

Analysis on Professional Problems and Countermeasures of Art Education Teachers in Rural Schools

-- Based on the Investigation and Research of Rural Schools in Jilin Province

Qingxue Zhang

Jilin International Studies University, Changchun, Jilin 130000, China

Abstract

With the development of the national poverty alleviation and the revitalization strategy of the Northeast, school education in rural areas has attracted extensive attention, among which art education has undertaken the important mission of cultivating the comprehensive development of morality, intelligence, physique, aesthetics and labor for rural students. Through a questionnaire survey of art education teachers in rural schools in Jilin Province, this paper explores and analyzes the professional problems of rural art education teachers and finds that: the level of professional ability of rural art teachers is poor, rural schools lack professional training, and the overall professional teachers are very strong. Weak, the article proposes solutions for the problem, hoping that rural school art education teachers can get better professional development, so as to cultivate morality and benefit rural students.

Keywords

Rural Schools; Art Education; Teacher Professionalism.

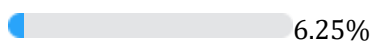
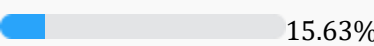
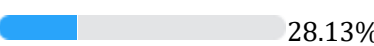
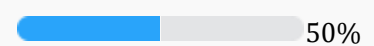
1. A Survey on the Status Quo of Rural Art Education Teachers

This questionnaire survey involved No. 13 Middle School in Buhai Town, Dehui City, Jilin Province, Heping Central School in Dehui City, and No. 2 Experimental Primary School in Yushu City, Jilin Province. 32 questionnaires were distributed and 32 were recovered, with a recovery rate of 100% and an effective rate of 100. %.

(1) The natural situation of rural art education teachers

①. Age structure of rural art education teachers

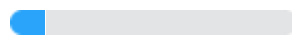
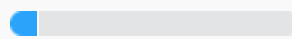
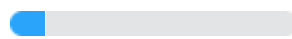
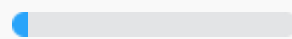
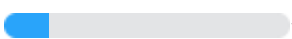

Table 1. Statistical table of age structure

Options	total	Proportion
under 25	2	 6.25%
25-35 years old	5	 15.63%
35-45 years old	9	 28.13%
45+	16	 50%

As shown in Table 1, there are 2 rural art education teachers under the age of 25, accounting for 6.25% of the total; 5 teachers are 25-35 years old, accounting for 15.63% of the total; 9 teachers are 35-45 years old people, accounting for 28.13% of the total; 16 teachers over the age of 45, accounting for 50% of the total. Young art teachers under the age of 35 account for only 21.88%, and art teachers over the age of 45 occupy the main position in the art education teacher team. Generally speaking, the aging problem of the art education teacher team is serious.

②. Teaching age structure of rural art education teachers

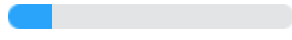
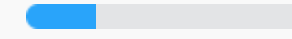
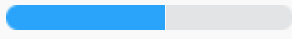
Table 2. Statistical table of teaching age structure

Teaching age	number of people	Proportion
5 years or less	4	 12.5%
6-10	3	 9.38%
11-15	4	 12.5%
16-20	2	 6.25%
21-25	5	 15.63%
25+ years	14	 43.75%

As shown in Table 2, within the scope of the survey, there are 4 rural art education teachers with less than 5 years of teaching experience, accounting for 12.5% of the total; 3 teachers with 6-10 years of teaching experience, accounting for 9.38% of the total; There are 4 teachers with teaching age, accounting for 12.5% of the total; 2 teachers with 16-20 years of teaching experience, accounting for 6.25% of the total; 5 teachers with 21-25 years of teaching experience, accounting for 15.63% of the total; There are 14 teachers with above teaching age, accounting for 43.75% of the total;

③. Professional structure of rural art education teachers

Table 3. Professional Structure Statistics

profession	number of people	proportion
music	5	 15.63%
art	8	 25%
other	19	 59.37%

It can be clearly seen from Table 3 that among the specialized teacher resources in the rural art education teacher team within the scope of the survey, art education teachers are not very professional and have a low degree of professionalism. There are 5 art teachers specializing in music, accounting for 15.63% of the total, 8 art teachers specializing in fine arts, accounting for 25% of the total, and 19 art teachers in other majors, accounting for 59.37% of the total. Generally speaking, the professional counterpart rate of art education teachers is low.

(2) The status quo of rural art education teachers' work

Table 4. Statistics of work status

project		number of people	proportion
Differences with the main subject status	unequal, very different	4	12.50%
	not equal	5	15.63%
	There are small differences	14	43.75%
	Equality without difference	9	28.13%
Dissatisfaction from teaching	income	6	18.75%
	The business ability does not meet the needs of the work	3	9.38%
	interpersonal relationship	1	3.13%
	Difficult to teach students	9	28.13%
	low social status	8	25%
	other	5	15.63%
Current status of professional development	dissatisfied	3	9.38%
	Not so satisfied	9	28.13%
	not clear	3	9.38%
	basically satisfied	11	34.38%
	very satisfied	6	18.75%
Orientation	Participated in formal induction training	16	50%
	Participated in informal induction training	6	18.75%
	No	10	31.25%
Professional Training	face-to-face courses/seminars	13	40.63%
	Online Events/Seminars	25	78.13%
	Online workshops (QQ groups, etc.) specially set up for teachers' professional development	11	34.38%
	visit other schools	16	50%
	Peer-guided class listening or self-observation arranged by the school	17	53.13%
	Read professional literature, self-study	15	46.88%

- ①. Comparison of the status of art subject teachers and teachers of other disciplines: 4 people think that the status is unequal, and the difference is very large, accounting for 12.5%; 5 people think that the status is not equal, accounting for 15.63%; 14 people think that there is a small difference, accounting for 15.63% 43.75%; 9 people believe that there is no difference in equality, accounting for 28.13%.
- ②. Dissatisfaction of art teachers in the process of teaching: 6 people are dissatisfied with their income, accounting for 18.75%; 3 people think that their professional ability is not suitable for work needs, accounting for 9.38%; 1 person is not harmonious because of interpersonal relationships, accounting for 3.13%; 9 people think that students are difficult to teach, accounting for 28.13%; 8 people are dissatisfied with low social status, accounting for 25%; 5 people are dissatisfied with others, accounting for 15.63%.
- ③. Evaluation of art teachers on the current situation of professional development: 3 people are dissatisfied with the current situation of professional development, accounting for 9.38%; 9 people are not satisfied with the current situation of professional development, accounting for 28.13%; 3 people are not clear about the current situation of professional development, 9.38%; 11 people are basically satisfied with the current situation of professional development, accounting for 34.38%; 6 people are very satisfied with the current situation of professional development, accounting for 18.75%;
- ④. Induction training: 16 people have participated in formal induction training, accounting for 50%; 6 people have participated in informal induction training, accounting for 18.75%; 10 people have not participated in any form of induction training, accounting for 31.25%.
- ⑤. Professional training: 13 people have participated in face-to-face courses/seminars, accounting for 40.63%; 25 people have participated in online activities/seminars, accounting for 78.13%; they have participated in online work specially designed for teachers' professional development 11 people (34.38%) participated in the workshop (QQ group, etc.); 16 people (50%) visited other schools; 17 people (53.13%) had participated in peer-guided lectures or self-observation arranged by the school, accounting for 53.13%; There are 15 people who read professional literature and self-study, accounting for 46.88%.

2. Problems Existing in the Professionalism of Rural Art Education Teachers

(1) Not attaching importance to the cultivation of professional quality and ability

Rural art education teachers themselves do not pay attention to the cultivation of professional quality and ability. There are three points: first, the professional knowledge is not strong, and the teaching ability is not strong. Some art teachers do not major in art, but due to the insufficient number of art teachers in rural areas, some hobby art teachers are sent to teach art. These people have not systematically studied art professional knowledge, their theoretical knowledge is not solid, and they have no teaching and research ability. Teaching ability is simply introductory teaching. Secondly, rural art teachers cannot get a sense of professional identity, and their professional ethics are not strong. The status of rural art teachers is far lower than that of teachers of major subjects, and the focus of various examinations and education is also the main subject. Art teachers are often considered by students and parents to be the choice of poor students, so they do not get professional recognition. Some rural art teachers are dissatisfied with their income, He thought that students were difficult to teach, so he regarded the class as a formal task, and he did not devote himself seriously, but only perfunctory and lost his professional ethics as an art teacher. Finally, the problem of aging of rural art teachers is prominent and lack of independent learning. The leading force of rural art teachers tends to be aging, young art teachers cannot be recruited, teachers cannot be effectively supplemented, there is no fresh blood, old-school teachers are outdated and cling to the rules, unable to accept

advanced technology and self-learning, content with the status quo, not pay attention to the development of their own professional ability.

(2) Schools lack normative training for teachers' professional training

There are three aspects of the lack of normative training for art education teachers in rural schools: First, schools provide few opportunities for training and learning. Art teachers in rural schools are not of high professional level and lack systematic theoretical knowledge and rich practical experience. Therefore, professional training is required. Only art teachers have a wide range of fields and visions, and the quality education of students can be better improved. However, rural schools The lack of information and narrow channels make it impossible to provide training and learning opportunities for art teachers who are teaching. Neither school leaders, teachers nor students and parents pay attention to the development of art education. Secondly, there is a lack of professional development time. Art teachers in rural schools often need to take into account the teaching of multiple classes, and there are even main subject teachers who are part-time art teachers. In addition, art teachers are also responsible for board newspaper exhibitions, event promotion, art planning, various copywriting materials, etc. In extracurricular work, art teachers have to undertake heavier teaching tasks, and enjoy a lower social status. In class, they only teach songs, draw pictures, or fold paper-cutting, and do not conduct teaching research after class, which has no effect on improving professional ability and quality. Positivity, there is no time to take part in professional further study, and there is no opportunity to participate in professional training, so there is very little time that can really be used for in-depth development of the art profession. The final training lacks pertinence and the training quality is not high. According to the survey, the professional training received by rural art teachers is mostly online activities or visits, and the generalized training has no high-quality connotation. Carrying out traditional cramming teaching methods, the quality of teaching has no modern technological innovation and reform, such training cannot directly improve the professional ability of art teachers, and no targeted art training will undoubtedly increase the burden on art teachers.

(3) Lack of professional teacher resources in rural areas

Jilin Province is located in the northeast of China. The socio-economic level and educational talent level here are far behind the domestic provinces, and the economy and education in the rural areas cannot keep up with the level of the cities. This has led to the lack of specialized primary and secondary schools in rural areas. Teacher resources. First of all, the talent pool is not enough. The existing rural art teachers are older, the overall number is relatively small, and there is still a phenomenon of being in the editor and not on the post. Due to the lack of teachers, there is no opportunity to discuss teaching experience with peers, and they teach art alone. They do not have the time and ability to reflect on teaching. Overall teaching The enthusiasm for research is low, the research ability is not high, the academic atmosphere is not good, there is neither a platform for upward development nor well-known teachers with high morals, and there is no widely shared resources. Follow-up high-quality young art teachers will not be recruited, and art teachers will not be accepted. Course needs. Secondly, the loss of teachers is serious. The conditions of rural schools are difficult, the infrastructure services are not fully equipped, the social status of art teachers is low, they do not have a sense of professional identity and happiness, there is no long-term planning prospect for professional development, and professional training in rural schools does not have access to good resources. Many young teachers are They do not want to stay in rural areas for a long time to teach, so they all move to big cities with good economic development and more educational resources. The final treatment is uncompetitive. There are few local funds invested in rural art education, rural art teachers generally have low incomes, poor housing conditions in remote areas, unable to find suitable targets, no guarantee of children's schooling, very few benefits, inadequate implementation of subsidies, and no treatment. The core competitiveness cannot attract

professional high-quality teachers to join. In conclusion, the new professional teachers cannot be recruited, those who are recruited cannot be retained, and those who remain cannot teach well. Therefore, there is an extreme lack of professional teacher resources in rural areas.

3. Solutions to the Professional Problems of Rural Art Education Teachers

(1) Teachers themselves focus on improving their quality

One of the countermeasures to solve the professional problem of rural art education teachers is that art teachers themselves pay attention to improving their quality, which can be divided into three points: first, correct teaching attitude. As an art teacher, you must first have basic professional ethics. It is common for rural students to have difficult family conditions and their parents are not around. Therefore, they are sensitive and need warmth. Art education, that is, perceptual education, plays an important role in harmonizing body and mind and cultivating sentiment. As the disseminator of art education, art teachers must strengthen their ideals and beliefs, take morality as their own responsibility, and use a good teaching attitude to expose rural students to rich and wonderful art courses, so as to improve their aesthetics and fill their souls. The second is active learning. Zhuang Ziyun, my life has a limit, but knowledge has no limit. Only active learning can make rapid progress. In order to improve professional ability and quality, art teachers must always carry out active learning. In today's era of developed network information and many shared resources, as long as you want to improve your learning, you can find a way, and active learning is far better than passive learning. grow fast. The third is to make a career plan. Art teachers have a low social status and their subjects are not valued very much. It is easy to live by. For their own long-term development and the mission of educating students, rural art teachers must have solid professional skills and exercise teaching skills. It is necessary to have confidence in the professional development of art teachers, improve their professional level, stick to weak positions, and make unremitting efforts for the development of rural art education.

(2) The school strengthens directional training

The second countermeasure to solve the problem of the professionalism of rural art education teachers is to increase the strength of the school's targeted training of talents, from three aspects: first, the localization and professionalization of teachers. Train local students into art teacher talents, and implement targeted training and targeted employment. Local teachers can better adapt to the cultural environment and have a great return on the place where they are trained and grown. Teacher localization can well solve the shortage of talent pools. According to local cultural characteristics, focus on teachers who love art and are willing to learn and improve, develop suitable professional training models, carry out training according to local conditions, train teachers' teaching practice ability in a targeted manner, reduce part-time art courses for teachers of major subjects, and promote rural art. Professional development of teachers. The second school organizes training opportunities. Through research, we can deeply understand the professional development needs of art education teachers, provide targeted professional training according to the needs, establish a sound art education training mechanism, and strengthen the training awareness of art teachers. The school strives to strive for a broad development platform and resources for art teachers, such as Regularly organize exchanges and study in colleges and universities, regularly send art teachers to conduct professional training, and participate in special lectures by famous teachers, so as to promote the exchange of experience and resource sharing of urban and rural teachers. The third encourages artistic research. Encourage rural art teachers to consciously carry out teaching and research activities, improve the teaching and research ability of rural art teachers, but also improve professional education teaching knowledge and art subject knowledge, carry out art education subject research, strengthen art teachers' teaching and research awareness, and

improve the theoretical knowledge system of rural art education, Rich teaching and research results.

(3) Local governments issue policies to support

The third countermeasure to solve the professional problem of rural art education teachers is that local governments issue policies to guide and support, which are discussed in three points: first, improve the status of treatment. The development of rural schools is due to the strong support of the government, especially in terms of funds. The rural art education teachers have low income, low status, and are not valued. Improve the treatment of art teachers by means of living environment and other means, attract high-quality teachers of art majors to flow to rural schools, and retain excellent art education teachers to teach in rural areas for a long time. Second, optimize the training system and select teachers for further study. The Ministry of Education and the Ministry of Finance jointly implemented the "National Training Program for Primary and Secondary School Teachers" (referred to as the "National Training Program"), which specially trained rural primary and secondary school teachers on the professional teaching level, increased the number of art teachers participating in the "National Training Program", and increased the number of art teachers. training courses. The third is to formulate and improve the management system. Increase the number of rural art education teachers, ensure adequate art courses on the premise that art teachers specialize in art, build art teachers' professional evaluation standards, improve the art teacher evaluation system, incorporate professional ability and teaching evaluation into the promotion reward mechanism, and improve the rural art teachers' qualifications. Professional ability level and comprehensive ability quality guide the sound development of rural art teachers' career.

4. Conclusion

"The way of university is in Mingmingde". The ultimate goal of art education is to cultivate people who are self-denying and ritualistic, healthy in body and mind, and have good morals. In order to improve the current situation of art education in rural areas, solve the problems of weak professional ability of art teachers, lack of professional training in schools, and weak teachers, put forward countermeasures such as improving the quality of teachers themselves, increasing the intensity of targeted training, and supporting government policies, so as to improve the internal quality of art teachers. Structural literacy, improve the teaching quality of art courses, and help rural students to improve their aesthetic ability. There is still a long way to go in rural art education, which requires the joint efforts of educators and the strong support of all sectors of society. I believe that with concerted efforts, the professional development of rural art education teachers will have a bright future.

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