

On the Current Situation of Aesthetic Education in Primary and Secondary Schools in China

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Abstract: In October 2020, the General Office of the State Council issued the Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era, proposing to further strengthen the educational function of school aesthetic education and to build an educational system for the comprehensive cultivation of moral, intellectual, physical, aesthetic and labor, which comprehensively opened the era of Chinese aesthetic education. Under the guidance of this policy, aesthetic education in primary and secondary schools in China has also ushered in rare opportunities for development. Based on this, this paper puts forward the construction of community education mode of aesthetic education in primary and secondary schools in China in the new era environment, explores the role of aesthetic education in promoting the inheritance of geographical culture and intangible cultural heritage, discusses the construction of school resources and the introduction of social resources in aesthetic education in primary and secondary schools, and looks forward to the model innovation and future development of aesthetic education.

1. Introduction

According to the *China Children Development Program (2011-2020)* [1] statistical monitoring report released by the National Bureau of Statistics of China in 2019, the total population of primary and secondary education in China at this stage is 193 million, of which 106 million are in, 48 million in junior middle school and 39 million in senior middle school. This data shows that primary and secondary education occupies an important position in China's education system. And primary and secondary education as a basic, affordable education stage, undertakes the important task of teaching education, is an integral part of the overall education system. However, this situation has directly led to the practical problems of aesthetic education in primary and secondary education.

At the present stage, China's primary and secondary education first includes many basic educational contents. Therefore, in the discipline setting, in addition to the aesthetic education discipline, many other basic disciplines are also set up. However, as a relatively new discipline, aesthetic education has not been able to match the mature experience and development time of traditional discipline education in the diverse and complex discipline settings. Although under the guidance of national policy, aesthetic education is included in the scope of high school entrance examination in some areas, but in most areas of China, aesthetic education is still in the non-examination subject status, not directly involved in the students' examination evaluation. The inferior position of this discipline directly affects the curriculum arrangement and education mode of aesthetic education, and becomes subject to the entrance examination. However, more seriously, aesthetic education in primary and secondary schools has no mature and standardized education model or teaching system because of its short development time. There is a lack of supporting textbooks for aesthetic education in primary and secondary schools. The quality of education mainly depends on the teaching ability and resource allocation of the school itself. The evaluation of teaching quality is very vague, and the learning situation of students cannot be directly reflected in the existing aesthetic education. So based on the above problems, I believe that aesthetic

education at this stage needs to start from the reality, from the education content to break through the existing difficulties.

(1) Geographical culture

China is a country with a vast geographical territory. The geographical culture presents regional characteristics in China. Each region has its own unique customs and traditions and regional characteristics, among which there are many excellent folk arts and traditional cultures. For example, China's local opera variety, rich in content, more popular in the geographical scope, and represents the traditional characteristics of a region, is a strong local art form. However, most local operas are not suitable for national promotion, and are difficult to get out of the geographical area of the art of opera.

In the existing aesthetic education, education courses usually choose more popular content for teaching and promotion, so that it is generally suitable for various provinces and cities. But the choice of this content often ignores the important factor of geo-culture. The essence of aesthetic education is not to complete a single teaching task, but to cultivate aesthetic ability and comprehensive quality. Therefore, under this premise, aesthetic education needs to complete its own diversified development, and the setting of educational content needs to be closer to local characteristics and geographical characteristics. Folk art represented by local opera is worthy of discussion and inclusion in aesthetic education.

In addition, under the existing education system in China, schools offering primary and secondary education are distributed in various regions of the country, which also leads to the problem of regional resources for aesthetic education[2]. The participation of geographical culture will directly promote the construction of characteristic aesthetic education in primary and secondary schools outside the basic aesthetic education curriculum, so as to make up for the lack of resources in aesthetic education in some regions.

It is an important task that needs to be completed and must be completed in the construction of aesthetic education to integrate aesthetic education into school curriculum according to local conditions and integrate local culture into basic education with characteristics. Aesthetic education is not a pipeline of promotion and construction or examination-centered curriculum. The core of aesthetic education is always around and contains the cultural popularization and quality training of school-age people in primary and secondary schools, which is an important part of basic education. Therefore, in the existing environment, the content development of aesthetic education cannot be confined to textbooks or single content. It should be more widely absorbed and integrated into local culture to complete the content innovation at the level of basic education.

(2) Intangible cultural heritage inheritance

Since the promulgation of Law of the People's Republic of China on Intangible Cultural Heritage[3] in June 2011, the inheritance education of intangible cultural heritage has been incorporated into the system of education construction in China. In recent years, the campus activities of intangible cultural heritage have also been carried out in colleges and universities throughout the country[4]. Among them, some intangible cultural heritages have further become characteristic specialties of higher education and participated in the talent cultivation of higher education and vocational education in China. However, it is worth noting that the inheritance of China's existing intangible cultural heritage is mainly based on museums and intangible cultural heritage protection units. There are still a few intangible cultural heritage projects that are included in higher education or vocational education, and the intangible cultural heritage is not fully consistent with or suitable for the talent training system of higher education. This situation directly stems from the intangible characteristics of intangible cultural heritage.

The United Nations Educational, Scientific and Cultural Organization in *Convention on the Protection of Intangible Cultural Heritage* said that 'intangible cultural heritage' refers to the community groups, sometimes for individuals as part of their cultural heritage of a variety of social practice, concept expression, manifestations, knowledge, skills and related tools, physical, handicrafts and cultural sites. Therefore, the material support of intangible cultural heritage mainly comes from people or groups, and mainly relies on a cultural site for cultural transmission. So

intangible cultural heritage culture often need to take into account the local characteristics of intangible cultural heritage, the top priority of inheritance is to effectively solve the problem of local.

In the existing aesthetic education in primary and secondary schools, the geographical culture is the localization content that cannot be ignored, and the inheritance dilemma of intangible cultural heritage is highly coupled with the construction goal of aesthetic education. Intangible cultural heritage can not only become a cultural activity entering universities, but also a valuable source of curriculum in aesthetic education. The regional coverage of primary and secondary schools in China can also better match the local characteristics of intangible cultural heritage. The introduction of intangible cultural heritage courses can not only become a special supplement to aesthetic education, but also further strengthen the protection and inheritance of intangible cultural heritage[5]. The basic education goal of primary and secondary schools is more suitable for the dissemination and development of intangible cultural heritage than the education goal of higher education personnel training and employment orientation[6]. The aesthetic education of quality training lays a solid foundation for the inheritance of intangible cultural heritage.

2. Mode Dilemma of Traditional School Education

(1) Teacher training and teaching facilities construction

This model of combining online teaching with offline teaching has already taken shape as early as the beginning of 2000. Taking Beijing as an example, in 2003, Beijing Municipal Bureau of Education integrated local TV resources, opened TV education programs for primary and middle school students in the city in a fixed broadcast period, and used media resources to build "air class"[7]. At the same time, combined with wireless broadcast, arranging primary and secondary school teachers to answer questions, completed the preliminary exploration of online teaching mode. At the beginning of 2020, Beijing Municipal Bureau of Education set up an Internet learning platform to complete the new attempt of online teaching in the form of live or recorded broadcasting. At the same time, primary and secondary schools in Beijing have also completed the efficient use of teaching resources in live broadcast courses, covering the city's primary and secondary schools in a wider range of excellent curriculum resources, and completing the promotion of excellent courses and characteristic courses in the city. After the Ministry of Education issued a comprehensive popularization of Internet education notice, the national primary and secondary school network education platform resource database is gradually established. Guangdong, Sichuan, Jiangsu, Zhejiang and other places have also established the provincial primary and secondary education platform. Under the establishment of prefecture-level city platform, primary and secondary school students in China participate in online teaching in the form of diversion, batches and periods. The establishment of this model also marks the open source and circulation of regional educational resources. Under the premise that the construction of network education has not been widely developed in the past, there are often distribution barriers and communication problems in regional educational resources. Although various regions have made achievements in the integration of their own educational resources, they have failed to form a comprehensive unity and internal cycle. Under the background of comprehensive popularization of aesthetic education, in the environment of network education becoming the main teaching method, the integration of regional educational resources is bound to become a necessary condition for the establishment of advantageous educational resources. The emergence of online platforms is not only an important practice for the application of Internet technology in the education industry, but also the foundation for the construction of resource sharing environment. Regional education should complete open source development by means of advantages. Aesthetic education has also obtained the integration of teacher resources and teaching resources in the Internet media platform.

(2) Participation of social resources

In the existing primary and secondary education system, in addition to school education, off-campus education has gradually entered the public view. According to the *National Economic and Social Development Statistics Bulletin 2020*[9] released by the National Bureau of Statistics in

2020, the national per capita investment in education accounts for 9.6 % of the per capita annual income. However, at the same time, the national financial subsidies for basic school education are also increasing year by year. Overall, China ' s per capita investment in education funds in the actual situation is not flow to the basic school education, but to the education industry outside the school. This kind of off-campus education industry is actually a symbol of the large influx of social resources into the education industry, and the introduction of social resources makes up for the singleness and shortage of school education resources from the source.

In fact, the supplement of social resources to school education is not only the path to the off-campus education industry. The high capital investment in education industry is not the guarantee education pursued by primary and secondary school aesthetic education. For off-campus aesthetic education resources, the purchase of public finance may be a better choice. At the beginning of 2020, in the process of aesthetic education practice in primary and secondary schools in China, some provinces and cities flexibly explore their own characteristics, and add the localized teaching content to the aesthetic education practice, opening up new ideas for the development of aesthetic education. In the western region of China, local aesthetic education starts innovative practice, and incorporates intangible cultural heritage, regional folk style, and regional ethnic culture into aesthetic education. In terms of the aesthetic education of calligraphy and art, some provinces and cities hire community retirees to participate in the teaching of calligraphy courses, combine the community pension of the elderly group with the school education of the youth group, introduce social resources while building the teaching staff in the school, strengthen social communication and cultural exchanges, and form a unique innovation model. In the work of government social security, the basic needs of aesthetic education are guaranteed by government departments, and the purchase of off-campus resources can be incorporated into community social work and become part of social security.

3. Conception of a Social Model for Aesthetic Education

According to statistics, from 1981 to 2006, the proportion of urbanization in China has increased from 20.16 % to 43.9 %[10], and the rapid increase in the proportion of cities and towns comes from the aggregation of population living and the transformation of rural areas. This aggregation-oriented population mobility also promotes primary and secondary education to adapt to more intensive education area radiation. In the face of a large population gathering, the existing primary and secondary education usually adopts the expansion of school size and enrollment to complete the further radiation of the education area. But this way also caused the current primary and secondary education teachers and students proportion is too large, teaching area coverage imbalance, school location is concentrated, lack of supporting facilities resources and other issues. This series of present situation also mainly caused the difficult dilemma of aesthetic education in the current implementation and promotion, the concentration of teaching area leads to the expansion of education need to consider the possibility of accommodate a large number of students. However, in fact, the large number of students cannot better carry out many disciplines within the scope of aesthetic education. Art is more practical than other basic disciplines, which requires students to cooperate with teachers. Excessive number of students is bound to distract teachers ' attention and reduce the time for each student to receive individual counseling, which leads to the decline of students ' learning efficiency and learning effect.

The advancement of China ' s urbanization and the increase of urban population have laid a good foundation for the development of basic education, but also put forward many requirements for the development of basic education. As the core content of basic education, primary and secondary schools should consider the huge burden of urbanization on regional education from the starting point, and should also consider that under the limited resources, the development of primary and secondary schools should not only consider the expansion of enrollment or the opening of new schools as a single measure, but should be more long-term consideration of resource aggregation and utilization. Wu Feng and Wei Wei[11] pointed out that the development of community education suitable for China ' s national conditions is committed to providing all-round education

services for every community residents, and is the focus of realizing the people-oriented education concept. The socialization of education should be the content that needs to be considered under China's current national conditions, and it is a road for the future development of aesthetic education in primary and secondary schools. At the same time, Wu Feng and Wei Wei^[错误!未定义书签。] believe that the community education in China should not be dominated by education, but should be implemented as a supplement to school education. This view is also consistent with the way of introducing external resources to supplement the lack of teaching in the existing aesthetic education practice. In the field of basic education, school education cannot be replaced by community education or social education resources, because compared with more free and changeable social education, school education tends to consolidate the basic content, which is the most important and unshakable main body of the education system. However, in the existing environment, aesthetic education in primary and secondary schools can already realize the foundation of school education, and it is necessary to further complete the introduction of broader resources and content accumulation. Therefore, in the existing environment, social education or community education can be included in the scope of the development of aesthetic education, aesthetic education also needs to define its own development in a broader road.

The author believes that the aesthetic education in primary and secondary schools can complete the socialization model construction, and carry out more extensive and diversified education introduction under the existing education system. In the category of aesthetic education, many categories of art discipline can be incorporated into the education system, and this systematic construction does not need to rely entirely on the school environment, but can use social resources to complete the construction of community-based education model. In this mode, students can expand their interest more specifically in addition to receiving basic aesthetic education in schools. Combined with the content basis of school teaching, they can expand teaching and practice activities of aesthetic education outside schools. At the same time, in the traditional education system, school education is more inclined to talent selection and academic examination, which has not played a good role in promoting the free development of students. As mentioned above, in the existing policy environment, aesthetic education has been incorporated into the examination scope of talent selection in some provinces and cities. Although this form of investigation ensures the popularization and teaching time of aesthetic education in school education, it also puts aesthetic education in a more restrictive environment, and cannot fully play the requirements of cultivating students' aesthetic taste and improving students' comprehensive quality. In addition, the existing primary and secondary education is facing the reality of population aggregation after urbanization in China. Educational resources and hardware facilities can not fully meet the practical needs of students, so the introduction of community-based aesthetic education and socialization mode will better solve the existing problems. Students can obtain more practical opportunities outside school to achieve the dual goals of talent training and personality development.

(1) China's community-based social security

China's current social security system is based on social insurance system as the core, supplemented by social welfare services represented by community services and social assistance system for the most difficult groups[12]. For basic education, China's primary and secondary schools currently implement nine-year compulsory education policy, that is, from primary school to junior high school compulsory education. Under this policy, the school education of aesthetic education should also be covered in this grade level, and in the current education system, the high school education which is not included in the compulsory education stage also belongs to the category of primary and secondary education, so this also causes the reality of compulsory education and non-compulsory education in the scope of primary and secondary education, leaving the compulsory education may usher in the twelve-year system. In the existing primary and secondary education, the levels that aesthetic education needs to cover are also divided into compulsory education stage and non-compulsory education stage, which makes aesthetic education include two functions of social security and personnel training, and puts forward two requirements of basic cultivation and hierarchical cultivation. Therefore, in the existing environment, aesthetic

education first needs to complete the guarantee content in the Chinese community system, collect school education and social resources, and first complete the development and implementation of basic education for students. Secondly, aesthetic education also needs to combine community service resources to complete the cultivation of high school or personal development stage, and complete the transformation from social security to social training. The aesthetic education mode combined with social security is not only the requirement of China's current social security system, but also an important representative of China's community service development.

(2) Resource introduction by non-profit organizations

Without social security and community services, the introduction of non-profit organizations' resources can also be used as a source of aesthetic education in primary and secondary schools. Among the existing community resources, the resources suitable for aesthetic education or art education are also scarce. Therefore, in areas with dense population or slow urbanization process, the introduction of aesthetic education resources society will also become a major difficulty. Therefore, in this realistic environment, aesthetic education resources can be further expanded to non-profit organizations. In China, non-profit organizations can generally be divided into business organizations, charitable organizations and mutual aid organizations^[错误!未定义书签。]. Charitable organizations and mutual aid organizations can be regarded as non-profit organizations with the aim of serving the population, except those which are generally regarded as operating organizations of community enterprises. Based on the above, aesthetic education needs to face the situation of multi-resource convergence in the existing environment, so the resource channels of non-profit organizations can also be included in the scope of participation in the actual operation. Especially the resource participation of mutual non-profit organizations can complete a number of resource docking and social services. For example, some provinces and cities mentioned above employ the retired elderly to participate in classroom teaching, as well as the inheritance and protection of intangible cultural heritage mentioned in this paper, as well as the participation of geographical culture. The introduction of such resources can seek solutions from non-profit organizations, and can further complete and cooperate with basic aesthetic education in school education.

4. Conclusion

Overall, aesthetic education in China's existing environment still faces many problems and practical difficulties. However, as an ancient civilization with rich cultural assets and multicultural intersection, the practice of aesthetic education in China will be carried out in a more diversified form. Aesthetic education in primary and secondary schools will also complete its own resource convergence and transformation development on the basis of extensive construction of school education. Whether it is the participation of geographical culture or the inheritance of intangible cultural heritage, aesthetic education in primary and secondary schools will further expand the extension content on the basis of completing the goal of universal education. It will also meet the complete basic education and the personalized development of high school education in the form of education, continue to carry out quality education in the important task of talent selection, and strive to build a more mature and perfect aesthetic education system in primary and secondary schools.

Finally, this paper also puts forward the idea of aesthetic education socialization mode. On the basis of China's existing social education foundation and experience, aesthetic education may be able to complete its own environmental change, the construction of school education, supplemented by social education education mode of education, in the current urbanization process and the reality of densely populated environment to find a new breakthrough in resources, complete a wider range of resource aggregation and more perfect social security.

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