

Functions of Construction of Laws and Regulations for Art Education in Chinese Schools

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Abstract

The development of art education in school depends on the formulation and implementation of laws and regulations for art education in school, which is the basic guarantee of art education in school. This research takes the construction of laws and regulations for art education in Chinese schools since 1979 as the research object, explore its function according to the change of different political structure. Through a large number of analysis of literature, the researcher hopes that through this study can make certain contributions to the good development of art education in school.

Through this research, the achievements and shortcomings of the construction of laws and regulations for school art education are summarized; Reveal the essence and positive role of the construction of laws and regulations for art education in school; Understanding the construction of laws and regulations for art education in school is the legal guarantee for the healthy development of art education. The research of the above problems is to obtain first-hand information from field investigation and obtain data through qualitative and quantitative research and analysis methods. The purpose is to further deepen the construction of laws and regulations for school art education and demonstrate the theoretical and practical functions of the construction of laws and regulations for art education. This paper is divided into five chapters.

Keywords: Chinese schools Art, education in school, Construction of laws and regulations for art education Functions

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Introduction

Chinese eleventh CPC Central Committee Third Plenary Session held in December 1978 has realized the great turning point of the party's history since the founding of the people's Republic of China, opened a new period of Chinese history, and ushered in an unprecedented development of art education in schools. Therefore, this study focuses on the construction of laws and regulations for art education in Chinese schools since 1979. This is of great practical significance and historical value for standardizing the order of art education in Chinese schools and promoting the development of disciplines, as well as creating a new situation in the construction of laws and regulations for art education in Chinese school.

Problem Statement

This research attempts to explore the function of laws and regulations for art education in school. Because every stage of the development of China's modern art education is inseparable from the construction of laws and regulations for art education. It can promote the development of art education in schools and carry out macro-control on art education in schools. To supervise the development of art education in schools and assess the effectiveness of art education in schools. At present, there is little research on these issues, so the idea of researching the construction of laws and regulations for art education in schools has emerged.

Research Questions

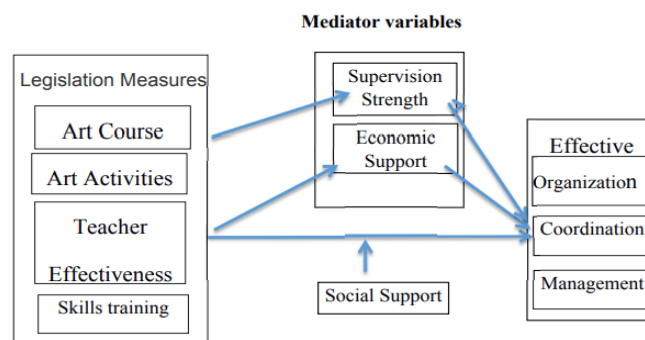
This topic takes the influence of laws and regulations for art education in school as the research object, and mainly studies the following three problems

1. What are the form and content of the construction of laws and regulations for art education in school?
2. What is the measurement table of art education in school effect regulation under the influence of laws and regulations?
3. How do laws and regulations affect school art education?

Research Objectives

1. To investigate the form and content of the construction of laws and regulations for art education in school.
2. To construct the measurement table of school art education effect regulation under the influence of laws and regulations.
3. To better explore the impact of laws and regulations for art education in school.

Conceptual Framework



Therefore, this paper puts forward the following hypotheses:

H1: Supervision plays a mediating role in the relationship between art curriculum and the effect of school art education

H1a: The supervision plays a mediating role in the relationship between the content of art curriculum and the effect of school art education

H1b: Supervision plays a mediating role in the relationship between the time of art courses and the effect of school art education

H2: Supervision plays a mediating role in the relationship between artistic activities and the effect of school art education

H2a: Supervision plays a mediating role in the relationship with the effect of art education in music and dance schools

H2b: Supervision plays a mediating role in the relationship between painting and calligraphy exhibition activities and the effect of school art education

H3: Supervision plays a mediating role in the relationship between teacher effectiveness and the effect of school art education

H3a: Supervision plays a mediating role in the relationship with the effect of art education in self-efficacy schools

H3b: Supervision plays a mediating role in the relationship between teaching efficiency and school art education effect

Literature Review

By searching CNKI, Wikipedia, Google academic and Wanfang Data databases, 1037 research articles on the laws and regulations for art education in Chinese schools were obtained. Among them, 261 papers are directly related to this research.

Documents on the compilation of laws and regulations for art education in Chinese Schools

A series of books on the laws and regulations for Art Education Edited by (Zhang Yuan, 2011), (Yao Siyuan,2010), (Zhang Yuan, Zhang Xian, 2011), Zhang Xian (2011), Yao Siyuan (2011), (Yu Yuzi, Zhang Yuan, 2011) and (Wu Yongyi, 2011), these are all the Eighth Five Year Plan projects of Chinese educational science and one of the achievements of "the research on art education in modern Chinese schools". Many of the regulatory documents cited by researcher are from the above books.

Views of some researchers on the construction of laws and regulations for art education in school

The new period (1979-1999) is the key period for the construction of music education in Chinese schools, and the achievements in the construction of laws and regulations for music education in this period have a far-reaching impact, (Yang Heping, 2013). (Ji Linlin,2016) believes that Chinese calligraphy, as the quintessence of the Chinese nation, has been showing different signs of the times from the beginning along with the construction and development of the Chinese nation's laws and regulations for art education. (Zhang Yuxiao,2017) sorted out and summarized the evolution of music education policy and curriculum reform, and found that the promulgation of the nine-year

compulsory education policy made the school music education develop smoothly. In addition, (Zheng Xianheng, 2014), (Fang Qian, 2008), (Wang Xiufeng, 2014), (Wang Anguo, 2004), (Li Ning, 2012) have all researched the function of the construction of laws and regulations for art education in school.

Analysis of the construction of laws and regulations for art education primary and secondary schools

In 1979, Zhou Yang, Chairman of the China Federation of Literary and Art Circles, presided over the Fourth Congress of National Literary and Art Workers, and made a report entitled "Prospering Literature and Art in the New Socialist Period", summarizing the historical experience of literature and art in the past decades and proposing the literary and art tasks in the new period. Emphasis is placed on strengthening the aesthetic education of primary and secondary school students, improving the artistic appreciation level and artistic accomplishment of young people, and affirming the statement of He Lvting, a people's musician, that "to do a good job in music education, music education courses in primary and secondary schools must be restored", and proposing that aesthetic education should be included in the curriculum plan, making it an important part of education. In addition, at this meeting, Jiang Nanxiang, Minister of Education of the People's Republic of China, and Hu Qili, Secretary of the Central Secretariat of the Communist Youth League, respectively delivered congratulatory messages, holding that the vast number of young people are successors to the proletarian revolutionary cause, and earnestly hope that the literary and art workers all over the country will take care of the growth of young people, pay attention to the subject matter of school life, create better and more influential works reflecting school life, and guide young people to become revolutionary successors who are hard-working, red and expert.

The route of laws and regulations for art education in school construction since the new century.

On March 15, 2001, the Fourth Session of the Ninth National People's Congress approved and released the third chapter on science and technology, education and talents, and the seventh chapter on spiritual civilization, education and art education, which attached great importance to the development of education and the study of literary

theory. On May 22 of the same year, the State Council promulgated the Outline of Chinese Children's Development (2001-2010), which requires that children and health, children and education, children and legal protection, and children and environment should be paid attention to according to the needs of children's growth. The Outline provides programmatic lines and policy guarantees for children's healthy growth and is an important measure for children's educational development. The Rules for School Art Education was reviewed and approved at the meeting of the General Office of the Minister on May 23, 2002, and will be implemented as of September 1, 2002. This is a school art education regulation with legal effect. This regulation is divided into six chapters, which provides legal guarantee for the establishment, management and supervision of art education in schools. It is proposed for the first time that art courses in primary schools, junior middle schools and ordinary senior middle schools should be included in the final examination and graduation examination subjects, and educational administrative departments and schools are required to reward units and individuals who have made outstanding achievements in art education

Research Methodology

Research design

This research designed is an exploratory research using qualitative research method. The researcher uses in-depth interview to collect qualitative data from key informants which are representatives from Ministry of Education who are currently working in China, laws maker, school leaders.

Population and Sample

Population in this study are the law makers working in the Ministry of education of China and the school leaders. The sample size for qualitative research is 10 key informants classified by 5 representatives from Ministry of Education who stations in China, and 5 school leaders in China.

Data Collection Method

Since this current research is an exploratory research using qualitative method, the researcher uses an in-depth interview to collect the primary data concerning the

construction of laws and regulations for art education in school, administrative concepts of art education in school, government policy on art education in school, factors and elements that influence on the schools' art education, types of relationships between schools' art education and construction of laws and regulations for art education in school.

Data Analysis

This research is a qualitative research, thus, the researcher used content analysis method to analyze the primary data obtained from in-depth interviews.

Item-Objective Congruence (IOC)

To illustrate the calculation of the index of item-objective congruence, the researcher will take this study as an example and invite 5 experts to test the validity of the research project. Five experts have been asked to rate each item relative to each of the domains. Their ratings appear in follow table:

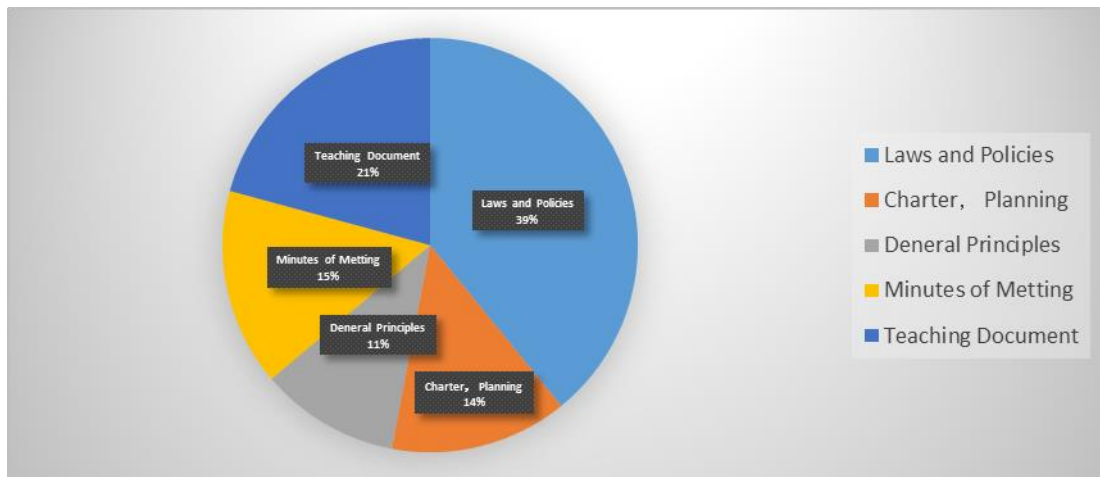
Questions	Expert No.					IOC Value	Meaning
	1	2	3	4	5		
Questions for laws makers							
Does the state attach importance to art education in schools?	0	1	1	0	1	.6	Accepted
What are the problems of art education in schools at this stage?	1	0	1	1	1	.8	Accepted
What is the role of art education?	1	1	-1	1	1	.6	Accepted
what is the significance of art education legislation to the development of art	1	1	0	1	1	.8.	Accepted

education in schools?							
What do you think is the key to promoting the development of art education?	1	0	1	0	1	.6	Accepted
Questions for school leaders							
What courses does your school offer about art education?	1	1	1	1	1	1	Accepted
How do you manage the art education curriculum in the school?	1	1	1	-1	1	.6	Accepted
Do you know the laws and regulations on Art Education promulgated by the state?	1	1	1		1	1	Accepted
What do you think is the benefit of learning art?	0	0	1	1	1	.6	Accepted
What are the conditions for setting up art courses?	1	1	0	1	0	.6	Accepted

From the table above, it can be seen that all ICU values are > 0.5 , which indicates that the interview content set by the researcher is consistent with the research direction and is in line with the research question itself. Therefore, the consistency of interview settings passed the test.

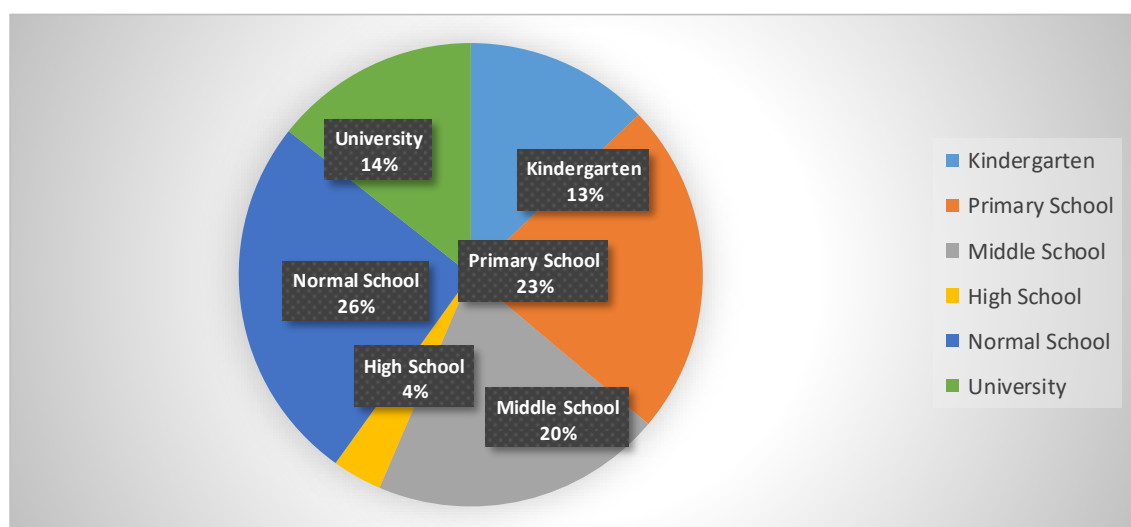
Research Findings and Discussion

Statistics and Analysis on the nature of laws and regulations for art education in Chinese school since 1979



It can be seen from the above pie chart that since 1979, China has promulgated 202 documents in the construction of laws and regulations on art education in schools, of which 79(39%) are laws and policies, 42 (21%) are teaching documents, 31 (15%) are minutes meeting, 28 (14%) are charter and planning, 22 (11%) are general principles.

statistics and analysis on school stage of laws and regulations for art education in China since 1979



It can be seen from the above pie chart that 52 documents (26%) have been issued for normal school, 47 documents (23%) for primary school, 41 documents (20%) for middle school, 29 documents (14%) for university, 26 documents (13%) for kindergarten and 7 documents (7%) for high school.

Factors and Elements Influence on construction of laws and regulations for art education (we ask this question to laws maker)

1. Does the state attach importance to art education in schools?

A: It is a fine tradition of the Chinese nation to attach importance to aesthetic education and art education

B: Art education is an important way to carry out aesthetic education

C: Art education plays an irreplaceable role in the whole education process with the active efforts of the education department, China's art education has developed rapidly

E: The Ministry of education has organized experts to discuss and formulate art curriculum standards for various school-age stages

This is a question about whether the country pays attention to art education. The researcher interviewed five people who worked in the government education department. They were all the main staff members who participated in the discussion and formulation of laws and policies on art education. The interview results are that the government attaches great importance to art education in schools.

2. What are the problems of art education in schools at this stage?

A: Backward concept of Art Education

B: There are too many differences between urban and rural areas in art education, and the development is unbalanced

C: The shortage of art teachers is large, and the qualification rate of education and post is low.

D: Art education has not been paid enough attention in school education, and its development lags behind other disciplines.

E: The conditions of art education in rural schools are backward, the funds for art teaching are short and the equipment is poor.

The above is an interview on the problems existing in art education at this stage. The problems of art education at this stage are basically centered on the fact that art education has not been given due status and that art education has not been given enough attention. In addition, the lack of art teachers and the poor art teaching equipment greatly hindered the development of art education in schools.

3 What is the role of art education?

A: Art can stimulate people's creative thinking

B: Art is conducive to the development of human brain function

C: Art education helps people improve their ability to appreciate and discover beauty.

D: Practice has proved that art can help us use and develop the functions of the brain, so as to improve the ability of thinking in images and innovative thinking.

E: From the perspective of the formation of aesthetic feeling, art education is of great significance for arousing and shaping children's aesthetic feeling

In the interview on the role of art education, almost all people believe that art education can improve aesthetic education and promote creative thinking.

4. what is the significance of art education legislation to the development of art education in schools?

A: Art education needs legal support and protection to realize the sound development of art education in schools

B: It is conducive to the steady development of art education in school

C: It can guarantee the democratization of art education

D: The implementation of art education legislation can effectively promote the reform and development of art education in schools

E: Only under the effective legal protection, the school art education can achieve great development The interview results show that everyone agrees that the legislation of art education is the legal guarantee for the realization of school art education, and it is the most important basis for the rule of law and the reform of school art education.

5: What do you think is the key to promoting the development of art education?

A: Raise awareness of art education and reform.

B: The development of the school itself is the key factor.

C: Reform of Art Education

D: Accelerating education reform

E: Improve the legislation of art education in schools and improve the understanding of art the above views are interviews on the factors that promote art education. The interview results show that the key factors are to improve the awareness of art education and carry out art education reform.

Relationships between Art education and Schools (we ask this question to school leaders)

1. What courses does your school offer about art education?

A: Music class and art class, mainly teachers teach students singing and painting.

B: Music, art and extracurricular activities

C: The music and art course in C class is the most important part. In addition, there are many extracurricular practice classes and competitions.

D: At present, the school offers music and art courses. In addition to this, there are regular club art activities every week.

E: the school opens a music class and an art class every week. The main way of class is for teachers to practice singing and painting in the room.

Generally speaking, the implementation of aesthetic education mainly depends on the music and art classes of the school, and some activity classes are basically added as a supplement to the classroom.

2. How do you manage the art education curriculum in the school?

A: The school has set up an art group with a team leader to be responsible for arranging art teaching and practical activities.

B: An art group is hereby set up. The vice president in charge of school teaching is the leader of the art group to lead and supervise the art teaching practice of the school.

C: The Art Education Management of the school is divided into three levels: expert Professor team, art leading group and professional teacher team.

D: Set up art activity groups, which are divided into music group and art group. Each group has a team leader to make overall arrangements for daily affairs.

E: School adopts the director responsibility system to manage the practical courses

of art education. A director of art department is set up to be responsible for curriculum arrangement and art practice activities.

From the above, we can see that school administrators attach great importance to art education and are trying to change the situation of neglecting art education before. The management of art education is divided into two categories: the management of teaching and the management of art teachers. The school has a special management organization: art group, and set up a team leader to manage and coordinate the affairs within the group.

3. Do you know the laws and regulations on Art Education promulgated by the state?

A:As school administrators, we have the responsibility to familiarize, interpret and implement the national education policies and lines at the first time. Among them, some policies and notices about art education have a direct impact on the development of art curriculum in our school, which can guide the art education of our school well.

B:yes. At present, the state also attaches great importance to aesthetic education. Art education is mentioned in many important documents of the Central Committee and important speeches made by relevant leading comrades

C:I am very concerned about the national policy and policy of art education

D:The first time to study and policy interpretation, so as to better develop our art education.

E:As a school administrator, I must always study the relevant education policies of the party and the state, and correctly interpret these laws and policies.

All managers are very familiar with the laws and regulations of art education policies, and strive to be a practitioner for the great cause of art education.

4. What do you think is the benefit of learning art?

A: Aesthetic education in art education

B:Affect people's mind, and thus affect people's thoughts, feelings, will, and even ideals, goals and value pursuit of life.

C: Art education is the key to cultivate aesthetic ability

D: Art education is related to the all-round development of one's thinking ability

E: Art education is about the education of beauty. It can relieve the pressure of students for cultural courses, enrich their spiritual world, and make students fully perceive and accept the world.

Generally speaking, the function and benefit of art is about the enrichment of human's spiritual world. Its influence on people is quite important. It is mainly manifested in the influence on people's thinking, emotion and will.

5. What are the conditions for setting up art courses?

A: Policy support, art teaching facilities, curriculum planning and arrangement.

B: Set up a professional team of art teachers, teaching plans and curriculum arrangements, teaching venues and equipment, and finally organize and arrange students to study art courses.

C: To put it simply, art courses can be arranged as long as there are art teachers in the school.

D: The opening of art courses requires art teachers with certain professional qualities, who must be able to independently undertake the teaching of an art course.

E: Art teachers, venues, equipment etc.

To sum up, the conditions required for art courses can be divided into the following categories: 1. The permission of national policies; 2. The guarantee of school teachers; 3. The provision of basic facilities; 4. The systematic teaching and research of art; 5. The cooperation of schools, teachers and students.

5. Conclusion and Implication

Research Conclusion

The research shows that the construction of laws and regulations of art education in Chinese schools objectively conforms to the requirements of social development at that time, and has an important impact on the development of Chinese school art education, thus indicating the significance and value of legislative construction for the development of a discipline. The greater significance of studying this subject is to summarize the historical experience of school art education legislation in this period, to provide reliable basis and

scientific judgment for the future development of art education legislation, and to make the art education career move forward in a healthy direction.

Research Contribution

The contribution of this paper is mainly reflected in the following two aspects:

Firstly, it systematically and comprehensively excavates the literature and historical materials of the construction of laws and regulations for art education in Chinese school since 1979, which provides a detailed data basis for the in-depth study of the construction history of laws and regulations for art education in Chinese school.

Secondly, the qualitative analysis method is used for the first time to analyze the functions of construction of laws and regulations for art education in Chinese school from multiple levels and perspectives, which provides an important reference for the formulation of laws and regulations for art education in Chinese school in the future.

Research Limitation

The historical background of laws and regulations for art education in Chinese school is complex and involves many problems, which makes some problems in the research unable to be explained thoroughly. At the same time, due to the limitation of information, literature and other factors, as well as my knowledge defects in the theoretical research on the construction of laws and regulations for art education, there are still many deficiencies in this paper, such as the analysis of the functions of laws and regulations for art education in school is not thorough and comprehensive. In the interpretation of the impact of the construction of laws and regulations, the views presented lack of deeper theoretical sublimation.

Recommendation for Future Research

The future research significance of the research results of this paper is reflected in three aspects:

First, the construction of laws and regulations for art education in school should focus on the requirements of the times, and cultivate students' ability to understand, understand and create artistic beauty, which is also the fundamental requirement of the current quality education with aesthetic education as the core for the development of art education.

Secondly, while introducing the advanced achievements and successful experience of western countries, the construction of contemporary laws and regulations for art education in school cannot give up the actual needs of China's social development and take the road of construction of laws and regulations for art education in school with Chinese characteristics.

Thirdly, the construction of laws and regulations for art education in Chinese schools is not a single object, but the result of the cooperation of multi departments and multi-level. Its formulation and implementation also need to widely adopt the opinions and suggestions of the makers, school leaders, teachers, students, parents, etc.

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