

Studies on the Intension and Extension of Art Education Management

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Abstract: Art education management science is a new interdisciplinary discipline, the development of which is the basis for promoting aesthetic education and cultivating art professionals. It is the primary task for researchers in art education management to establish a scientific and standardized discipline system. Based on different perspectives in multiple dimensions, this article deals with education management to explore its intension and characteristics, research issues and scope for providing support for its development.

Keywords: Art education; Management science; Discipline research

1. Introduction

Art education management science is a marginal discipline which has received much attention in recent years. As people's aesthetic and social development needs grow and art education flourishes, many subsidiary issues have arisen. Therefore, a scientific and systematic guidance system is urgently needed to deal with the contradictions existing in the rapid development of art education, which has led to the emergence of art education management. While a new discipline comes out, it has to answer "What is this discipline? What does its study? How do you define its intension and extension?" To answer those questions, we need to discuss separately from the aspects of intension and extension.

2. The Problem Presentation

The 21st century is an era that advocates quality education and pays attention to cultivating the all-round development of talents. As an important way of quality education, art has been placed in a pivotal position. By the beginning of the 21st century, there were more than 30 higher art colleges in China, and more than 130 secondary art schools. On January 10, 2014, the Ministry of Education of the People's Republic of China issued some document, such as Opinions of the Ministry of Education on Promoting the Development of School Art Education and the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education. It has raised the focus on art education to one of the country's top priorities, resulting in the rapid development of art education in the field of enrollment and school scale. Art education is responsible for improving the aesthetic quality education of the whole people and providing high-quality cultural and artistic talents. However, with the continuous development of art education in recent years, the contradiction between the status quo of art education and society has become

more and more prominent, mainly manifested in some complicated contradictions and problems in the management of art education, such as the disorder of the curriculum management system, the imbalance of art education resources, and the backwardness of managerial concepts. These problems directly affect the quality and efficiency of art education, and have aroused strong repercussions and reflections in the art education and management circles. Under this circumstance, more and more scholars have paid attention to the research field of art education management.

Art education management is a discipline with obvious characteristics and distinct personality. It has different teaching modes, evaluation methods than other general education. Therefore, it has a different management model from the general education and the ordinary system. How to establish a management system that fully adapts to this particularity is a matter of urgent need to be explored, and this has become an important factor in promoting the independence of art education management.

As an independent discipline, it is inevitable to clarify what is the research of the discipline of art education management. Based on this problem, this paper chooses to explore from the two aspects of intension and extension. Intension and extension are a pair of philosophical concepts, which were first explicitly stated in the Port-Royal Logic by Antoine Arnauld and Pierre Nicole in 1662. Generally speaking, the intension and extension of the concept are complementary to each other [1]. Therefore, the understanding of intension and extension of art education management is the basis for a comprehensive understanding of this discipline.

3. The Intension of Art Education Management

Intension refers to the essential attributes of an object reflected in concept, which is a fundamental feature that distinguishes a concept from other concepts [2]. Art education management is a composite concept, which is a new interdisciplinary with multiple disciplines combined.

3.1. The connotation of art education management

There are many different hotspots in the study of art education management. [3] Uttered that art education management science is a theoretical system that tackle its special inner management rules, methods and relationship between art education management and other managements, which is a marginal discipline with the basic characteristics of art, management and pedagogy [4]. believed that art education management science is a specific application of management discipline in art education, which is a new discipline that studies the phenomenon of art education management and uncovers the inherent laws of art education management. It is seen that both definitions took management as the theoretical basis of art education management.

While, the author think that art education science can be defined as follow: based on the essential laws of each category of art and art education practice, art education management is a new interdisciplinary, which involves art, pedagogy, and management, deals with all educational and management activities related with art education from the perspective of pedagogy and management; It is a science that reveals the laws that go through the process of art education management, which is from practice, and can guide practice. What distinguishes art education from other educational and management activities is that it is deeply imprinted with art. Marx mentioned that human beings understand the world in four ways: artistic, scientific (theoretical), religious, and practical-spiritual, and the way in which the art masters the world is essentially a thinking activity that objectifies human nature. Art education management is a discipline and also a way to understand human beings and the world with art as the medium, education as the purpose, and management as the means.

As far as research width is concerned, art education management can be explored in two broad and narrow senses. Based on rules, regulations and guidelines related to art education, art education management in broad sense focuses on a nation's overall art education management system, following objective laws in the field of art and education. In addition, it involves the nation's entire art education administrative system and schools and public art education undertakings at all levels through planning, organization, guidance, and control, as well as coordinating the allocation of limited art education resources, to achieve national art education

goals, maintain the operation of the art education system and guarantee the cultivation of art talents.

In a narrow sense, it takes school art education management as the research object, especially the art education practice and related factors in school organization. At this level, it is a kind of control and regulation activity to realize the cultivation of students' artistic literacy and ability, and promote the scientific, continuous and efficient operation of school art education, which can be divided into administrative management and curriculum management.

However, it is unwise to treat it as an isolated object in the actual research and discussion of school art education management. The related systems and policies involved in study are inevitably related to national policies, systems, laws and regulations. When studying the practical activities involved in school art education management, it is bound to be linked with the public. Therefore, the author believes that in the study of art education management, a comprehensive and overall research should be carried out from a broad perspective.

3.2. The characteristics of art education management

First of all, art education management science is an interdisciplinary subject, which necessarily contains the inherent characteristics of the interdisciplinary subject. Interdisciplinary disciplines are a type of disciplines formed by the interconnection, interaction, and integration of different areas, departments, and branch disciplines, which is featured with the comprehensive nature that a single traditional discipline does not have [5]. Furthermore, thanks to the integration of the principles, ways and thoughts of different disciplines, the interdisciplinary subject provides a new perspective, which breaks through the fixed research method of a single model framework and creates some innovative ways of thinking and research methods.

Second, because it is an interdisciplinary subject of art, pedagogy, and management, it is not only characterized with features of the three disciplines, but also generates its own features.

3.2.1. Extensibility of the research domain

The art education management science combines multiple disciplines and involves multiple research fields. The research domain is the range of objects involved in thinking and discussing in a certain context (context), namely, the collection of all the objects related within a certain range [6]. Literally, the theory of art education management is the intersection of art, pedagogy, and management. But at a deeper level, the interdisciplinary field of study can be expanded to any of the theoretical fields involved in the discussion, according to the depth of the research problem.

3.2.2. Diversified and comprehensive methods

Depending on the specific research object, it can utilize research methods in many disciplines, such as art, education, management, psychology, and evaluation. In this sense, its research method is diverse. However, for the study of any subject in the field of art education management, it is impossible to carry out research applying only a single subject research method. Its research method is not a simple copy, but a multidisciplinary research method to study an object from a multiple perspective to form a research method that is suitable for that particular research object. Therefore, its research method is comprehensive.

3.2.3. The practicality of subject and object

The theories of art, pedagogy, and management all come from practical activities. The subject and object of art education management are based on human activities, and the experience of art education management practice is summarized as theories. While the ultimate purpose of the theory is to guide practice. However, the development of its theory is slower than practice, which is a unique activity of human society.

3.2.4. The emotions and creativity of the object

The research object of art education management science is engaged in art-related practical activities. It is the "artistic" which distinguish art education management science from other disciplines. [7] Proposed that "art is a language for humans to express and exchange their thoughts and emotions and art is full of emotions For a thing, scientists analyze it with scientific minds and philosophers explain it with philosophical ideas, while artists perceive it with their hearts." This is the particularity of the research object of art education management. In the teaching and working process, art-related personnel are more emotional than practitioners in other industries. With the continuous enrichment and change of art emotions and the growing demand for art appreciation, artists need to continue to innovate, which requires more attention to the emotional and creative characteristics of objects in the process of art education management research.

4. The Extension of Art Education Management

Extension refers to the essential attributes of the object reflected by the concept, that is, the scope of application of the concept [8]. In other words, the extension of art education management is the scope involved in this discipline, which is determined by its unique attributes. In the previous section, we discussed the connotation of art education management science, and we know its characteristics from its interdisciplinary features. As for

art education management, some scholars assume that it is only a subsidiary product of other disciplines, and some scholars hold that it can become an independent discipline. In this section, the author will explore the extension of art education management to reply those two different opinions. Actually, we can discuss the extension of art education management from three perspectives.

4.1. Research scope from the perspective of discipline norms

Regarding the subject source of art education management, the academic community generally believes that it is a branch from the field of education management. Therefore, according to the division method of education management, the research direction of art education management can be divided into art education management history, art education management theory and art education management practice, which are both interrelated and different from each other, forming the basic content of art education management. Among them, the history of art education management needs to clarify the vertical development clues (past, present, and future) of art education management, which necessarily involves the study of aesthetic history, art history, education history, and management history. In addition, aiming at guiding practical applications, the art education management theory, which is from practice and for practice, studies issues related to arts, management, education, and psychology, based on horizontal basic principles and applied principles. What's more, the practice of art education management is an important part of art education management. It is necessary to find out the practical requirements in theories of anthropology, behavior, sociology, and evaluation to determine its basic research scope.

4.2. Research scope from the structure system of the discipline

The prerequisite of the founding of a discipline system is that it must have its own independence. As an independent discipline, on the one hand, art education management is closely related to social, political, economic, cultural and other related disciplines. On the other hand, as an independent operating system, it has its own special structure and internal mechanism. Therefore, at the level of theoretical analysis, it shows it's both external and internal characteristics. Therefore, the internal and external systems can be used to delimit its research scope.

4.2.1. Study on the internal system of art education management

As an emerging discipline, art education management science was established relatively late and its theoretical

system has yet to be developed. However, in recent years, through the efforts of many experts and scholars, its discipline nature, basic characteristics, task objectives, research methods all developed accordingly. Its practical level has also received greater attention. The author has probed the academic history of art education management science, and concluded that most scholars pay more attention to the research of relevant issues in the practice process to develop its theories through practice. Regardless of different research perspectives, the art education management science gradually develops and gets continuously enriched, and finally forms its own unique practical application theory. Therefore, when studying the internal system of a discipline, it can be studied from the basic theoretical principles and practical application principles of art education management.

4.2.2. Study on the external system of art education management

Art education management activities have an inseparable relationship with external systems, mainly because it is multidisciplinary and it is a complex social activity. Art education management activities are inseparable from external systems, mainly because it is multidisciplinary and it is a complex social activity. Due to the inherent characteristics of the art education management theory, which makes its external research system complicated, it is not enough to study this subject simply by focusing on itself. On the contrary, its interdisciplinary nature requires researchers to pay attention to all relevant disciplines, and it is necessary to study the connection between philosophy, art, education, and management. Due to the characteristics of its practical activities, research progress in many disciplines, such as politics, economics, culture, art education, and education management, has jointly promoted the development of art education management from a macro perspective. In addition, market mechanisms, social public services, and network information technology are also part of art education management research. Whether relationship between these external factors and the art education management science can be clarified is related to revealing the nature and value of the art education management discipline.

4.3. Research scope from the discipline concern

According to research concerns, art education management science can be divided into four levels from the social level.

4.3.1. National level

The state takes the art education system under the state's will as the management object. Therefore, at this level, the researchers take the policies and regulations related

to art education, and the outline of the guide as the main points of research to study the overall management of national art education and national art education and culture, including national laws and regulations on art education, guiding ideology, macro-control, the inheritance system of national art culture, and art organization.

4.3.2. Public level

Research on the public level regard social public art education services as the object and satisfying the needs of public art education as the goal to optimize the organization and deployment of public art education resources and achieve the maximum use of public art education resources, including public art education institutions, public art education resource allocation, art education market and benefits.

4.3.3. School level

At the school level, it is within the scope of the study to discuss all management activities related to art education in the school at all levels. At the school level, it is within the scope of the study to discuss all management activities related to art education in the school, including management research on all aspects related to arts education, such as administrative management (education system, education affairs, students, teachers, funds, administrators, etc.), and curriculum management (arts curriculum setting, evaluation, goals, methods, processes, etc.) as well as the connection between schools, society and national art education management. According to the different levels of the school, it can be divided into: art education management of higher education, basic education, and special education. Depending on curriculum, it can be divided into professional art education management and public art education management.

4.3.4. Family level

Nowadays, many parents attach great importance to their children's interest in art, actively develop their artistic sensibility and appreciation, and get their children to receive art education since early ages. Through art education, children's artistic instincts can be developed, and children can perceive different forms of the world, such as lines, sounds, colors, and rhythms. The emphasis on art education starts with creating a good home music education environment. At the family level, research on art education management takes individual families as the unit, and the art education activities in the family unit as the research object, which focuses on the parent's art education management activities for children, such as: family art activities, aestheticization within a family and etc.

5. Conclusion

In recent years, with the increasing attention of academic circles to art education management, art education management has developed to a certain degree. But in general, it is still a discipline in its infancy, and some scholars are still discussing about whether art education management needs to be independent. The author believes that the independence of art education management discipline is very necessary. Profound theoretical research on art education management is not only a requirement of social development, but also an incumbent responsibility and obligation for all researchers in art education management. A scientific and rich theoretical system of art education management can promote the effective implementation of national art education and provide an important guarantee for the development of aesthetic education. Without exception, the construction and improvement of a discipline requires the joint efforts of scholars from generation to generation. There are still many research fields in art education management to explore.

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