

ENHANCING PARTICIPATION IN HIGH SCHOOL ARTS EDUCATION IN GUIYANG, CHINA

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Abstract

The purpose of this paper is to explore how to enhance the participation of art education in high school. With the continuous development of society and the implementation of the reform of college entrance examination, the importance of art education in senior high school has become increasingly prominent. However, at present, there is a problem that students' participation in art courses is not high. This paper suggests several ways to enhance engagement: increasing classroom interaction formats, such as group discussions and collaborative projects; offering a rich variety of art courses to meet students' interests and needs; introducing new technologies and media, such as virtual reality and digital art, to attract students' attention; and providing opportunities for students to participate in art activities, such as school exhibitions and cultural festivals. By taking these measures, we can effectively improve the participation of high school art education, stimulate students' creativity and artistic potential, and cultivate their interest and love for art.

Keywords: High school, Art Education, Enhancing

Introduction

Since the 21st century, the maturity of technology and the rapid development of the economy have made it extremely easy for young people to feel lost and anxious about their future. This problem is essentially a reflection on life. Art education, as an important way to help young people establish their thinking ability, cognitive structure, and values, can cultivate their aesthetic ability, creativity, expression ability, and critical thinking ability, Thus improving the comprehensive quality and innovative ability of students, laying a foundation for their future learning and work.

As an extension of compulsory education, the high school stage bears more important and in-depth responsibilities. Therefore, based on improving the participation of art education in high schools in China, this article proposes a study on "strengthening the participation of art education in high schools in Guiyang, China", providing reference for the cultivation of innovative talents and the comprehensive improvement of national humanistic literacy.

Literature Review

High School art education is divided into several subjects that play different roles in practice. This literature review examines several academic articles exploring the field of high school art education. Specifically, the analyses included Chen Xinhuang (2017); Zhou Yiqiang, (2012); and Shi Jie (2020) , which provided their own diverse insights.

1.Chen Xinhuang (2017) Exploration of Tao Xingzhi's Art Education Practice. Shanghai Theatre Academy : The uniqueness of art education makes art education unique, which can not be replaced by other education. From art, students can get knowledge, beliefs and values about ourselves and the world. The experience and significance of these knowledge and viewpoints can not be provided and replaced by any other discipline, so art education is an indispensable and important part of school quality education. It plays an important role in the implementation of quality education, and art education has the function of cultivating students'

good ideological quality. The things reflected by excellent works of art are usually artistically processed by the author to make the prototype of life more vivid and typical, so as to make the essence of things more real.

My view of the scholar's findings is that through art, students can gain knowledge, beliefs, and values about ourselves and the world. The experience and significance of such knowledge and ideas can not be provided and replaced by any other discipline, which shows the uniqueness of art education.

2. Zhou Yiqiang (2012) The Importance of Strengthening the Cultivation of Humanistic Spirit in High School Art Education. *Time Education (Education and Teaching)*, (10): 65 : Art education also contributes to the emotional regulation and mental health of high school students. Adolescence is a period of great emotional ups and downs, and students often face pressure and challenges. Art education provides an outlet for students to vent their emotions and regulate their emotions through creation. Art forms such as painting, music and dance can help students express their inner feelings and find ways to vent their stress. Studies have shown that participation in art activities can improve students' emotional state, reduce the degree of anxiety and depression, and improve their mental health.

Zhou Yiqiang's insights are particularly relevant because he reinforces the idea that art education also contributes to emotional regulation and mental health among middle school students.

3. Shi Jie (2020) Current Situation and Countermeasures of Art Education in Middle Schools. *Wenli Navigation (Mid-Autumn)*, (10): 72-73: The evaluation system to promote the all-round development of students has not been effectively implemented, and students' academic performance is still the main basis for evaluating the development of students and the quality of school running. As a non-college entrance examination subject, the new art curriculum in high school is in a very secondary position in the minds of schools, teachers, students and parents. Because the general college entrance examination system has not changed much, the enrollment rate will remain the theme for a long time.

The academic performance of the students is still the main basis for evaluating student development and the quality of running a school. This problem is one of the main reasons that restrict the expansion of high school art curriculum

In the conclusion: In recent years, the research on improving the participation of art education in senior high school is an important issue in the field of education. With the social recognition of the value of art education, more and more scholars and educators begin to pay attention to how to effectively improve the interest and participation of high school students in art education. The importance of promoting the participation of high school art education is self-evident. Art education can not only cultivate students' aesthetic ability and creativity, but also help to improve students' comprehensive quality and competitiveness. However, the participation of high school students in art education is generally low, which limits the development and effect of art education to a certain extent. To sum up, enhancing participation in arts education at senior secondary level is a system engineering that requires concerted efforts from various parties. Future research can further explore how to effectively combine these strategies and methods to form a complete and operational lifting scheme. At the same time, with the deepening of educational reform and the increasing demand for art education, I believe that the participation of art education in senior high school will be further enhanced.

Research Methodology

Using comprehensive research methods such as literature study, questionnaire survey, CASE study and data analysis, this paper analyzes the attitudes of teachers and students in a middle school in Guiyang with regard to the low level of participation in the art curriculum,

through the existing literature summary and specific analysis of the specific problems of the differences in the treatment of the main causes of problems and solutions

The purpose of studying the issue of student engagement in high school art courses is to gain insight into student performance and engagement in the art classroom in order to provide teachers and schools with effective instructional guidance and suggestions for improvement. First of all, art courses are of great significance to the development and growth of students. Art education can cultivate students' creativity, imagination, expressive ability and aesthetic consciousness, and has a positive impact on students' cognitive, emotional and social abilities. Therefore, understanding students' participation in the art classroom can help teachers better meet students' learning needs, stimulate students' learning motivation, and improve teaching effectiveness. Secondly, the participation of students in high school art courses is closely related to academic performance and academic development. Studying student engagement can help teachers understand students' learning attitudes, learning styles and learning difficulties in the classroom, and provide a basis for personalized education. At the same time, the evaluation and assessment methods of art courses are usually special, different from the traditional written examination and written homework, and the study of students' participation can also provide a reference for evaluating and monitoring students' learning progress. Finally, the study of students' participation in high school art courses can also provide feedback for classroom teaching improvement and curriculum design. Understanding the participation of students can help teachers find problems and shortcomings in teaching, so as to adjust teaching strategies and methods. At the same time, it can also provide guidance for curriculum design, design more interesting and attractive art learning activities, and improve students' participation and learning effect. Therefore, the specific study of students' participation in high school art curriculum is helpful to promote students' art learning and all-round development, and improve the quality of teaching and education.

Through literature collection and analysis, some problems and improvement methods to improve the participation of high school students in art classes are obtained. Through questionnaires, case studies and data analysis, specific feedback from teachers and students in high schools is collected, and real participation in art courses is obtained. The research questions identified the following three areas: What are the reasons for the decline in student participation in art courses? What is the impact of declining participation on students' creative development and general abilities? What are the teaching methods and curriculum designs that help to revive high school students' interest in art education? Through the analysis and research of specific problems, we can get the final solution through the school, teachers and students.

Data Analysis Results

The main data comes from the real feedback of art course teachers and students in Guiyang No.2 Middle School, Guizhou Province, China. Through questionnaires and some interviews, including before class, during class, after class and the real feelings of art course, teachers and students can get the evaluation of art course. The secondary data mainly come from published papers, including the development of art curriculum in high school, the problems in music, art and calligraphy curriculum and the proposed solutions.

Population: The target population of this study is high school students from a middle school in Guiyang City, China. The population for this study was divided into the following three groups:

1) There are 157 teachers in total, including 57 in Grade One, 50 in Grade Two and 50 in Grade Three.

2) Guiyang No.2 Middle School students in Grade One, Grade Two and Grade Three = 1959, including 677 students in Grade One, 659 students in Grade Two and 623 students in Grade Three.

Sample: Students from two classes of each of the three age groups in Guiyang No.2 Middle School, China.

1) There are 57 teachers in total, including 20 in Grade One, 18 in Grade Two and 19 in Grade Three.

2) A total of 857 students, including 456 students in Grade One, 301 students in Grade Two and 100 students in Grade Three, were selected by systematic random sampling from the schools of Grade One, Grade Two and Grade Three.

Count the class attendance of each student: Record the attendance of each class, track the attendance rate of students, and compare the performance differences between students with regular attendance and those with irregular attendance.

The relationship between test scores and participation: analyze the relationship between students' test scores and their participation in the classroom. We can analyze the correlation between test scores and participation to find out whether there is a positive correlation between participation and test scores.

Subdivision analysis of students' participation: students' participation can be further divided into active participation and passive participation. Active participation includes the behavior of actively participating in classroom activities such as answering questions, asking questions and completing projects, while passive participation refers to the behavior of passively accepting teaching such as listening to lectures and taking notes. By comparing the impact of these two ways of participation on students' learning performance, we can understand which way of participation is more conducive to students' learning progress.

The relationship between students' participation and satisfaction: To understand the relationship between students' satisfaction with the course and their participation, we can obtain students' evaluation of the course through a questionnaire survey, and make a comparative analysis with their participation, so as to determine the correlation between students' satisfaction and participation.

In data analysis, statistical analysis software (such as Excel, SPSS, etc.) Can be used to make data statistics, draw corresponding charts, and make correlation analysis and regression analysis, so as to better understand the participation data of high school art courses.

Conclusion

When collecting data, especially questionnaires and case studies, we should pay attention to the following contents.

Active participation: Actively participate in discussions in class and put forward their own opinions and views. Share your understanding and feelings about the works of art with your classmates, and promote interaction and communication.

Respect other people's opinions: respect other people's views and opinions, and be open to different opinions. Art is pluralistic, and everyone's understanding and preferences for works of art may be different, so it is important to maintain a respectful and inclusive attitude.

In-depth discussion: The topics discussed in class can be further considered and discussed. It can be studied in depth from the artist's creative background, the form of expression of his works, and the artistic style, so as to enrich his knowledge and understanding.

Ask questions: In the process of discussion, if you have doubts or need to explore a topic more deeply, you can actively ask questions. By consulting teachers and classmates, we can better understand and master art knowledge.

Cooperation and communication: cooperate and communicate with students, learn from each other and learn from each other. It is possible to organize group discussions, study and display works of art together, and think and solve problems together.

Multi-perspective thinking: In discussion and analysis, try to think from different perspectives, such as history, culture, social background, etc. By broadening the way of thinking, we can understand the connotation and expression of works of art more abundantly.

Combining the above measures, schools can effectively improve the participation of high school art education, stimulate students' enthusiasm for learning and self-expression ability, cultivate their comprehensive ability and teamwork spirit, and make art education an important support for students' growth and development.

Discussion

Improving creativity and imagination: Art courses can cultivate students' creativity and imagination, and help them develop their unique way of thinking in the process of artistic creation by creating and expressing their ideas.

Enhance aesthetic ability: Art courses can help students develop aesthetic ability, improve the ability to perceive and understand works of art, apply this ability to life, and better appreciate and understand beauty.

Enhance the ability of emotional expression and emotional management: Art courses can provide students with a way to express their emotions and emotions, release their inner pressure through painting, music, dance and other forms, and cultivate the ability of emotional expression and emotional management.

Cultivating teamwork and communication skills: Art courses usually involve cooperation and collaboration, and students need to cooperate with others to complete art projects, which cultivates students' teamwork and communication skills, and cultivates students' collective concept and team consciousness.

Enhance self-confidence and self-identity: Art courses encourage students to express their views and ideas, show their talents and personality through works of art, enhance self-confidence and self-identity, and help students establish a positive self-image.

Generally speaking, participating in art courses is of great significance to the development of senior high school students, not only to cultivate their artistic skills, but also to improve their comprehensive quality and personal development.

Suggestions

On the basis of analyzing the main problems existing in the teaching of art course in senior high school, this paper puts forward some concrete optimization paths: solving the problem of declining participation degree of art education of senior high school students in China, this can be achieved through three aspects: first, school infrastructure construction and school policy support; second, teachers' sharing of diverse curriculum content and good role models; Third, the cross-discipline improvement of students' self-regulated learning consciousness.

Firstly, Schools can build classrooms and studios dedicated to art education, including painting rooms, sculpture rooms, photography studios, etc., to ensure that students have a good creative environment. Invest in facilities and equipment such as music rooms, stage theaters, and dance studios to support students' learning and performance in music and performing arts. Provide good equipment and tools required for art education, such as painting materials, musical instruments, stage lighting, etc., to ensure that students have good conditions for creation and performance.

Secondly, Interdisciplinary integration: Design interdisciplinary art courses, combine literature, history, science and other disciplines to expand students' artistic vision and knowledge. Practical experience: Organize field trips, art workshops and other practical activities to allow students to experience the process of art creation and improve their practical ability and creative skills. Introduce cutting-edge trends: pay attention to the cutting-edge trends and development trends in the field of art, update the course content, introduce new art forms and media, and stimulate students' innovative thinking and desire to explore art.

Thirdly, Interdisciplinary project learning: Design interdisciplinary projects to allow students to combine the content of other disciplines in art courses, such as drawing artworks with historical backgrounds, exploring the application of scientific principles in art, etc., to stimulate students' understanding of the relevance between different disciplines. Encourage self-directed learning: Encourage students to independently explore the relevant knowledge of other disciplines outside of class, such as visiting museums, reading relevant books, watching art documentaries, etc., to deepen the connection and logical thinking between different disciplines.

Cross-discussion and sharing: Organize interdisciplinary discussion and sharing activities for students to share their learning experiences and experiences in other subject areas, so as to expand their thinking, expand their disciplinary cognition, and promote interdisciplinary self-art learning awareness.

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