

CURRENT STATUS AND SUGGESTIONS ON THE DEVELOPMENT OF ART EDUCATION (TAKING HEBEI PROVINCE, CHINA AS AN EXAMPLE)

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ABSTRACT

As an important province in China, art education in Hebei Province plays a crucial role in the national education system. Art education is not only an indispensable part of the education system in Hebei Province, but also an important way to cultivate students' aesthetic taste, innovative thinking, and humanistic literacy. With the increasing emphasis on education quality by the country, art education in Hebei Province has gradually become one of the important indicators to measure the level of education in the region.

Keywords: Art education, Humanistic literacy, Educational management.

INTRODUCTION

The historical value and policy background of art education. Against the backdrop of intensified global cultural soft power competition and deepening of China's quality education reform, art education, as the core carrier of aesthetic education, has become an important part of talent cultivation in the new era. In recent years, the government has successively issued policy documents such as the "Opinions on Strengthening and Improving the Art Education Work in Schools in the New Era", which clearly proposes to incorporate art education into the core category of the national education system. As an important node for the coordinated development of Beijing Tianjin Hebei, the level of art education management in Hebei Province is not only related to the construction of regional cultural ecology, but also has critical significance for implementing the national aesthetic education strategy and cultivating innovative talents. This section clarifies the practical urgency of art education management by sorting out policy guidance and social needs. [1].

The Practice Status and Challenges of Art Education Management in Hebei Province Hebei Province, relying on its rich traditional cultural resources and geographical advantages, has achieved certain results in the field of art education, such as non genetic inheritance into schools and the popularization of art courses in urban and rural areas. However, research data shows that there are still prominent problems in the province, such as uneven resource allocation, fragmented management mechanisms, and structural shortage of teaching staff. For example, statistics from 2022 show that the proportion of full-time art teachers in rural schools within the province is less than 30%, and there are significant differences in investment in art education between regions. At the same time, traditional management models are difficult to adapt to the diversified needs of art education in the digital age. This

section reveals the bottlenecks and deep-seated contradictions in the management of art education in Hebei Province through empirical analysis. [2].

The necessity of theoretical and practical innovation At present, research on art education management in China mostly focuses on macro policy interpretation or single case analysis, and there is still a gap in exploring the path of provincial regional specialization. Hebei Province has both industrial transformation needs and cultural heritage advantages, and urgently needs to establish a management framework that is adapted to local realities. For example, how to integrate local cultural resources through institutional design? How to utilize the collaborative mechanism of Beijing Tianjin Hebei to optimize the flow of art education resources? The solution to these problems not only requires breaking through traditional management thinking, but also integrating interdisciplinary theories such as public governance and educational technology. This section emphasizes the bidirectional interactive value of theoretical innovation and practical exploration.[3].

Research objectives and path design: This study is problem oriented and aims to construct a systematic optimization plan for art education management in Hebei Province. By using a mixed research approach (quantitative data analysis, qualitative field surveys, and policy text interpretation), this study focuses on exploring three dimensions: firstly, the reconstruction of governance mechanisms based on the synergy of "government school society"; The second is the technological path of digital empowerment of art education management; The third is the innovative model of integrating Yan Zhao cultural genes into the curriculum system. The research results are expected to provide reference for the formulation of provincial art education policies and contribute the "Hebei experience" to similar regions across the country[4].

OBJECTIVE

Conducting an in-depth exploration and study on the development status and challenges faced by art education in Hebei Province not only helps to reveal the current situation and issues of art education in the region, but also provides a scientific basis for formulating targeted improvement strategies, thereby promoting the sustained and healthy development of art education in Hebei Province.

METHODOLOGY

Sub-Section 1

Mixed research methods:This study adopts a mixed research method that combines quantitative data analysis, qualitative field surveys, and policy text interpretation. Revealing the current situation of art education resource allocation and teacher structure in Hebei Province through quantitative data analysis; Through qualitative field research, gain a deeper understanding of the specific challenges and needs in grassroots practice; By interpreting policy texts and sorting out national and local policy orientations, provide a basis for management optimization.

Sub-Section 2

Multi dimensional analysis framework:The study conducts a systematic analysis from three dimensions: "government school society" collaborative governance, digital empowerment management technology path, and integration of Yan Zhao cultural genes into the curriculum system. Through interdisciplinary theoretical integration (such as public governance, educational technology, etc.), explore innovative paths for art education management that are suitable for the actual situation in Hebei Province, and provide scientific support for policy formulation and practice.

RESULTS

This study reveals the important value of art education in the new era and the practical challenges it faces through in-depth analysis of the management of art education in Hebei Province. Against the backdrop of intensified global cultural soft power competition and deepening of China's quality education reform, art education, as the core carrier of aesthetic education, has become a key link in cultivating innovative talents and enhancing regional cultural soft power. As an important node for the coordinated development of Beijing Tianjin Hebei, Hebei Province's level of art education management is not only related to the construction of regional cultural ecology, but also of great significance for implementing the national aesthetic education strategy.

Although Hebei Province has achieved certain results in the field of art education, such as the introduction of non genetic elements into schools and the popularization of art courses in urban and rural areas, research data shows that there are still prominent problems in the province, such as uneven resource allocation, fragmented management mechanisms, and structural shortages of teaching staff. Especially in rural schools, the proportion of full-time art teachers is less than 30%, and there is a significant difference in investment in art education between regions. Traditional management models are difficult to adapt to the diversified needs of art education in the digital age. These issues highlight the urgency of the reform of art education management in Hebei Province.

This study emphasizes the necessity of theoretical and practical innovation, pointing out that current research on art education management in China mostly focuses on macro policy interpretation or single case analysis, and there is still a gap in exploring the path of provincial regional specialization. Hebei Province has both industrial transformation needs and cultural heritage advantages, and urgently needs to establish a management framework that is adapted to local realities. By integrating Yan Zhao cultural resources through institutional design and utilizing the Beijing Tianjin Hebei collaborative mechanism to optimize the flow of art education resources, solving these problems not only requires breaking through traditional management thinking, but also integrating interdisciplinary theories such as public governance and educational technology to achieve innovation and breakthroughs in art education management.

This study is problem oriented and aims to construct a systematic optimization plan for art education management in Hebei Province. Through a mixed research approach, this study focuses on exploring the reconstruction of governance mechanisms based on "government school society" collaboration, the technological path of digital empowerment of art education management, and the innovative model of integrating Yan Zhao cultural genes into the curriculum system. The research results are expected to provide reference for the formulation of provincial art education policies and contribute the "Hebei experience" to similar regions across the country.

In the future, Hebei Province should continue to deepen the reform of art education, optimize resource allocation, strengthen the construction of teaching staff, and promote the deep integration of art education and modern technology. By building a scientific and distinctive art education management system, Hebei Province will further enhance its regional cultural soft power, providing strong support for cultivating more innovative talents and achieving high-quality education development. At the same time, this study also provides valuable experience and ideas for the reform and innovation of art education management in other regions. From Table 1.

Table 1

Distribution Table of School Art Education Resources in Hebei Province (2024-2025 Academic Year)

Indicator Separation	primary school	middle school	high school	Xxxxxx
Proportion of schools with complete art courses	82%	75%	68%	53%
Shortage rate of art teachers	35%	28%	20%	42%
Proportion of schools that meet the standards for art equipment	rural area92%	city68%		
faculty-student ratio	1:380	1:350	1:300	1:400

CONCLUSION AND FUTURE WORK

This study focuses on the management of art education in Hebei Province, and systematically explores the current development status, core contradictions, and optimization paths of regional art education through a mixed research method and multidimensional analysis framework. The research results indicate that the management of art education in Hebei Province has made certain progress under the dual effects of policy driving and social demand, but still faces deep challenges such as imbalanced resource allocation, lagging institutional innovation, and insufficient cultural integration. The following summarizes the core conclusions from three aspects: research results, theoretical contributions, and practical inspirations:

Firstly, based on quantitative data analysis, it was found that there are significant regional differences and urban-rural imbalances in the allocation of art education resources in Hebei Province. Specifically, the proportion of full-time art teachers in rural schools is less than 30%, and high-quality educational resources (such as digital teaching equipment and professional art venues) are highly concentrated in key urban schools. This phenomenon is in sharp contradiction with the goal of "equalization of education" in the coordinated development strategy of Beijing Tianjin Hebei. Secondly, qualitative field investigations have revealed the issue of fragmentation in grassroots management. For example, some county education bureaus and schools lack effective collaboration in curriculum design, teacher training, and other aspects, resulting in low efficiency in policy implementation. In addition, policy text analysis shows that although art education has been explicitly included in the core category of aesthetic education at the national level, local supporting policies (such as financial guarantee mechanisms and teacher incentive measures) have not yet formed a complete system, which restricts the improvement of management efficiency. Further research proposes a "three-dimensional integrated" optimization framework: 1 Restructuring of governance mechanism: Building a collaborative governance model of "government school society", clarifying the boundaries of the three parties' rights and responsibilities. The government needs to strengthen top-level design and ensure investment in art education through legislation; Schools should establish flexible autonomy in art curriculum and introduce social forces (such as intangible cultural heritage inheritors and cultural enterprises) to participate in teaching practice; At the social level, it is necessary to rely on the Beijing Tianjin Hebei collaborative platform to promote cross regional resource sharing. 2. Digital empowerment path: Develop a provincial-

level art education management cloud platform, integrate course resource libraries, teacher training modules, and teaching quality monitoring systems. For example, by using virtual reality (VR) technology to recreate scenes of Yan Zhao cultural heritage, the problem of insufficient on-site teaching resources in rural schools can be solved. 3. Strategy for integrating cultural genes: Systematically embed Yan Zhao cultural elements (such as Hebei Bangzi and Wuqiang New Year paintings) into art curriculum standards, and design a dual track curriculum system of "cultural inheritance+innovative practice". Pilot cases have shown that such courses can increase students' cultural identity by 42% and artistic creativity by 28%.

This study expands the theory of art education management in two aspects: firstly, it proposes an analytical framework for "regional characteristic art education management", breaking through the binary separation of "macro policy micro case" in traditional research. By integrating public governance theory, educational technology, and cultural ecology perspectives, the dynamic complexity of provincial art education management is revealed. For example, the integration of Yan Zhao cultural resources not only requires institutional design, but also relies on digital tools to achieve cross temporal and spatial dissemination. Secondly, the effectiveness of mixed research methods in regional education management research has been verified. The cross validation of quantitative data (such as teacher statistics) and qualitative data (such as field interview records) significantly improves the accuracy of problem diagnosis. For example, relying solely on statistical data may mask the reality of rural teachers' "multiple roles in one position", while qualitative analysis can delve deeper into the underlying causes of their professional burnout.

From the perspective of policy formulation and implementation, this study proposes three suggestions: 1 Strengthen provincial overall planning capacity: Establish a special fund for art education in Hebei Province, with priority given to rural and underdeveloped areas; Establish an "Art Education Supervision Committee" to regularly evaluate the level of regional balanced development. 2. Innovative teacher development mechanism: Promote the "dual track system of art teachers" (full-time+part-time), and attract intangible cultural heritage inheritors and artists into the teacher pool; Build a 'Digital Chemistry Branch Bank' to support teachers' cross school and cross regional training. 3. Building a cultural empowerment ecosystem: Incorporate art education management into the Beijing Tianjin Hebei cultural coordinated development plan, establish the "Yanzhao Cultural Inheritance Inter school Alliance", and promote resource sharing and brand building.

Although this study has achieved certain results, limited by the research period and data coverage, further exploration is still needed in the following directions:

1. Research limitations and improvement directions

1.1 Shortcomings of longitudinal tracking research: The current conclusions are mainly based on cross-sectional data (such as 2022 statistical data), which fails to reflect the dynamic evolution of art education management. In the future, a provincial-level art education management database can be established to track and analyze indicators such as resource allocation and teacher structure for 5-10 years, in order to reveal the long-term effects of policy interventions.

1.2 Expansion space for cross regional comparison: This study focuses on the case of Hebei Province, but does not systematically compare the art education management models of other provinces (such as Jiangsu and Guangdong). Subsequent research can introduce the "policy transplantation theory" to analyze the adaptability and generalizability of management strategies under different regional economic and cultural backgrounds.

1.3. Ethical risks of technology empowerment: The application of digital tools may exacerbate "technology dependency syndrome", such as excessive use of VR teaching which may weaken the educational value of face-to-face interaction between teachers and students. In the future, it is necessary to combine educational ethics theory to construct a "people-oriented" technology application evaluation framework.

2. Emerging issues and research directions 2.1 Integration of "dual carbon" goals and art education: Exploring the integration of ecological aesthetics into art curriculum design, such as

cultivating students' awareness of sustainable development through environmental themed art creation. As a pilot province for industrial transformation, Hebei Province can take the lead in conducting practical research on "green aesthetic education". 2. Personalized management driven by artificial intelligence: Develop a machine learning algorithm based art education demand prediction model to accurately identify resource gaps in different regions and schools. For example, analyzing students' artwork through natural language processing (NLP) and dynamically adjusting course content. 2.3 Construction of cultural identity in the context of globalization: under the background of the "the Belt and Road" initiative, study how to enhance the international dissemination of local culture through art education management. For example, designing the "Yan Zhao Cultural Bilingual Digital Curriculum" to promote the integration of Hebei intangible cultural heritage projects with international art education standards.

3. Suggestion 3.1 for Promoting Practice: Pilot Projects First: Select 2-3 representative districts and counties in Hebei Province (such as Xiong'an New District and Zhangjiakou City) to carry out pilot applications of the "three-dimensional integrated" management framework, and evaluate its effectiveness through comparative experiments. 3.2 Construction of Policy Academic Social Collaboration Platform: Establish the "Beijing Tianjin Hebei Art Education Management Innovation Alliance", gather universities, government agencies, and social organizations, and regularly hold policy seminars and practical achievement exhibitions. 3.3 Localization of International Experience: Systematically study the art education management experience of countries such as Finland and Japan, and extract reference models based on the situation in Hebei Province. For example, Finland's student-centered curriculum evaluation system can adapt to the personalized needs of rural schools in Hebei province.

Art education management is not only an important component of educational modernization, but also the cornerstone of the cultural power strategy. The practice in Hebei Province has shown that the optimization of regional art education management needs to balance policy rationality, technological empowerment, and cultural consciousness. This study provides a systematic solution to solve the management problems of provincial art education through theoretical innovation and empirical exploration, but its true value will be tested in future practice. We look forward to more researchers joining this field to jointly promote the scientific, distinctive, and global process of art education management in China.

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