

Foreign Perspectives on Art Education Management

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Abstract: Art education management is an emerging discipline. This article will to study art education management through some foreign literature. The foreign literature on the development of art education management, value, significance, methods, strategies, and the research of system model of classification, comparison, combing art education management concept and management mechanism of management, aims to enhance the art education management theory foundation, the construction of the system, promote art education healthy development of the discipline of management.

Keywords: Art education; Management; Emerging discipline

1. Introduction

Art education management is formed by the intersection of management, art and pedagogy. Due to a late start and few relevant research results, it is particularly urgent and important to actively explore the theory of art education management, including the research on the formation and development of art education ideas, art education management mode and characteristics, management mechanism and system. For example, in terms of art education thoughts, the views and thoughts on art education first put forward by Chinese scholars in the Qin dynasty and ancient Greek philosophers, and the views on art education put forward by Confucius, such as "poetry education", "music education", "helping people to build up the custom, helping people to help others, and making education". Plato, the ancient Greek philosopher, believed in the republic that if people receive proper art education, they will cultivate their soul and temperament and become a citizen with a sense of justice and responsibility [1]. The concept of art education management plays an important role and has a far-reaching impact on the development of art education.

Foreign studies on art education management mainly focus on the research fields, objects and methods of art education management, including art education management in colleges and universities, art education philosophy and system, art education characteristics and talent training mode. This paper will categorize and sort out the literature on art education management in foreign, with the purpose of providing research materials for the academic research, system construction, management rules and paradigms, research methods and practical research of this discipline.

The following are reviews of the literature on art education management in the United States, Germany, Japan

and Russia from three aspects: art education management philosophy, art education model and art education characteristics.

2. Research on the Management Concept of Art Education

In terms of art education management concept research, Zhang and Cheng took Russian art education concept as the research object and introduced the development process of Russian art education concept: By the ancient Russian education and philosophy, speech, poetry and art, the art education and labor education before and after the October revolution and the science education of dialectical unification relations, the lack of aesthetic education this element, so the labor education and science are soulless, to the modern art education is the master and have national as well as the process of human art and culture, is the development and form a complete personality, people's spiritual world, creative intelligence and rich individual character emotions such as one of the important means [2]. It aims to make us understand the theoretical basis, policies and objectives of contemporary Russian art education, as well as the characteristics and current situation of culture and art. Yang 2015 [3] introduced the development of German art education concept, and pointed out that in the field of German classical philosophy from the end of the 18th century to the 19th century, aesthetic research reached a new peak and became an independent discipline worthy of the name, and further developed in Germany and other European countries. Kant emphasized the non-utilitarian nature of aesthetics, believing that only when a person surpasses the sensory enjoyment and treats the aesthetic object in a non-profit-related attitude can he obtain aesthetic feelings [4]. Kant raised "beauty" to the understanding of nature and free-

dom as well as the domination of sensibility and rationality. According to Kant's aesthetic view, Schiller thinks that beauty is the manifestation of freedom and a perfect form combining sensibility and reason. People in the aesthetic state can get rid of the domination of natural inevitability and moral inevitability, and thus become free people [5]. According to Hegel, the object of aesthetics is art, which is the highest stage of human spirit. Fan pointed out that Germany's current art colleges in the education aim, teaching method, classroom pattern, education content, etc, although each has his strong point, but it is still generally adhere to "the unity of teaching and research" as the core, the traditional formation in history as the main teaching form, teaching in style of pursuing parallel dual theory and practice of teaching, and formed the professor studio as the main carrier, focuses on the ideology of art education, and further to cultivate free perfect aesthetic education level. Based on the rational reflection and problem consciousness in German higher art education, Chinese higher art education should return to its own historical logic to solve the contradiction between traditional inheritance and modern innovation, and step into the stage of internationalization and modernization with national confidence [6]. Peng selected the perspective of contemporary Russian higher art education and analyzed that the art of Russian higher art education and painting education comes from practice and practice reacts on art. Independent learning to develop personality, enhance the ability to expand and deepen; The experience of practice teaching and studio teaching combined, put forward that art affects life, life needs art. It is an urgent task for us to get rid of our current impetuosity, change the reality that cultural development is incompatible with economic development as soon as possible, and improve the overall cultural and artistic quality of the whole nation [7], by reviewing the transformation process of Japanese art education from its birth, development to modern times, roughly Outlines the situation of Japanese art education. The purpose is to put forward the importance of art education in the future and take the form of thinking [8]. According to the different development states of art education for children in modern and contemporary America, Zhao pointed out that clear social needs opened the door of art education for children, analyzed the mainstream thoughts in various stages, and commented on the art education management ideas in different historical periods [9].

3. Research on Art Education Model

In art education model research, Liu (2017) analyzed the Russian art education system (including ordinary art education and vocational education two parts) - ordinary art education training mode of supplement to children's art school education institutions as the main training institutions, and pointed out that the Russian ministry of cul-

ture's 1133th order approved by the university regulations on the vocational education teaching assistant - trainees after class for Ta - trainees gives a new legal status and development space. The purpose of this training model is to strengthen the role of post-college art education in cultivating high-level application-oriented talents. Tang and Wan draw lessons from foreign experience in art design education, grasping the reform and development of innovative education model, for art and design colleges and universities in the developed countries of innovative education system and curriculum and so on has carried on the induction, emphatically discusses the foreign art design colleges and universities how to develop the system, curriculum structure, curriculum and other aspects to strengthen the cultivation of innovative talents and research. The aim is to use the successful experience of art design education in foreign countries to point out the direction of innovation and development of art design education in China [10].

In addition, Lu (2017) taking the mode and characteristics of art education in American universities as the research object, pointed out that in the new general education plan of Harvard University, the three courses of "literature and art" in the original core courses were merged into one major category, and the proportion of art courses in the system did not decrease [11]. From the original "core elective" mode to the present "distribution compulsory" mode, the learning requirements of literature and art are further strengthened. The Massachusetts institute of technology's requirement for students to study the humanities, arts and social sciences embodies the principles of "distribution" and "concentration". "Distribution" is to ensure the breadth of knowledge, "concentration" reflects the depth of knowledge requirements [12]. The aim is to make Chinese universities absorb the successful experience of general education in the United States, and strive to find a path of humanistic education with art education as the core curriculum and rich characteristics of the traditional culture of the Chinese nation.

4. Research on Characteristics of Art Education

In the literature on the characteristics of art education, most of them choose the characteristics of art education in China or the mainland as the object of study. For example, from the perspective of art education, aftershock valley selects the characteristics of American art education as the research object, and points out the reason why American undergraduate education has a high value. It focuses not only on professional education, but also on cultivating students' ability to think independently, solve problems in a variety of ways and keep innovating and striving for excellence [13]. "Through aesthetics, understanding the cultures and beliefs of different societies, and through these beliefs understanding various cultural

traditions and their relationship to the individual" [11]. After about 200 years of exploration, general education in modern American universities "gradually formed a relatively stable, reasonable and scientific curriculum structure and system, thus providing a basic guarantee for the smooth progress of art education. The in-depth exploration of the deep humanistic connotation of art has become an important feature of art education in famous American universities represented by Harvard University. For example, from the perspective of higher art education, Han (2016) took the characteristics and experience of Japanese higher art education as the research object, aimed at the Japanese higher art education insisting on attaching equal importance to art education and science education, and attaching importance to the sustainable development of art education, and summarized the characteristics of the combination of production, study and research in art education [14]. Taking Russian art education as the research object, Liu and Zhou (2014) pointed out that China's artisanal art education pays too much attention to artistic skills and ignores the feelings and inspiration for art itself, which greatly weakens the humanistic nature of art education. The over-emphasis on instrumentalized art education ignores the art itself, which makes it lose its unique value in developing students' artistic ability. At the same time, most art courses offered in primary and secondary schools in China are music and art courses, while the allocation of teaching resources and the construction of teaching staff are mainly music and art courses. Xing (2016) also studies the modernization of school art education in Japan, pointing out that the modernization of school art education in Meiji period is the product of the times and the form [15].

Above literature is selected foreign scholars of art education management idea, education mode and characteristics of art education content as the research object, from philosophy, school management model for art education, art education practice and so on every level of the paper, analysis and interpretation, for art education management of foreign literature provides the relevant information.

5. Conclusion

The references in this paper are the theoretical and practical achievements of some scholars on the construction of art education system, characteristics and talent quality cultivation based on art education management. Some of the research on the concept of art education is profound, and some of the research on the mode of education management is detailed and advanced, which is worth learning and absorbing. For example, in terms of the management concept of art education from the perspective of foreign scholars, the literature reflects the importance of the macro level: Russia regards art education as one of the important means to develop and form a complete personality, a person's spiritual world, a person's creative

intelligence and a person's rich personality and emotion. German philosophers believed that art was the highest stage of the human spirit; Japanese legislation to promote art education nationwide; In the United States, art education is integrated into the curriculum of students at all stages of learning (general education). The art education management concept of the governments of all countries has established the status of art education and promoted the rapid development of art education in all countries. In addition, in the research literature on the characteristics of art education management, the focus of American art education is not only professional education, but also the cultivation of students' independent thinking ability, the ability to solve problems with various methods and the consciousness of constantly innovating for excellence. Higher art education in Japan attaches equal importance to both art education and science education, attaches great importance to the sustainable development of art education, and insists on the combination of production, study and research of art education. Russian art education career health high speed development, investigate its reason, because Russia 2008-2015 years culture art education development idea ", children's art schools "career before ordinary education supplement outline, secondary vocational education to implement education outline the formulation and implementation of" integration ", as well as the cultural and artistic colleges and universities of doctoral education innovation mode, such as the reform of the art education management system in our country to construct has positive significance. However, some literature researches are not deep enough, and their viewpoints are not clear, or they do not focus on the problem and generalize, which makes it of little reference value.

As an emerging interdisciplinary subject, China's art education management system is in urgent need of improvement. How to utilize foreign successful art design education experience to strengthen the cultivation and research of innovative talents in the aspects of training system, curriculum structure and curriculum setting? In the process of the transformation of higher education from elite education to popular education, how to optimize and maximize the teaching quality and benefit of running a school, and how to define and deepen their own positioning? Multiple development theory also needs to be opened from the perspective of other disciplines, as well as student-centered education mode innovation, methods and means to cultivate students' knowledge acquisition, application and innovation, etc., all of which require scholars to continue to think, investigate and study more deeply.

When we are absorbing the western education of nutrition and the world, at the same time, we should keep a clear mind and stick to more distinct characteristic ethnic and cultural traditions of the bottom line. Continuously strengthen the construction of art education management

system, clarify the management goal, the integration of art education courses and method. Innovation of art education training mode, working hard to blaze a trail to the art education as the core of the course, the ethnic traditional culture characteristics of humanistic education.

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