

Art Education Management of Special Education Schools in Jiangxi Province

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Abstract

Special education is an integral part of education and social development and an important symbol to measure the level of social civilization and economic strength of a country or region. Art education in special schools can play a good role in spiritual comfort and physical and mental rehabilitation, so it is necessary to conduct in-depth research. This study discusses the influence of environment, plan, teachers, leaders, and evaluation factors on the management effect of art education. This study takes the current situation of art education in special education schools in Jiangxi province as the object of study and carries out empirical research. In this study. A questionnaire was used to obtain research data analyzed by the SPSS22.0 computer program in this study. The research shows that the influence of teachers, plans, leaders, and environmental factors on the management effect of art education decreases positively, while the influence of evaluation factors is relatively low.

Key words: art education, special schools, management efficiency, Jiangxi Province

1.Introduction

Research Background

A country's investment in and attention to the education of the disabled depends on the country's economic situation and humanistic thought. Many countries are committed to providing economic and material support for the rehabilitation and education of children with disabilities, often with governments establishing special rehabilitation and education institutions for them. The "integrated" education advocated by European and American countries and the specialized education advocated by Russia are the two mainstream development modes of special education in the world.



Jiangxi province is an economically underdeveloped province in China's central and southern parts. As for the education of disabled people in Jiangxi province, art education management has not received much attention. The research on the art education management of special education schools in Jiangxi province has a representative role, and the research results can be used for reference for the art management of special schools in several surrounding provinces.

Problem Statement

At present, China has 85 million disabled persons. Even though the human rights and personal dignity of disabled persons are respected and protected to participate fully in the social life, special education still has not successfully yet meet the special educational needs of special children and the normal educational conditions. Normal school education focuses on cultivating skills and morality, but special schools are no exception and are facing many difficulties. Art education is the one of primaries to implement aesthetic education, which can positively influence students from multiple perspectives, and the public gradually recognizes its education and rehabilitation functions. At present, art education in special schools is generally faced with such problems as insufficient teachers, insufficient teaching facilities, and outdated teaching materials. Improve the management effect of art education, optimize the allocation of existing resources, coordinate the relationship between people and things, and optimize the combination of educational resources.

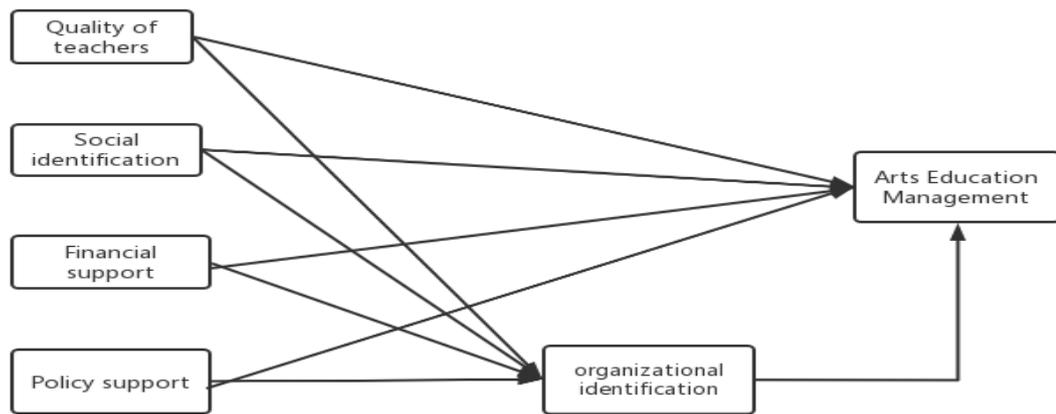
Research Questions

1. How is the relationship between management means and Art Education?
2. What are those factors affecting the efficiency of management for Art Education?
3. How management model can be formularized for the improvement of management of Art Education?

Research Objectives

1. To analyze the relationship of management means and of art education, he management effect and management means.
2. To analyze the factors affecting the efficiency of management.





- To purpose the management model for the improvement of The management of art education management.

Concept Framework

Taking the status quo of art education in special education schools in Jiangxi province as the research object, this study explores the relationship between environment, leadership, planning, teachers, evaluation factors, and management effect. This paper constructs a hypothetical model of the effect of art education management in special education schools as below:

Hypothesis

- H1. Environmental factors positively impact the management effect of art education in special education schools.
- H2. Leadership factors positively impact the management effect of art education in special education schools.
- H3. Planning factors positively impact the management effect of art education in special education schools.
- H4. The teacher factor positively influences the effect of art education management in special education schools.
- H5. Evaluation factors positively influence the management effect of art education in special education schools.



2. Literature Review

Education management

Griffiths, D.E. is an essential promoter of educational management theory. In his early years, his thoughts tended to educational management science. Some problems are so broad and complex that no single theory can fully deal with them. Although a single theory is easier to understand on the surface, some problems can be better understood by using multiple theories.

Machiavelli's 16th-century management theorist emphasized that "management" is the core of management behavior. A monarch can defend his power and state by hook or by crook. For education, administrators can take various means to achieve the goal. Such theory and practice, along with the democratic legal system to pick up money, the development of people's democratic ideology, the means of management to achieve the purpose by traditional means, gradually lost the space for survival.

After hundreds of years of development, management has shifted from focusing on efficiency to giving full play to people's values and thinking on people's value in management. Modern educational management also has the same development trend." Man has infinite possibilities, and he has the capacity of intentionality and introspection; People are constantly building their social reality with each other. People's theory is the core of the development of educational management theory. Traditional educational management considers people as objectified and passive rather than independent thinking. Materialized people are placed in the same position as money, material, time, and information in management factors.

Teaching quality management

Teaching quality management is a process in which teaching activities are arranged according to the requirements of training objectives, and quality control is carried out in each stage and link of the teaching process. The central task of school teaching management is to improve teaching quality. The so-called teaching quality control is to understand and monitor the teaching process and situation according to the requirements of the course, to find out the materials and data reflecting the teaching quality, and to find out the problems existing in the teaching. Research on the effectiveness of special education Curriculum and teaching are the primary and core elements of educational activities, and the research on curriculum and



teaching is the essential and core of educational research. The effectiveness of classroom teaching is the key to developing school teaching activities.

Good classroom teaching is one of the main ways students acquire knowledge and skills. Medley & Shannon (1994) believes that teachers must be diverse, specific, task-oriented, and highly devoted to improving learning efficiency and achieving teaching goals. Effective teaching also includes stimulating and mobilizing students' learning initiative, consciousness and enthusiasm, providing and creating appropriate teaching conditions; classroom teaching is a teaching activity in which teachers and students work together to maximize the benefits of teaching and promote the development of students.

Mentally disabled students' emotional regulation and control abilities are more likely to accept the control of body needs and passions, and it is difficult to coordinate them with social norms and moral standards. The teacher creates the situation in the classroom, arouses the student's positive emotion, has the impetus effect to the study efficiency enhancement. Teaching activities are the activities that teachers and students take part in together. For children with special educational needs, the classroom is the transmission of knowledge and information accompanied by emotional communication. Teachers' kind attitude and infectious expression can bring good psychological experience to students.

Special Education Research

Professor Samuel A. Kirk, the father of Special education, made an opinion and definition of Learning disability in 1963. National Joint Committee on Learning Disabilities (NJ-cld) of us in 1988 defined Learning Disabilities (NJ-cld) as a group of heterogeneous Disabilities that show obvious difficulties in acquiring and using listening, speaking, reading, writing, reasoning, and mathematics computing and social skills. For people with learning disabilities or special educational needs, special methods, equipment, and measures are needed to provide remedial education for disabled, mentally retarded, or abnormal people with particularly severe learning disabilities for other reasons.

The Idea of Educational Equity.

Educational equity refers to the reasonable norms or principles that the country USES to allocate educational resources. "Reasonable" here means to meet the development and stability of the society as a whole and the individual development and needs of social members, and to



allocate educational resources from the dialectical relationship between them uniformly. It also means that education fairness enables students to maximize knowledge acquisition and highlight their personalities. Disabled children are in a vulnerable group position. More and more scholars agree that the development of special education is a vital link to promote educational equity.

Educational equity not only reflects the "quantity" of educational development but also emphasizes the "quality." In educational activities, every educated can receive a proper education with quality assurance. China is trying to develop integrated education. In 2017, integrated education was first written into the Regulations on The Education of Disabled Persons. Documents such as 2035, the Modernization of China's Education, and the Second Phase of The Special Education Promotion Plan (2017-2020) all put forward the comprehensive promotion of integrated education. Local governments have constantly improved the support and guarantee system for class-bound students, strengthened the construction of classrooms for special education resources in ordinary schools, provided full-time and part-time teachers, and increased the number of disabled students in ordinary schools. The number of disabled students in regular schools increased from 191,000 in 2013 to 332,000 in 2018, 73.8 percent. Over the past ten years, the proportion of disabled students in ordinary schools has exceeded 50%. Every student has the right to receive education, and art education, an essential embodiment of fair education.

The development of Chinese art education.

Art education in China has a long history." Six arts" is the content of Chinese West Zhou school education. Etiquette, art, archery, imperial, literacy, calculation. In which "art" refers to artistic creation and appreciation. Art education is art knowledge, theory, artistic sensibility, creativity, and expressiveness. It is one of the essential contents, methods, characteristics, and aesthetic education aims. The task of art education is to cultivate aesthetic concepts, appreciation ability, and creativity so that the educatees can learn aesthetic knowledge in the practice of appreciating excellent works of art and form aesthetic ability.

Ei Chuanyi is an early researcher concerned with the subject of art education. In his works, the history of art education is sorted out, and the function, purpose, object, structure, general principles of teaching and other fundamental theoretical issues of art education are explained,



and the preliminary system of art education is constructed. Cao Li, according to the different situation of accept education object, the special music education has carried on the concrete division, is divided into blind children music education, mentally disabled children's music education and deaf children's music education, and puts forward the special music education purpose, method, and content. Zhao Shutuo discussed various special schools' curriculum and teaching methods in Special Education Curriculum and Teaching Method. Art education takes education to pass on basic knowledge of art to students, impart artistic skills, develop and disseminate art culture. Through the teaching of art creation, art appreciation, and art criticism, students' aesthetic ability and moral sentiment are cultivated to develop their intelligence and creativity.

3.Methodology

Questionnaire design. A questionnaire survey is developed based on previous research. The questionnaire includes environment, leadership, planning, teachers, and evaluation factors on art education management in special education schools. Respondents were asked to answer 24 Likert five subscale questions.

Collection steps. Data is the most valuable information researchers can gather from respondents and generate research data digitally. The questionnaire is a quantitative research method, and standardized scoring allows researchers to summarize the results objectively.

Population sample. Part of the questionnaire in this study was distributed in a snowballing way. The researcher first found a teacher engaged in art education in a special education school in Jiangxi province and asked him to send a questionnaire to the art education teachers he knew. The questionnaire was accurately distributed. The other part of the questionnaire was distributed to 11 special education schools in Nanchang, Jingdezhen, Pingxiang, Jiujiang, Xinyu, Yingtan, Ganzhou, Ji 'an, Yichun, Fuzhou, and Shangrao in Jiangxi according to the number of special education schools in each place. Includes the types of schools for the deaf, the blind, and the mentally disabled to collect information from teachers in different districts and schools. The actual population of this study is 124 art education teachers in special education schools in Jiangxi Province.



Methods of Data Analysis

SPSS is a professional data statistics software, which can collect, process, and analyze information for comprehensive evaluation and prediction. In this study, SPSS22 was used for analysis, and the data results were used to test the hypothesis.

Model Checking

This study involved 24 scale items, and researchers issued 140 questionnaires. The questionnaire was issued on June 1, 2019, and the data collection was completed on July 1, 2019, lasting one month. The sample areas are all kinds of special teaching schools in Jiangxi Province. One hundred forty questionnaires were issued, and 136 were recovered, of which 124 were valid, with a recovery rate of 97% and an effective rate of 91%.

Reliability test.

After the statistical validity, trend, and distribution pattern of the sample data meet the needs, reliability and validity test should be used in this study. In this study, the formal sample data collected from the questionnaire survey was used to analyze six potential variables of 24 measurement items with SPSS22.0. The coefficient of Cronbach and the coefficient after deletion were calculated, respectively. The specific results are shown in Table Reliability Statistics

As for the questionnaire design, the spss20.0 test showed that the Cronbach coefficient of 6 variables and the overall data was 0.925, indicating good internal consistency and reliability. The questionnaire contents have been examined by experts and have good validity. Moreover, the factor load of most questions in the questionnaire is more significant than 0.5, questions can accurately reflect the theme, six variables have significant correlation, and the questionnaire has good structural validity.

Table Reliability Statistics

variable	Item	Cronbach α coefficient	variable	Item	Cronbach α coefficient
Planning	4	0.867	teacher	4	0.85
evaluation	4	0.889	The efficiency of education	4	0.899
Environmental	4	0.823	efficiency of education	4	0.899
Leadership	4	0.869	Total	24	0.925



According to Table, the Cronbach coefficient of the six variables and the overall data were all greater than 0.7. According to the statistical point of view, the reliability coefficient of any test above 0.7 indicates a good internal consistency of the test, which indicates that the survey data of this scale have high credibility.

Content validity test. The validity of KMO analysis results is greater than the indicators shown in the table.

As can be seen from the test results in the KMO test value obtained from the test is 0.877, which is greater than 0.7, indicating that the overall validity of the scale is good. Bartlett sphericity test results showed that the approximate chi-square value was 1908.934, and the corresponding significance was all 0.000, less than the critical statistical value of 0.05, which further indicated that the scale had good validity and was suitable for factor analysis.

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Factor analysis. Principal component analysis was used for factor analysis of the scale, and factor rotation was carried out by orthogonal rotation of maximum variance, and factors with eigenvalues greater than one were extracted as common factors. The results showed six principal components, indicating that the scale could extract six variables, which verified the rationality of dividing the scale into six variables in this paper. The total variance explanation rate of the six principal components was 74.01%, higher than 60%, indicating that the six variables included in the scale were highly explained.

Extraction method: principal component analysis. Rotation method: Kaiser normalized maximum variance method.



Item	component						Item	Component					
	1	2	3	4	5	6		1	2	3	4	5	6
2			0.786				17	0.818					
3			0.863				18	0.780					
4			0.780				19	0.842					
5			0.843				20	0.853					
7	0.672						22					0.818	
8	0.674						23					0.780	
9	0.869						24					0.842	
10	0.827						25					0.853	
12						0.676	27			0.713		0.818	
13						0.780	28			0.782			
14						0.576	29			0.827			
15						0.623	30			0.713			

Rotation

converges after 6 iterations.

The rotating factor matrix table shows that after the factor loading of 24 factors was higher than 0.5, and there is no double factor loading is high. According to the theory of aggregate together, each principal component factor of distribution that each item is a principal component contains can well explain the main component and only explain the main component. The scale has good content validity.

Correlation analysis. In order to explore the relationship among variables such as planning, evaluation, environment, leader, teacher, and educational efficiency, the Pearson correlation analysis method is adopted in this paper for correlation analysis, and the results are shown in



Table 3.

		Planning	Evaluation	Environme ntal	Leadership	Teacher	the Efficiency of Education
Planning	Pearson correlation	1	0.222*	0.297**	0.247**	0.303**	0.439**
	Significance (two-tailed)		0.013	0.001	0.006	0.001	0.000
	The case number	124	124	124	124	124	124
Evaluation	Pearson correlation	0.222*	1	0.661**	0.202*	0.651**	0.535**
	Significance (two-tailed)	0.013		0.000	0.024	0.000	0.000
	The case number	124	124	124	124	124	124
Environme ntal	Pearson correlation	0.297**	0.661**	1	0.133	0.588**	0.539**
	Significance (two-tailed)	0.001	0.000		0.141	0.000	0.000
	The case number	124	124	124	124	124	124
Leadership	Pearson correlation	0.247**	0.202*	0.133	1	0.358**	0.407**
	Significance (two-tailed)	0.006	0.024	0.141		0.000	0.000
	The case number	124	124	124	124	124	124
Teacher	Pearson correlation	0.303**	0.651**	0.588**	0.358**	1	0.642**
	Significance (two-tailed)	0.001	0.000	0.000	0.000		0.000
	The case number	124	124	124	124	124	124
Managemen t Efficien cy	Pearson correlation	0.439**	0.535**	0.539**	0.407**	0.642**	1
	Significance (two-tailed)	0.000	0.000	0.000	0.000	0.000	
	The case number	124	124	124	124	124	124

*. At level 0.05 (two-tailed), the correlation was significant.

**. At 0.01 level (two-tailed), the correlation was significant.

Table 4 Test for correlation between variables

According to the correlation analysis results in Table 4, the correlation coefficients between plan, evaluation, environment, leader, teacher, and art education management effect



are 0.439, 0.535, 0.539, 0.407, 0.642 respectively, with the corresponding less than 0.05, showing significant statistical significance. It shows a significant positive correlation between planning, evaluation, environment, leadership, teachers, and educational efficiency.

Multivariate regression analysis. Multiple regression analysis was carried out, taking the factor of planning, evaluation, environment, leadership, and teachers as independent variables and management efficiency as dependent variables.

Abstract of regression Model

Mode	R	R ²	Adjusted R Square	SE
1	0.736 ^a	0.541	0.522	0.52001

a. Predictive variable: (constant), teacher , Planning, Leadership, Environmental, evaluation

Table 5 showed the model with education efficiency as the dependent variable, the overall correlation coefficient of the model is 0.736, the determination coefficient is 0.541, and the adjusted determination coefficient is 0.522, indicating that the overall explanatory degree of the selected independent variables reaches 52.2%, higher than 30%. Therefore, the five independent variables selected by the model are highly explanatory.

ANOVA Test

Mode		quadratic sum	df	variance	F	Sig
1	Regression	37.650	5	7.530	27.847	0.000 ^b
	Residual	31.908	118	0.270		
	Total	69.558	123			

As can be seen from the test results in Table 6, when the regression equation contains five different independent variables, the F value is 27.847, and its significance probability value is less than 0.05, showing significant statistical significance. It shows that all the independent variables have a significant overall impact on the dependent variable, so it can be considered that the fitting effect of the regression model is good.



Regression coefficient

Mode	Unnormalized coefficient		Standardized Coefficients	t	Sig	Collinear statistics		
	B	SE				Tolerance	VIF	
1	(constant)	-0.512	0.384		-1.333	0.185		
	Planning	0.226	0.071	0.214	3.178	0.002	0.858	1.165
	evaluation	0.124	0.100	0.115	1.247	0.215	0.457	2.189
	Environment al	0.220	0.107	0.182	2.067	0.041	0.500	1.999
	Leadership	0.204	0.073	0.190	2.782	0.006	0.836	1.196
	teacher	0.321	0.089	0.327	3.612	0.000	0.473	2.114

a. dependent variable: Efficiency of educational management

It can be seen from Table 7 that the collinearity statistics of the model VIF are all less than 10, indicating that the degree of collinearity between independent variables is small and the model is reasonable.

To sum up, among the independent variables selected by the study, the variables that have a significant positive impact on the management efficiency of dependent variables are planning, environment, leadership, and teachers. The influence degree of these four variables is from large to small, in order of Teachers, planning, leadership, environment. Evaluation has little influence and does not influence dependent variables.

4. Research Findings and Discussion

The detailed information of sample distribution is shown in the table below :

	The gender		
	Item	Frequency	Percentage
The Gender	Male	31	25.00%
	Female	93	75.00%
Age	Below 25	32	25.81%
	25-35	46	37.10%
	35-45	35	28.23%



	The gender		
	Item	Frequency	Percentage
	45 And Above	11	8.87%
educational background	Senior High School	4	3.23%
	Junior College	61	49.19%
	Bachelor	51	41.13%
	Postgraduate And Above	8	6.45%
Major	Special Education	81	65.32%
	General Education	23	18.55%
	Arts	12	9.68%
	Other	8	6.45%
Type of schools	Deaf	42	33.87%
	Blind	33	26.61%
	Mentally Retarded	43	34.68%

As shown in Table 8, male teachers and female teachers are 25% and 75%, respectively. The most representative age group is between 25 and 35, accounting for 37.1%. In terms of educational background, 49.19 respondents had junior college degrees. The number of teachers from different special education schools is not different from each other, which has a good representation. This data also well represents the situation of art education teachers in special education in Jiangxi Province. Female teachers occupy the majority, and teachers with secondary education are in the majority.

Analysis of Factors

The influence of environmental factors on the management effect of art education in Special education schools in Jiangxi Province. The standardized regression coefficient of the independent variable environment on the dependent variable education management efficiency was 0.182, T value was 2.067, and the corresponding significance level was 0.041, less than 0.05. The significance test at a 95% confidence level indicates that environmental factors significantly positively impact educational efficiency.



Influence of leadership factors on the management effect of art education in Special education schools in Jiangxi Province. The standardized regression coefficient of independent variable leadership on dependent variable educational management efficiency is 0.19, t value is 2.782, the corresponding significance level is 0.006, less than 0.05, passing significance test at 95% confidence level, indicating that leadership factors have a significant positive impact on educational efficiency.

Influence of planning factors on the management effect of art education in Special education schools in Jiangxi Province. The standardized regression coefficient of independent variable planning on dependent variable educational management efficiency is 0.214, the T value is 3.178, and the corresponding significance level is 0.002, less than 0.05. The significance test is passed at a 95% confidence level, indicating that planning factors significantly positively impact educational efficiency.

Influence of teacher factors on the management effect of art education in Special education schools in Jiangxi Province. The standardized regression coefficient of an independent variable teacher to dependent variable educational management efficiency is 0.327, and the T value is 3.612, and the corresponding significance level is 0.000, less than 0.05. It passes the significance test at a 95% confidence level, indicating that teacher factors significantly positively impact educational efficiency. It is the most significant factor among several factors and affects art education management in special schools.

The influence of evaluation factors on the management effect of art education in Special education schools in Jiangxi Province. The standardized regression coefficient of independent variable evaluation on dependent variable educational management efficiency is 0.115, t value is 1.247, and the corresponding significance level is 0.215, more significant than 0.05, which fails to pass the significance test at 95% confidence level, indicating that evaluation factors have no significant impact on educational efficiency.

5. Conclusion and Recommendation

From the above data, it can be concluded that the five hypotheses of the article are supported: environmental factors have a positive impact on the management effect of art education in special education schools. Factor leadership, planning, and teacher positively influence the



management effect of art education in special education schools. Evaluation factors had no significant influence.

Recommendation

Teacher management should be the focus of art education management. The development of education is inseparable from the construction of excellent teachers. Governments at all levels and school administrators should pay more attention to special education teachers and provide policy guarantees and financial support for the construction of teachers. At present, the special education major of higher regular education schools in China offers basic music teaching and art teaching courses to ensure that teachers can complete primary art education in their daily work. Special art education is now offered in universities, which can train teachers with special education ability and professional art skills and solve the problem that art teachers lack special education training or professional skills.

Strengthen the training of art teachers, provide teachers with pre-job and in-service learning opportunities, and provide teachers with opportunities to rise and further study. Art education teachers in special education schools are faced with colossal work burden and pressure, which can improve their social and economic status, establish a reasonable teaching evaluation mechanism, and evaluate their work objectively and fairly.

To establish a people-oriented art education management thought. Based on studying people's psychological and behavioral laws, the non-mandatory way is adopted to change the organizational will into the management of individual conscious actions so that the faculty and staff can have a higher sense of mission and achievement.

A sound management and implementation system shall be established to strengthen policy planning, management, and overall coordination of art education. It shall be equipped with leaders who are clearly in charge of art education and set up an administrative department. Strengthen the training of managers. Management is ultimately the management of people. For schools, how to build an excellent team of teachers is the top priority of administrators.

This study has always been running through the construction of art education teachers in special education schools, and through exploration and exploration, the construction model of art education teachers in special education schools has been established. The manager is the



core leader of the operation of the whole management mode. He/she needs to have a professional management foundation and master advanced educational concepts. For the training of management process in special education schools, we should not ignore the training of managers and constantly reflect on the training and learning to promote scientific and efficient management.

Adopt reasonable evaluation to art education. Most school teachers adopt the self-assessment method, and none of the schools surveyed have a feedback mechanism. Teaching evaluation is mainly performed by teachers and students centering on teaching contents and methods. The fundamental teaching evaluation should include the evaluation through tests and examinations and the teacher's observation of students' performance in an art education class, that is, the process evaluation and the student's evaluation of teachers' teaching level. Teachers' evaluation, students' self-evaluation, and students' mutual evaluation should be the basis of the final evaluation results. The centripetal force and cohesion of the team determine the development prospect and destiny of the organization, which is continuously realized by team building. We should train teachers in various ways and pay attention to the training of volunteers in order to achieve the realization of standardized recruitment, standardized management, systematic training, strict assessment.

Create a high-quality environment for art education. Schools should strive to create a campus cultural environment full of artistic atmosphere. Schools should use broadcasting, the Internet, teachers, corridors, billboards to create a campus artistic atmosphere. Guide students to discover the beauty of nature, life, and soul, and actively organize students to participate in art exhibitions and campus culture and art activities at all levels.

Use external forces to improve comprehensive capabilities. When the school has limited teacher resources, it may invite artists for public teaching or appreciation. Art education cannot be achieved by teachers alone. Teachers should be encouraged to go out of the classroom, such as museums, galleries, and art galleries, so that children can have more contact and improve their cognition of art. Through visual, auditory, and tactile direct contact, the formation of art and the meaning of the work more direct understanding.

Art should not be viewed in isolation but should be linked with history, society, culture, and other fields of discipline to achieve knowledge connection. Teachers should avoid using



awkward and complex language. In more natural life, activity situations, or training activities of other projects, teachers should provide children with language information by combining a large amount and closely with the content of activities at that time, help children understand the meaning of language, and provide ample space for children to use language.

Students can understand the true meaning of art by experiencing it personally in art practice. Artistic activities should be oriented towards all students rather than individual students with artistic specialties. Expand participation and organize central art and cultural activities. Participate in community cultural activities, learn excellent folk art, appreciate elegant cultural performances, visit museums and art galleries.

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