next to art management. The relationship between them is as follows Figure 1.

## 3. Problems and Methods of Art Education Management

The development of public art education in colleges and universities has a good prospect. At present, in some key universities in China, public art education is on the rise. Some institutions have set up corresponding public art classes, and set up corresponding management institutions for education management. However, in some general colleges and universities, the curriculum opening and management work are not very optimistic, and the corresponding management institutions and the construction of teachers are not up to the requirements of students' learning. For example, in colleges and universities in Hunan, public art courses are listed as cultural compulsory courses by revising teaching programs. And an educational management institution is set up to carry out public art education curriculum planning and expand the art education space. However, in the aspect of education

management, there are still problems of imperfect management mechanism and improper implementation of management work, which affects the actual effect of the curriculum development. In the colleges and universities in Henan, a public art education management institution has been set up, the leadership system and operational mechanism gradually improved to ensure the smooth development of education and the standardization of public art courses. At the same time, we need to support the development of art communities and create an artistic atmosphere on campus. In some comprehensive colleges and universities, the school relies on specialties to develop public courses such as humanities and art. For example, Chinese art history, Chinese calligraphy, Chinese

ceramic art, Western music, Western film appreciation and other courses have been added. And the establishment of local cultural and artistic courses, such as Ping Opera, Yue Opera, Peking Opera and other teaching courses, improve the artistic quality of college students. Behind the prosperity and development of public art education in colleges and universities, it has gradually revealed the lack of education management: the structure of the faculty is unreasonable, the professional quality of teachers needs to be improved, and the investment in public art education is insufficient. Therefore, it is of vital importance to strengthen the research of public art education management in colleges and universities.

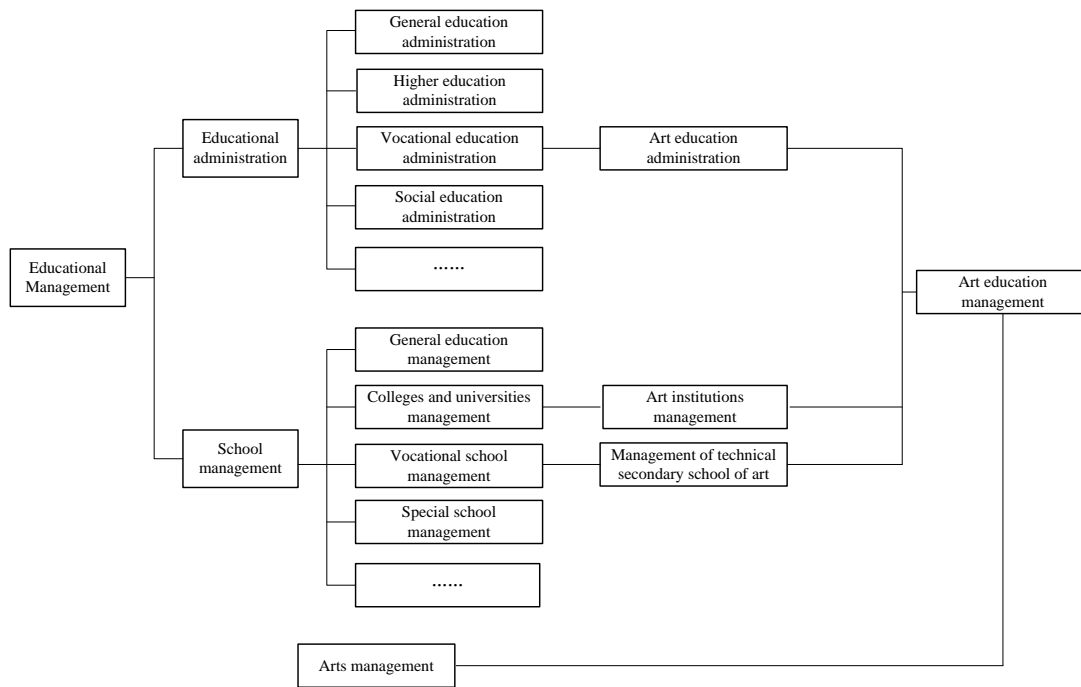


Figure 1. Schematic diagram of the relationship between art education management and other disciplines

3.1. The problems existed by analysis are listed below

Except for some colleges and universities directly affiliated to central government, such as Tsinghua University, Peking University, and Sichuan University where the art curriculum is compulsory, and most colleges and universities make it an elective. Art courses in some colleges are widely available and the structure is more reasonable. For example, Chongqing University set up the course according to the seven major arts of literature, music, painting, dance, drama, sculpture and film and television. Due to the constraints of the teaching staff and teaching facilities, some colleges, especially general undergraduate colleges and private colleges, have fewer art education courses.

The curriculum is not wide enough to fully improve the artistic quality

At present, the content of university teaching is more influenced by professional art education. The teaching content, methods and evaluation criteria of professional art education are deeply infiltrated into ordinary art education. There are cases where the textbooks of professional art colleges are compressed and used to set up courses according to professional teaching. Major universities have organized art associations, art events and art festivals, as well as participating in various art performances and art competitions, creating a cultural and artistic atmosphere for the campus, but the content is relatively simple.

The teaching team is uneven, and the popular textbooks and courses need to be strengthened

Most colleges and universities have set up art teaching and research rooms or art education centers, aesthetic education centers, etc., and have a certain number of teachers, but the level of teachers' academic qualifications and professional titles cannot be compared with professional teachers. Compared with primary and secondary schools, there is no uniform and standardized textbook for art education in colleges and universities, there is a large difference between the textbooks, the quality and level between the students and schools are uneven and the gap is wide, there is no basic bottom line for the quality assessment of art education, and there is no motivation or pressure for teaching.

**Insufficient financial investment in college**

At present, many colleges and universities focus on scientific researches and put most of their human and material resources and financial resources into them. Education in other areas, especially in art education, is less concerned, and the funds invested are limited, resulting in shortage of teaching equipment and backward equipment.

**College teachers and students pay insufficient attention to art education**

At present, college teachers and students have not paid enough attention to art education in their understanding. Many people regard college as a professional education and employment education institution, but they do not realize the importance of implementing comprehensive quality education in universities. Consequently, there is an impact on the professional learning and development of students and employment opportunities. Most students have a greater interest in learning art and are willing to participate in recreational activities. And most art teachers also have a passion and responsibility for their work and love art and education. Because art education has little to do with employment, there is no necessary relationship with the graduation diploma, and the limitations of art professional employment have a certain impact on the enthusiasm of teachers, which makes students gradually lack initiative and enthusiasm [4].

**The subject orientation of public art education is blurred**

The management of public art education is the guarantee for the smooth development of public art disciplines. At present, some universities have a vague positioning of public art disciplines, and no corresponding management institutions have been set up. In particular, the teaching objectives of the discipline are not clear, and there is a lack of systematic teaching planning. Even some schools have violated the comprehensive educational role of the public art discipline while taking it as a utilitarian subject. This also caused the corresponding management work to be difficult to carry out, and the management of public art education was finally defeated by utilitarianism, thus affecting the overall coordination of management work [5].

**Homogenization**

The essential characteristics of Chinese and Western reconciliation in higher art education in China have a profound impact on its management model. At present, the management of higher art education in China basically follows the Western model. However, in the face of actual conditions, this model cannot solve the practical problems that arise in higher education, which leads to many problems in the development of higher art education in China. For example, a large number of art candidates began to appear, most of them were admitted to art majors in art colleges or comprehensive colleges, which became the basic condition for the homogenization of art education in domestic universities. First of all, social needs are the guarantee for the cultivation of artistic talents in colleges and universities. The demand for popular professional graduates in the society is the direction of professionalism in higher art colleges. All higher art colleges offer art, music, design, film and television, dance and other colleges and corresponding homogenization disciplines. Secondly, domestic art colleges and universities in the art education, set the direction and courses of various professions for the needs of professionals in various industries. Almost all art schools in China have similar majors, which has caused a large number of similar professional graduates to have difficulties in employment with many graduates and fewer posts. This professional homogenization has hindered the development of China's higher art education [6].

Taking the animation profession as an example, with the demand for animation talents in the society, domestic art colleges have opened animation majors. In the professional curriculum, the syllabus is mostly based on the Beijing Film Academy and the Communication University of China. The homogenization of the curriculum leads to a single education, lacking the characteristics of local college teaching. Especially in the comprehensive higher art colleges, the lack of experience in setting up animation majors, copying the professional curriculum of art colleges, has made it difficult for graduates to find employment.

**Paying attention to teaching and ignoring practice**

The primary task of higher art education in China is to cultivate applied talents to meet the needs of the social industry. At present, China's higher art colleges focus on theoretical foundation courses in teaching, and focus on book knowledge in professional curriculum teaching. At the same time, students lack project practice, resulting in a weaker execution in the professional sector after graduation. The students of art colleges are more individualized, and it is difficult to carry out targeted teaching in the teaching process. The teaching content is basically based on the textbook.

For most of the traditional art majors, the professional courses are mainly taught by senior professional teachers.

However, with the development of society and professional renewal, on the one hand, old teachers cannot adjust the teaching content in time. In the process of teaching, teaching is often based on personal experience, which leads to the disconnection between students' professional knowledge and social needs. The professional knowledge they learn lacks social project practice. Students can't meet their individual needs during the learning process, only complete the course tasks, and cannot fully grasp the professional knowledge; On the other hand, most of the new professional teachers are from the company's designers, lacking teaching experience, and basically completing the teaching tasks according to the syllabus, being weak in talent training and professional teaching methods, lacking industry trends, the completion of teaching tasks based solely on personal experience or teaching plans often results in negative impacts such as decreased student enthusiasm and incomplete professional knowledge. In domestic higher art colleges, this problem of paying much more attention to teaching but fewer attention to practice has seriously hindered the development of teaching management, resulting in the disconnection between student graduates and social professional needs.

### 3.2. Methods of art education management

In view of the above problems, several methods are proposed to solve these problems with the hope to improve the art education management situation.

#### Clarifying the importance of art education

Art is a high-level form of human creation activities. The art education of ordinary colleges and universities is an important content and way of implementing aesthetic education in colleges and universities, and it is also one of the important contents of humanistic quality education for students [7]. While cultivating the professional knowledge and skills of the students, we must not neglect the management and training of art students, and must create a good atmosphere for learning and living for them. We should guide students to learn self-management, let students decide their own learning content and learning style within a certain range under the guidance of the values of collectivism and lofty ideals, and constantly correct their behaviors with noble sentiments to complete various work and learning tasks. In the purpose of education, teaching objectives and teaching management, we must adhere to the comprehensive development of educational ideas.

#### Improving the level of art teachers in colleges and universities

The art education of ordinary colleges is different from professional art education and art education of primary and secondary schools. Educated people are college students with high levels of cultural knowledge, strong analytical and judgmental abilities, and strong self-

awareness and participation. Therefore, teachers engaged in art education in ordinary colleges must be of high-level and high-quality. That is to say, the teachers of college art education are two-sided materials that combine teaching and guiding art practice. It is necessary not only to have a correct aesthetic point of view, a high appreciation of beauty, the ability to experience beauty, express beauty, and create beauty, but also to have extensive knowledge, be versatile and professional, and have the ability to complete educational and teaching tasks. Therefore, in order to improve the artistic level of colleges and universities, we must first establish a strong team of art education teachers. Through holding short-term training courses and organizing teaching observation activities, we will cultivate a group of professional teachers with high-quality ideological quality, good professionalism, certain level of artistic education theory and strong level of artistic education ability for ordinary colleges at multiple levels, multiple classes and in multiple channels.

#### Carrying out a variety of extracurricular art activities

We should create a good art education environment and further improve the level of campus culture construction. Strengthening the construction of campus culture is an important part of college art education. Ordinary colleges and universities should carry out a variety of extracurricular art activities as a carrier to further activate the art education and construction of a good campus culture and art environment. It is necessary to give full play to the enthusiasm of college students in self-education in the process of art education, especially to play the role of student organizations. Ordinary colleges and universities should establish various art organizations under the guidance of professional teachers. For example, the establishment of chorus, band, association of painting and calligraphy, association of photography, association of poetry, literature salons and other organizations, carrying out various forms of healthy and beneficial aesthetic activities, such as organizing campus singer contests, poetry reading contests, speech contests, calligraphy exhibitions, painting exhibitions, etc. And guide more college students to participate in the mass art education activities carried out by the students themselves, so that the students are subtly influenced by the beauty in the colorful campus cultural activities.

#### Improving the curriculum management system

A sound curriculum management system ensures that public art education is carried out in accordance with standardized procedures and improves the standardization of public art education courses. Colleges and universities should constantly pursue the visual, auditory, tactile and artistic aspects of public art education, and integrate the beauty of art. At the same time, it is necessary to expand the practice form of public art and provide a good space for the display of public art. In the content of the curriculum, it is necessary to change the mode of tradi-

tional art education, focus on the universality of public art, exert the extensibility of art, realize the integration of art and other disciplines, pay attention to students' learning hobbies, and be good at excavating regional art forms, combine the development of art courses with local cultural protection, be good at expanding art forms and forming characteristic cultural and artistic forms. In the course practice management, it is necessary to maintain the combination of classroom education and practice, so that students can experience the charm of public art and improve their comprehensive ability.

**Strengthening the construction of public art education infrastructure**

Colleges and universities should strengthen the construction of public art education infrastructure and provide sufficient space for students to study art. At the same time, we must improve the construction of basic hardware facilities for art education. For example, a qualified school can build a professional art classroom, equipped with corresponding audio and multimedia facilities, so as to improve the professionalism of public art education. Specialized teaching places and activities can also be demarcated to provide adequate material security for artistic practice activities and community activities.

**Strict talent selection and enriching management team**

First of all, senior decision-making managers such as school leaders should attach importance to the construction of art education management team, and take the same rigorous employment measures as selecting academic talents, and select outstanding talents who have excellent management skills and practical experience to enrich the art education management team, and through the introduction and distribution of a group of young and talented and well-understood young talents, make them join the management team to establish a management team with reasonable age structure, cultural level and moderate knowledge structure. Specifically, management talents should first have at least a bachelor degree or above, and be specialized personnel who have received the education management knowledge and information technology training.

**Strengthening the construction of modern teaching management tools**

In addition to improving the quality of teaching management personnel, it is essential to equip certain modern office equipment. For example, a computer and printing equipment, as well as a relatively high Internet access condition, are essential items, and the necessary software should also be purchased. Art-related applications, teachers will apply, and teaching managers should also learn [13].

#### 4. Conclusion

Art education management is a new subject, and its main research interests include art education administration and art school management, and art management. With the continuous advancement of quality education, art teaching has received more and more attention. But various problems also occur at the same time, such as: the popularity is not wide enough, not for all students; the curriculum is not wide enough to fully improve the artistic quality; the teaching team is uneven, and the popular textbooks and courses need to be strengthened; insufficient financial investment in college; college teachers and students pay insufficient attention to art education; the subject orientation of public art education is blurred; homogenization; paying attention to teaching and ignoring practice, etc. In the context of quality education, we should constantly strengthen the application of various new methods and new concepts in the art teaching process, such as: improving the quality of managers; increasing the financial investment, establishing a scientific management system, etc., to help students improve their interest in art courses, so as to improve the efficiency of art teaching, and lead the development of art education management in the right direction.

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