

An Analysis of the Status Quo and Problems of Art Education for College Students ——Based on empirical analysis in Wuhan

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Abstract

Based on the survey data of college students' art education in Wuhan area, through the detailed description and analysis of the current state of art education at the university level, in order to obtain the characteristics of art education at this stage of the student group, so as to summarize and analyze the current problems of college art education. This survey used an electronic questionnaire to draw a total of 102 valid samples. By analyzing the degree of understanding of different art types by college students in art education, gender differences in subjective preferences of art education, and the impact of school resource platforms on art education, we explored art Problems Education Faces Among College Students. The research results show that there are some differences in subjective preferences and types of art education for different genders. The length of time to receive art education and whether to acquire professional skills also directly affect the promotion and implementation of art practice in schools. Therefore, we must objectively examine the current problems in art education among college students, and seek solutions to these problems, and seek development paths and strategic directions for the improvement of teachers 'and students' aesthetic literacy and the comprehensive implementation of quality education.

Keywords: *university, art education, empirical analysis*

Source and significance of the research

At this stage, the education system implemented by most universities in China is more inclined to devote more human and material resources to the cultivation of students' comprehensive literacy. The focus of quality education is on the training and refining of the thinking logic of college students, so as to improve their ability to use knowledge, independence, creativity, learning ability and ability to acquire knowledge. Art education is an important part of the improvement of students' personal quality in today's college education. As a part of the innovative program planning of quality education in colleges and universities, with the implementation of the State Council's "Opinions on Strengthening and Improving Aesthetic Education in Schools" in 2015 "Aesthetic education" is becoming increasingly important in the teaching system. In addition, the State Council's opinion pointed out that from 2018 to 2020, it is necessary to implement and promote the improvement of the allocation of basic resources for "beauty education" teaching; establish a clear assessment and management mechanism; create a new teaching model that promotes traditional classrooms and practical activities to encourage each other. Colleges and universities cooperate with relevant social departments to make reasonable use of resource platforms, thereby promoting the steady development of "aesthetic education" teaching.

The basic education of college students has always been a basic subject of continuous research by educators. College students' art education is an organic part of the quality education project initiated in China. The particularity and uniqueness of its knowledge content has brought new thinking and challenges to art educators and student management workers. As an important means and form of comprehensively implementing and implementing the "ethical, intellectual, physical, and aesthetic" educational policy, although art education for college students has been popularized and developed in various colleges and universities, it faces neglect and marginalization as a whole, compared to the foundation. Disciplines and public compulsory subjects and experimental design projects still belong to the weaker link in school education. How to improve college students' art education concepts, enhance the acquisition of relevant knowledge and interest cultivation, has played an irreplaceable role in improving college students' cultural and artistic literacy, strengthening patriotism, establishing correct aesthetic concepts, and inspiring creativity and empathy.

Research Review

(I) Research Trends in Art Education

The current research on art education mainly discusses the function of art education and its relationship with educated individuals, schools and society, and this part of research is mostly speculative research, and only a few parts use survey analysis and interview research methods. Although the above research results provide some reference and reference for the research progress on the function and role of art education, they mostly stay on the collection and description of art education facts, and do not deeply dig into the maturity, growth, The value and potential impact of talent, lack of data support and quantitative measurement.

From the perspective of art education for the development of individuals, the current research has focused on the following three aspects: the role of art education on the individual development of college students, the role of art education on the cultural construction of colleges, and the role of art education on the development of civilized civilization in the society. . With regard to the individual development of art education for college students, most domestic studies start from the nature of art education and point out that art education has aesthetic and non-aesthetic functions. The United States has clearly specified the four goals of art education in the "Towards Civilization-Art Education Report". The role of art education in individual college students is mainly reflected in the improvement of individual students' aesthetic literacy and mood training, including moral education and creativity. Ability training, thereby promoting the overall improvement of comprehensive quality. Jia Tao pointed out that art education in colleges and universities has the important function of making people better. Bi Yuanhong believes that the ultimate goal of art education at the level of individual development is to promote the comprehensiveness and freedom of individuals. The above research results have laid a certain level of macro understanding for the development of art education in universities. However, because this part of the research focuses on discussing the role and impact of art education on students' aesthetic, intellectual, and moral improvement, it does not explain in depth how to affect the college student group. At the same time, the research content lacks relevance to foreign art education Research and success. These untapped research topics provide the possibility for finding breakthroughs in these two aspects of the research.

On the other hand, there is a lack of research on the role of art education in the construction of school culture. Most of the existing researches have discussed the construction of campus culture and its shortcomings, and have not specifically covered the meticulous areas of cultural construction. For example, Chen Siyue took the current construction of campus culture as a breakthrough and expounded the significance of art education to make up for the lack of campus culture in terms of promoting campus culture harmony and promoting civilization. What deserves our attention is that in the process of discussing the impact of art education on the hard and soft environment of schools, it is indispensable to discuss the impact of art education on people, the construction of people and the environment, and the construction of civilization.

Furthermore, art education and its development are closely linked to social development. These are rooted in the demand and pursuit of artistic beauty by society and its members. That is, while art education promotes the progress of social civilization, it also has a subtle influence on economic development. Chen Jian pointed out that in the socio-economic environment with the role of a market economy, art education has made outstanding contributions to the creative industry, and has played a significant role in exerting the function of social aesthetic education, cultural heritage and promoting national culture. The Arts Council of England in its research report on the value of art and culture to individuals and society pointed out that participating in art activities can effectively promote community integration and cohesion and reduce social isolation.

In short, for individual college students, art education has the effect of improving aesthetic quality and comprehensive literacy; for universities, art education can effectively promote the construction of campus culture and create a good university cultural environment; for society, the economic foundation. Deciding the superstructure, the development of art education cannot be separated from the improvement of social and economic level. Therefore, the expansion of art education, that is, the construction of civilization, helps to promote the healthy development of social and economic level, and thus helps the construction of spiritual civilization in the whole society.

(II) Status of domestic research

At present, most domestic researches mainly focus on scientific education reform and STS education research. STS education, as a new type of education system covering three levels of science, technology, and society, lies at the core of scientific evaluation of quality education based on students themselves. First of all, clarify the students' needs for science education literacy, so as to develop and cultivate multiple perspectives on this basis, establish correct professional concepts, and use professional knowledge to solve social problems. For example, Qiao Jinsuo and Liu Leng are based on the university chemistry curriculum design. By analyzing the reform model of the curriculum design of this discipline, they use the curriculum teaching to improve the scientific literacy of college students themselves. From the above studies, it is known that the role of education for students is not only the acquisition of basic knowledge and professional skills, but also the ability to continually think and summarize conclusions in practice and the ability to create and diverge thinking. Therefore, only by actively exploring knowledge and mining the knowledge system can we better adapt to the process of rapidly changing knowledge at this stage. This requires individual students to improve their personal literacy, and efficient teaching must also closely combine the individual characteristics of students to match the suitability. Teaching methods to cater for diverse needs.

In order to further explore the importance of quality education to individual students, some researches have demonstrated the cultivation of scientific literacy around college students' extracurricular activities. Based on the effects of scientific and technological activities on the quality education of student groups, Zhang Ye's research shows that scientific and technological activities can well expand the frontier scientific information capture ability of student groups. For example, students can participate in and promote related scientific and technological activities during the school period. Learn professional knowledge for flexible thinking and exploration. In this practical interaction process, the comprehensive ability has been improved subtly, and many interesting ideas have emerged endlessly. Furthermore, students can learn more about related academic issues by absorbing recent developments and developments in the world's recent academic research in certain areas, so as to provide new ideas and sources of materials for their own research topics. Participation in activities based on the above-mentioned learning environment and learning and utilization has greatly improved learning motivation and subjective initiative.

On the other hand, teachers' teaching ability and the understanding and cognition of quality education are also important aspects of current research. At present, in the teaching process, the problems existing in the process of cultivating quality education in China are mainly focused on the limitations of scholars who are too focused on the original majors, which makes the level of educational knowledge narrow in the teaching process. Different disciplines have different thinking modes and different discipline paradigms. There are differences in the basic views held by the phenomena and problems, making it impossible for neighboring knowledge systems to penetrate and break through the direct boundaries of many neighboring disciplines to complete an accurate interpretation of the concept of science. Many successful teaching practice cases show that as teachers and leaders, the cultivation of students' scientific literacy is inseparable from the teachers' initiation of practical and practical teaching methods. Therefore, improving the quality of the teacher group and conducting "beauty education" training are conducive to showing diversified teaching methods, breaking the traditional textbook-style teaching classroom model, and providing more complete and effective teaching of advanced science and technology and scientific and technological development content at home and abroad. Create conditions for students. Although existing studies have studied the quality education system and the construction of the teaching staff, they also clearly put forward the specific direction and development plan of the art education innovation. However, the mainstream research has to a certain extent ignored the students' own quality education and "aesthetic education." "Attitude.

In recent years, researches on students' comprehensive literacy have mostly focused on the external cause analysis of students' self-exploration of quality education and related knowledge. There have been few studies on the internal factors of the cultivation of students' own comprehensive literacy. Scholar Zhong Tiansheng believes that the cultivation of scientific literacy cannot be achieved without the establishment of a correct view of science, and the establishment of a correct concept requires the combination of subjective and objective factors such as the student's own profession and interests, so as to enhance his "aesthetic education" learning attitude and enthusiasm. It is undeniable that according to the actual situation, the problems that college students pay more attention to are employment and further education, focusing on the development path after completing their studies, and relatively little attention to the improvement of their scientific literacy, unwilling to invest real time costs and consuming energy. This will undoubtedly have a restrictive effect on its own future development.

(III) Status of Foreign Studies

First, scholars at home and abroad have different views on the definition of art. Plato believes that works of art exist second only to real objects, and real objects depend on immaterial forms, and art is figurative and imitation. Susan Lange, a well-known American art theory researcher, defined art in "Emotions and Forms" as: "Art is the creation of the form of human emotion symbols." It shows that art is creation, but also the creation of the meaning of life. As well as the constant re-creation of human beings' existence patterns. From the 1960s to the 1970s, Maslow put forward the concept of "self-realization and self-growth" in the article "Motivation and Personality". Think that all human behavior is the product of a purpose. According to his point of view, in order for students to obtain good academic results, correct mathematical values are a necessary condition, and if a correct value is to be established, corresponding humanities education must be supplemented and perfected, that is, moral education. Only by virtue of moral education, we can open our minds and horizons, can we better accept science education, and finally realize our own life value. In addition, Rogers' "humanistic learning theory" also fully complies with Maslow's theory of needs. When learners are confused, they should answer their questions and doubts, and always put the learner's thirst for knowledge first, and education must give full play to the importance of creativity in the growth of learners.

In addition, the scholar Parsons also added that the primary task of school education is to impart knowledge and shape people's character, that is, to educate people to have personal and social value. The unity of personal and social values cannot be separated from the comprehensive promotion of school quality education, as long as the purpose of school education can be achieved.

(IV) Literature Review

Based on previous research, unlike the domestic emphasis and excavation on basic education, we know that Western countries attach great importance to the relationship between humanities and science, and have carried out many research accumulations, which are currently lacking in domestic moral education research. Looking at the education of domestic college students, firstly, the emphasis on humanistic education is relatively backward, and there are few research topics in this field and the quality needs to be further improved; secondly, the viewpoint on the unification of humanistic education and science education is lacking in its demonstration and experimental research, And the research results of college students' aesthetics, especially the quality education of art and culture are few and far between. Third, at the practical level, the individual heterogeneity of students differs too much, the imbalance in the distribution of educational resources and the unequal access to education restrict the conditions for college students to obtain corresponding educational resources, thus restricting the development of their aesthetic education. The above-mentioned problems and contradictions have gradually become prominent, making the research of improving college students' art education literacy and problem-solving both theoretical and practical. In addition, most of the related researches in the past were theoretical and macro-level discussions, rarely combined with specific cases or micro-survey data for analysis and explanation, and analysis and research combined with the students' actual situation was even scarce. Therefore, once the corresponding research results are obtained, they will undoubtedly make a profound contribution to university quality and aesthetic education.

Research Design

(I) Research Thinking

Art education plays an irreplaceable role in quality education in colleges and universities. In order to play its role more effectively and explore its current practical problems and potential problems, this research is based on existing literature at home and abroad. Questionnaire surveys and statistical analysis of data, research and discussion on the implementation methods of art education for college students, aiming to build a theoretical system of art education with higher practical value to promote college students' quality education.

(II) Investigation background

The popularization of national art education is an important cultural propaganda way to promote the core values of socialism. This research is a sample survey and analysis of the implementation of art education in 2 ~ 3 colleges and universities in Wuhan, Hubei Province. It aims to comprehensively understand the views of the student group on the popularization of art on campus and relevant suggestions from the micro level to analyze the contemporary college students' Life status, aesthetic taste and values, and on this basis, some problems in the public art education curriculum system of Wuhan universities are discussed.

(III) Purpose of the questionnaire

Based on the current status and characteristics of college art education, this study compares the differences between art education and social art education in other age groups to discuss the problems, development paths, and feasibility strategies for popularizing art education. Based on the analysis and research of the above specific problems, the aim is to provide a reference for the public art education in colleges and universities to gradually move towards a standardized, institutionalized, and scientific track.

(IV) Basic situation of the questionnaire

A good questionnaire should be clear and concise, and the data should be easy to organize and analyze. This survey lasted nearly two months. In order to make the scope of the survey as wide and objective as possible, the survey used an electronic questionnaire. The survey included teachers and students. The survey focused on undergraduate students from a key university in Wuhan. Fourth, the majors, departments, and male and female students are randomly selected to make the survey results more representative. The questionnaire consisted of 91 closed-ended questions with three major parts, which were completed online. The forms are mainly multiple choice questions, multiple choice questions and quiz questions as auxiliary forms. I hope that I can objectively feedback the theme of the survey and correctly express the central idea of the questionnaire, so that the survey results are more accurate and consistent with reality.

The questionnaire was distributed through electronic questionnaires. A total of 1,000 people were interviewed. A total of 102 valid questionnaires were recovered. The effective recovery rate was 100%. It was concluded that the completion of the questionnaire was relatively optimistic, consistent with the actual situation and persuasive. force. Based on the analysis of the effective questionnaires collected, the current situation of art education for college students and the problems that need to be improved are discussed objectively and accurately. It has guiding significance for teaching science, improving the art education system and subject evaluation. progress status.

The implementation of the questionnaire was stated and explained through the methods of single analysis and cross analysis. This section mainly provides statistical explanations on the basics of art education for college students, mainly including three parts: the survey and analysis of college students' knowledge of art education, the survey and analysis of the development of art education courses for college students, and the survey and analysis of the impact of art education on the comprehensive quality of students.

Analysis of the Basic Situation of Art Education

(I) Investigation and Analysis of Basic Knowledge of Art Education for College Students

Among the 102 valid questionnaires, 64 were males and 39 were females, accounting for 61.8% and 38.2%, respectively. All of them are involved in freshman to senior year, and they are randomly selected. The corresponding grades are divided according to different ages. Most students are involved in the art foundation and appreciation knowledge, and have a certain conceptual foundation and general awareness. Table 1 can understand the basic situation of the questionnaire for the population.

From a randomly selected sample of college students, it can be concluded that the focus of this survey is concentrated in the first to third grades. With the increase of age and grade, the participation rate of boys is significantly higher than that of girls. In this survey, the male participation rate is 61.8% and the female participation rate is 38.2%. Specifically, the male and female participation rates for the 17-19 age group are 40.8% and 59.2% respectively; the male and female participation rates for the 20-23 age group are 85.1% and 14.6%.

Specific to the individual's knowledge of artistic practice ability, that is, whether the individual individual has mastered specific art skills and the degree of interest in art, by investigating the types of art courses obtained by students, the length of study, and the degree of mastery, the 102 Analyze the specific situation of each student. Taking the degree of love for music as an example, the trend of the length of art education training received by a sample of 102 students surveyed in 2018 in terms of sex and age. Specifically, according to descriptive statistical analysis, most of the sample populations surveyed focus on music preferences between "likes" and deeper levels, and only a small percentage of the samples show a low interest in music. In addition, the girls in the sample received more music training than boys, and they were more interested in vocal music than boys.

In addition, for the sample of students who have just received music training, nearly 20% of the students in the 17-19 age group and the 20-23 age group have a "fair" level of music preference. Excluding the subjective psychological factors of personal preference for music, the reasons can be attributed to the following two aspects: First, for lower grade students, the academic pressure is relatively large, which limits the individual's energy and effective time savings in art courses. Secondly, for senior students, in addition to their academic burdens, they also face potential pressures such as future employment and further studies. These may have a direct effect on the quality of music training and personal energy input. In addition, everything is difficult to begin with, and the initial stage of art training will fully test the individual's adaptability, persistence, and insensitivity, which will also affect the positive and negative aspects of art training participation and subjective understanding.

Comparative analysis of other art training courses, art, dance and opera, although the sample frequency and effective percentage distribution are slightly different, the results obtained are the same, that is, the positive trend of students' interest preference for these art training courses is more obvious, but higher grades are For younger students, the degree of preference for the time spent in art training shows a certain deviation, which may be related to the individual student's own academic pressure and time allocation system, which will not be explained further in this section. On the other hand, from the design of the questionnaire and the corresponding survey, it can be seen that the sample of art education courses contacted by the sample college students is rich. It can be seen that the students of the sample colleges and universities pay more attention to the improvement of personal art education and aesthetic education. It can be seen that the degree of preference of students for art training varies according to different categories. Among them, more popular and conventional art training attracts more attention, such as music and fine arts, and the categories that require personal qualities and artistic skills, especially opera, have relatively less preference.

It can be seen that when students choose personal art training, their personal interests, difficulty and whether they can improve their personal cultivation are the necessary factors to consider.

(II) Survey on the development of art education courses for college students

According to the question information provided by the questionnaire, the survey samples of colleges and universities in music, art, dance, calligraphy, and opera are all offered in undergraduate education. In addition, the school also offers other forms of arts programs and provides corresponding resources The platform is designed to meet the cultural and entertainment needs of students at different levels and to demonstrate the cultural atmosphere of campus quality. By comparing the preferences of undergraduates to the art education and training categories described in the previous statistics, it is shown that the types of art courses offered by colleges and universities are basically consistent with the art categories that students hope to provide, which also fully reflects the school's provision of art courses. Relatively reasonable. However, the educational forms developed by schools are mainly based on the theoretical education based on art appreciation, but the students like the combination of theory and practice.

The statistical results of the data show that the educational forms adopted by the surveyed colleges and universities in conducting arts education are different from those expected by students.

Among them, 63 of the surveyed student groups were exposed to art education through extra-curricular activity groups; followed by activities such as works exhibitions and calligraphy and painting exhibitions organized by schools. The participation rate of art activities in the competition form is relatively low, accounting for 3.9% of the surveyed people. The reason may be that the competition form is more professional, and the artistic literacy requirements of the participants are relatively high, and the competition form is compared with other art activities. In terms of form, its frequency is relatively rare, and there are certain cycle restrictions.

However, comparing the results of surveys on the ways in which students like to receive art education, the college's approach to art education is basically the same as the students' preferred art education approach. It can be seen that the school's settings for art education and activities are relatively complete and reasonable. .

(III) the impact and analysis of art education on students' comprehensive quality education

As mentioned in the previous literature research, art education does not only act on one aspect of people, but plays a comprehensive and comprehensive role in human development. In the analysis of the specific data of the survey of school students, it can be found that both the school students and graduates believe that art education has an individual's aesthetic ability, moral quality, intellectual thinking, emotional psychology (interpersonal communication), employability and comprehensive quality. Have a certain impact. Table 4 reflects the statistics of the students interviewed by this university on the aspects of art education that have the greatest impact on individuals.

Among them, among the students surveyed, there were 54 respondents aged 17-19, accounting for 53% of the total number of respondents. Regarding the role of art education in different abilities, 26% of students believed that aesthetic abilities could pass Art education has improved significantly. Secondly, 20% of students believe that art education has a certain effect on the improvement of personal comprehensive quality. Finally, students who believe that art education can affect intellectual thinking and creative thinking account for 7% and 6 of the total number of respondents. %, And only 2% of students believe that art education has an impact on personal emotions. Compared with the students in the upper grades, the interviewees in the 20-23 age group showed a clear convergence of the conclusions on the specific aspects of the impact of art education on the comprehensive quality of students and those in the lower grades. 34% of students surveyed think that art education can significantly improve their personal aesthetic ability, followed by intellectual thinking, accounting for 26% of the respondents, and then comprehensive quality factors, accounting for 21% of the respondents. The positive effect on emotional and psychological improvement is only 6% of respondents believe that art education can have a positive effect on it.

The results of the above statistical data have certain reference value. Based on the limited data samples and the practical experience of the students and teachers of the school, it is shown that under the premise of a certain professional level, students with certain artistic skills or who have ever received art education are compared with students who have not received any art education. In the process of choosing a job, it is more favored by companies, and it is easier to find and choose a job that suits them. The reason is that students who have received art education or artistic expertise have more mature expressiveness and control. This is due to the on-the-spot performance during the art training process and the influence of interpersonal communication. In addition, companies also pay more attention to the interview process. The importance of artistic literacy to candidates, and under the same conditions, they are more willing to accept candidates with a certain artistic literacy. They believe that artistic literacy can help employees better understand the corporate culture and bring tension to the fresh blood of corporate culture.

It is worth mentioning that the survey data shows that art education does not have a significant effect on personal emotional and psychological ability. The possible reason is that students receive art education based more on improving their overall ability and focus on the quality of personal "aesthetic education". Development and thinking ability training; on the other hand, the results may also be related to the art education and the types of arts that the interviewees were exposed to. Generally speaking, students who are exposed to the vocal category are relatively emotionally and psychologically affected. More significant, and the more functional art training (painting, guzheng, dance, etc.) is more about training a person's comprehensive quality. It is true that the data source of this study only analyzes specific colleges and universities, and the sample individuals surveyed are limited. It can be further explored on this basis in the subsequent in-depth research process.

Based on the above-mentioned descriptive analysis of the current status and characteristics of art education, we can learn that art education is of great significance to the overall development of people, and plays a role in shaping personality, shaping sentiment, developing intelligence, and enriching life elements. These will undoubtedly help diversify quality education and upgrade quality.

The Influence and Function of Art Education on College Students' Quality Education

Based on the basic analysis of the previous survey of the status quo of college students' art education cognition, art education has a more obvious effect on students' learning and daily behavior in the areas of intellectual education and aesthetics. The role and impact of these aspects, in order to analyze the impact of college art education on specific aspects of college students and the characteristics of differences.

It is undeniable that art education in universities has the potential for knowledge innovation and thinking expansion training. For example, art study can develop students' spatial imagination ability and three-dimensional thinking training, while calligraphy training can expand personal aesthetics and classical literacy. Art education can enhance college students' literary literacy, artistic appreciation and recognition ability through aesthetic education, and enrich college students' inner emotions and expression ability. In addition, art training and expansion can temper the personality of college students, which is conducive to the development of healthy personality. For example, physical exercise training is not only physical fitness, but also lays the foundation for better daily learning and physical and mental health through the improvement of human body functions. Previous studies have shown that students who undergo regular exercise such as running and zipper training have a healthier mental state and a more sunny mental state than students who do not exercise regularly, mainly because regular and habitual physical exercise can promote physical and mental relaxation and relieve daily stress. Therefore, the development of art education can not only enhance the aesthetic ability of individual students, but also promote the comprehensive and comprehensive development of students from the aspects of personal physical and mental health and sound personality.

(I) Intellectual Education Function

In the current quality education environment, the development of intellectual education not only needs to be based on professional cultural backgrounds, but also needs to be supplemented by each person's three-dimensional cultural education expansion training, and through various exercises such as students' cognitive, emotional, and imaginative spaces. To achieve intellectual training and development. Existing experimental research shows that each person's intelligence is multifaceted and is affected by multiple modules and different education and training modes. In order to further explore which factors in the function of intellectual education are affected by art education, we first use boxplots to describe the differences in attitudes to art education among students of different genders.

Since this survey does not directly mention the student's attitude to art education, the data only provides information on students' preferences for specific art categories such as music, fine arts, musical instruments, and opera, so the subjective attitude of art education evaluates this A variable indicator can be constructed based on the above-mentioned existing variable information and used as the dependent variable for this analysis. According to the hierarchy of attitude preferences, this study divides the subjective preferences of art education into three categories: "interested", "general", and "not interested." In addition, personal characteristic variables such as age and length of study in art education are considered as control variables. Regarding the factors affected by art education, according to the collected cognitive capacity, this research will use principal component analysis and construct a corresponding regression model. Ways to explore the influencing factors of art education on the intellectual education ability of college students.

This part of the study consists of three parts. The first part is descriptive statistical analysis. The main purpose is to compare the gender differences of students of different grades and ages about art education and their cognitive function. The second part is to use modeling to explore which Factors have a greater impact on the function of intellectual education, and test the impact of various factors, especially gender and the length of different art education training on the role of students' art education; the third part will compare and analyze the results obtained in the previous article, in order to lay the foundation for later analysis .

First of all, the descriptive statistics mentioned above show that boys and girls have a clearer preference for art education than girls in terms of attitudes towards art education. However, visual observation of statistics and tables cannot fully verify whether the conclusions are correct.

In order to understand the positive and negative of this correlation more clearly, we use chi-square test to analyze. The chi-square test report showed that the correlation between gender and subjective preferences of art education attitudes was not significant. The chi-square test's P value was significantly greater than 0.001, but it was significant at the 10% level, with a P value equal to 0.089. Correlation coefficients other than chi-square statistics, all coefficients are negative overall, specifically $V = 0.2455$, Kendall's $\tau_b = -0.1600$, $\gamma = -0.2954$, there is a certain negative correlation between attitudes to art education and gender. In addition, according to age stratification, students' interest preferences on different types of arts are compared by gender. The data results show that dance and opera categories are more interested in these art education courses than boys, while vocal music and There is no significant difference between boys and girls in the painting category; individual students' preferences for different types of art education have no significant relationship with their age levels.

Therefore, the above results show that we can reject the null hypothesis at the 1% level. Individual attitudes to art education have nothing to do with gender differences, that is, the two are independent. However, at the 10% level, the gender difference will be a certain degree. This influences the individual's attitude towards art education, which shows that the conclusions obtained from the previous statistical data are reasonable. Further, in order to more specifically reflect the basic characteristics of relevant variables, Table 5 reports the mean and gender difference of all variables involved in attitudes to art education, providing an analytical basis for the discussion of intellectual education analysis later.

According to the report in the table above, overall, in the categories of art education, music, art, and dance show more obvious gender differences. That is, under other conditions, students individually choose the type of specific art education training courses. Different genders have different choices. Specifically, first of all, the gender difference in dance preferences is more obvious, mainly because dance is more about the flexibility and coordination of individual limbs, and women have more physical advantages than boys. Secondly, the gender difference between music preference and art preference is not significantly different, which means that although the choice of music and art education training is affected by gender and individual characteristics, there is no obvious gender difference tendency, which indicates that music and art are The more general arts training courses have the characteristics of universal application and are easier to be accepted by the general student group. The data of opera preferences show that the training of opera courses is not significantly related to individual characteristics in the results of this survey. The reason may be limited by the statistical strength of the sample and the process of setting up the actual art education curriculum. There are relatively few opportunities for drama-related courses and education and training, which may be related to the difficulty factor of this type of art.

In order to further estimate which factors in intellectual education have an impact on art education and which factors are affected by other factors, we will use nested models to build 5 models: first, the benchmark model, which separately estimates the gender Effect, in the next 4 models accumulatively add control variables, individual art education training duration, technical expertise, and school art resources input. Table 6 summarizes the results of our model.

Table 6 reflects the specific situation of different types of art education preferences. The gender coefficients of the sub-models corresponding to Model 1 (baseline model) are 1.31, 0.75, and -0.54. After adding the control variables and the length of education and training variables, we find that these two factors have little effect on the gender difference in art education preference. The gender effect was significant at the 5% level only in the submodels where the students were "not interested". However, after controlling these factors, the gender coefficient of the model has not changed much. The results of Model 4 show that after adding the skill expertise variable, compared with other preference levels, the "uninteresting" submodel has a significant gender difference of 5%, which indicates that it is likely that the skill factor will be to a certain extent Affects students' preferences in art education choices. Finally, from Model 5, we can see that after adding school-level factors, the gender coefficient of Model 5 has changed significantly compared to Model 4, which are 60.77%, 72.82%, and 0.57%, respectively. Under the premise of an individual sample of interest, the groups with "interested" and "general" attitudes to art education have greatly changed the gender coefficient of the model before and after adding the supply of school resources. The gender effect of the provision of resources on student interest and training effects is obvious.

In addition, under the control of other factors in Model 4, after adding the skill factor, the gender difference has a significant effect in the "not interested" sub-model, that is, significant at the 5% level, reflecting whether the students have a certain level of Of your artistic skills may have a direct impact on whether an individual has a long-term interest in art education.

In short, the results in Table 6 reflect the differential effects of gender differences on students' intellectual education function in art education. Among them, on the whole, the gender difference in art education is not obvious, and it will not be affected by the student's art education training duration and individual differences such as age and grade. However, regarding groups not interested in art education, whether they have art expertise and whether schools provide art resources may have a certain gender difference effect on the attitude of individual students in art education.

Table 7 reports the regression model analysis of the determinants of individual intellectual education of college students in the process of art education.

According to the above analysis, we report three models of different levels according to the degree of preference for art education, so as to estimate which specific factors affect the individual student's attitude preference for art education. Models 1 and 2 report the differences in the attitudes and attitudes of the arts education reflected in only the single model of gender and control variables, and the addition of key variables in education duration and technical expertise. Among them, in Model 2, the coefficient level of technical expertise is 1.03, which is significant at the level of 5%, indicating that whether an individual is interested in art education is positively related to whether he has a certain technical expertise. To be precise, under the condition that other factors remain the same, the percentage of students who are interested in art education is 27% more interested in art than students who do not have art expertise, indicating whether they have technology Expertise is more sensitive to the impact of students' preferences on arts education.

In the full model, we can see that the factor of school resources has a more significant impact on the preference of art education, and it is significant at the level of 1%, indicating that whether students can accept the art education resources provided by the school can directly affect This student's subjective preference for art education indicates to some extent the direct effect of the availability of school education resources on the quality of student education. In addition, the availability of technical expertise and gender differences have an effect on the subjective preferences of students in art education. Compared with subjective preferences, they are interested and uninterested. They are neutral to subjective preferences, that is, some groups whose subjective preference level is "general." The gender difference and the availability of technical expertise can affect the attitude of art education. The reason may be that the choice of art education and training is subjective based on the gender and the way of thinking and perspective. Differences in evaluation. As for the factor of technical expertise, having technical expertise indicates that having the corresponding art training foundation and corresponding skills can save a lot of energy investment and cost, so it will be preferred to the "interest" level. Bring certain constraints. These results also show that starting from the individual reality of the students, whether they have art expertise and the corresponding foundation has a significant impact on whether to accept and support art education.

Based on the previous statistical analysis, in order to discuss the moral education function of art education, this section discusses and compares the five aspects of students' gender differences, individual characteristics, art education training time, technical expertise, and school resource supply.

At the individual level, gender differences have a certain effect on the subjective preferences of art education, mainly reflected in the differences in preferences of boys and girls in specific categories of art, that is, dance and music tend to be more favored by girls, while art and vocal music are more common. There is no obvious gender difference, which may be directly related to the difficulty of the type of art.

In terms of human capital and social environment, that is, after considering the years of education and training and technical expertise, it is obvious that gender differences have little effect on the subjective differences in arts education, which indicates that compared to gender differences, factors related to intellectual education functions (education, skills) The evaluation of art education and training has a more significant impact, especially in terms of the provision and allocation of art resources and services, and the school's attitude toward art education in students.

Regarding the role of art education and learning in intellectual education, research has shown that art education as a scientific way of training the brain changes the brain in a way that makes it easier to learn other non-art skills. For example, the study of the functions and characteristics of the left and right brains, in which the left brain is mainly responsible for the language, calculation, and writing skills of the person, and the right brain is mainly responsible for the imagination and logic of the person. Of course, it also includes music and artistic accomplishments, that is, human emotional thinking Hub. It is undeniable that the training and expansion of students in the process of art education is just like the coordination of the left and right brains of the human, and the right brain is fully exercised, which has a direct positive effect on brain development. In addition, art education is not only conducive to the improvement of students' individual intelligence, but also improves the creativity and emotional output of students, inspires their artistic inspiration, enriches their emotions, and enhances their personal aesthetic qualities.

On the other hand, the research aspect of modern psychology has also studied art education and its psychological assistance to students. For individuals suffering from psychological disorders, art education has a positive effect on their relief and stress release, which are not available in normal textbook learning. Therefore, how to cultivate innovative thinking concepts, establish self-esteem and self-confidence, gain optimistic and keen senses, and exercise firm execution ability can all be trained through art education training.

(II) aesthetic functions

The improvement of students' aesthetic function in art education is mainly reflected in the improvement of aesthetic quality. As for the aesthetic quality, it is generally composed of several indicators of aesthetic knowledge, aesthetic awareness, values and aesthetic ability.

The above systems and dimensions are based on the aesthetic education quality monitoring standards. The aesthetic qualities mainly include the ability to appreciate beauty, the expression of beauty, and the creativity. These three aspects are combined into individual humanistic qualities. Regarding the data survey of college students' aesthetic quality, this survey mainly examines students' evaluation of artistic quality.

According to the four basic dimensions of the aesthetic quality system, based on the existing survey data samples, we select three indicators for aesthetic analysis, aesthetic evaluation, and various types of aesthetic activities for comparative analysis. Specifically, in order to explore the relationship between art education and aesthetic functions and the influencing factors, our operational variables select students' subjective evaluation attitudes to art education. In order to facilitate the operation, they are directly manipulated into dichotomous variables (0 = Sense Interest, 1 = not interested); aesthetic experience selects the subjective interest in art as its operational index, and is divided into four levels according to the degree of interest from shallow to deep; for aesthetic evaluation, we choose students' appreciation of artistic works as the corresponding Operational indicators, which are specifically described as natural scenery, realistic art, abstract art, traditional art, modern and contemporary art, and six other categories; and various types of aesthetic activities choose whether to participate in artistic activity projects as operational indicators.

In view of the research characteristics and data characteristics of the categorical variables in this report analysis, it is proposed to use multivariate analysis of variance and interactive analysis to explore which aspects of aesthetic function will have a significant impact on art education. The reason why multivariate analysis of variance is selected for discussion in this section is that multivariate analysis of variance can not only analyze the independent influence of multiple factors on the observed variables, but also analyze whether the interaction of multiple control factors can have a significant effect on the distribution of the observed variables. Influence, and finally find the optimal combination for the observed variables. Table 9 reflects whether aesthetic feelings, aesthetic evaluations, and various types of aesthetic activities will make a difference in subjective evaluation of art education. Specifically, from the results of the P value, at the level of 1%, aesthetic activities will have a significant impact on art education. This shows that to a certain extent, art practice can have a direct impact on whether students accept art education, and whether students can accept art culture and whether it accepts art culture education depends on practical effects and behavior choices.

Further, in order to discuss whether the aesthetic function and personal characteristic variables will have an impact on art education, the following article will analyze the interactive effects of gender differences and aesthetic functions and the effects of the interaction between the new year limit and aesthetic functions of art education on art education.

Table 10 reflects the effect of aesthetic functions on gender differences in art education. Specifically, by adding gender variables to the analysis of interaction effects, it can be known that compared with model one, after adding the interaction term between gender variables and aesthetic feelings, aesthetic evaluation and aesthetic activities have an impact on art education. Among them, the effect of aesthetic evaluation on art education is significant at the level of 5%, while the effect of aesthetic evaluation on art education is significant at the level of 1%, which indicates that gender differences directly affect the evaluation of art education by aesthetic standards and functions. The reason is, after all, the differences in gender between men and women, their aesthetic perspectives and thinking patterns also have significant differences.

Model 3 reflects the impact of the interaction between aesthetic evaluation and gender on art teaching under certain other conditions. After adding gender interaction to aesthetic evaluation, we find that gender effects have an impact on aesthetic activities, and aesthetic activities affect art education. The utility effect was significant at the 5% level. The reason may be that the difference in the evaluation of aesthetic attitudes by different gender groups subjectively affects their judgment of aesthetic behavior, and then affects the subjective preference of art education.

Model 4 further validates this hypothesis, that is, under the condition that other conditions are unchanged, the interaction term of aesthetic activity and gender effect is analyzed, and it is found that this indicator has a certain impact on art education, and it is significant at the level of 1%, which indicates whether Participating in art activities and participating in gender differences in groups will directly affect the comprehensive evaluation of aesthetic function, and then affect the subjective evaluation of aesthetic function on art education.

Regarding whether the age of art education will affect the aesthetic function and art education, the art education age and aesthetic feeling, aesthetic evaluation and aesthetic activities are analyzed and constructed interactively. The analysis results of the obtained factors show that whether or not the interactive term of aesthetic experience and educational years and the interactive term of aesthetic evaluation and educational years are added, whether or not to participate in art education activities has a significant impact on art education, and it is significant at the level of 1%. This shows that practical activities directly affect the evaluation of art education and are important factors that we need to pay attention to. On the other hand, after adding the interactive terms of the years of art education and whether to participate in art practice, the participation of practical activities and their interactive terms are significant at the level of 1%, indicating that participation in practical activities and interactive terms have significant effects on artistic education. influences. Because the analysis method is the same as the previous method to analyze the difference in gender effects of aesthetic functions, the detailed information in the table is omitted.

In summary, based on the analysis of the current status and functional system of art education in the campus survey, we can find the following three specific problems from the previous research results:

First, there is a certain difference in the evaluation and subjective preference of art groups by students of different genders and ages, especially in terms of intellectual education and aesthetic functions. There is a difference in preferences between girls and boys in the choice of specific art types, which in turn affects art. Educational choices;

Second, whether you have professional artistic skills and have received a certain number of years of art education training will also have an impact on the overall level of individual art education. Real knowledge comes from practice. Relatively speaking, students with a certain art education experience tend to have a positive attitude towards art education, and they are more likely to receive training in aesthetic functions and intellectual education.

Third, whether the school has a corresponding comprehensive art education service and resource platform will also affect the state of students' art learning. That is to say, in addition to the individual students' artistic literacy and subjective preferences, the input of teaching resources, including human capital, classroom construction, cultural environment, communication and practice projects, and other hard environmental factors will directly affect whether students can be timely Access to art education resources, which in turn affects the level and quality of art education received by students.

Therefore, we can conclude that the study of art education is a combination of art theory and practice. To enable the educated to acquire art knowledge, establish an attitude of art appreciation, and cultivate the ability of artistic thinking, it needs to be based on the corresponding accurate art types and education. Process as support. Previous research shows that the impact of university art education on talent training is mainly reflected in the impact on students' aesthetic ability, imagination, creativity and intuition. Art education can make individual thinking activities more open and artistic, thus directly or indirectly Influence the development and cultivation of individual comprehensive potential. The practice of art education in colleges and universities plays an irreplaceable role in the cultivation of college students' aesthetics, the improvement of humanistic quality, and the cultivation of aesthetic qualities. This is not only the meaning of contemporary quality education, but also an innovative choice to ensure the physical and mental health of students.

Testing of the Quality of Aesthetic Education on Teaching and Countermeasures

According to the previous analysis, in addition to strengthening individual student's awareness of art education and enhancing personal art expertise, the key to the current direction of art education lies in the supply of school resources and the quality of teachers. Improving teachers' aesthetic quality will have a profound impact on classroom teaching, and it is also an effective way to cultivate students' comprehensive quality.

(I) Quality Education and All-round Development: Set the Teaching Position of Art Education

On the one hand, art education must establish the correct development orientation from the level of subjective knowledge. It is necessary to start with the teacher team's teacher building. Only by correcting the teachers' thinking can we lay the foundation for the follow-up work and the change and correction of students' attitudes.

On the other hand, we must strengthen the propaganda of artistic civilization and expand the channels of cultural integration. Only by attracting more audiences can we establish a solid mass foundation. Specifically, in particular, strengthening the core role of humanities in art education. "From the perspective of knowledge content, humanistic knowledge is the knowledge related to the meaning and value of life. It is the questioning and understanding of the meaning and value of life caused by the individual's experience of life." Based on this description, the rich process of artistic knowledge It is also the process of individual human knowledge expansion. In the process of art education learning, personal human knowledge will be improved to a certain extent in breadth and depth. In addition, art can communicate different emotions and life experiences to human beings, and Resonance at a specific point in time and period. Art education displays art works to audiences through courses, activities or cultural atmospheres, not only enabling students to receive art knowledge and feelings, thereby experiencing art, but also reaching a certain resonance from the bottom of their hearts to cultivate Adult students' artistic aesthetic literacy. With the accumulation of time, the individual's sensibility for art will continue to rise, and internalization will generate internal aesthetic admiration through accumulation, thus laying a foundation for the emotional accumulation of humanistic knowledge.

(II) Faculty Construction: Fully educate people first

1. Standardize institution settings

Regulating the setting of art education institutions is of great significance for stabilizing art education teachers and providing quality and stable art teaching. Specifically, we must first set up a relatively complete art education management institution, with a clear system and connection points for each discipline and corresponding overall management. This is the objective external conditions required to ensure the operation of the teaching system.

Second, improve and implement corresponding art education policies and regulations. So far, because universities generally attach importance to basic education in science and applied disciplines, the policy system of art education is relatively weak. Based on this reality, how to formulate corresponding regulations according to local conditions and restrict the benign of subsequent art cultivation Recycling plays a restrictive and protective role.

Thirdly, in terms of the quality standards of students, we need to communicate with the school in real time in real time. For example, the establishment of an art education art research office, an inter-group art education work management office, and the establishment and improvement of a school art education evaluation system, a target responsibility system, and a student art quality assessment system. , Art specialty student enrollment system, student art competition management system, reward and punishment system, etc., and regularly open training and seminar classes for students throughout the school for students to choose and participate freely, providing students with as much access to art education resources as possible Services, including organizing out-of-school studies and visits in class units.

2. Investment in education funds and income generation

First, we must establish an open and transparent financial system, formulate realistic budget rules, and ensure that our finances are transparent and orderly. Secondly, it is necessary to connect special projects with fixed funding support and investment, and set up special funds for student activities and scientific research investment. Third, strengthen field research and support, encourage the development of distinctive projects, and encourage innovation, rather than just staying on the surface of artistic expressions. Expand the breadth of disciplines and the depth of knowledge. In addition, develop fixed teaching sites and experimental bases for The next project introduction and talent reserve laid the foundation.

(III) Specialization: Enhancing the Aesthetic Value of Teachers in the Teaching Process

In addition to the teaching and training of specific art forms, in the course of the usual professional course teaching, students can develop a sense of art by improving the art teaching mode in the classroom. For example, in the experimental research course, teachers should give full play to their imagination and pass on their aesthetic feelings in teaching practice to students, inspiring students to observe and appreciate the shape of experimental targets from an aesthetic perspective. This will not only prevent boringness to a great extent. The classroom style can also fully mobilize the students' hands-on enthusiasm. In addition, in the process of expressing the basic concepts and explanations of basic knowledge, you can use body language and image language to describe, and even activate the classroom by means of drama performances and sketches, which can not only improve the interaction between students and teachers, but also It can provide priority conditions for students to enhance classroom interest and publicity.

(IV) Comprehensive and reasonable planning to improve the art curriculum education system

The thinking of art education's teaching goal is the process of aesthetics, aesthetic education, and then aesthetic literacy. This process is arduous and complicated. Only some preliminary thoughts are made here to provide ideas for future deep-level research.

1. Building a sound curriculum system

First of all, we must pay attention to the mutual complementation of artistic appreciation analysis and aesthetic appreciation. Based on the current problems of art education in college students, the first and most important point is that students have relatively few art forms and channels, that is, the availability of educational resources. Inequality, therefore, the provision of corresponding electives, public courses and public courses can provide students with exposure to art education. In addition, the reality of art education for students is that some art categories are more professional, and people without a certain professional foundation do not have the ability to learn the art in a short time. Therefore, the reform of public art courses in colleges and universities must firmly grasp art appreciation and aesthetic appreciation. This core, to dilute the operation of technical techniques and skills, provides an equal platform for students to learn and understand in the usual sense.

2. Explore the construction of modern teaching and research system

The guarantee of teaching quality and content is a prerequisite for art education. Reforming teaching content and methods, making full use of and exploiting local resources, and cultural and artistic resources of the nation are all efficient ways to value the learning and use of modern educational technology. The practical problems of the previous high-efficiency survey show that the core of solving the problem of students' art education lies in the innovation of school resources and the control of teaching quality. Therefore, how to build a curriculum evaluation system, formulate art course performance inspections, assessment methods and standards, and improve and expand teachers' teaching behaviors and school teaching decision-making work efficiency are all evaluation indicators that meet the needs of quality education in the process of innovation.

(V) Expanding Campus Culture: Effective Propaganda to Enhance the Art Education Atmosphere

In order to effectively improve the quality of art education, while focusing on the improvement of teaching methods, it is necessary to change students' understanding of art education from an ideological perspective. In order for art to reside on campus and form a virtuous circle, it is by no means an organization of classroom and off-campus activities that can completely solve the problem. It must cooperate with artificial propaganda activities and atmosphere. Therefore, healthy art education requires both mind and skill, and creating an art education atmosphere is a long-term mechanism.

First of all, regular campus art activities are held. Building a distinctive campus art environment is not only a static culture such as planning, architecture, and landscape facilities, but also needs fresh artistic connotations, such as regular oil painting exhibitions, art education activities and other forms, so as to truly rely on the campus environment. Provide favorable channels for artistic activities.

Second, create a campus art environment and make full use of the school's cultural heritage. Every famous government, such as Peking University or Tsinghua University in China, or foreign universities such as Harvard, Cambridge, etc., a landscape or even a stone sculpture on the campus represents the school's artistic civilization and its precipitation. This environment is not only the strength of the human environment, but also a unique cultural heritage, which reflects the cultural heritage and vitality of a school. The rendering of these atmospheres and objective environments will have a subtle influence on individual students, which directly affects the artistic feeling and taste of the students in them. Therefore, by improving the campus cultural environment, such as changes in the artistic atmosphere of the library, the opening of cultural cafes and comprehensive activity rooms on the campus, etc., can directly affect the overall environment of the campus, thereby cultivating the students' artistic aesthetics. How to make full use of the subjective and huge resource carrier of the campus environment is also an effective way to strengthen art education.

On the other hand, the expansion of artistic activities and community exchange experiences will bring elegant art to the campus. By introducing group resources of different types of art topics, such as inviting prestigious orchestras, dance troupes, symphony orchestras and Peking opera troupes, various art groups can perform on the stage, and with this kind of viewing and communication, they can communicate with students. Interaction improves the appreciation level of college students and creates the butterfly effect of artistic atmosphere. Therefore, the school can use all the surrounding beneficial resources to expand the platform to integrate the cultural circle and exercise the students' artistic quality in practical explorations, such as leading art and culture to "go out" through knowledge competitions or performances, and actively engage with external universities. Cooperation and communication.

In summary, the audience of art education is different from that of professional and technical education and technology education. It is aimed at all students. The main purpose is to cultivate the stable quality and comprehensive ability cultivated through the cultivation of art education. The ultimate goal is to improve the survival of students. Demand for diversified development of quality and comprehensive competitiveness. On the student side, they fully recognize the importance of art education for the development of individual comprehensive qualities, and actively use their comparative advantages to promote the overall development of the individual. In terms of teachers, teachers must fully utilize their own aesthetic qualities in the process of designing and implementing teaching. In terms of teaching content, teaching method, teaching language, and teaching organization form, we can't just conduct "textbook" teaching just for the purpose and task of teaching. In addition, the interaction between the school, teachers, and students is particularly necessary. Teachers must teach students according to their aptitude and discover the phenomenon of Chinese and American students. Students must give full play to their subjective initiative, actively explore the beauty of art, and experience life. The school needs to give both hard and soft environments Support, provide a friendly and compatible live learning environment. Therefore, in the final analysis, the core of art education is the issue of human sustainable development. How to achieve quality education and implement people-oriented education is the key to the urgent problems in this research.

Table 1 Distribution of gender and age samples of art education among college students in Wuhan in 2018

Age	17-19	20-23	Above 24	Account
Male	22	40	1	63
Felame	32	7	0	39
Account	54	47	1	102

Table 2 Subjective preferences of college students' artistic interests (%)

Preference	Music	Painting	Dance	Drama
like very much	30.4	10.8	3.9	2.9
Quite like it	37.3	32.4	15.7	14.7
general	14.7	15.7	15.7	11.8
dislike	16.7	36.3	52.0	53.9
Very dislike	1.0	4.9	12.7	21.6
Account	100.0	100.0	100.0	100.0

Table 3 Development of art education courses for college students

Preference	Music	Painting
Teacher and Student Works Exhibition	19	18.6
Extracurricular Activities Interest Group	63	61.8
Competition evaluation activities	4	3.9
Painting and calligraphy column display activities	16	15.7
Account	102	100.0

Table 4 Analysis of the impact of art education on students in different abilities

Age	Aesthetic ability	Intellectual thinking	Emotional psychology	Creative thinking	Comprehensive quality
17-19	14/26%	21/7%	5/2%	3/6%	11/20%
20-23	16/34%	12/26%	3/6%	6/13%	10/21%
Above 24	0	0	1/100%	0	0
Account	30/29%	34/33%	8/78%	9/88%	21/21%

Table 5 Cross-analysis of artistic preference and gender

	Gender		
	Male	Female	sig*
Music	2.44	1.85	0.59**
Paint	3.17	2.59	0.58*
Dance	3.87	3.08	0.79**
Dram	3.76	3.62	0.14
Account	63	39	--

Bilateral T-test : *p < 0.05 ; **p < 0.01 ; ***p < 0.001.

Table 6 The direct impact of each element on the gender effect of the intellectual education function of art education

Model	Interested			general			not interested		
	coefficient	Z	R ²	coefficient	Z值	R ²	coefficient	Z	R ²
Model 1	1.31	1.14	.269	.75	.63	.570	- .54	- .12	.230
Model 2	-0.39	-1.10	4.02	- .79	-1.39	1.82	-1.84	-2.43*	.64
Model 3	1.24	0.91	3.47	.72	.51	2.05	-.34	-.22	.71
Model 4	-1.30	-0.93	.26	-.53	-0.84	.58	-1.74	-2.06*	.17
Model 5	-.51	-0.80	5.67	-1.95	-2.23*	3.38	-1.73	-1.17	.80

注 : *P<0.05;**P<0.01;***P<0.001

Table 7 Determinants of individual intellectual education

变量	Model 1			Model 2			Model 3		
	Inter sted	gener al	not interest ed	Inter sted	gener al	not interes ted	Inter sted	general	not interested
Gender (female = 1)	1.39 (1.26)	.60 (1.26)	-.45 (1.39)	1.30 (1.40)	.77 (1.48)	-.43 (1.54)	-.51 (.64)	-1.95* (.87)	-1.73 (1.48)
Age	.15 (1.0)	-.29 (1.03)	-.61 (1.07)	.38 (1.07)	-.19 (1.11)	-.73 (1.15)	-.53 (.55)	-1.05 (.68)	-.38 (1.16)
Duration of Art Education				-.01 (.45)	-.43 (1.54)	-.05 (.48)	-1.68 (.24)	.03 (.28)	.20 (.45)
Specialty				1.03* (1.09)	.59 (1.13)	-.18 (.16)	-.42 (.62)	-1.11* (.71)	-.85 (1.16)
education resources							.096 (.52)	-.27 (.68)	1.78** (1.07)
Observed value	102			102			102		
R ²	0.04			0.06			0.09		

*P<0.05;**P<0.01;***P<0.001

Table 8 Aesthetic Quality Structure System and Dimensions

Dimensions of Aesthetic Quality System	Index of Aesthetic Quality
Basic aesthetic knowledge	The kind of beauty
	aesthetics
	Aesthetic education
	Type of art
Aesthetic consciousness and values	Aesthetic ideal
	Aesthetic value standard
	Aesthetic taste
	Aesthetic feeling
Aesthetic ability	Aesthetic appreciation
	Aesthetic expression
	Aesthetic creativity
Aesthetic behavior	Aesthetic evaluation
	Various aesthetic activities

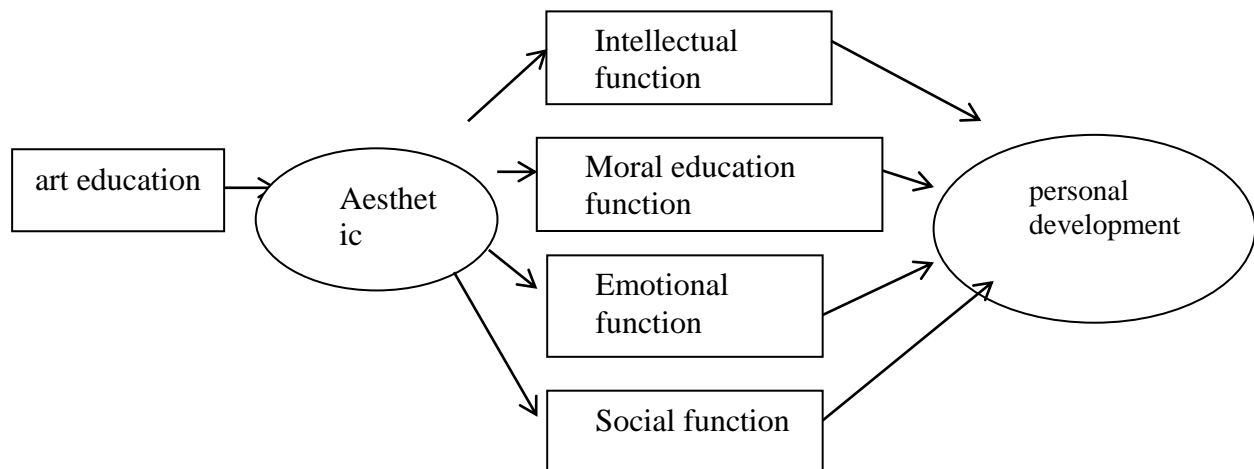
Table 9 Analysis of the differences in the impact of aesthetic functions on art education

	SS	MS	F	P
Aesthetic feeling	2.73	.91	1.61	0.1932
Aesthetic evaluation	5.73	1.14	2.02	0.0831
Aesthetic activity	7.23	2.41	4.25	0.0074

Table 10 The effect of aesthetic function on gender differences in art education

	Model 1		Model 2		Model 3		Model 4	
	MS	F	MS	F	MS	F	MS	F
Aesthetic feeling	.91	1.61	.56	1.02	.89	1.57	1.06	1.83
Aesthetic evaluation	1.14	2.02	1.33	2.40*	1.07	1.89	1.05	1.84
Aesthetic activity	2.41	4.25**	2.60	4.69**	1.96	3.46*	2.22	3.89*
Aesthetic feeling * Gender (female = 1)			.91	1.65				
Aesthetic evaluation * gender (female = 1)					.83	1.47		
Aesthetic activity * Gender (female = 1)							1.30	2.28*
Model	1.66	2.93**	1.50	2.71**	1.30	2.30**	1.34	2.36**
Residual	.56	--	.55	--	.56	--	.68	--
Observed value	102		102		102		102	

注 : *P<0.05;**P<0.01;***P<0.001

**Figure 1 Schematic diagram of the overall development of art education**

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