

Research on Present Situation and Development Countermeasures of Art and Physical Education of Primary and Middle Schools in Sichuan's Tibetan Area

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Abstract

Art and physical education can promote students' physical quality, the shaping of personality and so on. With development and improvement of modern quality education, colleges and universities at all levels are continuously promoting their attention to art and physical education. Because the limitation from many ways such as regional development, economic conditions, etc., art and physical education's quality of primary and middle schools in Sichuan's Tibetan area hasn't been improved effectively. So this article mainly with present situations of art and physical education in primary and middle schools in Sichuan's Tibetan area as research object, hopes to find out its problems and development countermeasures by author's effort to promote its continuous improvement.

Key words: Sichuan's Tibetan area; Primary and middle schools; Art education; Physical education

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INTRODUCTION

Sichuan's Tibetan area is an important minority settlement in our country. In the development process of education

and teaching, our government attached importance to the development of education in this region and introduced a lot of auxiliary polices actively to guarantee its teaching quality. Chapter 9 in *Outline of National Medium- and Long-Term Program for Education Reform and Development (2010-2020)* explicitly points out: Attach great importance and support to national education and solve the special difficulties and prominent problems faced by minority and the development of education in the minority area. *Action Scheme for Invigorating Education towards the 21st Century* from Ministry of Education explicitly points out that schools' art and physical work should focus on rural and weak area. Because of historical and natural conditions, the art and physical education in Sichuan's Tibetan area has been in backward for a long time. In recent years, ethnic education in this region has developed greatly, but its art and physical education development are still far behind education development's overall level. We can say that Sichuan's Tibetan area is weak in education, and the backwardness of art and physical education is special and prominent among all the educational problems. Studying the present situation of art and physical education in Sichuan's Tibetan area and inquiring its development strategy is needed for narrowing the differences of education between different regions and developing the ethnic school education.

1. PRESENT SITUATIONS AND PROBLEMS OF ART AND PHYSICAL EDUCATION OF PRIMARY AND MIDDLE SCHOOLS IN SICHUAN'S TIBETAN AREA

1.1 Shortage of Teachers and Seriously Turnover

Teacher is the leader of classroom teaching in primary and middle schools and they make an important influence to art and physical education. Through the visiting of art

teachers and physical teachers in primary and middle schools in Sichuan's Tibetan area we can find that the number of this kind of teachers is not small, but they are still scarce. For example, in Litang, a country in Tibetan region, the total student-teacher ratio in the country's primary and middle schools is 14:1 by investigating, but *Notice of Opinions about Setting Quotas Standards Primary and Middle Schools' Faculty* regulates that the teacher-student ratio of a country middle school should be 1:16, a country primary school is 1:21 and a rural primary school is 1:23. It can be seen that the total teacher-student ratio of primary and middle schools in Tibetan region reached even exceeded the national standard. However, in sports, *School P. E. Provision* rules that the student-teacher ratio of physical education should be 280:1. *National Basic Tentative Standards of School's Sports and Health Conditions* produced in 2008 rules: School should be provided PE teachers according to its need for physical teaching hours and extracurricular sports activities. That main every five or six classes in first grade and second grade and every six or seven classes in third grade to ninth grade should have a PE teacher. Taking per six classes equipped a PE teacher as a standard, the backwardness of PE teachers in the Tibetan region achieved double. Actually, the situations of PE teachers are slightly better, because it is paid attention due to the national physical fitness test for students. There is no national mandatory standard for music and art class. Without attention, the vacancy of teachers is more serious. The number of professional music and art teachers is less than a quarter of the standard. At the same time, art teachers and physical teachers' turnover is serious. Sichuan's Tibetan area is our country's minority area. The backwardness of economy influences its teaching conditions, so some art teachers and physical teachers always dissatisfy salary and living conditions after teaching in this region and leave the school to look for another job.

1.2 Unevenness of Teachers' Quality Limits Education's Development

According to the survey, although the number of professional art and physical teachers of primary and middle schools in Sichuan's Tibetan area is small, the educational backgrounds of their mainly are undergraduates. The proportion of high education is higher than the overall average. As can be seen from their working time, most art and physical teachers join in work after 2010 and minority worked before 2000. Only 20% entered primary and middle schools to work between 2000 and 2010. This phenomenon caused the shortage and discontinuity of art and physical teachers directly. Seen from professional title, most art and physical teachers are old and young for the ten years' discontinuity, so the structure of professional titles mainly are also primary and intermediate. In short, at present the structures of art and physical teachers' education backgrounds and professional

titles are reasonable; ages mainly are old and young, and the discontinuity of middle age made age structure unreasonable.

Due to the shortage of art teachers and PE teachers in Sichuan's Tibetan area's primary and middle schools, these schools always allow persons who are not qualified teaching to teach art and PE. The direct problem exposed by these persons is the lack of personal quality which can't ensure the quality of art and physical education. Firstly, these persons lack teaching objectives which will limit the teaching development. Because of lacking professional knowledge, these teachers always arrange curriculums according to their experience and subjective assumption. So there is no specific and objectives and art and physical education can't develop smoothly. Secondly, the teaching orientation is wrong and teaching methods are lacking. Due to the lack of teachers' personal quality, it will cause faults to teaching orientation of art and physical education in the cognitive process. Part of primary and middle schools' art and physical teaching methods is insufficient in Sichuan's Tibetan area and then the problems, such as outdated teaching methods, single teaching form, are shown. (Chen, 2010)

1.3 Fund Supply Is Insufficient and Teaching Facilities Are Inadequate

Art and physical education has certain requirements to fields, equipments and so on. Thus in order to improve the quality of art and physical education, the first thing is meeting the needs of hardware conditions in its teaching process. But because of the serious shortage of fund supply for China's primary and middle schools in Sichuan's Tibetan area, caused the lack of art and physical education facilities. The survey shows: In sports, there is only a basketball court or a vacant field in most schools; although some schools have physical test equipments, they are always poor quality and backward; sport equipments are mainly several plastic basketballs, footballs, shuttlecocks, skipping ropes, badmintons and table tennis which are always in poor quality. In music, almost every school has an old organ, but no one can use it. In fine arts, most schools have no art classroom, and easel and drawing board are more impossible. In general, the art situations are not optimistic. In schools with teaching equipments, teachers who can use the equipment are less, so many equipments are useless.

1.4 No Teaching Norms Arrest Realization of Curriculum Reform

The survey found the situations of art and physical education and extracurricular activities in primary and middle schools in Sichuan's Tibetan area are not positive. In sports, according to regulations, first and second grade should have PE classes four times a week and third to sixth grade have PE classes three times a week. However, except in very few schools first and second grade has

PE class three times a week others almost have only two times a week. Some primary schools even only have once. PE class hours haven't met the national requirement. In teaching effect, by observation we found there are few teachers, but too many classes. Part PE teachers also teach other subjects, and the altitude is too high to take strenuous exercise. All the reasons lead variable quality of classes. Most PE classes just include lining up, gathering, jogging several rounds, doing free-hand exercise and free activities. There is no teaching content and norms. About setting-up exercises during the break, almost all schools are taking it. Except few schools combine Tibetan Guozhuang into setting-up exercise, others mainly take the 9th Edition of the People's Radio Calisthenics. Only very few schools implement extracurricular activities and interest-oriented class better, others have no activity. One of the reasons is the lack of teachers; another is late class ending time making spare time insufficient. In physical fitness test, almost every school is doing. But since most school's test equipments are poor, the effect isn't good. In school sports meeting and matches, most schools hold spring and autumn sports meeting and its main content is basketball and fun games. In general, most schools' students lack activities. It is far from the demand of sunny sports activities which asked taking exercise for one hour every day. The situations of art and music are worse. There are no professional teachers in most schools, so these classes always are taught by major subject teachers. Although as required there is two classes every week, they are nearly used to cope with checks. Most major subject teachers don't know music and art, so they use these classes to tutor major subjects. Some teachers who can teach music and art just teach little children and draw simple pictures. Interest classes of music and art only can be taught in schools with professional teachers. (Gu & Jiang, 2012) At present, according to the situations of primary and middle schools in Sichuan's Tibetan area, we can found it has a significant gap compared to other areas in process of teaching reform, and that hinder the realization of our country's teaching reform. The first reason caused this result is the disadvantage of primary and middle schools' inner management in the Tibetan region. It hasn't formed a sound management system without prefect rules and regulations. That caused the lack of normative education and made it difficult to apply content of new application into art and physical education. It also affected the improvement of art and physical education quality. Secondly, the shortage of teaching conditions in Sichuan's Tibetan area made it difficult to meet the actual requirements of the new curriculum standard. New curriculum standard asked art and physical education not only improve students' physical quality, but also strengthen students' quality training and pay attention to their psychological development. By researching new curriculum standard we found it is not enough completely

to achieve these goals just by teacher's individual effort. The support of corresponding hardware is needed. As lack of teaching conditions in primary and middle schools of Sichuan's Tibetan area, the teachers can't apply the requirements of the new curriculum standard such as practice teaching, group teaching, competitive teaching and other teaching methods into practice in the teaching process. So it is hard to meet the requirements of the new curriculum standard.

2. THE ANALYSIS ABOUT THE REASONS CAUSED THE LACK OF PRIMARY AND MIDDLE SCHOOLS' ART AND PHYSICAL EDUCATION IN SICHUAN'S TIBETAN AREA

According to the analysis of reasons caused the lack of art and physical education in primary and middle schools' in Sichuan's Tibetan area, we can find the ignorance of art and physical education in these schools. They thought art and physical education aren't the key of teaching and education. It's just a part of students' spare time activities. That can't guarantee the specialty and normalization in the process of art and physical education's development.

The main reason caused the lack of art and physical education in primary and middle schools in Sichuan's Tibetan area is the insufficient art and physical teachers and the shortage of fields and facilities. Through the interview to school leaders and teachers, the recruitment information of prefecture's bureau of education and the time when teachers joined in work, we can found little teachers were introduced and some even left during the ten years from 2000 to 2010, when education developed fastest. Some art and physical teachers switch to teach from so-called major subjects to art and physical subjects for its lack, as well as a few of them quit due to the harsh environment. In recent three years, many art and physical teachers were introduced. But because of too much shortage before, the resource of teachers is still insufficient. In addition, there are art and physical classes in normal school cultivating art and physical teachers and these schools do this education well. So no matter professional art and physical teachers or teachers taking this course as additional post, they basically can meet the need. With the removal and merger of normal schools, art and physical education became discontinuous. At present, there is only Sichuan University for Nationalities, Aba Teachers' College and Xichang College training art and physical teachers and most teachers are introduced from other regions' universities. Schools report their demand of art and physical teachers to bureau of education every year. However, for various reasons, because of either the limited seats recruited by prefecture's bureau of education or the harsh conditions, people rarely

register for examination. Because of the unified entrance examination, the persons from other places who can pass the examination aren't willing to come here, but the local candidates who want to take the job can't pass the examination. At the same time, on account of the examination system, the persons who have strong professional ability maybe can't pass, but someone who is not art and physical majors can pass the examination by exploiting an advantage of policy. In fields and facilities, the limited educational input leads the ground simple and the shortage and bad quality of facilities. The school always lacks art and physical teachers and field equipments. Although some schools have facilities, nobody can use. All the reasons will cause the art and physical education inefficient. (Dai, 2014)

Through the analysis about reasons caused the lack of primary and middle schools' art and physical education in Sichuan's Tibetan area, we can find two aspects caused the fund shortage: (a) the regional economic developments lag behind. Sichuan's Tibetan area is the area in which the economy develops slowly. Agricultural production is still the backbone of economy and the high and new technology industry is seriously insufficient. That makes the area's economic development backward clearly and then lead the support of primary and middle schools from local government reduced which means no financial support. (b) The fund resource is single. The main fund resource of colleges and universities at all levels is offered by the nation when they carry out education and teaching. So the primary and middle schools in Sichuan's Tibetan area are not exceptional. All its sources of fund rely on state appropriation in the process of developing education. Our government has given great attention to Sichuan's Tibetan area's education and given relevant care on fund transfer. With so many expense items it is still hard to meet the need for education's development in Sichuan's Tibetan area just relying on government financial allocation in real teaching process.

3. COUNTERMEASURES ON EFFECTIVE DEVELOPMENT OF SICHUAN TIBETAN PRIMARY AND MIDDLE SCHOOL ART, SPORTS EDUCATION

3.1 To Change the Teaching Ideas, Pay Attention to Art and Sports Development

Teaching concept and teaching concept is vital in education development. Therefore in order to effectively promote the arts and physical education of the primary and middle schools in Sichuan Tibetan in our country. Now Sichuan Tibetan areas should reconsider the teaching idea of the primary and secondary schools and point out the shortcomings and deficiencies in the teaching idea. They should actively introduce new teaching ideas

to achieve the perfect development. Then primary and middle schools in Sichuan Tibetan areas can generate active consideration on sports education and art education. Secondly, primary and middle schools in Sichuan Tibetan areas should pay attention to the ascension of physical education and they should focus on the physical education teaching. We should reasonably grasp the physical education and deal with the relationship between the cultural, knowledge and education through the study of the development of arts, physical education to achieve the purpose of promoting students overall development.

3.2 Strengthening the Management of Teachers and Reasonable Teachers Configuration

Teacher shortage on art and physical education limited the development of primary and middle schools in Sichuan Tibetan areas, therefore the Chinese government departments concerned needs to deal with shortage of primary and middle schools in Sichuan Tibetan areas in priority. First of all, the government needs to effectively enhance teachers' welfare in remote areas in China so as to make teachers in Sichuan Tibetan areas can get proper protection on the material in the process of teaching. Secondly, our government should also strengthen propaganda, let the public know the art and sports education difficulties in Sichuan Tibetan primary and middle school. We get more young people go to Sichuan Tibetan areas for education support to alleviate the problem of shortage of teachers in Sichuan Tibetan areas. At present, the Tibetan primary and middle schools in Sichuan developed slowly and there is a great shortage of teachers. So we can not only rely on the state to solve the problem of teachers for a while, I'm afraid it is impossible to do it. So from the point of the development, if we want to retain talent, we also have to develop local talent. Through investigation we found that the Tibetan middle school also trained some talents of their own.

3.3 Pay Attention to Teacher Training and Strengthen the Teaching Skill

The shortage of art and sport teachers' quality in primary and middle schools in Sichuan Tibetan is a universal problem in education. In order to solve this problem, the primary and middle schools in Sichuan Tibetan areas should pay attention to the following aspects: First, the school should pay attention to physical education teacher professionalism, to avoid unqualified personnel to do PE teachers' work. Secondly, schools should train their own talents based on the problem of insufficient teachers. Finally, the primary and middle schools in Sichuan Tibetan areas should also focus on the existing teachers' quality and examine the teachers substandard and have a targeted training to make art and sport education play an important role in improving teaching

quality. It is recommended that every two years the fine arts work exhibition and vocal music competition and county student games should be carried out. Then the result of arts teaching and students competition is used as part of professional titles and promotion condition. The teachers have a target and then they certainly will have the motivation to do a good job of the. In addition, the school needs to train their art and sports teachers and those part-time teachers in order to improve their teaching ability.

3.4 The Innovation of Teaching Content to Realize of the Education Reform

Education reform in our country is of positive significance for promoting teaching level of education, and therefore the primary and middle schools in Sichuan Tibetan areas in our country should actively effectively overcome the existing difficulties to introduce education reform into school education, to promote the level of art and physical education. First, art and sports education workers should focus on the actual requirements of new innovation the content of the arts and physical education to improve the original single way of teaching, and actively lead the student to carry on the concept of modern sports, and lets the student in the process of sports knowledge improve their physical quality and strengthen their own mental health. Secondly, schools should also try their best to perfect the relevant teaching conditions of sports and art education. They should actively launch the power of the faculty themselves to start to make relevant teaching apparatus. For example, they can try to make simple basketball

stand, level off the school playground, homemade easel sketchpad and simple instrument, etc..

CONCLUSION

To sum up, art and sports education in China's primary and middle schools in Sichuan's Tibetan area exist some shortcomings and disadvantages, which have brought bad influence on the development of Sichuan Tibetan primary and middle school students in China. So the Chinese government and the local primary and secondary schools should focus on its education through a variety of methods of application to promote the quality of arts, physical education of primary and middle schools in Sichuan's Tibetan area.

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