

Investigating the Teachers' Education Awareness for Art Classes: Attitude, Awareness of Art Lectures in Practice Teaching

Haiqing Bao, Jing Zhao and Yukari Nagai

Abstract—The current version of Chinese art educational programs, full-time compulsory education Art curriculum standards (2011) suggests a general goal for art education, namely, “Knowledge and Skills”, “Process and Methods”, and “Emotions, Attitudes, and Values”. In this study, we focus on how Chinese art teachers reach the educational goal in this social background. In general, the investigating framework is from the understanding of the art class, the course preparation, classroom guidance methods, countermeasures, and the difficulties and topics in the teaching process. A questionnaire survey was conducted. Results show that different backgrounds in universities will significantly impact teachers on the understanding of art courses. Also, we found obvious regional differences amongst Chinese art teachers. In addition, those teachers with the same normal college background still exhibit significant differences to classes and students in preparing, teaching, and evaluating. In this regard, we sorted out art teachers' actions and options that intentionally or unintentionally. We summarized emerging issues faced in the Chinese art educational system as well.

Index Terms—Primary Art Education, Practice Teaching, Chinese art teacher, Teaching method.

I. INTRODUCTION

IN recent years, international competitions and collaborations have been rapidly increasing with globalized progress [1]. Meanwhile, Chinese social-economic situations have been highly opened with developments [2]. Financial investment issued by the Chinese government on educational programs have been promoted since 2011 (more than 2000 billion RMB per year).

In this regard, many issues have emerged, in which one of the problems is the unevenness of resources of teachers. Specifically, art teachers are from different educational backgrounds. Some are majored in fine arts education from the normal college, while other teachers are not.

An obvious reflection of these issues is in terms of educational policy. For native citizens adapting to the international environment changing, as well as domestic social developments in the future, the syllabus for Chinese art educational programs, full-time compulsory education Art curriculum standards (FCEAC Standard), has been published.

The general objectives of the FCEAC Standard in detail are as follows Ma: Motivating students' interests and hobbies in Art by art-educating; Learning the fundamental knowledge and basic skills of art-creating; Training students for obtaining qualified aesthetic and morality; Training students for improving observation, imagination, image creation, and innovation ability [3]. Art education in school should focus on more than imparting knowledge and skills. Rather, cultivating students' attitudes towards independent learning and interest in learning art is vital as well [3].

Therefore, the professional skills in teaching art will directly affect the quality of art education.

II. RELATED WORKS AND PREVIOUS STUDIES

A. Abbreviations and Acronyms

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As one basic research, we analyzed the expression of art teachers in teaching. The specific method is to textualize the words used by the teacher in a lesson and summarize the form and amount of discourse. Then, we analyzed the characteristics and existing problems. Finally, we summarized the following characteristics.

1) Regarding the class duration

Teachers' speeches are in most of the class. On average, they talk 165 words per minute. Teachers try to make children understand the subject quickly by speaking and asking questions which improves children's imagination and inspires their students' creativity. Different teachers maintain a similar format in classes. In class, there are limited conditions for children to concentrate and use their imagination to express their ideas. Very little time left for students to practice production.

2) Regarding artwork and presentation

Students often share their individually completed works with other students. However, there are relatively few chances for their mutual learning and questioning. The production process lacks group discussion for free communicating as well. Instructions and supports are over-involved in the process of students creating and presenting independently.

3) Regarding instructions

There are many instructions from teachers that include the balance and coordination on the correctness of the work content. The quality of artworks is evaluated by the teacher who is in charge alone. It is difficult to assess children's experiences and ideas through teachers' understanding. Teachers sometimes personally participate in the production that is supposed to be completed by students independently.

4) Regarding class preparations

Based on the textbook contents, the teachers tell and share knowledge to their students regarding their understanding of the textbook.

B. Previous studies

Based on the above related fundamental research, it is necessary to investigate teachers' consciousness or recognition on the art classes in practical lessons. As the role

of the teacher in the classroom plays a great part on children and has almost been regarded as a symbol of authority. It is inappropriate for teachers to evaluate students' works from an objective or subjective perspective when they lack an understanding of children's creative ideas and environment for creating. A better way for teachers to evaluate artworks is by fully understanding students' ideas and intentions.

In response to this, NISHI Taku investigated first-grade students who are not good at learning (expressions of art ideas) by questionnaire. That study encompasses previous lessons, memorable teacher's utterances, and the students' reactions [4]. Also, Inoguchi mentioned that 74% (27/20) of people who "hate art" and or are "not good at art" are due to negative evaluations from art teachers during their student period [5]. These negative comments make them unconfident at the skill level. According to the study of Yu and Nagai, they thought children's aesthetic habits and drawing habits directly affect the creativity and imagination in their adulthood [6].

III. OBJECTIVE AND SIGNIFICANCE

A. Objective

This study utilizes a questionnaire to investigate art teachers' awareness of education. Particularly, this study focuses on teachers' subconscious motivations by analyzing their utterances. Also, we summarized existing issues in art education during preparing, instructing, and evaluating classes.

B. Significance

Fine art is a subject of how to use and develop sensibility. Therefore, research on art teaching involves various fields. This study adopts a qualitative method to obtain objective results. Teachers' qualifications, understanding of the art subject, and new skill training for students are discussed. In this regard, this research explains the tacit knowledge that is not described in detail in some textbooks from a practice perspective. That is the significance of the current work.

In addition, by analyzing the teaching awareness, this study also summarized the problems faced in practical teaching. This is also a research significance at the pedagogical level.

IV. METHODOLOGY

A. Questionnaire

The questionnaire focuses on curriculum preparation, cultivating creativity, and teaching guidance awareness, attended by institutions or not, and hardware conditions are carried out in five frameworks.

There are 65 items in total, among which 53 are related to art issues, and 12 are related to personal information. The definitions and outlines of 53 art-related issues for questioning participants are shown in Table I.

Specifically, the questionnaire contains 53 items that cover lecture-preparing, topics, creativity, instructing style, facilities, equipment, etc. It consists of 16 items of awareness of creativity, 20 items of awareness of instructing, 11 items of teaching plan and lecture preparation, and 6 items of facilities and hardware in school related. And two optional statement questions are attached.

TABLE I
THE OUTLINES AND DEFINITIONS FOR ART-RELATED ISSUES

Range	Number of Items	Content ^a
Awareness of creativity	16	The understanding of creativity, as well as the current degree of investigating.
Awareness of instructing	20	The understanding of skills and strategies during designing art lectures
Teaching plans and classes preparations	11	Preparations and planning the teaching for art lectures
Facilities and other hardware in school	6	The supports from the leadership and available resources of the school

1) Participants of questionnaire

Participants are all elementary school art teachers. There is no restriction on their genders, ages, time of working, and majors.

2) The method to deliver the questionnaire

We created a questionnaire formed by computer, then sent it online to the target groups of people who we invited in advance. The target groups can answer the forms via both mobile phones and computer terminals. Participants have no chance to change or fix their answers after submitting the questionnaire.

3) The brief information of collected data from questionnaire

We finally collected 16 valid answers. Among them, there are 7 male teachers and 9 female teachers. We separated participants into two groups according to the university's attributes. 8 of them are in the normal colleges, and the other 8 are in universities (Table II).

In addition, the province with the largest number of participants in this survey is Inner Mongolia, with 7 people in total. Others are from different provinces.

TABLE II
INFORMATION ABOUT PARTICIPANTS

Background	PARTICIPANTS	Male/Female
Normal university	8	4/4
University	8	3/5

B. Analysis method

Firstly, the teachers coming from Inner Mongolia participated in this study take account of 43.7%. So, we extracted that part if data and did the cross-contract for analyzing. And we tried to conclude the characteristic of commonality and the regional difference.

Besides, we utilized the SCAT (Steps for Coding and Theorization) to deliver a qualitative analyze on two teachers' optional statement answers, and they are coming from different areas. In SCAT, short fragments of language phrases are textualized and focused on the following steps.

<1> Selecting noticeable words and phrases in the text

<2> Explain <1> with items outside the text

<3> Explain the words in <2>.

<4> Consider and analyze the themes and structures that appear in <3> and state the storyline through the themes and

structures of <4>. This approach is valid not only for smaller-scale qualitative data analysis, but also for single cases and freely statement parts of the questionnaire [7].

C. Questionnaire contents

1) Questionnaire Items

We selected the most obvious comparison and got 16 pairs of data. The details are showing in Table III.

2) The data of Inner Mongolian participants

We compared the data of Inner Mongolian participants with the comprehensive data of all participants to get a characteristic shown in Table IV.

3) The optional statement questions

It contains two questions:

What do you think of the meanings of accepting art education for elementary students? The results are showing in the Table V.

Is there any improvement space of elementary art education in current stage, and is it necessary to improve

it? (You can list the advantages and disadvantages of it.)

The details are showing in the Table VI.

These were two arbitrary narrative questions at the last of interview, they were set up for making up the part of inadequate generalization and expression of questions in the questionnaire options. In this way, problems can be found from multiple dimensions, therefore, it found the teaching views of art teachers on art education, and understood the difficulties and topics that they encountered in art teaching practice. Also, it used the method of qualitative research to make up for the part that cannot be completely reflected in the cross analysis.

At the arbitrary narrative questions part, five participants answered the questions, but only two answers were effective. The remaining three participants' answers were a little bit simple and short. After the group members' analysis and summary, there was no valid information was obtained, so their three responses were not included in the table. Therefore, just two cases were used in this analysis.

TABLE III
ITEMS FOR THE COMPARISON

Items for comparison		
A01	Q8 A UNIVERSITY ATTRIBUTES (UNIVERSITY)	Q36 sometimes feeling no directions during the lesson preparations
A02	Q8 B University attributes (normal college)	Q39 Art classes can provide abilities and opportunities to children
A03	Q8 B University attributes (normal college)	Q19 Difficulty of Lesson preparations on creativity
A04	Q19 About difficulty for preparing lessons on creativity	Q64 Whether teachers professional training is involve in cultivating creativity
A05	Q20 Doubtless about cultivating creativity in art class	Q22 Creativity-related research papers or open classes
A06	Q28 Have the necessary classroom experience	Q30 the ability to fully respond to the expectations of the children
A07	Q29 The states of using textbooks in lesson preparation	Q27 Where did the ideas and concepts come from when preparing lessons?
A08	Q32 Is collaboration and communication among teachers important?	Q33 Collaboration and communication between teachers
A09	Q34 Are there reference materials in art class in addition to textbooks?	Q29 The states of using textbooks in lesson preparation
A10	Q34 Are there reference materials in art class in addition to textbooks?	Q36 sometimes feeling no directions during the lesson preparations
A11	Q36 sometimes feeling no directions during the lesson preparations	Q63 Is it necessary for student to go to off-campus art tutoring classes or not
A12	Q59 Do you think your school attaches great importance to art classes?	Q62 When did your school begin to attach importance to art classes?
A13	Q59 Do you think your school attaches great importance to art classes?	Q15 Often encountered in past experience (multiple choice)
A14	Q59 Do you think your school attaches great importance to art classes?	Q63 Is it necessary for student to go to off-campus art tutoring classes or not
A15	Q60 Does your school have an art teaching and research group	Q59 Do you think your school attaches great importance to art classes?
A16	Q64 Do teachers have any training in terms of creativity education during their professional development?	Q65 How many times have you participated in teacher vocational skills training?

TABLE IV
THE DATA OF INNER MONGOLIAN PARTICIPANTS

Items for comparison			Number count
B01	Q15 previous frequent experience	Children are not active enough	3(4)
B02	Q29 The use of textbooks in lesson preparation	Prepare lessons exactly in accordance with the textbook	3(3)
B03	Q36 Have you ever been confused when preparing lessons?	B No	3(4)
B04	Q42 Do school leaders encourage the exploration of fostering creativity?	Not emphasized	4(6)
B05	Q45 I am creative	Indescribable	3(5)
B06	Q46 Are your students creative	Indescribable	2(3)
		Classroom communication activities generally have fewer classroom communication activities	1(1)
B07	Q48 Class activity		1(3)
B08	Q51 Which points should be emphasized in the process of guiding the children's drawing?	"The painting is bigger" "The abundance of paintings" "Draw carefully"	4(7) 6(11) 4(5)
B09	When children are drawing, "what strategies will be taken when they encounter difficulties in progress"	"Helping students modifying"	3(3)
		"Insufficient teacher guidance"	
B10	When "at the end of a class, there are students who just started painting"	"Students are not good at drawing" "A common phenomenon in art class"	4(5) 4(7) 4(4)
		"Look at it positively look"	2(7)
B11	About "how to view imitation"	"Look at it negatively" "Not very encouraging" "One of the learning methods of art class"	0(1) 4(5) 6(15)
B12	Does your school value art classes	"Classes every Tuesday"	6(10)
B13	Regarding the "cultivation of creativity", did teachers contact them during the "Teacher Skills Training"	Yes	5(9)

TABLE V
UNITS FOR MAGNETIC PROPERTIES

		Step < 1 > noteworthy words or phrases from the text	Step < 2 > Paraphrasing of words and phrases in Step<1>	Step < 3 > Words or phrases to describe the text in Step <2>	Step < 4 > Themes and Construct	Step < 5 > Questions and Issues
Q	What do you think is the significance of having art education for elementary school students?					
A	Picasso said that he spent his whole life exploring how to paint like a child. By receiving art education, elementary school students can enhance their eyesight and explore and think deeply about the outside world at the age when they are most easily to digest the knowledge. Students could learn more than drawing. As the beauty becomes their internalized habit, the more they are exposed to design, photography, and architecture, etc., the more improvement they will have on both external material and internal spirit. (Through the art education), kids learn to create the beautifulness, perceive the beautifulness and also spread the beautifulness.	Deeper exploration and thinking on the outside world. Students learn more than drawing. The more kids are exposed to art education, the more spiritual aspects will be enhanced.	Deepening understanding and enhancing the curiosity about world. Realize the importance of experience in art education.	Understanding on the education of art and the commonality among different subjects. The importance of art education for kids' growing up.	Exposure, experience, exploration, reflection, comprehension, and transmission in art education are critical to stimulate kids' curiosity.	Current situation
B	1. Art education can develop elementary school students' intelligence and practical skills. Art activity is a kind of visual art activity. Before drawing, kids observe the object, then form a general outline in their minds, and depict it through memory and imagination. 2. Art education is good for elementary school students to form good behavioral habits. Students especially like to ask questions and find out problems in art activities, since they are more interested in solving problems by themselves. This process can not only train their interpersonal skills, but also help to form a good character. 3. Art education can enhance the ability of elementary school students to learn other subjects. The left brain of the human body is the control center of verbal expression, memory and writing, while the right brain is the center of neuropsychological control of visual, musical and physical coordination, etc. The left brain and right brain can be developed well by doing painting, singing at the same time. The content covered in the art subject is a consolidation of the content of other subjects and deepens the memory.	Art activity is a kind of visual art activity. It develops elementary school students' intelligence and practical skills. (Kids) draw after observing objects, memorizing and imagination. (Kids) like to ask questions, find problems, tending to solve problems by themselves. Art education can exercise their interpersonal skills, and form a good character, consolidate the content of other subjects and deepen their memory.	Presented in the form of drawing works helps to improve intelligence and practical skills, stimulate imagination to express one's minds. (Kids will be) curious about the unknown. (Art education) can improve the independent problem-solving ability and communication skills. (Art education) can form a good character and benefit the balanced brain development, which in turn affect other subjects.	The inherent concept of art education. (Art class) stimulate personal potential. Awareness of the diversity of art education. (Kids) acquire practical skills. (Art education) has commonality and complementarity with other subjects.	The understanding of the way of presentation (artworkism). Improve the ability to face and solve problems through art education. Recognize the importance of experience through drawing. (Art education) has the same importance as other subjects.	Modeling of teaching practice
Story line: <Teacher A> suggested it is important for children to be exposed to and experience the process of drawing in art education. Kids continue to explore, reflect and strengthen their comprehension skills through the art education. <Teacher B> stated that the art discipline is presented in a visual work way. Kids learn to face challenges and improve problem-solving skills by experiencing various drawing experiences. Kids gain a variety of experiences from art education and perceive the importance of experiences. Those experiences can also influence other subjects.						
Theoretical exposition: The importance of valuing experience in art education is confirmed / Developing problem-identifying and problem-solving skills through art education / The regional and individual differences in understanding art education is confirmed / The positive learning attitude can be trained through art education / The equality and complementarity of art classes with other subjects is confirmed						

TABLE VI
UNITS FOR MAGNETIC PROPERTIES

Participants	Answer contents	Step < 1 > noteworthy words or phrases from the text	Step < 2 > Paraphrasing of words and phrases in Step<1>	Step < 3 > Words or phrases to describe the text in Step <2>	Step < 4 > Themes and Construct	Step < 5 > Questions and Issues
Question	Is there any improvement space and necessary to change the elementary art education in current stage? (You can list the advantages and disadvantages.)					
A answerer	The elementary school art curriculum is scattered and not systematic enough. Although materials are abundant, few lessons can be completed. Curriculum design is kind of difficult for kids, and many lessons are simplified and then presented by the teachers.	The curriculum is a little scattered and not systematic enough. Although the textbooks are abundant, few lessons that can be completed. The content is a little	(Textbook) lack of systematization, low feasibility of the teaching materials. (Contents are) not closed to the kids' life. The importance	The art curriculum needs to be in line with kids' growth. Teaching materials need to be selected properly. The irreplaceable role of	Curriculum design needs to be scientific, considering the practicality of the materials. Teachers'	The understanding of the material. Requirements for teachers'

		difficult which needed to be simplified by teacher.	of teachers.	teacher.	involvement in practice class.	qualification
B anserer	The uneven distribution of art education resource between urban and rural area has led to the scarcity and waste of art education teachers. The exam-oriented education has led to the ignorance on art in primary and secondary schools. Boring and rigid art education exams (such as various of art exams) cannot actually measure the meaningfulness and the result of art education through quantitative assessment.	The uneven distribution of art education resources, the lack and waste of teachers, the exam-oriented education and the various boring art education exams cannot measure the meaningfulness of art education	Uneven development of art education with singularity educational goal. Heavy burden for students, the awareness of the diversity and the difficulty of evaluation in art education	The coordination of educational resources. Score-oriented evaluation system adds unnecessary burdens on students. The diversity of evaluation methods in art education.	How to balance the educational resources? The disadvantages of exam-oriented education based on only scores. Art education is a subject which needs sensory perceptions	The degree of geographical influence. How does art education and exam-oriented education coexist?
Story line: <Teacher A> believes that the art curriculum design at this stage needs to be rationalized and be more scientific, and the practicability of teaching materials should be considered, too. The high requirement of teachers' involvement in practical teaching is a reflection of the fact that the elementary art curriculum requires a high level of teacher competence in unifying the curriculum. At the same time, the textbooks being used as reference books was confirmed. <Teacher B> felt the unequal distribution of art educational resources. The exam-oriented education has its own disadvantages. It is also acknowledged that art education result is hard to be evaluated.						
Theoretical exposition: The commonly known issues in art education are confirmed/ The education resources are needs to be improved and refined / Strengthen the popularization and standardization of art education in a scientific way/ Selecting teaching materials needs to consider about the practical situation and feasibility.						

V. RESULTS

A. Results of the questionnaire

Our results suggest that teachers who graduated from universities are relatively more confused about lessons' preparation. And teachers who graduated from normal schools focus more on the "stronger ability of artistic expressiveness".

In addition, compared with those graduates from a university, more teachers from normal universities find it difficult to prepare lessons for "cultivating creativity." The comparison between "have difficulty on lesson preparation of creativity" and "whether teachers have vocational skills training" of cultivating creativity shows that the number of those who have participated in the training and feel "difficult" in lesson preparation tends to be relatively small.

Further inquiries reveal that among the questions related to "have you ever experienced cultivating creativity" in the "teacher skills training" stage, those who answered "4 times or more" have a higher percentage. Respondents who received training "2-3 times" have relatively less such experience.

Comparison of "whether teachers have necessary classroom coping experience" and "whether being able to respond to the expectations of the children" shows that teachers are more confident in their self-scoring than coping with classroom conditions. However, teachers are tending to be humbler or to express vaguer on facing students' expectations sufficiently.

In the "source of ideas and concepts when preparing lessons", textbooks play a role of "reference books". Also, comparing the status of "Are there any reference books other than textbooks" and "being confused on lessons' preparation" during lesson preparation shows that those who have no other reference books are easier to be confused about lesson preparation.

Teachers realized the importance of mutual experience exchanging. But they did not react actively on this in practical lessons.

Regarding the establishment of the art teaching and research groups in the school, it is relatively high agreed that art classes

are valued. Then, when asked since it was emphasized, more people chose "always active" and "near 2-3 years".

The teachers who think "their school values art classes" prefer to agree that children need to attend training classes.

B. The comparison in the Inner Mongolia cases

Regarding the "Usage of Textbooks", most of teachers "prepare lessons with textbooks only". And in the question of "I am creative" and "Do your students have creativity", more teachers in Inner Mongolia chose "cannot describe clearly". In the "previous frequent experience", item of "the children are not active enough" in frequently encountered problem are chosen by 3 teachers in Inner Mongolia. At the same time, in the question of "students' situation of participating in classroom", more teachers answered "normal" and "not enough".

When "a lesson is about to end, there are students who have just started painting", more Inner Mongolian teachers selected "teacher guidance is not effective", "students are not good at drawing", and "Common phenomenon in art class". And they chose to "help students modify".

During the painting process, answers from teachers in Inner Mongolia show diversity.

In the question of "how do you think the phenomena of drawing imitation", 2 people selected "positively" (7 people in total), 4 people were "not encouraged" (5 people in total), and 0 people were "negatively" (1 people in total), 6 teachers (15 in total) chose "One of the learning methods in art class".

In "Do school leaders encourage the exploration off fostering creativity", more people in Inner Mongolia chose "never been emphasized". In terms of the questions on "Does your school pay more attention on the importance to art classes", most of the affirmative answers are "Yes". This is reflected in the fixed options of 6 people (10 people in total) in the "Tuesday Hours".

Regarding the "cultivation of creativity", in the question of whether there was any contact during the "teacher skills training" stage, 5 (9 in total) teachers chose "Yes". This is one feature of Inner Mongolia teacher's skills training that we summarized from the questionnaire.

VI. DISCUSSION

A. The questionnaire investigation

Teachers with a university background tend to be confused about “lessons preparation”. On the contrary, more teachers with normal college tend to find it difficult to prepare lessons for “cultivating creativity”. Therefore, compared with normal college graduates, university graduates consume more energy in “preparing lessons”. However, their understanding of “cultivating creativity” is relatively easier than that of normal college graduates. Through this, we could know that their understanding on creativity in art class is different.

In addition, we learned that during the training, those who have participated in the “teacher vocational skills training” had experienced and understand the concept of “creativity”. So, the number of teachers who feel “difficult” in preparing lessons has decreased significantly.

And they think primary school art education is for providing children with basic knowledge of art. The specific displaying method is by realistic style art performance. This is especially evident in teachers with a normal college background. At the same time, it is also considered that in cultivating creativity, children need to grasp the artistic expression.

Lack of reference books can be one of the reasons for feeling confused. Therefore, being equipped with optional reference books will help alleviate the confusion of teachers.

An additional comparison between “people who are confused about lesson preparation” and “whether children must participate in off-campus training classes” shows that there is a higher degree of attention to the children's skill performance level. Based on this, designing a curriculum that matches the performance level of the children and effectively improving the skill level of the children are also main reasons of teachers' confusion.

that children need to have a certain degree of artistic expression also confirms this conclusion. Based on this, designing a curriculum that matches the performance level of the children and effectively improving the skill level of the children are also main reasons of teachers' confusion.

From the experience's communication and the frequency of communication among teachers, it is shown that even though teachers realized that, from the actual practice, the low frequency of collaborative communication still exists. With the development of globalization, the exchange and cooperation are more important. So, teachers should actively learn to be exposed to new things.

B. Situations in Inner Mongolia

In terms of lesson's preparation, many teachers “prepare lessons with textbooks only”. At the same time, many feel confused about preparing lessons.

In terms of self-evaluation, when regarding the question of whether children were creative, both teachers and students are relatively lacking self-confidence. And the evaluation of the children's classroom activity on participating is negative. Teachers have higher expectations on children's attitudes in practical teaching activities.

Regarding creativity, most teachers in Inner Mongolia have been faced with creative content during the “teacher skills training” stage. Therefore, the emphasis on practical activities of cultivating creativity is also high. The options of “Every Tuesday class hours” confirmed about this.

During the painting process, it was emphasized that “paint it bigger”, “add more elements”, “paint carefully”. and

overemphasize the performance on the technical level. Therefore, it is more important for children to experience in a class.

Besides, when children in Inner Mongolia “have difficulties in drawing progress”, most teachers choose to modify themselves. This phenomenon has also appeared in teacher utterance analysis. Inoguchi suggested that works in art education are an educational method of “making (drawing) for the work (painting)” [8]. And in order to change this “guidance concept”, there is no other way than to “reshape the concept of education” in the research/training of current teachers and to arrange a “non-productivism concept of art guidance” in teacher training courses [8].

Then, for poor performance in the classroom, most of the teachers think that their own guidance ability is not enough. Some owe to the poor drawing ability of students, through which we can see the reasons for “helping students modify by teachers themselves”. Therefore, the requirements for the individual skill performance of teachers in art classes are slightly stricter in Inner Mongolia.

Also, regarding “how do you think of the imitation in drawing”, teachers in Inner Mongolia maintained discouraging attitude. Although it is admitted that it is one of the learning methods in art class, it is not encouraged. Urasaki Sumi mentioned that it is a natural behavior for children to imitate. Students could learn through imitation and accomplish things that they did not do in the past [9]. Therefore, imitation is a learning method in art class, and it is also a necessary part to go through.

VII. CONCLUSION

In recent ten years, as a significant part of Chinese education, art education has been assisted a lot on the organization of faculty and hard wares, such as materials, equipment, and facility. In the time of increasingly emphasizing knowledge and innovation, the process training ability to identify and solve problems is particularly important as children learn and explore through art education,

This questionnaire revealed the shortcomings of the combined theory and practice link in the awareness and educational value except for the hardware conditions. The most serious one is lacking experience exchange. This influences not only students' mutual knowledge sharing, but also the consciousness of communication with others. In the next step, it is necessary to practice and explore the neglected reasons and the solutions.

In the future, the problems derived from this survey will be concluded and studied. And solutions will be designed according to the syllabus and tested with practical teaching for effectiveness.

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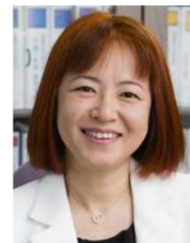
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