

The Scope and Method of Art Education Management

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Abstract: Based on the perspective of art education management, this paper focuses on the basic problems, subject system and research value of art education management. On the basis of a certain field investigation combined with certain practical activities, this paper analyzes the basic problems, discipline system and research value of art education management by using the method of literature analysis and investigation. The aim is to promote the development of art education and management in China.

Keywords: Art education; Basic problems; Subject system; Value

1. Introduction

There was no clear concept of "art education management" in ancient China, but it could not be said that there was no idea of art education management. Since the Shang Dynasty established the first music education institution "blind sect", art education has entered the field of superstructure of the country and become an important way for the country to "create a scholar with music". Since the art education, the initial form of art education management also came into being. The macroscopic management of art education refers to the management behavior of leadership, decision making and organization in the activities of art education administration and art school management. On the other hand, the microcosmic management of art education mainly refers to various teaching management measures in art schools. It involves course management, teaching method management, teaching research management, teaching evaluation management, educational environment management and so on. It is a concrete management system matching macro management.

Looking back on the development of art education management in New China, taking stock of the fruitful achievements of art education management, reviewing the existence and deficiency of the subject of art education management, and looking forward to the future prospects of art education management, It's very necessary to construct the discipline system of Chinese art education management scientifically, expand the research domain of Chinese art education management, sum up the historical experience of Chinese art education management, and describe the grand blueprint of Chinese art education management. Based on this understanding, this paper explores the basic problems, disciplinary system and research methods of art education management. Seek an objective understanding of art education management this discipline.

2. The Characteristics of Art Education Management

Art education management is a subject with distinct characteristics and distinct personality in all branches of education management. Many writers, musicians, educators and philosophers have studied the subject of art education management from different angles.

2.1. The particularity of art education management

The management of art education is mainly to study the quality and efficiency in the process of implementing the management in the basic field of art education, and to study the methods and techniques of leadership, decision-making, organization, command and use of various educational resources. To achieve the goal of maximizing management efficiency. Its particularity is embodied in five aspects:

First, the content of education cannot or is difficult to be logically explained by language or symbols. As long as Langer said that "all real art is abstract", since there are abstract problems in art works, then the management activities of art education must have something to do with abstraction. The forms of modern art are numerous, they are more between concrete and pure abstraction, showing a vague situation, so that people inevitably fall into a confusion. But the language of this kind of art has its unique ideographic function and aesthetic significance. The teacher interprets these abstract works of art to the students with their own understanding. The students, their second thinking and reinterpretation of different versions of art through this abstract thinking process incorporated into a certain practical practice can be presented in different forms.

Second, the content of education can not be or very difficult to be transferred in a traditional form of popularization. Different individuals have different knowledge sys-

tems, which lead to the complexity of art curriculum itself. When many students choose the art course, they do not really consider whether the art industry is suitable for them from the perspective of their own career planning and development. Instead, they blindly engage in art study temporarily because of taking an examination. This leaves many hidden dangers to the future study road. Due to the uneven learning levels of class members, which will inevitably bring some limitations to the arrangement of art courses, in addition, because of the imperfections of teaching equipment in schools, the development of the curriculum is difficult to be innovated.

Thirdly, the content of education cannot or is difficult to critically reflect in a pure rational way. Curriculum implementation is the process of putting the curriculum plan into practice. The implementation of the curriculum is complex, characterized by integrity, dynamics, openness and self-organization. In order to cope with the complexity of curriculum implementation, we should adhere to the creation-oriented view of curriculum implementation, accurately understand curriculum implementation, flexibly adjust or create curriculum plans according to specific educational situations; Encourage multiple participation in the implementation of the curriculum, strengthen cooperation and communication.

2.2. The subjectivity of art education management

If we measure the existence and value of art education management by the standard of discipline, we can find that the subjectivity of art education management is extremely poor as a characteristic of the subject, which is mainly manifested in the lack of expression, mode of thinking and research paradigm.

2.2.1. The meagre way of expression

Any subject must be based on a certain way of expression, because it is the art education management as a discipline to express its existence carrier. Whether there is a way of expression in accordance with its own characteristics should be an external form of expression whether the discipline is mature or not. In fact, in the field of art education management, the research on art education management lacks the basic characteristics of art education.

2.2.2. Lack of way of thinking

The most important manifestation of poor thinking mode is the lack of problem consciousness in the course of the subject construction and development of art education management. The construction of any subject starts from the problem research. The lack of problem consciousness in the field of art education management makes art education management face a lack of discipline.

3. The Domain of Art Education Management

The question of the domain of art education management is not only related to the existence of art education management as an interdisciplinary subject, but also related to how to study art education management and how to answer many difficult problems in educational practice.

3.1. The relationship between art education management and pedagogy

Pedagogy is a subject that studies educational problems and reveals educational laws and operating characteristics. It was formed in the process of summarizing and refining the practical experience of education and developed gradually through the accumulation of long-term educational research. Art education management is a branch of pedagogy. Compared with general education, the teaching theory of art education has some unique principles and values, whether in teaching organization, classroom mode construction or teaching management, classroom management, learning management, etc. There are some particularities and limitations in art education which are not existed in general education and other vocational education.

An obvious difference between the classroom learning form of art education and that of general education is that the classroom of art education is widely used in experiential learning because its learning content is difficult to grasp with language system and logic system. Therefore in general education, the main way of learning is receptive study, to learn through experience, and to learn by discovery as auxiliary; in art education, first to learn through experience, and then to accept, to learn by discovery.

3.2. The relationship between art education management and psychology

Psychology is a kind of science that studies the mental function and behavior activity under the influence of human psychological phenomenon, and gives consideration to the theory and application (practice). The process of art education is the process of psychological cultivation, the primary function is to cultivate people's perception and imagination.

In the process of teaching, how do teachers interpret the "art" in their hearts in a descriptive way, and how do students understand it? Receive the abstract concept of art conveyed by teachers, and through analysis, perception into their own thoughts. Similarly, psychological activities and their characteristics in the process of artistic creation are inextricably linked with psychological research in the process of artistic creation. In the process, the creator shapes the work of art in a specific form, and its artistic value and judgment all depend on the psycho-

logical experience and internal resonance it causes in the viewer's heart. When the audience is infected by the art, their perception and discrimination of the art will be improved. Only learn to understand the deep meaning of art, can more and more close to the connotation of art. One of the aims of art education is to make learners approach this kind of understanding and perception as close as possible when time and ability permit. The learner understands the complexity of art by experiencing different artistic atmosphere, so that they can understand the complexity of art. React to the world and create again.

3.3. The relationship between art education management and art

Art generally refers to the study of the whole art of science, that is, systematic study of various issues of art science. The nature, purpose, action task and method of art research are theoretical, academic and systematic humanities. Art management studies the internal law of art management, such as the particularity of the system, function, goal, process and method of art management.

Art education management can effectively promote the development of art, art education for the development of art provides a large number of art talents and high-quality works of art, regardless of the structure of the art market adjustment, or the development of art science will run in a standardized way in the future, and the effective management of art education will be indispensable. It is the duty of the management personnel to do a good job in the management of art education. Only the scientific guidance of art education can promote the overall development of art. Art management activities must conform to a series of art laws revealed by art science, so art management must establish its own system based on the achievements of art studies.

4. The Research Method and Value of Art Education Management

The methods of discipline research are varied and should be adapted to local conditions. As a new interdisciplinary hot subject, art education management is more worthy of extensive and deep research by scholars.

4.1. The research method of art education management

With the development of the times, the research methods used for the subject are increasingly abundant, such as observation, literature, test, investigation, statistics, chart, history, comparison, analysis and synthesis, induction and deduction, experiment, case method, etc. However, as an applied subject guided by theory and practice, art education management has the outstanding characteristics of integrating theory with practice and unifying method and maneuverability, which determines that re-

searchers should pay special attention to the following methods:

4.1.1 Literature analysis method

Literature analysis is the basis of the study of art education management, which refers to the systematic collection of literature related to art education management on various websites and bookstores. Through combing and studying the literature, the whole process of the research is recorded objectively and completely, and the materials obtained are sorted out, collected and counted in time, and the conclusion is obtained through analysis.

4.1.2. Survey method

By means of observation, visit, interview, written questionnaire and so on, this paper collects the relevant information of art education, comprehensively, systematically and not sporadically, to grasp the true situation of art education management, as the first-hand material for the research. It is necessary to find out the main contradictions and key problems from the various contradictions in the management of art education and to find out the methods and strategies to solve them.

4.1.3. Case method

By analyzing typical cases and summarizing typical experience, we infer the general principles of art education management. Case Method is a basic teaching method of Harvard University School of Education and Management, which was introduced by Chinese educational researchers.

4.1.4. Inductive deduction method

According to the law and current situation of art education development, the prospect of social and economic development and the structure of talent demand, a research method is made to predict the trend of art development for a period of time in the future. This method is of great significance to the development of art education, teaching staff, professional curriculum, teaching material content, practice and so on.

4.1.5. Comparative method

In order to study the scientific nature of art education management, the comparative method is designed to meet the characteristics of art education management by discriminating and analyzing the collected materials and comparing them with each other.

4.2. The research value of art education management

The purpose of art education management research is to take art education management as a single object of study, and analyze it with the relevant theories, systematic theory and relevant principles of psychology, pedagogy, art science, management science. From the perspective of

educational philosophy, the author answers the basic questions of what art education management is and how to manage it, so that the practice of art education can be guided by scientific theory. We expound the research value of art management from two aspects.

4.2.1. Theoretical innovation and practical application value

The management practice for many years reveals the problems existing in art education, such as advocating abstract theory based on individual practice, neglecting mechanical emulation guided by innovative thinking, lacking theoretical system supported by its own characteristics. The study of art education management can fundamentally distinguish the relationship and category between art education and other education. On the premise of summing up the basic experience of modern art education management and combining with its own practice, this paper explores a set of scientific art education management system aiming at practical application, maneuverability and reference.

4.2.2. Raising the level of art management to promote the culture and art industry

The improvement of the management level of art education plays an important role in promoting the socialist cultural and artistic undertakings with Chinese characteristics. Art education undertakes the task of providing enough cultural and artistic professionals with sufficient quantity and high quality for cultural construction. It is not only a driving force for cultural and artistic inheritance, integration, and innovation but also is the spread of art to a certain extent to promote the transformation of modern science and technology. The improvement of the management level of art education is the precondition to realize the basic function of art education. Without a high level of management, there would be no high quality art education. Without high quality art education, there would be no high degree of development and prosperity. It is imperative to promote the development of art education management.

5. Conclusion

In the process of development of scientific research, the research state and development law of the subject itself are constantly changing in the whole frame. The research and development of art education management has also gone beyond the narrow definition of the past, from purely focusing on art practice to studying complex social, cultural and theoretical problems on the basis of practice. The upgrading of this discipline and the turning of its research paradigm are the inevitable requirements for our society to move from tradition to modern society. The organizational structure of art education is very complicated, so the organization and management of art

education have unique ideas, methods and means. The ultimate purpose of the development of art is to satisfy the needs of the people in many aspects, to produce high quality spiritual products for the people, to create a comfortable artistic atmosphere, and thus to improve the spiritual and cultural life of the people. At present, due to the lack of research on the development of art education, the non-standard management mode of art education and the differences of teachers in art education, it is very difficult for us to find out the specific content and development direction of the subject of art education management. The development of Art Education Management must proceed from the reality of China, be rooted in fertile soil, be closely linked with the actual art education and live, must begin with the excellent traditional art culture of the Chinese nation, go deep into the art practice, and be closely linked to various disciplines. Only by absorbing its rich nutrition, can we form the discipline system of Chinese art education and management with our national characteristics. The spread of western art education management in China has indeed brought us many new ideas, new achievements, new concepts and new methods, and has injected fresh blood into the development and research of the subject of national art education management. But if these experiences don't work with Chinese art practices, if they can not meet the needs of the development of Chinese society, politics, economy, culture and education, then they cannot survive in the course of the construction of the discipline of art education and management in China. It turns out that unrealistic, hard-copy theories can only be eliminated by the times. Therefore, we must attach great importance to strengthening the thinking of combining the practice of art education management with theory, and concentrate our efforts to build our art discipline, especially the young discipline of art education management theory. Let this subject play its due role for the inheritance and development of Chinese traditional culture, for the construction of socialist culture with Chinese characteristics and for the cause of education.

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