

# Current art to help rural education revitalization of the main problems and reflections

Cheng Wang, Ziwei Ge

Art College, Anhui University of Finance and Economics, Bengbu, Anhui233000, China

**Abstract:** In the implementation of rural revitalization strategy, cultural revitalization reflects the connotation and characteristics of rural construction and development. Through the observation and investigation of the development status of Dingan Primary school in Dingan Village, Bengbu, Anhui Province, it is found that there are serious assimilation phenomenon, not obvious cultural characteristics, and lack of operation mechanism of literary and artistic activities in the development process of Dingan village. Therefore, at present, it is necessary to establish the cultural form of Dingan Village, find the weak points, target the campus of Dingan Dingan Primary school, and give full play to the advantages of team culture and art to promote the revitalization of rural culture. First, promote the "three going to the countryside" (intelligence to the countryside, works to the countryside, talents to the countryside) to solve the shortage of rural cultural talents; It is to broaden and improve the effective way for culture and art to go to the countryside, and comprehensively help the revitalization of rural culture.

**Keywords:** Dingan Village Dingan Primary School culture and art rural revitalization.

## 1. Background analysis of Bengbu Dingan Primary School

Bengbu Dingan Primary School is located in Dingan Village, Yanshan Town, Benshan District, Bengbu City, Anhui Province. Founded in the 1940s, Bengbu Dingan Primary school is the only primary school in the village. Due to the geographical location, the backward local economy, or the livelihood of the family, the young workers in the village are reluctant to stay long and go out early to develop. Into the village, door to door to see the most elderly with their grandchildren, the school is the most natural left-behind children.



Fig. 1 Geographical location of Jungam Elementary School

### 1.1. Brief Overview

In 1998, the North Teaching building was built with the donation of Ms. CAI Yongping, a caring person.

In 2009, the school built the South Teaching building.

In 2010, Yonghong Primary School and Yanshan Primary School were merged into Dingan Primary School, and the size of the school was further expanded.

In September 2021, Xingsan Primary School was also merged into Dingan Primary School.

The school covers an area of 3,000 square meters, with a building area of 2,400 square meters. The school has a library, computer room, laboratory, music room and other beautiful

campus environment. The school has 8 classes, 307 students and 26 teachers, including 11 undergraduates and 13 specialists.

In the course of historical development, Dingan village was in a backward and vulnerable position in material and cultural development due to its remote geographical location and occlusion of thinking information. With the historical and cultural changes and the transformation of social structure, while vigorously promoting the development of rural areas, we have ignored the preservation of the rural feelings and the essence of rural culture bred in the rural environment, resulting in the nihilization and urbanization of rural culture in the development process. To achieve the great rejuvenation of the Chinese nation, in fact, we must maintain cultural confidence. As the most primitive living quarters of Chinese people, rural areas nourish generations of ancestors. Only by grasping the essence of rural culture and inheriting it from generation to generation, can we have the national roots, the habitat for faith conversion, and not drift away in the process of historical development. As the actual carrier of cultural knowledge in rural environment, rural school has an irreplaceable role in the inheritance and development of rural culture. One of the ways to realize rural revitalization of socialism with Chinese characteristics is to inherit, develop, promote agricultural civilization and take the road of rural culture prosperity. Under the new background situation, with the great help of the national government, "rural revitalization strategy" has put forward new requirements for rural culture, which also means that rural schools shoulder a more important mission. Therefore, under the background of "rural revitalization strategy", for the inheritance and development of rural culture, how to carry out art as the main force of rural school education is worthy of our attention and practical efforts.

### 1.2. Purpose of rural art education in the context of rural revitalization

The current rural education models all take the urban education model as the goal. However, due to the different development of geographical environment, the rural

education model should be suitable for its own local situation. This survey tried to explore internal relation between rural education and rural culture, more rural society school education can assume responsibility, in the cultural construction in learning to promote culture, promote the development of rural culture, build more appropriate rural school education, to improve the theoretical system of rural education to add fresh strength, in the construction of the revitalization of the rural development to optimize rural culture.

Rural education is the focus of contemporary education in China, but the current situation of rural education is still relatively grim. In the important stage of winning the comprehensive well-off society and opening the socialist modernization, under the new deployment of the "rural revitalization strategy", the new era background has new requirements for rural culture. As an important and distinct cultural unit in rural areas, rural schools also shoulder the mission of the new era. At present, rural reform is dominated by economic development. Rural schools should play their educational function and grasp the roots of rural culture in this process, so as to spread the essence of rural culture and realize the promotion and development of rural culture in the new period. For the whole society, rural students can not only enrich their knowledge and practical skills through campus learning, but also cultivate deep feelings for hometown culture in their growth. Only in this way can they have a greater possibility to realize their own value by feeding back the rural society.

## 2. Content of the research activity of art helping Dingan Primary School

This practice aims to promote the development of rural school education with art and culture under the background of "rural revitalization strategy". Through the inquiry and investigation of literature, the relationship between rural culture and rural school education is sorted out and analyzed. Furthermore, through the study of relevant documents of rural revitalization strategy, we can understand the national plan for rural development in the new era. Finally, rational analysis of rural art education under the background of rural revitalization problems, and countermeasures.

### 2.1. Practice team schedule

(1) March 15, 2022 at 7:00 a.m

The team members gathered at the destination, arranged their responsibilities, checked their personal belongings, got familiar with the local environment under the guidance of the teaching director, and had interaction and communication with local residents, and made full preparations for the subsequent activities.

(2) 8am to 9am on March 15, 2022

Organize the preliminary information, and communicate with the school leaders according to the actual situation under the guidance of teachers, to understand the general family situation of all students, school curriculum arrangement and teachers.

(3) 10 AM on March 15, 2022

The team members were divided into two groups: one group went to the teaching downstairs under the guidance of the school's teaching director to conduct a field investigation on the wall, and discussed the wall painting theme, color collocation and composition style with the school's leadership;

The other group communicated with teachers in the teaching department about volunteer teaching, and taught left-behind children a course of interest with their professional knowledge.

(4) From 11:00 am to 12:00 noon on March 15, 2022

Under the guidance of the teacher, the team members drew sketches on the wall and prepared the materials for the class.

(5) 12:00 noon on March 15, 2022

Lunch with school students and teachers

(6) March 15, 2022 from 1 PM to 6 PM

One group of members taught the children in the class, and the other group finished the wall painting part. The first group of members helped the wall painting group continue to improve after finishing the task.

(7) March 15, 2022 at 6pm

Interview students, teachers, school leaders and surrounding residents, etc., make interview records and sort out and analyze them. Sorted out all the research materials and results, communicated with the team members, assigned the task of writing the research report, analyzed and studied the existing problems in the development of Dingan Primary School, and gave corresponding countermeasures. Check your personal belongings and return to school.

### 2.2. Practice Content

In the form of volunteer teaching and using the professional knowledge of team members, I led the children in Grade 1 of Dingan Village to have a preliminary understanding of the exhibits of Bengbu Museum, and made New Year cards to send blessings to the children.



Fig.2 Team members show the volunteer teaching achievements of Dingan Primary School

With the 100th anniversary of the founding of the Communist Party as the theme, the team members' strengths were used to help paint the walls and decorate the campus of Dingan Elementary School.



Fig.3 Team members finishing wall painting for Dingan Primary School

### **3. Study on the predicament and development path of rural art education**

Artistic quality education lights up children's dreams and helps rural revitalization. At the same time, we must be clear that both artistic and cultural revitalization, in the final analysis, belong to the spirit of the rural revitalization project, and are also an important part of the country's rural revitalization strategy, and should not be neglected. It rather than face project, image project, designers, artists of proving ground, trial and error, not only do surface, the simple understanding for art to the countryside, cultural transplantation, or simple modification, listed into the artist's sketch base, you just hurry several art activities, even when you're done. It is not something that can be done overnight or once and for all. It is something that needs to be done with high quality and high efficiency. It needs to be deeply integrated and sustained, and it needs to be responsible to the end. With "beauty" as the medium, "art" as the medium, actively participate in the real life, rural revitalization of the big stage, big topic, with their own professional expertise for the construction of art village, rural art.

#### **3.1. The development of diversified culture in Dingan Primary school education still has limitations**

If Dingan Primary school, as a rural school, wants to inherit the rural civilization and promote the development of rural culture, it needs the school itself to accept and absorb the rural culture in education, teaching and school culture. At the same time, it needs the school leaders and educators to have a certain understanding and love for the local folk feelings. Only in this way can Dingan Primary School, with the power of sub-elements, have scientific assumptions and predictions in the process of promoting the rural revitalization of Dingan Village, as well as insist on brave exploration. The limitations mentioned here are mainly due to the "easy to lose and difficult to replace" situation of teacher resources in rural schools and the simplification of rural cultural transmission by school education.

Rural teachers are the leader of rural school education, and they are also the most convenient social role in rural society to directly spread and promote rural culture. Our expectation of rural education and the attachment of rural cultural significance rests largely on rural teachers. Due to the congenital shortage of rural geographical conditions and backward economic conditions, few teachers take the initiative to come to the countryside. Some teachers just take the rural teaching experience as a process of life experience, and want to go out of the countryside when the time comes. Backbone teachers who take the time and care to develop in rural schools are more likely to be transferred to other jobs.

In an interview with the school leaders of Dingan Village, Tian said, "There are too few young teachers here. When they get familiar with the environment and their abilities, young people prefer to go to the city."

Of course, there is a young military wife, coincidentally is also a major in art, now as the head of teaching in Dingan Elementary school.

"Due to personal factors, I want to continue my career here," said Zheng, a military wife. There are many left-behind children in this school, so give them as much love as possible."

However, like the case of the military wife is really very few, carefully observe the primary school in Dingan teachers, not to mention the number of young teachers. Most teachers are unwilling to stay in rural areas due to objective economic conditions, and it is more difficult to retain excellent teachers. Many teachers who work in rural areas have an emotional gap with the rural community, and it is difficult to take the initiative to understand the local culture psychologically, so they are less enthusiastic about the cause of rural education. The number of teachers, the enthusiasm of teachers, and the closeness between teachers and local culture are all difficult to meet the standards.

Three vice principals of Jeongan Elementary School also said, One of the reasons for the shortage of teachers is that we want to cultivate students' all-round development of morality, intelligence, body, beauty and labor. We want to cultivate students to have good after-school club activities, but it is difficult to find teachers with special skills. It is particularly difficult to achieve the goal of inheriting local culture. Several special courses are also taught by the main course teachers of Chinese and mathematics."

Bengbu has double piers carved symbols and the history of Dayu controlling the water. According to the school leaders of Dingan Primary School, many children are not aware of such culture. Think carefully, to inherit the rural culture, is not as simple as in the mind, not a simple visit, not a simple collation of data, not simply Shouting slogans can be achieved. What is needed is rural teachers, the main transmitter of rural culture, school leaders and the strong support of the whole nearby rural environment. Otherwise, the inheritance and promotion of rural culture in rural schools will remain superficial.

#### **3.2. Strategic suggestions on how art helps rural school education promote rural cultural development**

The general requirements of the "rural revitalization strategy" in the plan document are "thriving industries, livable ecology, civilized rural customs, effective governance and rich life." This means that the development of rural areas needs compound talents, and the educational objectives of rural school education should also be combined with the trend of rural development.

##### **3.2.1. Re-examine the educational model of rural schools in Dingan Village and establish new educational goals**

Dingan Primary school, as a rural school, should keep its rural characteristics. It should be noted that children in rural areas need to get closer to the city after nine years of compulsory education. School education culture can be developed according to the characteristics of local rural children. Through festival experience activities, after-school interest clubs and patient guidance of teachers, children can be given care, help them build self-confidence and gain a sense of personal positivity when facing the future urban-rural gap. With the local culture and the characteristics of rural children as the starting point and foothold, we make up for the shortage in the material world with the richness of the spiritual world. In order to better promote the development of rural culture.

##### **3.2.2. Reasonable and effective use of social support education services**

The significance and value of volunteer education are

mainly reflected in improving the local education environment and training local teachers. At the same time, volunteer teaching is also a process of self-improvement and precipitation.

At the end of the activity before leaving, Principal Tian said to us: "If you have such practice activities again, you will come to us more often. The children all like you very much."

Obviously, the teaching resources here are relatively scarce, the teachers are relatively weak, the teaching quality is relatively backward, and there is a thirst for volunteer teachers. A volunteer education can change very little, but if we open a window and let children see the outside world, it can more or less affect their understanding of the world and their choice of life. Support education is like a seed drill, seeds planted in their hearts, believe that some will germinate! A single spark can start a prairie fire!

### **3.2.3. Promote campus art and cultural exchanges with practical activities, strengthen rural cultural linkage mechanism, and build cultural core areas**

School art education is the most important way and content to implement aesthetic education, as well as the important starting point of students' quality education and the realization of "building morality and cultivating people". School art education bears an important mission and responsibility. Closely around the experimental area of basic education innovation construction of the main line, around the "khalid ents" is a fundamental task, based on the construction of campus culture, established the "for each student's lifelong development" of the education philosophy and "to popularize and promote, develop through quality, efforts to enhance the connotation of school art education" development train of thought, school district, linkage, face-to-face Integrate high quality resources, for all students, and strive to build the "trinity" of classroom teaching, extracurricular activities and campus culture of regional school art education promotion mechanism; Further standardize the school art education curriculum, strictly implement the curriculum plan, open the school art education classes; To promote the construction by evaluation, and to the construction of regional schools with art characteristics, schools with art characteristics projects and schools with project bases as the starting point, to lead the distinctive development of art education in schools; Consolidate the foundation of "three regiments and one team" art education activities in the school, innovate the content and form of the activities, strive to build the popularization and practice carrier of regional youth art education with "school characteristics, class activities, everyone has projects", and fully promote the high-quality development of regional art education.

Exhibition in the children's palace actively promote construction position combined with open circuit, site visit and interactive experience of the combination of the

traditional culture of multifunctional experience heritage center, take the initiative to join the service innovation training days, school art practice, folk activities, folk culture experience hall, folk art training and other activities, rich aesthetic education curriculum system. The introduction of a distinctive "intangible cultural heritage" skill experience course, on the one hand, allows more primary and secondary school students to interact face to face with "intangible cultural heritage" inheritors, experience and inherit intangible cultural heritage skills, on the other hand, it can also promote the deepening development of the school's characteristic projects. In addition, a series of books will be launched, and colorful parent-child reading and humanistic reading themed activities will also be carried out.

## **4. Conclusion**

Rural revitalization is not only economic revitalization, but also cultural revitalization. The author in the query based on a vast amount of literature, through to the rural primary school - guan elementary school of arts and understanding of rural schools in field research practice for rural culture development present situation analysis, found that rural schools leadership ideology began to pay attention to the local rural cultural heritage, and attention to rural left-behind children's physical and mental health. Rural school is the medium of modern civilization and rural culture exchange, which is of great practical significance to rural revitalization. Art helps rural education, and helps train children to build a good spiritual world. As the current research and practice objects are not broad enough and many analyses are not thorough enough, in the future, I will keep my enthusiasm and practical research, continue to pay attention to the research in related fields, and have reached a profound understanding.

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