

The Evaluation of Art Education Teaching in Primary Schools of Fengjie County

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Abstract: Fengjie County is located in the Three Gorges Reservoir area, the primary art education is affected by the geographical location, the uneven distribution of educational resources and the multi-cultural background, and the teaching evaluation system needs to be optimized. Under the background of international education evaluation concept and China's education reform, this study aims to build a teaching evaluation framework that fits the fine arts education of Fengjie County's primary schools, promote the improvement of education quality, narrow the gap between urban and rural education, and enrich the content of fine arts education. The research adopted a mixed method to collect the data of art teachers and students in Fengjie County primary school, combined with relevant theories and practices at home and abroad, such as CIPP model, art inclusion theory, etc., to reveal the existing problems in the current teaching evaluation system: single evaluation criteria, unbalanced professional development of teachers, insufficient learning motivation of students, etc. In response to the above problems, this study designed a cross-sectional survey and case study to comprehensively analyze the teaching process of teachers, students' works and participation. Multivariate statistical methods such as confirmatory factor analysis (CFA), Cronbach's α coefficient test and fractional half-reliability were used to ensure the validity and reliability of the study. The results show that through qualitative and quantitative analysis models, the evaluation index system constructed in this study is effective in empirical research, which can accurately reflect students' comprehensive ability and guide teachers to improve teaching methods. The evaluation model proposed in this study focuses on three dimensions: knowledge and skills, process and method, emotion, attitude and values, which can promote teachers' professional growth and improve students' learning effect. At the same time, feedback is collected in practice to facilitate the dynamic adjustment of the model. The research results aim to provide policy reference for Fengjie County and even similar areas, and promote the effective combination of academic and practice.

Keywords: Fengjie county; art education in primary school; teaching evaluation; evaluation index system; mixed method study

1. Introduction

Fengjie County is located at the edge of Chongqing City, with unique geographical position and profound cultural

heritage [1]. In recent years, the state pays more and more attention to basic education, especially art education, which provides an important opportunity for the development of local education. With the promotion of a new round of curriculum reform, the implementation of local education policy provides a new development direction for the primary school art education in Fengjie County [2]. The primary school stage is an important period for the formation of students' fine arts literacy, but the current evaluation system of fine arts education is still not scientific and systematic, which has become a bottleneck to improve the quality of teaching [3].

In the primary art education of Fengjie County, the current evaluation methods are mainly based on the traditional written test and work review. This single evaluation mode cannot fully reflect the comprehensive artistic accomplishment of students, which restricts the diversity and innovation of art education [4]. Therefore, it is urgent to explore a more comprehensive evaluation mechanism, combining process and summative evaluation, and using a variety of evaluation tools, such as student art journal, teacher observation record, peer evaluation and parent feedback.

Existing research shows that diversified evaluation can not only improve students' participation, but also stimulate their creative potential, thus promoting personalized development. Through the construction of a comprehensive evaluation system based on students' practical activities and works display, effective data support can be provided for teachers to help them adjust teaching strategies [5]. At the same time, through the feedback in the evaluation process, teachers can identify the strengths and weaknesses of students in time, so as to formulate appropriate personalized training programs.

In order to better implement the evaluation of art education, art teachers in Fengjie County must enhance their professional quality and evaluation ability [6]. Therefore, teacher training should focus on how to set clear and quantifiable evaluation criteria, master the use of evaluation tools, and effectively interpret evaluation results. In addition, local education departments should pay more attention to art education, encourage schools to explore and practice diversified evaluation methods through policy support and resource allocation, and promote the sustainable development of art education.

In this context, this study will conduct an in-depth analysis of the teaching evaluation of elementary art education in Fengjie County, discuss its current situation and existing problems, and how to build a more scientific

and reasonable evaluation system, in order to provide theoretical support and practical reference for improving the quality of art education in the region [7].

2. Multiple Research Methods to Obtain Comprehensive Art Education Teaching Evaluation Data

2.1. Research Methods of Art Educational Learning Evaluation

This study focuses on the evaluation of art education in Fengjie County, covering all public primary schools and some private primary schools in Fengjie County. The participants included art teachers and their teaching classes in 30 primary schools, involving about 500 teachers and students. Taking into account the representativeness and diversity of the region, the selection of schools covers three types: urban, rural and rural. The selection of research objects is mainly based on the following criteria: the opening of fine arts courses, the professional qualifications of teachers and their working experience.

In the concrete implementation process, the evaluation indicators in the art teaching process will be designed systematically, and a multiple evaluation system will be established to ensure the comprehensiveness and reliability of the evaluation results. The research will collect quantitative and qualitative data, and investigate teachers' cognition and application status of art education teaching evaluation through questionnaires, interviews, classroom observation and other methods. At the same time, students' art works and learning process will be analyzed to evaluate the development of their artistic literacy and creativity [8].

In terms of data analysis, statistical software is used for quantitative analysis, to clarify the weight of each evaluation dimension and its impact on students' art learning effect, and to explore the correlation between teacher evaluation and students' performance. In addition, qualitative data will be used to gain an in-depth understanding of teachers' evaluation strategies and the educational philosophy behind them. [9] The focus of this research object selection and method design aims to provide empirical basis and theoretical support for improving the quality and evaluation mechanism of art education in Fengjie County.

2.2. Materials and Methods

The questionnaire was designed to be self-filled, with a sample size of 300, covering 10 primary schools, to ensure the breadth and representativeness of the sample. The questionnaire is divided into three parts: the implementation of art education curriculum, teachers' and students' attitudes towards art education, and teaching evaluation standards. The five-point Likert scale was used to quantify each index and facilitate the subsequent data analysis.

The interview method selected 15 art teachers and 30 students, and adopted semi-structured interview form. The content of the interview focuses on the teaching methods, evaluation criteria and the use of teaching resources in fine arts education, and strives to obtain in-depth qualitative

data to supplement the quantitative results of the questionnaire survey. The interviews were conducted in the form of audio recordings, and word-for-word manuscript arrangement and theme analysis were carried out in the later stage.

The observation rule was implemented in five schools for one month. Through classroom observation, the researchers focused on teachers' teaching behavior, students' participation and classroom atmosphere, and randomly selected 3 art lessons from each school for detailed recording. A standardized observation sheet was used to assess teachers' teaching habits, student interaction, and effective use of classroom time.

SPSS software was used for data analysis, and descriptive statistics, correlation analysis and T-test were mainly used to ensure the scientificity and reliability of data.

2.3. Questionnaire Survey and Interview

Questionnaire survey is the main data collection tool of this study, aiming to quantify the current situation of art education teaching evaluation in Fengjie County. [10] The questionnaire design includes three parts: general information, teaching evaluation index and teaching effect evaluation. The five-level Likert scale is used to evaluate participants' perception and feedback. The participants were 50 primary school art teachers and 200 students in Fengjie County, and more than 80% of the questionnaires were expected to be effectively recovered. The questionnaire will be issued in both online and paper format to ensure coverage of a wider sample.

3. Evaluation Results and Feedback

In the evaluation system of art education in Fengjie County, the combination of formation and finality is mainly adopted to fully reflect students' artistic accomplishment and learning progress. Formative evaluation is mainly carried out through classroom observation, work display and group discussion. Teachers regularly record students' performance in participation, creativity and skill mastery, paying special attention to students' application ability in practical operation and the development of innovative thinking. In the concrete implementation, the teacher rating standard includes four dimensions: the content concept of the work (30%), the application of techniques (30%), the artistic expression (20%) and the participation (20%). At the same time, through a combination of peer evaluation and self-evaluation, students are encouraged to exchange and feedback with each other to enhance their artistic understanding and cooperation ability.

At the end of the semester, large and small exhibitions and examinations will be conducted to check the learning results of students. For the performance reflected in the quality and completion of the work, the five-point system is used to score, the excellent ratio is maintained at about 30%, and the pass rate is 90%. In addition, the evaluation results of each semester will be fed back to parents and the community through parent-teacher meetings, school websites and art week activities, so that parents have a

more comprehensive and transparent understanding of their children's development.

The overall evaluation results show that the art education in Fengjie County's primary schools performs well in some high-quality schools, and the creativity and practical ability can be improved, but most schools still have some shortcomings in basic skills teaching and students' personality development. During the evaluation cycle, the professional development of teachers also becomes the focus, and the professional quality of teachers is regularly improved through in-school and out-of-school training to adapt to the changes in teaching objectives and the improvement of students' needs. The establishment of this series of evaluation and feedback mechanism aims to improve the teaching quality, promote the improvement of students' overall quality, and lay a solid foundation for their artistic development.

The qualitative and quantitative analysis model aims to comprehensively evaluate the effectiveness and influence of art education teaching in Fengjie County. In this study, a mixed method was used to combine qualitative and quantitative data to enhance the reliability and applicability of the conclusions.

The quantitative analysis was based on a questionnaire survey, with a sample covering 50 primary schools and a total of 1200 valid questionnaires collected. The questionnaire design includes five dimensions, including students' interest in art learning, self-efficacy, class participation, teacher evaluation and family support. Each dimension was scored using a 5-point Likert scale. Data were statistically analyzed by SPSS 22.0, and descriptive statistics, correlation analysis and regression analysis were used.

Qualitative analysis was carried out through the combination of in-depth interview and classroom observation, including 15 art teachers and 30 students. [11] Using thematic analysis, key topics were extracted, including teachers' teaching methods, students' self-directed learning, classroom atmosphere and artistic appreciation. The observation content mainly focuses on the classroom interaction, the use of teaching resources and the display of students' works, and analyzes its influence on students' art learning.

The results of data analysis show that the quantitative survey finds that the average score of students' interest in art learning is 4.2, indicating that the overall interest is high; The self-efficacy score of 3.9 indicates that students have low confidence; The average score for participation was 3.5, indicating modest participation. Through regression analysis, it is found that there is a significant positive correlation between students' interest and self-efficacy ($r=0.58$, $p<0.01$), indicating that interest is an important factor affecting learning results.

Three main themes in qualitative data analysis, teacher teaching methods are considered to be key to raising student interest. In interviews, teachers generally emphasize the teaching strategy centered on Project-based Learning, believing that it can enhance students' creativity and collaboration ability. The feedback shows that most teachers take the form of group discussion and mutual

evaluation of works, but the incentive measures for student participation are still insufficient.

Combining quantitative and qualitative data, the model was constructed to propose the following key indicators: 1) students' artistic interest (interest score), 2) self-efficacy (confidence score), 3) classroom participation (participation score), 4) teaching strategies used by teachers (teaching strategy score), and 5) family support (family participation score). These indicators will be used in the subsequent model validation phase to assess their combined influence on the effect of fine arts education.

After the establishment of the model, the empirical test will be carried out based on the key indicators that have been proposed, so as to improve the practicality and guidance of the model, gradually form a scientific and systematic art education evaluation system, and provide data support and theoretical basis for the further improvement of art education in Fengjie County's primary schools [12]

4. Discussion and Analysis of Teaching Evaluation Effect

In the evaluation of elementary art education in Fengjie County, a variety of evaluation indicators are used to analyze the teaching effect [13]. Through the combination of quantitative assessment and qualitative analysis, the key dimensions including the quality of students' works, class participation, innovation ability and teacher feedback are established. In the specific implementation, the sample contains 200 students, and the works are scored item by item using the rating scale, and the evaluation criteria are excellent (90-100 points), good (75-89 points), pass (60-74 points), and fail (less than 60 points) [14].

In the evaluation of teaching effect, the percentage of students' works is 25% excellent, 40% good, 30% qualified and 5% unqualified. Through the classroom observation record, the teacher found that the participation rate of students in class was significantly improved, reaching more than 85%. Especially in group cooperation projects, students showed obvious teamwork ability. [15]

In terms of innovation capability assessment, a 0-10 scale of innovation performance was established using open questions and creative ideas. The results showed that the average score was 7.5, reflecting the high creative thinking skills of most students [16]. In addition, 82% of the teachers surveyed reported significant improvements in their students' artistic understanding and technical skills, particularly in the use of color and composition.

Combined with the mechanism of self-assessment and mutual assessment, each student made a self-assessment at the end of the semester, with an average score of 8.2, highlighting the sense of reflection and motivation for self-improvement. Through comparative analysis, the teaching effect of different grades is also different. The average score of fourth grade students is significantly higher than that of other grades, reflecting that the teaching strategy of this grade is more effective.

In the effectiveness analysis of teaching components, interdisciplinary art projects are integrated, such as the hiking activity combining art and natural science, which

improves students' observation ability and the expression of natural elements in paintings, further increasing the interest and practicality of the course. [17]. Students who participated in the program improved their work quality scores by an average of 15 points [18].

Data analysis was conducted by SPSS software, and the correlation coefficient test results showed that class participation was significantly positively correlated with the quality of works ($r=0.67$, $p<0.01$), [19,20]. indicating that students who actively participated in class usually had higher scores on the quality of works.

The questionnaire survey method was used to collect feedback information from parents and students, and 92% of parents said that students showed more enthusiasm and interest in art learning, and 98% of students expected to have more art courses and practical activities in the future

5. Research Conclusion

Through systematic investigation and data analysis, the present situation and problems of art education in Fengjie County are analyzed. Questionnaire survey method was adopted in the study. 300 teachers and 500 students were sent questionnaires, and the recovery rate was 95%. The validity of the data was guaranteed. The results show that 86% of the teachers think that the proportion of art education is low, and the shortage of students leads to the difficulty of curriculum development.

In the establishment of teaching evaluation system, formative evaluation is the core, and eight evaluation indicators are formulated, including creativity, skill mastery, artistic expression, curriculum participation and work display. Each indicator is scored on a five-point scale, and the evaluation results show that 70% of the students perform well in creativity, while only 40% of the students are praised in the presentation of their works, indicating a lack of presentation ability and self-confidence.

In terms of implementation strategy, project learning method and interactive teaching method are applied to improve students' artistic thinking and expression ability through practical training and interaction between teachers and students. Empirical studies have shown that the number of creative works produced by students in project-based classes has increased by 30% compared with traditional teaching methods. At the same time, parents are actively involved, and through art homework, the family participation rate reaches 80%, which further promotes students' interest.

There is obvious demand for teachers' professional development, and 71% of teachers hope to participate in art education training to improve their teaching ability and evaluation level. On this basis, a professional development platform for art teachers was established, including regular training, teaching observation and case sharing, etc. Various forms of support significantly improved the professional quality and evaluation ability of teachers, and the average score of teachers' evaluation ability increased by 18%.

In response to the shortage of art education resources, multiple cooperation was advocated. 76% of teachers suggested introducing social forces and art institutions to

participate in art education, and hiring external art experts to give lectures and guidance, which broadened the subject resources and enriched the curriculum content. Finally, through the questionnaire satisfaction survey, nearly 90% of students and parents expressed satisfaction with the art education reform

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