
The Oretical Basis of Art Education Management Research

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Abstract: Art education has a complex connotation, which has many forms, and a wide range. Art education management theory involves three disciplines: art, education, and management. It integrates management science and humanities. The research method of art education management must be based on certain theoretical research. This article takes the basic theories involved in the Arts Education Management as the object, and elaborates the theoretical value and practical significance of these discipline theories on the study of art education management from the aspects of philosophy, art, pedagogy, management, and psychology.

Keywords: Art; Education; Management; Theoretical basis

1. Introduction

The connotation of art education is complex and rich. The narrow definition of art education refers to various theoretical and practical education for the cultivation of artists or professional art talents; the broader meaning of art education that art education is firstly an aesthetic education. The ultimate goal is not to cultivate art professionals, but to cultivate people in an all-roundly developed way. Art education behaviors not only occur in a specific space, like professional art colleges, ordinary colleges, middle schools, primary schools, kindergartens, social teaching institutions, communities, families, media, etc. Those are platforms for the implementation of art education; there are many types of art, including music, dance, theater, film and television, painting, sculpture, crafts, photography and so on. The task of art education management is to promote the benign and orderly development of the art education field through human observation, reflection and intervention. The study of art education management requires corresponding social investigations and theoretical practice explorations. It also needs a certain theoretical foundation and a high level of consciousness. Its research results have theoretical and practical guiding significance for the development of art education. In the scientific research of art education management, theories such as philosophy, art, pedagogy, management, and psychology can provide theoretical basis and guidance.

2. Build A Value System based on Philosophical Thinking

Philosophy is the foundation of all humanities research and the unity of world outlook and methodology. The development of any science can seek the true meaning of theory and practice from philosophy. Philosophical theory helps the thinking from the phenomenon to essence, keeps scientific research reasonably rational. People can learn to analyze problems with dialectical, connected, and developing thinking methods, and prevents one-sided and dogmatic errors. First of all, philosophy affects artistic aesthetics, teachers, students, curriculum, etc. in a way of values. The height of philosophy determines the height of thought and the pattern of behavior, and then affects the value judgment and decision of researchers in art education management. Art education management is a management practice activity focusing on the goals of art education. Consciousness determines behavior. Philosophical thoughts have profoundly influenced the value orientation of education. For example, modern humanistic philosophy has brought "people" as the basis for art education management. Dewey's pragmatic educational thought is precisely an application of pragmatic philosophy in education, and has triggered the art education from the subject-centered theory to the learner-centered and art-oriented education thought that emphasizes practice and construction. Post-modernism brings us a multi-cultural concept of multi-value orientation. Under the influence of multi-cultural views, art works as curriculum content are no longer Western classics, but the main content of the national culture and art. The diverse artistic cultures of various nations and countries in the world, etc. Every philosophical trend of thought in history will cause a change in the artistic expression paradigm itself, and

of course it will also trigger different value orientations in art education and art education management. Therefore, the study of art education management must take the theoretical height of philosophy, integrate the wisdom of philosophy, and use philosophy of thinking. The philosophical method is the basic method of art education research.

3. Based on Artistic Thinking to Explore Education Management Suitable for Professional Skills Development

The difference between art education and general education is that it is an educational activity that uses art as a medium. It has the same educational goals and requirements as the general Ministry of Education. Among them, the main characteristics of artistic, technical and practical art education are to cultivate artistic talent. The main task is to improve people's art level. The professional thinking of art is the core thinking of art education management research.

3.1. Focus on professional education and development

There are many types of art, and each discipline has its own professional characteristics, such as music, painting, opera, design, sculpture, film and television, etc., all have very strong professionalism, each with different professional standards and professional requirements. Therefore, skills cultivation is the feature of education in all art disciplines. The professionalism, skill, and practicality of art determine that art education must take professional education and development as its main goal, and take professional development and exploration of artistic practice as an important subject of art education management research.

3.2. Pay attention to the special needs of art education

Personalized education needs in the art education process, such as the particularity of teaching equipment and facilities, the environment of the venues, the personalization of teaching forms and methods, the personalization of artistic expression and artistic creation, and so on. It is a problem that deserves high attention in education management. It may cause some management contradictions and confusions, especially in teaching evaluation. How to coordinate and solve these problems is an important content of art education management research.

Art education has the characteristics of art specialty in teaching content, teaching form and teaching methods, which means that art education cannot be applied or

general education management system in evaluation and management. Researchers must not be divided from the professional characteristics and educational needs of the art discipline when observing the process. The theory of the art major can help researchers observe the process, find problems with the thinking of the art major, and explore and solve problems in the specific professional context of art.

4. Based on Pedagogic Thinking to Explore the Cultural and Educational Nature of Art Education

In the final analysis, art education is human education. Its ultimate goal is to educate and develop people, and "educational" is the permanent goal of art education. Although art education has a perceptual and free-creating side, it cannot be without rationality and norms, nor can it dilute the function of educating people. Art education must follow the basic laws of education in management, and exert the cultural and educational functions of art education.

4.1. Establish the correct values of art education, and advocate elegant artistic style

Art education must give full play to the socially oriented function of education management, take the pursuit of elegance as the value orientation, attach importance to the spiritual and emotional impact of art on people, and set a wind vane for advocating elegance, pursuing elegance, appreciating elegance, and creating elegance in the field of art education. Take truth, kindness, and beauty as the criteria for art evaluation, give play to the guiding function of education management, prevent the vulgar atmosphere of art education, and advocate elegant art style.

4.2. Pay attention to the cultural nature of art education

Art is an important part of human culture and the carrier of humanistic spirit. Although skill training and professional knowledge transfer are very important in art education, art activities themselves have very strong cultural attributes and are closely related to culture and cultural literacy. Therefore, art education must not fall into the quagmire of pure skill education, abandon the thought of skill-only teaching, "first knowledge, then literature and art". The education should reflect the cultivation of learners' emotions, attitudes and values in the management of teaching objectives, and give play to the management of art education. The role of regulation in the art education will be upgraded to the value of skills in art education

into an educational form where skills and humanities are integrated, highlighting the cultural and educational value of art education.

5. Exploring the Psychological Mechanism in art Education Management based on Psychological Thinking

Education and management behaviors are human special social practice activities, and psychological activities have a direct impact on art education and management practices. Educational psychology is a science developed based on the research of psychological theories. It analyzes the learning psychology of teaching. It has profound significance for the study of learning motivation, interest, attitude, and will in art education. The study of educational intervention provides psychological basis: first, there are personalized psychological traits in activities such as artistic creation, artistic expression, artistic aesthetics, artistic understanding, and artistic evaluation; second, educational management is essentially "human". The management of art needs to achieve the established goals of art education by inspiring people's enthusiasm and coordinating various relationships between people. The psychological effects of these effects have a direct impact on the entire management process. Psychological thinking helps to master art education. The laws of human behavior in the process are revealed as the underlying psychological mechanisms behind these behaviors.

Research on art education management must pay attention to factors such as individual psychology, group psychology, teacher psychology, and learner psychology. Psychological theory is an important foundation for art education management research. Psychological research results are widely used in education and education management to improve art management effectiveness, which has important theoretical guiding significance.

6. Based on Management Thinking to Improve the Effectiveness of art Education

Scientific management is the key to improving the effectiveness of art education. The use of advanced management concepts, management methods and management modes can promote the improvement of the effectiveness of art education. Art education is a social phenomenon. Various factors in the social environment have the role of stimulating or restricting the development of art education. The role of art education management is mainly reflected in the planning, organization, guidance, coordination and control, mo-

tivation n education, transferring constraints then. The scientific management mechanism can promote the various links in the internal system of art education. The interconnection of multiple elements in the movement, the division of labor and cooperation, and the coordination and coupling are bettered, thereby promoting the effectiveness of art education. Therefore, in the study of art education management, we should actively explore advanced management concepts, management methods, and management models, concentrate on observing the process of art education, find problems in the status quo, analyze the reasons, and propose countermeasures based on the research.

The integration of pedagogy and management is typical in art education management research. The effectiveness of education comes from scientific management. Management promotes education. Management theory is the applicable theoretical basis of art education management research.

7. Acknowledgment

The study of art education management is interdisciplinary and needs to be established on a certain theoretical basis. Philosophy, art, pedagogy, management, and psychology can provide theoretical basis for art education management research from different perspectives. Philosophy theory is based on different forms of ideas and methodology that influences our understanding and practice of art education. Art theory helps us to grasp the nature and internal laws of art education. Pedagogy theory awakens the educational responsibility and cultural mission of art education, and management theory guides art education. Psychological theory reveals the underlying psychological mechanism of art education behavior. Research on art education management should use different thinking methods, take art as the foundation, and guide management as a basis, build a value system based on philosophical thinking, explore an education management system suitable for the development of professional skills based on art thinking, and explore education thinking based on pedagogy. The cultural education of art education should be based on psychological thinking to obtain wisdom in art education management, learn management thinking to improve the effectiveness of art education.

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