

Assessment of the Development of Out-of-School Art Education and Training Institutions for Primary School Students in Urban China

Zhen Gao, Pratikshya Bhandari

Ph.D, Management, Faculty of Management, Shinawatra University
Email: 18282974534@163.com

Abstract

The purpose of this paper is to study the optimal development of out-of-school art education and training institutions for primary school students in China. (1) A comprehensive research and sorting out of the existing primary school students' out-of-school art education training institutions, including the overall number of institutions, teaching subjects, and classifying them to summarise the overall characteristics of primary school out-of-school art education institutions in Chengdu. (2) Conduct questionnaire surveys and interview studies on primary school students, students' parents, heads of primary out-of-school art education institutions, and governmental supervisors of primary out-of-school art education institutions, respectively, to summarise the current problems. (3) The questionnaire survey data and interviews were analysed and summarised to provide development suggestions for primary school students' out-of-school art education and training institutions, which will serve as a guide for the development of primary school students' out-of-school art education institutions in urban China and have a universal value. The tool used to collect data was the WeChat app "Questionnaire Star". The data were analysed through descriptive statistics and content analysis. The results of the study are as follows;

1. Primary school students have a positive attitude towards the overall improvement of their abilities through participation in off-campus art education training. Achievements, gains and expectations influence the interest of primary school students in participating in the training, and they hope that organisations can carry out a variety of practical activities.
2. Parents have a positive attitude towards their children's participation in extracurricular arts education and training, but their satisfaction with the extracurricular arts education and training organisations is not high, and they are not clear about their children's development plans.
3. Most of the organisations are able to provide a suitable learning environment for students, but there are differences in hardware equipment, teacher level and teaching effectiveness among the organisations.

Keywords: Out-of-school Education ; Arts Education ; Educational Institutions.

Today's society is developing rapidly, the development of the education industry is also progressing, the demand for education is increasing day by day, primary school students and parents of students for the current educational needs of the diversified development trend, to carry out the primary education of the school is no longer the only form of education for primary school students to play a role in the development of the role of and responsible for the development of the only form of education. According to a survey by John Howard Falk, a leading science education expert, 'people learn science largely through informal settings, and the average American spends 95 per cent of his or her life outside the classroom, leaving plenty of time for informal science learning.' This survey shows the importance of education outside of school, and that people rely on education outside of school as an important route to knowledge. According to the 'Survey Report on the Status of China's Tutoring Education Industry and Teachers of Tutoring Institutions' published by the China Education Association in 2016, more than 80 per cent of parents strongly agree that out-of-school education is an essential part of primary and secondary education. More than 31% of parents believe that they are willing to enrol their children in tutorial classes no matter how much money they spend. More than 26 per cent of parents are willing to spend half of their disposable family income on their children's education outside of school. This study shows that most parents in China consider out-of-school education to be very important and an essential part of primary and secondary school students' education.

Art education has been recognised by many educated people for its subtle effect on people. Mr Feng Zikai, a famous Chinese art educator, once said: 'Art education does not seek direct effects, but focuses on indirect effects; it does not seek students to become artists, but seeks to cultivate their love of beauty'. Art education is an effective way to implement quality education, and it plays an important role in developing

temperament, enlightening wisdom, enhancing self-confidence and beautifying the soul. At the primary education level, the data reflect that many primary school students participate in art learning, and many parents say that they participate in art learning not to train their children to become artists, but to develop their children's intelligence, improve their overall ability and gain a sense of well-being through art learning. Chengdu is the capital city of Sichuan Province in China, with a resident population of 21.268 million by the end of 2022, and is an important centre city in western China, which has a leading role in the development of the region, and the study of primary out-of-school art education institutions in Chengdu is representative of the study, and the results of the study can provide a reference value for other cities in the western region of China.

The goal of this study is to analyse the current situation of Chinese primary school students' out-of-school art education and training institutions, and ultimately to make recommendations for the optimal development of Chinese primary school students' out-of-school art education and training institutions. Focusing on this goal, this study first assumes that China's education policies have a strong guiding role in the development of off-campus art education and training institutions for primary school students, and will collate and analyse policies on off-campus education since the founding of New China to the present day to find out the development routes of off-campus art education and training institutions for primary school students that meet the requirements of the policies. Secondly, assuming that the needs of primary school students and their parents for off-campus art education and training for primary school students have a promoting effect on the development of off-campus art education and training institutions, a questionnaire survey will be conducted on primary school students and their parents in China to analyse and summarise their needs and formulate the development direction of off-campus art education and

training institutions for primary school students. Finally, in response to the findings of the study, suggestions for optimising the development of out-of-school art education and training institutions for primary school students in China will be made.

Research Objectives

1. To find out the current situation of the development of off-campus art education and training institutions for primary school students.
2. To find out the main problems existing in off-campus art education and training institutions for primary school students.
3. To put forward suggestions for the optimal development of art education and training institutions for primary school students.

Literature Review

This study firstly conducts literature sorting from three aspects: out-of-school education, out-of-school art education, and out-of-school training institutions, trying to find out and summarise the characteristics of out-of-school art education and training institutions for primary school students. Then the literature is sorted out from the two aspects of the current situation of out-of-school art education and training institutions for primary school students and the development suggestions of out-of-school art education and training institutions for primary school students in an attempt to find out the development problems of out-of-school art education and training institutions for primary school students and to summarise the existing suggestions for the development of out-of-school art education and training institutions for primary school students, so as to serve as a reference for the final conclusions and suggestions of the present study.

1. Discuss each of the key words in the study. In Malone's paper 'The growing Out-of-School Time Field: Past, Present, and future. Current Issues in Out-of-School Time', he argues that Young people learn through participation in formal, non-formal and informal settings.

Educational discourse has long been school-centred, with the term 'learning' often used more or less synonymously or in parallel with the term 'teaching'. In order for children to cope with complex challenges in the near future, they will need to acquire a wide range of 21st century skills, such as problem-solving, collaboration, literacy in a broad sense, creativity and communication. These skills are developed and trained in a variety of environments both inside and outside of school.

The paper 'Dilemmas and Ways Out of Arts Education in American Elementary and Secondary Schools - The Development of Out-of-School Auxiliary Programmes in the Arts in the United States' by scholars Wah Chai Chan and Xia Wang found that schools are unable to provide students with all types of arts education and meet their needs for all types of arts. The study found that schools are unable to provide students with all types of arts education and cannot meet students' needs for all types of arts. According to the data of the National Center for Education Statistics of the United States of America, in the 2009-2010 school year, although most of the elementary schools in the United States provided music and visual arts education, with the proportions of 94 per cent and 83 per cent respectively, only 4 per cent of the elementary schools provided theatre arts education, and 3 per cent of the elementary schools provided dance arts education. In addition, a comparison of the 1999-2000 school year with the 2009-2010 school year shows that the percentage of U.S. elementary schools offering dance education has declined by 17 percentage points over the past decade, from 20 per cent to 3 per cent.⁵ In addition, the percentage of U.S. elementary schools offering dance education has declined by 17 percentage points over the past decade, from 20 per cent to 3 per cent. Similarly, the percentage of schools offering theatre arts education fell by 16 percentage points, from 20 per cent to 4 per cent. It can thus be seen that schools are unable to provide all-round arts education due to the

constraints imposed by a number of factors such as class organisation, teachers' qualifications, time, normality and location. In particular, many niche and non-universal types of arts are neglected by schools due to the small number of participants. However, art and out-of-school education are a 'natural partnership', and art education in out-of-school tutoring programmes is not a simple repetition of art education in schools. It has changed in terms of educational objectives, concepts and methods, with more emphasis on students' interests, more opportunities for participation, self-realisation of students, and co-operation with adults, etc. These remarkable changes make up for students' deficiencies in school art education, greatly expand the possibilities of students' artistic development, and are a good complement to and development of school art education.

In their paper 'The Positive Effects of Art Education on Adolescent Mental Health', scholars Wen Jing and Zhang Jianwei point out that art education is not only a discipline, but also a powerful tool for cultivating creative thinking, aesthetic emotion and self-expression among adolescents. However, in an education system that emphasises academic performance and test scores in some places, it is easy to overlook the key role of arts education in the overall development of students. Young people often face internal and external pressures in the course of learning and growing up, which may lead to problems such as anxiety, self-doubt and emotional distress. Arts education can nourish students' minds and cultivate their emotions, which has a positive effect on the psychological growth and health of adolescents. It is important to address the needs of adolescents and provide them with more comprehensive support to promote their psychological health and creative development, and to promote adolescents' physical and mental growth and progress through arts education.

2. Theory or model. Scholar Fan Lichen's thesis, 'Pathways and Strategies for the Development of Out-of-School Music Education

from the Perspective of Core Literacy', argues that there are some problems in out-of-school music education. In the process of out-of-school music education, there are many parents who are in a hurry to achieve success, and these parents expect their children to make rapid progress in artistic skills in a relatively short time, which leads to monotonous learning activities for students, and teachers attach importance to the improvement of students' technical skills, ignoring the growth of artistry, making it difficult for them to truly feel the charm of art. It is difficult to truly feel the charm of art. Due to too much attention to the improvement of art technology, often diluted the improvement of art theory, resulting in students in the learning of art when the knowledge of the blind spot and confusion, is not conducive to the lasting development of students. Out-of-school music education should not only emphasise the improvement of students in music technology, but also strive to stimulate students' enthusiasm for learning, only love can improve learning efficiency. However, the current teaching design of some out-of-school art education institutions is single and fixed, and many teachers uphold the teaching idea of 'strict teacher produces high students', which to a certain extent leads to the students to produce rebellious thoughts and resistance, and makes 'hobby' turn into the pressure of students' learning. This is contrary to the national education policy of reducing students' learning pressure.

In the paper 'Parents, Middle-class-ness, and Out-of-School Art Education' by Lackey, Lara M, it is argued that out-of-school art education is often taken up within this parenting practice. often taken up within this parenting practice in ways that serve the cultivation of both general and specific middle-class values. The article argues that upper middle class families with more money will be looking for ways to continue to develop their children's abilities in order to give them an advantage in the future. Mothers seem to rush to find classes that will meet their children's interests. So interest is a key factor in

choosing an art programme. Researchers believe that parents choose some out-of-school arts education for their children according to their children's interests in order to give their children a more competitive edge. Researchers believe that parents choose some out-of-school arts education for their children according to their children's interests in order to give their children a more competitive edge in the future. It can be seen that the choice of which kind of out-of-school training to attend is not only related to children's interests, but also related to parents' choices, and at the same time, the financial income of the family is also a very important factor. Therefore, if off-site training providers

want to develop better, they must make efforts on how to meet the needs of students and parents, and the services they provide must be commensurate with the learning fees they charge.

Conceptual Framework

The title of this study is Evaluation of the Development of Out-of-School Art Education Institutions in Urban Primary Schools in China, and the conceptual framework of this study was designed to achieve the research objectives by completing the research questions as follows:

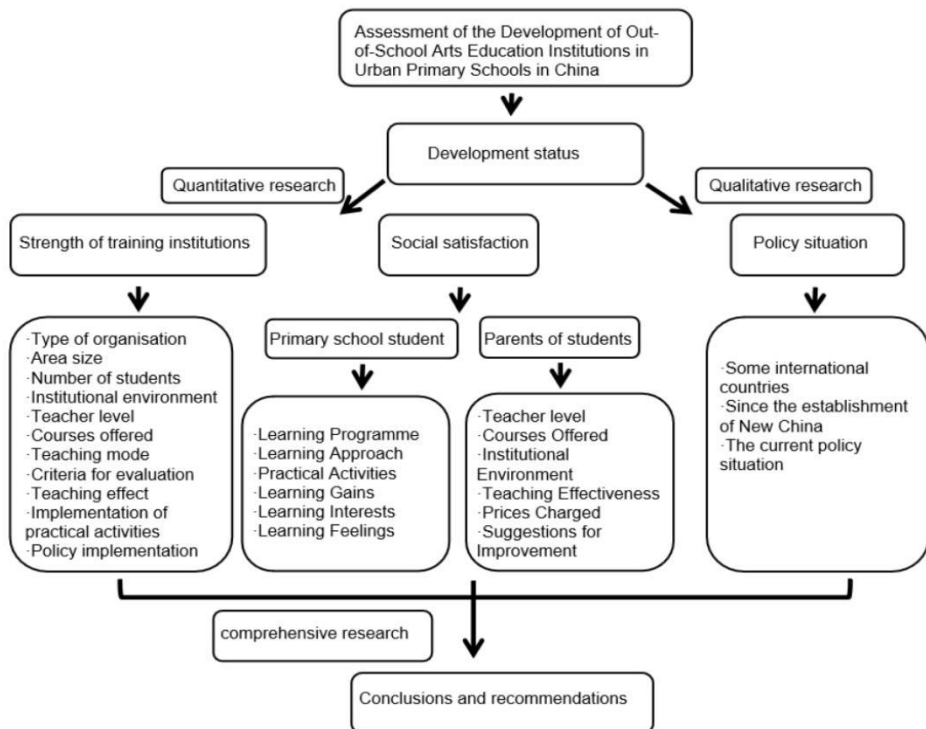


Figure 1 Conceptual Framework

Research Methodology

Social science research methods are mainly classified into qualitative research methods and quantitative research methods. Quantitative research follows the validation scientific method, in which hypotheses are empirically verified through the collection of information and data, such as standardised measurement questionnaires, and objective conclusions are drawn about phenomena or things. Qualitative research, on the other hand, follows the scientific method of inquiry, collecting qualitative data such as words and images through qualitative research methods such as participant observation, in-depth interviews, and field studies, in order to systematically explain the nature of things or phenomena and to reveal their intrinsic attributes. The status quo of primary and secondary school students' out-of-school art education and training institutions in this study is precisely generated under the multiple contexts of education reform, socio-economic development, social development and change, etc., and the optimal development and governance of primary school students' out-of-school art education and training institutions not only affects the standardised development of primary school students' out-of-school art education and training institutions, but also has a profound impact on education balance, education reform, and students' growth, and the optimised development and governance of primary school students' out-of-school art education and training institutions is influenced by multiple factors of cognition, motivation and ability. Therefore, this study adopts a mixed research method to reveal this phenomenon. This study uses the literature research method to provide a literature base and theoretical framework for the formulation of the research questions, research ideas and research hypotheses, the historical analysis method to sort out the historical changes of the governance of off-campus art education

and training organisations of primary school students in China and other countries, and the questionnaire survey method, the interview method, and the participant observation method to present the current situation of off-campus art education and training organisations of primary school students, reveal the reasons affecting the development of off-campus art education and training organisations of primary school students, and reveal the causes affecting the development of off-campus art education and training organisations of primary school students. Finally, the analysis of literature and data provides policy recommendations for the optimal development and governance of art education and training institutions for primary school students outside school.

Research Results

Objective 1. This study researches and analyses the development status of out-of-school art education and training institutions for primary school students in China from the perspectives of three subjects respectively. First, from the perspective of primary school students, the four key dimensions of participation in out-of-school art education and training, namely initiative and interest, achievement, gain and expectation, were found to vary across different grades, and students' preferences for different types of art training also influenced their experiences and feelings. The findings suggest that students' achievements, gains and expectations significantly and positively affect their initiative and interest, emphasising the key role of out-of-school arts education in stimulating students' intrinsic motivation and promoting personal growth. Secondly, from the perspective of students' parents, most of them held positive attitudes towards arts education organisations, but attached varying degrees of importance to their children's long-term development and career planning. This suggests that arts education organisations need to further understand parents' expectations and needs in order to provide

educational services that better meet the needs of parents and children. Finally, from the perspective of off-campus arts education organisations, the majority of organisations were able to provide suitable learning environments for their students in terms of the average number of students and floor space. Differences in investment in teaching hardware and office equipment reflect the different positioning and capacity of institutions in terms of teaching facilities. The age and academic composition of the teaching staff reveals the diversity of institutions in terms of teaching philosophy and professional development.

Objective 2. salient issues of the current out-of-school art education and training institutions for primary school students. The proliferation of art examinations and parents' utilitarianism. In some regions and some schools, art training examinations and assessment results are included in the secondary school examination, which has fuelled art competitions and led to the explosive growth of non-disciplinary training as well as competitions and examinations. The phenomenon of poor teacher qualifications exists in some off-campus art education training institutions for primary school students. In recent years, as the scale of out-of-school art education and training institutions for primary school students has expanded, the demand for teachers has also increased, and there has been a large number of part-time recruits and false advertising in out-of-school art education and training institutions for primary school students. The Chengdu Municipal Bureau of Culture, Broadcasting and Tourism, the Municipal Bureau of Civil Affairs and the Municipal Bureau of Market Supervision have jointly formulated the 'Chengdu Municipal Cultural and Artistic Out-of-School Training Institutions Setting Guideline Standards (for Trial Implementation)', which has clear requirements for the hiring of teachers. Interviews with primary school students at out-of-school arts education and training institutions revealed that many of the teachers were part-time university

students, and some were freelance artists. It was learnt from the interviews that some institutions tend to recruit a few teachers with appropriate qualifications to cope with the review by higher-level units, and some institutions even borrow or steal other people's teaching qualification certificates to pretend to be their own teachers, in an attempt to muddle through the inspection.

Objective 3. Based on the policy guidance on out-of-school arts education in China in the previous chapters and the summaries of other countries' experiences in the management and development of out-of-school education, to design a development framework for China's out-of-school arts education and training organisations, and to put forward recommendations for the development of China's out-of-school arts education and training organisations.

Discussions

In today's highly competitive international society, the world pattern is constantly changing, and the competition among countries is actually the competition of education. In the face of new challenges, the training requirements for talents are also changing, with the ability to innovate high-tech talents and big country skilled craftsmen have become the current scarcity of talent in society. Children also face the pressure of further education and fierce competition in the future, parents of primary school students outside the school art education training requirements are also increasing. Talent cultivation must be a process of unifying nurturing and talent, and nurturing is the essence. The report of the 20th National People's Congress of the Communist Party of China points out that 'the root of educating people lies in establishing morality. Fully implement the Party's education policy, implement the fundamental task of establishing morality, and cultivate socialist builders and successors who are all-rounded in morality, intelligence, physical fitness, and aesthetics', which points out

the direction of talent cultivation and the construction of a strong educational country in the new era. Clarify and implement the fundamental task of establishing morality, promoting the all-round development of primary and secondary school students in morality, intelligence, physical fitness and aesthetics, and promoting the reform of quality education is an important part of China's education work at this stage, which is not only the requirement of education development, but also the need of social development for education.

As a primary school outside art education, we should always put moral education in the first place. At present, a variety of social thinking through a variety of information media to the youth rushed to the youth, gold worship, hedonism, extreme individualism and other bad thinking to the youth to bring negative impact. Teenagers because of their young age, insufficient knowledge of society, the correct world view has not yet formed, if not guided by the correct outlook on life, world view, values, teenagers may lose their direction, loss of faith. It is easy to be influenced by bad information, easy to take the evil path in the process of growing up, so it is very important to grasp the values of this period of development. Therefore, primary schools outside the school art education should be the fundamental task of moral education always throughout the education, bring moral education into the classroom, help young people to establish a correct outlook on life, world view, values, ignite the students' desire for truth, goodness and beauty, and in the process of realising the Chinese dream of the great rejuvenation of the Chinese nation, to help students to build their dreams, pursue their dreams, and fulfil their dreams.

As an off-campus art training institution, it should play the role of the main position in aesthetic education, and while putting moral education in the forefront, it should cultivate students to know the beauty, discover the beauty, feel the beauty, and create the beauty to nourish the soul, shape the personality, and promote the

overall development of young people. Aesthetic education should be intertwined with and promote moral, intellectual, physical and labour education, and should give full play to the richness of off-campus educational venues, the flexibility of teaching methods and the wide range of teaching content, focusing on guiding the healthy development of students' beliefs, values and feelings and helping students to form a positive, healthy, optimistic, sunny and upwardly mobile psychological environment, on top of imparting knowledge and skills to students.

Knowledge from Research

Based on the quantitative and qualitative research, the findings from the study were summarised and synthesised in the form of a concept map as shown below:

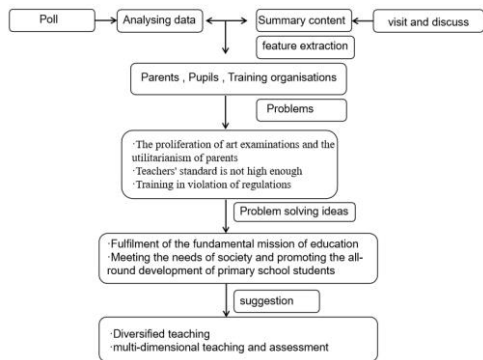


Figure 2 Chart of Research Results

Conclusion

Out-of-school education for primary school students is part of China's education system, and the development of out-of-school art training and education institutions for primary school students should not only follow the education to promote the physical and mental health and comprehensive development of primary school students, but also need to give full play to the characteristics of the out-of-school art education, and to play the educational function with the in-

school art education, the family art education, and the social art education.

Conclusion 1. Out-of-school art education and training institutions for primary school students need to give full play to the function of 'aesthetic education', implement the 'Lifelong Learning', and promote the all-round development of primary school students.

Aesthetic education is a combination of aesthetic teaching and beauty teaching, through education to enhance people's ability to know beauty, understand beauty, appreciate beauty, create beauty, aesthetic education is the foundation for planting patriotism and cultivating students' innovative spirit. Literacy in aesthetic education should show the uniqueness of aesthetic education itself. Out-of-school art education for primary school students should set the goal of aesthetic education as the cultivation of primary school students' aesthetic taste and the pursuit of beauty, cultivate primary school students to obtain a positive, healthy, constructive, personalised and free thinking, and cultivate primary school students' courageous pursuit of 'truth, goodness, and beauty' qualities.

Through cultivating people's observation, appreciation, understanding and creation of objective images, off-campus art education training enhances people's sensibility, enriches people's imagination and cultivates people's creativity. Whether it is sculpture, painting or music and dance it is an expression of intellect. Many examples have shown that the use of art forms of teaching can stimulate learning interest and enhance the effectiveness of teaching, and art education provides a new platform for the development of students' creative design. Art education is the best way to cultivate students' intellect and enhance their creative ability. In the essence of art education, this education is both the aesthetic ability and the enrichment of ability in the spiritual connotation.

Off-campus art education also plays an important role in expressing emotions and relieving psychological pressure. On 28-29 October, the first international symposium on art

healing, 'Art as a Medium, Beauty as a Medium'-the first international symposium on art healing was held at Tongji University online and offline. Nearly 40 experts and scholars from the academic industry in China, Austria, the United States, and South Korea, more than 80 offline participants, and more than 150 online participants, participated in this international symposium. The symposium had in-depth exchanges in music therapy, painting therapy, psychodrama therapy, sand tray game therapy, drama therapy, dance therapy and so on. This shows that art is an effective means to keep people healthy both physically and mentally.

Primary school students' off-campus art education and training institutions should treat art education as a kind of "aesthetic education", let students master art-related knowledge and skills, and organise and carry out a wealth of practical art activities and art experience activities as a way to realise the teaching of aesthetic education. We should give full play to the role of art education and training institutions for primary school students in the whole 'aesthetic education' education of primary school students, and implement the educational task of 'cultivating morality and nurturing people'.

Conclusion 2. The supervisory and management capacity of art education organisations outside schools for primary school students needs to be strengthened.

The lack of quality supervision of out-of-school art education training institutions for primary school students is a major factor causing confusion in the out-of-school training market. There have been some bad developments in some primary school students' out-of-school art education institutions, such as false propaganda, price-boosting, illegal charging, tax evasion and a series of other misconducts. After some places explicitly included art as a subject in the secondary school examination, the demand for off-campus art education and training for primary school students was unprecedentedly high, leading to a tendency for off-campus art

training to be 'exam-oriented', which to a certain extent violated China's 'double-reducing' policy. In recent years, China has introduced a number of management systems. Although these policies have set out normative requirements for the admission standards, fees, and staffing standards of off-campus art education and training organisations, irregularities still occur. However, irregularities still occur. Therefore, it is necessary to unite the relevant education departments, industrial and commercial administration departments, as well as tax departments, civil affairs departments and other unified arrangements for the deployment of the unified management of art education for primary school students outside the school.

Primary school students out-of-school art education training institutions need to enhance the service-oriented. First of all, primary school students outside the school art education training institutions to serve the physical and mental development of primary school students as the goal. Primary school students off-campus art education institutions should thoroughly study the laws of physical and mental development of primary school students, and provide services for the comprehensive development and personality improvement of primary school students. Off-campus art education institutions for primary school students should strengthen the guidance of positive educational values, and radiate and influence the social educational environment through the improvement of educational methods and the quality of education.

Suggestions

At present, there are still many problems that need to be perfected and improved in the institutional mechanism and practical operation of Chinese primary school students' out-of-school art education and training institutions. According to this study's sorting, investigation and analysis of the problems related to art education and training institutions for primary school students, combined with the theoretical

exploration and construction of the development of art education and training institutions for primary school students, the following aspects can be considered for improvement and optimisation in order to promote the development of art education and training institutions for primary school students in China.

Suggestion 1. Carry out diversified teaching modes.

Promote learning in happiness. Quintus Horatius Flaccus, a famous philosopher and educationalist in ancient Rome, believed that 'to teach with pleasure, both to persuade the reader and to make him love it, is to meet the expectations of all people', and he applied this point of view to art education. Therefore, in order to improve the boring training, teachers can improve the teaching methods, such as the use of multimedia equipment, through the role of switching to try a different sense of experience, which can improve the students' autonomy and explore the creativity of the students. Teachers select students' favourite materials for different knowledge points, and art education as the main line, in the environment of art education using the "fun" method of teaching, through the art of art expression of feelings, artistic resonance, can explore the spiritual world of the students and the cultural world of rational understanding of the students' favourite courses.

Focus on situational teaching. Situational teaching method means that in the teaching process, the teacher purposefully introduces or creates vivid and concrete scenes with certain emotional colours and with images as the main body, in order to cause students to have certain attitudinal experiences, so as to help students understand the teaching materials and make students' mental functions to be developed as teaching methods. Many educational researchers believe that watching English films and listening to English music are effective ways to learn English. This is because the vicariousness of films attracts the audience and these emotions, plots, language and images make a deep impression on people. The same is true for

scenario-based teaching, which can not only design unforgettable scenarios for primary school students, but also allow them to become the 'protagonists', to feel and imagine and create art themselves.

Experiential teaching. From the teaching needs, introduce, create or create a specific scene or atmosphere compatible with the content of the teaching, in order to cause students' emotional experience, to help students quickly and correctly understand the content of the teaching, and to promote the comprehensive and harmonious development of their mental functions of a teaching method. In experiential training, primary school students obtain cognitive breakthroughs through activities in specific scenarios, and also experience the fun of learning, effectively promoting the development of advanced cognitive abilities of primary school students.

Building a high-level teacher team. Teachers are the guarantee of art education and training for primary school students, and a high-level teacher team is the lifeline of art education and training for primary school students, so it is very important to build a teacher team with reasonable structure and scientific division of labour. Relevant departments, primary school students' out-of-school art education institutions and all sectors of society should continuously improve the construction of full-time and part-time teachers in primary school students' out-of-school art education and training institutions, and need to supplement the number of stable teachers to meet the requirements of the majority of primary school students' out-of-school art education, and on this basis, gradually cultivate and introduce higher level teachers, and ultimately build a high level of teacher team.

Recommendation 2: Establish a multi-dimensional teaching and evaluation mechanism

Establish a management system for primary school students' out-of-school art education training institutions. At present, there are different management departments of off-campus art education and training institutions for

primary school students in the society, and there are more institutions providing off-campus art education services for primary school students, such as youth activity centres, private art training institutions, and even some art galleries, museums, and colleges and universities also provide training for off-campus art education for primary school students. There is a need to unify the management of off-campus art education institutions for primary school students from a national perspective, and to set up a special responsible institution for off-campus education at the national level, as well as a special responsible department for guiding off-campus art education, in order to achieve the management and evaluation of off-campus art education training institutions for primary school students.

Improve the assessment mechanism for out-of-school art education and training for primary school students. Establishing and improving the construction of an education system for out-of-school arts education and training institutions for primary school students. The teaching content and forms of teaching in off-campus art education and training institutions for primary school students are far richer and more complex than in-school education. It is necessary to put an end to the use of scores, grades and passing examinations to determine the learning effect of primary school students, and to establish a comprehensive assessment mechanism.

For the assessment and evaluation of primary school students' out-of-school art education and training institutions, it is impossible to establish micro-specific or quantitative evaluation indexes because of the different nature, positioning and content of the activities carried out by each institution, but it is possible to start from the general principles of primary school students' out-of-school art education and training, and from the perspective of the contribution to the society, measure the work carried out by the institution and its operation in the following aspects. First, public welfare, such as the scale and frequency of the out-of-school activities

carried out by the institution, as well as the beneficial impact it has on primary school students or the social environment in the regional context. Secondly, universality, which is mainly related to the breadth of the radius of the beneficiary subjects of the activities implemented by the extra-curricular art education and training institutions for primary school students. Thirdly, developmental, i.e. whether the institution can provide a platform for primary school students to further study art and explore, and whether the institution itself can form the developmental ability to further strengthen and improve.

Establishment of a professional social and academic support system. For the good development of the cause of out-of-school art education, some regional institutions or social forces composed of academic support institutions have been set up, such as the National Urban Children's Palace Work Research Association, Chengdu City Private Education Association and so on. These

associations have a certain influence in their own regions. In 2023, the Chengdu Private Education Association issued the 'Self-discipline Initiative for Off-campus Training Industry', calling on all off-campus training organisations and their practitioners in Chengdu to consciously do the 'seven tos' and 'seven nots'. The 'Seven Don'ts', to which Chengdu's out-of-school training organisations have responded, has had a positive effect on the management of out-of-school education in the region. To create a new system of out-of-school art education and training for primary school students, to change the way the government manages out-of-school art education and training institutions for primary school students, and to give full play to the roles of professional societies, industry associations, education foundations and other social institutions and organisations in the academic research and governance and management of out-of-school art education for primary school students.

WORKS CITED

- Avery Consulting.(2021). China Quality Education Industry Trend Insight Report. Retvied from. https://www.thepaper.cn/newsDetail_forward_13159121
- Babble, E.(2009). Social research method. Beijing: Huaxia Publishing House.
- Beijing Daily.(2022). The "two-part" system: a large number of children were able to attend school. Retvied from <https://study.bjwomen.gov.cn/thought/knowledge/2022/05/13/3835.shtml>
- Bray, M., Kobakhidze, M. N., Liu, J.(2016). The internal dynamics of privatised public education:Fee-charging supplementary tutoring provided by teachers in Cambodia. *International Journal of Educational Development*, 49(4), 291-299.
- Bray, M., Seng, B.,Bank, W.(2005). East Asia.Balancing the books:Household financing of basic education in Cambodia. *Comparative Education*, (100), 445-447.
- Cao, M. X.(2020). Research on the Regulation and Supervision of Out-of-School Training Institutions in Primary and Secondary Schools-Taking Jiangsu Province as an Example. *Science and Industry*, 20(10), 158-163, 188.
- Central Committee of the Communist Party of China, State Council of the People's Republic of China.(2019). Opinions on Deepening Educational and Pedagogical Reform and Comprehensively Improving the Quality of Compulsory Education. Retvied from http://www.gov.cn/xinwen/2019-07/08/content_5407361.htm.
- Central Committee of the Communist Party of China, State Council of the People's Republic of China.(2020). Observations on Comprehensively Strengthening Labour Education in Schools and Universities in the New Era. Retvied from. http://www.gov.cn/zhengce/2020-03/26/content_5495977.htm.

- Chen, H. Z., Wang, X.(2016). Dilemmas and Ways Out for Arts Education in American Elementary and Secondary Schools - The Development of Arts-based Out-of-School Auxiliary Programmes in the United States. *Comparative Educational Research*, (3), 08-112.
- Central People's Government of the People's Republic of China.(2006). Notice issued by the General Office of the Central Committee of the Communist Party of China and the General Office of the State Council of the People's Republic of China on the Opinions on Further Strengthening and Improving the Construction and Management of Out-of-School Activity Venues for Minors. Retrieved from https://www.gov.cn/gongbao/content/2006/content_291935.htm
- Chen, J. Q., Zhang, Shu.(2019). Analysis of the Impact of Cramming Burden on Students' Physical and Mental Health. *Journal of Bohai University*, 41(5), 134-140.
- Chen, Z. X.(2018). Legal Procedural Governance for Enhancing the Sense of Educational Equity-Taking the Legal Regulation of Primary and Secondary Out-of-School Training Institutions as a Perspective. *Global Education Outlook*, 47(09), 87-100.
- China Children's Centre.(2016). Theory and practice of out-of-school education. Beijing:Beijing Normal University Press.
- College of Arts and Media, Tongji University.(2022). Art as a Medium, Beauty as a Medium - The First International Symposium on Art Healing at Tongji University. Retrieved from. https://www.thepaper.cn/newsDetail_forward_20528355
- Dong, B. F., Liu, X. L. (2009). The History and Present Situation of Paid Tutoring-A Review Based on Literature Research. *Fujian Education Journal*, 10(04), 66-70.
- Falk, J. H, Dierking, L. D.(1998). The 95 percent solution. *Am Sci*, 486-493.
- Fan, L. S. (2023). Pathways and strategies for the development of out-of-school music education under the perspective of core literacy. *Parents*, (25), 34-35.
- Fang, F.(2018). Legal status and regulation of extracurricular tutoring institutions. *Educational Science Research*, (07), 36-41.
- Fang, X., Hu, Y., Yue, Q. W.(2021). Research on government governance strategy of online education for off-campus training institutions from the perspective of learners. *Journal of Xinyang Normal College*, 41(02), 57-64.
- Gardner, H.(2008). Art, Mind, and Brain: A Cognitive Approach to creativity. Beijing: Renmin University of China Press.
- Gardner, H.(2008). The Untrained Mind . Beijing: Xueyuan Press.
- Gardner, H(2008). Translated by Shen Zhixiang. Reconstructing Multiple Intelligences. Beijing: Renmin University of China Press.
- Gardner, H.(1988). The development of artistic education. Beijing: Guangming Daily Publishing House.
- General Office of the Central Committee of the Communist Party of China, General Office of the State Council of the People's Republic of China.(2020). Issuance of Opinions on Comprehensively Strengthening and Improving School Physical Education Work in the New Era Opinions on Comprehensively Strengthening and Improving School Aesthetic Education Work in the New Era. Retrieved from. <http://jx.people.com.cn/n2/2020/1016/c19031634352689.html>.
- General Office of the Central Committee of the Communist Party of China, General Office of the State Council of the People's Republic of China.(2021). Issuance of Opinions on Further Reducing the Burden of Homework and Out-of-School Training on Students in Compulsory Education.. Retrieved from. http://www.gov.cn/zhengce/2021-07/24/content_5627132.htm.
- Johnson, B., Christensen, L.(2019). Educational research:Quantitative, qualitative and mixed methods. Chongqing: Chongqing Publishing House, 34+50.
- Li, Y. T., Ma, L. (2023) The Importance and Role of Art Education for Aesthetic Education, *New American Domain* (05), 86-88.
- Lin, R. R.(2019) How to cure the chaos of education and training institutions. *People's Forum*, 644(26), 61-63.
- Liu, L. L.(2022). All-chain promotion of "double reduction": let basic education return to a good ecology. *Primary and secondary school management*, (01), 10-13.
- Lu, D. K., Wang, C., Ding, C. Y.(2019). On the Encroachment and Interference of Out-of-School Training Institutions on Basic Education. *Chinese Journal of Education*, (01), 79-84+101.

- Mahmud, R. (2021). Learning in the shadows: Parents' investments, family burden, and students' workload in Dhaka, Bangladesh. *Asia Pacific Education Review*, (1), 1-12.
- Mahoney, J. L., & Zigler, E. F. (2006). Translating science to policy under the No Child Left Behind Act of 2001: Lessons from the national evaluation of the 21st-Century Community Learning Centers. *Journal of Applied Developmental Psychology*, 27(4), 282-294.
- Malone, H. J., Donahue, T. (2017). The growing Out-of-School Time Field: Past, Present, and future. *Current Issues in Out-of-School Time*. IAP - Information Age Publishing, Inc. Retrieved from: <https://eric.ed.gov/?id=ED588532>
- Mark, B. (2020). Shadow Education Research in the European Region: Development Trends, Drivers and Policy Implications. *Global Education Outlook*, 49(02), 34-61.
- Ministry of Education of the People's Republic of China. (2022). Opinions of the Ministry of Education and 13 other departments on regulating non-subject-based out-of-school training for primary and secondary school students. Retrieved from http://www.moe.gov.cn/srcsite/A29/202212/t20221229_1036959.html
- Ministry of Education of the People's Republic of China. (2020). Introduction to the Opinions on Comprehensively Strengthening and Improving the Work of School Physical Education in the New Era and the Opinions on Comprehensively Strengthening and Improving the Work of School Aesthetic Education in the New Era. Retrieved from: http://www.moe.gov.cn/fbh/live/2020/52555/twwd/202010/t20201016_494998.html
- Qi, Z. Y., Yu, X. L., (2021). Legal regulation and inspiration of shadow education governance in Japan. *Modern Basic Education Research Research on Modern Basic Education*, 42(02), 48-54.
- Wei, Y. Q. (2013). Extracurricular tutoring counselling in the United States and its inspiration. *Foreign Education*, (8), 41-44.
- Wei, Y., Xue, H. P. (2021). Is the governance of out-of-school training institutions effective? An analysis based on data from the 2017-2019 China Education Finance Household Survey. *Research on Education Science*, (06), 32-40.
- Zhang, S., Liu, Q. L. (2017). Parents: not afraid to spend money as long as they are taught well. *Xinmin Weekly*, (02), 30.
- Zhou, L. J. (2022). The development status, problems and suggestions of out-of-school education--taking venues, training institutions and online learning platforms as examples. *Today's Science Garden*, (3), 60-66.