

The Moral Education Function and Path Choice of Art Education in Elementary Education

Wang Kunqi, PhD

Wang Kunqi, PhD in basic education and art education, Department of Education, East China Normal University, Shanghai, China.
Correspondence author: Wang Kunqi, 785680550@qq.com

Objectives: Since the 21st century, the cultivation of talents has shifted from the "core of knowledge" to the "core of literacy", which is also an emphasis on and attention to the core literacy of students. The elementary education policy represents an important measure in China's comprehensive quality education, and it puts forward higher requirements on the content and evaluation standards of basic art education. Ideological and moral education has always been highly valued in China. Moral education courses are compulsory public courses for students from elementary school to middle school across the country. The contradiction between the development and prosperity of moral education and the ideological and moral problems of students in the compulsory education stage is thought provoking. It is imperative to reform the existing moral education work. Giving full play to the moral education function of art education in elementary education is a popular and effective way for students in elementary and middle schools. The significance of this article's research on the moral education function of art education in elementary education is to infiltrate the moral education of art education, cultivate sentiments, improve students' aesthetic ability, cultivate students' artistic qualities and innovative thinking, to cultivate all-round development of people.

Key words: quality education; moral education; elementary school; art education

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INTRODUCTION

Elementary education has a strong guiding role in compulsory education. Since 2010, important documents such as the "National Medium and Long-term Education Policy and Development Plan Outline (2010-2020)" and "The State Council's Implementation Opinions on Deepening the Reform of the Examination and Enrollment System" have issued successively, which means that a new round of elementary education reform has officially started. Elementary education fully emphasizes

the comprehensive development of education, and more clearly promotes academic level, artistic quality, ideological and moral health. Moral education at the elementary stage is the basic way for schools to carry out core values education. In teaching, we must integrate various resources, improve teaching models, and actively integrate core values into classroom teaching to help students form correct and good morals. Values enable students in primary and secondary schools to grow up healthily and happily under the guidance of core values. However, in practice,

many schools pay more attention to cultivating students' "intelligence" and "skills", do not attach importance to moral education for students, and neglect to help students form good moral qualities and character qualities.¹ On the one hand, it has manifested in the school's neglect of moral education work, but also in the failure of teachers to comprehensively analyze the causes of problems in their work, fail to formulate scientific effect evaluation, lack of planning, and fail to in-depth and systematic research on effective ways to solve problems.² It is worth noting that under the new situation and new environment, in order to better promote social development, moral education work must have emphasized and constantly grasped.

Art education has the dual aesthetic value of visual culture and artistic imagination: On the one hand, students can realize the purpose of cultivating sentiment, enriching imagination and artistic humanities through art education, and feel the impact of art learning in addition to professional theoretical education and practical education. On the other hand, the entrance of art college fully takes into account the needs of the times of social culture and artistic development.³ In the construction of artistic characteristic courses and art examination training, science, professionalism and system have increasingly emphasized, and the content and evaluation standards of the art college entrance are proposed. Therefore, art education has important practical significance and value for talent training. The new model of elementary education has changed the disadvantages of focusing on the merits of dividing people. Correspondingly, the humanistic value of art education has been re-emphasized, which has triggered a comparative analysis and practical discussion of traditional art education and modern art education between schools and teaching teachers and students, so as to have a deeper understanding of the changes in art education teaching concepts. In order to change the art education evaluation, and guide the students to emphasize the improvement of art professional skills and pay

full attention to the cultivation of art talents in accordance with the guidance of the times and the needs of students. The win-win development of talent training and art education, especially the attention and emphasis on art education and other humanities and arts disciplines, has given great encouragement to the development of art education and art educators. It is used as a supplementary subject education, art education. The compulsory education and the standardization of teaching evaluation have gradually realized, and the teaching results of art education have become an important window for reviewing the comprehensive quality education level of schools, teachers, and students. Art education has significant sustainable significance and value for the development of art, and has far-reaching and universal practical significance for the development and promotion of the entire art education. In the context of rapid technological development and cultural diversity, education and educational assessment are facing the need for more open and modern reforms. It not only needs to have optimized and improved based on the traditional teaching system, but also requires the use of new teaching technology.⁴ Art education is an important component that cannot have ignored in the current development of new media technology, mass art communication, and visual culture. It has realized the innovative transformation of art education and teaching through the deep integration of technology, art, and mass culture, and has enriched science and technology.⁵ The manifestations and teaching methods of humanities education in teaching activities allow students to feel the charm of technology and art in the study, appreciation and creation of art. From the perspective of the entire aesthetic education, the development of art education is people-oriented, culture-oriented, and an indispensable basic link with art as a means. It is the training of talents in the development of China's art, culture, science and technology and cultural industries.

Art education is an education that uses the beauty of art, natural beauty, and social life to cultivate the educator's correct aesthetic concepts and the ability to feel beauty, appreciate beauty,

and create beauty. Different types of art courses also have different strategies when digging out the factors of moral education. Teachers take advantage of the trend and guide them to make moral education practical. Art is the crystallization of human civilization. With the development of the construction of socialist spiritual civilization, the demand for art is becoming stronger and stronger. The author believes that the era of reform and opening up calls for aesthetic and moral people. In this way, how to cultivate an aesthetic moral person has become an urgent problem to solve in moral education work. It is true that China's moral education has achieved fruitful results since the chaos has been set aside anyway, but there are also many problems. The fundamental reason lies in the lack of humanistic care in the moral education work caused by the long-term existence of utilitarian moral education. As an education that serves people, art education plays a unique function in cultivating aesthetic and moral people. Moral education work must re-examine the moral function of art education in order to make moral education a philosophy that truly cares about people.

LITERATURE REVIEW

Interpretation of Art Education

In academia, there are many definitions of art education. In the "Art Education" co-authored by Chu, Jeong, and Lee,³ he believes: "Art education is a free and orderly systematic activity that cultivates people's artistic ability and artistic realm through art as a medium." Kangyan believes in "Introduction to Art": "Broadly speaking, as the core of aesthetic education, the fundamental goal of art education' is to train people with all-round development, not to train professional art workers.¹⁰ In a narrow sense, art education' has understood as the training of artists or professional art. The various theoretical and practical educations carried out by talents, such as the study of various professional art colleges, are such educations. The School of Drama trains screenwriters, directors and actors, and the

School of Music trains composers, singers, and instrumental players. Art education in this article refers to art education in a broad sense.

Interpretation of Moral Education

As early as the Spring and Autumn Period, Confucius stated in "The Daxue": "The way of a university lies in the clearness of virtue, in being close to the people, and in the ultimate good."¹⁴ There is no concept of moral education in the sense of modern education, let alone the term "moral education". "Moral education" was first mentioned in "Schopenhauer's Philosophy and Educational Doctrine" published by Antonio,¹ a master of Chinese studies, in which he talked about "knowledge education", "aesthetic education" and "moral education". Later, in the article "On Educational Purposes" published in the issue of "World Education", Ki- Hyun Um, Fang, & Young- Jin Seo put forward the four educations of "Intellectual Education",¹¹ "Moral Education", "Aesthetic Education" and "Physical Education" in order to cultivate the "completeness" of all-round development. "The character" made the concept of "moral education" spread widely in China at that time. The famous modern educator Mr. Gertsen talked about "civil moral education" and "aesthetic education" in his "Opinions on New Education".⁶ Since then, the term "moral education" has been used in the education sector. The term "moral education" in modern China is consistent with the Western concept of moral education. It refers to moral education. The content includes ideological education, moral education, psychological education, legal education, political education, etc., covering almost all social ideologies. School moral education can form the moral education activities required by a certain society and class, that is, educators purposefully cultivate the morality of the educated. Its essence is the process of internalizing the ideological and moral norms of the society with the characteristics of the times into the ideological and moral character of the educated. The moral education studied in this article refers to "school moral education in a narrow sense". The economic foundation and political system determine the content of moral

education, and moral education serves the economy and politics.⁷ It can have integrated into various disciplines and various educational forms, and art education is one of them.

As two different independent disciplines, art education and moral education have different regularities, different educational goals, educational contents, and educational methods. The main difference is that art education acts on the emotional level, and focuses on entertaining and affection. It plays a role in people's unconsciousness, and affects people's emotions, personality, interests, ideas, etc. subtly. The main function of art education is to "educate beauty." Moral education acts on the intellectual level, focusing on reasoning and applying concepts, using normative rational education to encourage students to form moral thoughts, and by assuming moral roles to improve and perfect personality, constrain social relations, and maintain social ethics and social order.⁸ The main function is to "educate morality". However, moral education and art education are also closely related. Moral education and art education belong to the category of humanistic education. They both act on the spiritual level. Their purpose is to guide human beings to pursue the unity of life value, meaning, and personality of truth, goodness, and beauty, and to achieve the harmony of knowledge, affection, intention, and behavior. Art and morality present beauty and kindness, and beauty and kindness actually blend in and unite with each other. They actually penetrate each other and complement each other.

METHODOLOGY

The Art Education to Talent Training

1. Art education is an important way of emotional education for people

Emotion is a person's subjective attitude towards objective things. The feeling of fear caused by people in the face of crisis, the feeling of hatred when seeing ugly things, the feeling of pleasure when appreciating perfect art, and the feeling of admiration for beautiful things are all people's attitudes towards objecti

ve things. Emotion not only reflects the progress of human civilization but also the driving force of human behavior. Emotion has the most power to promote people's actions. For example, when we carefully observe a piece of wood that usually looks ordinary and discover its own texture and beauty and the warm and comfortable beauty of its materials, we will carefully observe every detail in our lives.⁹ After watching Luo Zhongli's "Father", we naturally gave birth to a kind of warmth of love and yearning for our father, and we also deeply understood the hardships and hard work of our father, and felt guilty for our unfilial piety as children.¹⁰ This is how art education has the cultivation of human kindness, love and affection, the effect of this kind of education is unmatched by other types of education.

2. Art education is a powerful driving force to stimulate people's creative enthusiasm

Aesthetics and art are the areas where human creativity can have fully utilized. Aesthetic education, especially art education among them, is the best educational form to develop and cultivate the creativity of children and young people. Many developed countries now attach great importance to stimulating creativity through art education. For example, in Japan, the United States and other countries, a large number of handicraft labor classes have opened from kindergartens to exercise practical and creative abilities. At the same time, this method can also develop intelligence. Most students tend to forget quickly when they hear it, remember what they see, and learn better only after they do it. The vast majority of art education is achieved through hands-on practice, especially art and design. The process of drawing and designing by students is itself a process of creation. There are countless painting methods for a point and a line. Different painting methods give people different imaginations. At the same time, there are different combinations of methods. In this process, students completely abandon the rules and regulations, play freely, and imagine boldly. This cannot but be said to be an excellent way to develop people's creativity.

3. Art education is a quality education that cultivates people's sentiments and makes people's morals and personality perfect.

Through aesthetic education, not only to cultivate people's aesthetic ability, but the ultimate goal is to shape the perfect personality and beautify people themselves. Aesthetic education stimulates and purifies people's feelings through vivid, concrete, and sensible images of beauty, uses beauty to guide truth and beauty to guide goodness. It is hard to imagine that a person who spits anywhere will be a person who has nurtured and educated by art since he was a child, and it is impossible to imagine that such a person will not leave his name on the building when he visits places of interest. In Europe, ordinary homemakers can name dozens or even dozens of great artists casually. In their view, women are the first teachers to educate their children, so they themselves have to receive art education from an early age, which is only the most basic quality education for them. In sharp contrast, in China, even in big cities, few people can name a few masters of art casually, let alone the vast towns and villages. It can be seen that improving everyone's aesthetic ability is an important aspect of modern quality education.¹¹ Our young generation will not only inherit the cultural heritage of the Chinese nation as the foundation for the development and development of our modern society, but also take the excellent culture of all the nations in the world as our nourishment and use it for us. Then, we must have a pair of eyes that can discover and appreciate beauty. This is of great significance for cultivating a new generation of high-quality talents with sound personality, improving the humanistic quality of the entire nation, and participating in world competition.

The Moral Education Function of Art Education in Elementary Education

"Art education is a free and orderly systematic activity that cultivates people's artistic ability and artistic realm through art as a medium." With the advent of the information age, art forms have become more colorful and entered through the Internet, television and other mass media. In modern people's daily life, art and people's daily life have become

inseparable. School art education has a unique function in the process of cultivating and educating people. Therefore, exploring the function of school art education is helpful to better develop art education activities and cultivate outstanding talents.

1. Art education and moral education are not an either-or relationship, but a mutually integrated relationship. Since ancient times, beauty and goodness have regarded as one. The well-known educator believes that "the formation of aesthetic education and the ideological outlook of people is inextricably linked with the formation of aesthetic and moral standards for children and adolescents. Art teaching itself is to allow children to appreciate art through learning. When I am in class, I will often observe the behavior of students. When children are attracted by the wonderful music, they will listen very seriously. Be able to participate in it. In the real education, on the one hand, aesthetic education and moral education are both important components of comprehensive education development. Their difference has only relative significance. Their educational objects and educational goals are the same, so they also exist in a harmonious relationship.¹² On the other hand, the aesthetic judgments and moral judgments of the educational objects often also have a certain degree of compatibility. This is that artistic aesthetic emotions and moral emotions resonate. That is to say, the subject of appreciation produces both aesthetic emotions and moral emotions at the same time in the same process. Therefore, it can be said that art education and moral education are not an all-or-nothing relationship, but a relationship of mutual integration and no distinction.

2. Art education and moral education are not a subordinate relationship, but a complementary relationship. The complementary relationship between art education and moral education has manifested in two aspects. Moral education can also ensure the correct direction of artistic development. In our teaching work, it is not difficult to find that some mischievous children are actually not bad in nature. Sometimes they just want the teacher's attention. When I was in class, I paid special attention to the children who were left

out in the class. Try to give them opportunities to perform and encourage them from time to time. Slowly you will find that these students like music lessons very much, and they are becoming more and more active. In addition, I will guide students to learn to listen to music during class. During the listening process, the children earnestly experienced the beauty brought to us by music. Through observation, I found that students would open up and communicate with teachers in this relaxed environment. Since ancient times, artistic creation has been adapted to the social ethics and ethics of the time. Since ancient times, artistic creation has been adapted to the social ethics and ethics of the time. Without moral ethics, then art is likely to play a negative role. For example, some people use the slogan of art to distort people's hearts. Such behavior is without artistry or beauty at all, and it is not conducive to enlightenment and human relations.¹³ Therefore, artistic creation in any country and in any era should consider the moral function and social responsibility of the work. Similarly, only under the correct guidance of moral education can art education go on more healthily. A correct outlook on life and good moral training can help the aesthetic subject to establish a healthy and upward aesthetic outlook, while a negative and decadent outlook on life and a bad and low moral character not only cannot help the aesthetic subject establish a correct aesthetic outlook, on the contrary, it will make the aesthetic subject divorced. Beauty is getting farther and farther, leading to the abyss of ugliness.

3. Aesthetics is not only a means to complete moral life, but also the highest goal pursued by moral people. For a long time, people have believed that aesthetics is a means to realize morality, and the concept of "using beauty to supplement morality" has been deeply rooted in people's hearts. Art education has always been a supporting role in moral education, playing the role of beating the side drum beside it. In fact, aesthetics is not only a tool and means to promote the formation of finished morals, but

also the highest state and goal pursued by moral or rational people. Schiller once pointed out in his "Aesthetic Letters" on the one hand. This view of Schiller is worth pondering. In the past, people believed that the process of human development was from a natural person to an aesthetic person, and then to a moral person. In other words, to become a virtuous and morally cultivated person is the highest goal that people pursue. Art and aesthetics have always acted as an intermediary and a bridge, thus making art education a "means" in the realization of moral education.¹⁴ In fact, if we think about it carefully, it is not difficult to find that through non-utilitarian aesthetic activities, people can obtain super-utilitarian subject freedom, thereby purifying and improving morality and helping people become moral people. In addition, what is the goal pursued by a moral person? There is no doubt that moral people are naturally pursuing moral freedom and spiritual liberation, which is the ultimate happiness and value experience of life.

4. The connection between art education and moral education cannot ignore the difference. We should agree neither with absolute moralism, nor with absolute aestheticism. We say that art education and moral education first exist as separate disciplines, and they have their own specific regulations, and there are fundamental differences in educational content, educational methods, and educational goals. Therefore, even if we emphasize the moral function of art education or the aesthetic function of moral education, it is still limited. Their differences and limitations are manifested in: the main function and purpose of art education is to "educate beauty", while the main function and purpose of moral education is to "educate morality"; the core of art education is "emotion", and the core of moral education is "faith". Art education is expressed by "image", and its spiritual connotation has uncertainty and ambiguity. While moral education focuses on using "concepts" to speak, and has direct and clear direction to moral practice, art education moves from the achievement of overall personality to morality.¹⁵ The completion of roles and moral education completes the components of the overall personality through the realization of

moral roles. Art education cannot conceptualize and systematically teach moral content like moral education, and similarly, moral education cannot achieve the image and vividness of art education. The quality of people is not limited to knowledge and skills. More important is human creativity, healthy and rich emotional life and aesthetic ability. The penetration of ideological and moral education and art education has become more frequent. The development of the times calls for modern education to break through traditional dogmatism education. Realize the conversion to modern theme education. Art is the foundation of moral education, and constructive research integrating art and moral education can better reflect the essence of contemporary moral education. Art education and ideological and moral education often blend and complement each other. Implement the principle of promoting aesthetic perception and moral knowledge. It is to combine the two with each other, promote each other, and learn from each other.

Moral Education Evaluation System for Art Education

The moral education evaluation system of art education mainly starts from the two main evaluation indexes of students' basic morality evaluation and the subject's personality development evaluation. Each index includes different evaluation elements. The basic morality evaluation includes seven main evaluation elements: one is moral quality. The second is citizenship. The third is network literacy. The fourth is the literacy of the rule of law. The fifth is labor literacy. The sixth is the mental health. The seventh is the performance inside and outside the class. It should have explained that the three aspects of network literacy, legal literacy, and labor literacy have added to the evaluation system. First, it has mainly aimed at the impact of Internet + on school moral education and individual students in the new media era. The second is to implement the requirements of the State. Thirdly, the labor literacy of students is

currently lacking in schools. The individual assessment of students should be objective, specific, and diversified. The subject's personality development evaluation includes two evaluation elements: self-cognition and self-development. The evaluation index system of moral education classroom is mainly composed of two first-level indicators: evaluation in the moral education classroom and evaluation outside the moral education classroom. It is detailed into six evaluation elements, including three aspects of evaluation in the moral education classroom: the implementation of the moral education curriculum Situation, the teacher's moral education level in the moral education classroom, and the performance of students in the moral education classroom.¹⁶ The evaluation of moral education outside the classroom includes: extracurricular practice activities, extracurricular daily behavior performance and network literacy. This system covers the three main factors from inside the moral education classroom to outside the moral education classroom, coordinating the courses in the classroom, teachers and students, and constructing a multi-dimensional and multi-angle overall moral education classroom evaluation in Table 2.

School moral education plays the role of chief designer in the entire moral education process, and the school's attitude and behavior towards moral education work directly affect the effectiveness of the entire moral education system.¹⁷ This article takes a middle school as an example to illustrate. The school attaches great importance to the school's moral education and regards ideological and moral education as one of its three major characteristics of the school. Moral education is permeated from the school's school-running ideas, educational concepts to campus environmental facilities, and emphasizes moral education first and promotes education with morality. Promote learning with morality, play down the point-only thinking of most schools, and avoid the tendency of emphasizing wisdom and neglecting morality. In this school, you can feel that the teachers are full of enthusiasm, the children are full of sunshine, and the quality of education has developed rapidly.¹⁸ In the art

course moral education evaluation system, the school moral education evaluation system should account for 30%. Therefore, the individual character evaluation of students should account for 30% of the entire system. At the same time, class moral education and classroom moral education also played an important role, each should account for 20%. Of course, each school can also make weight

distribution based on the actual situation of the school, because the index system itself is flexible. In the assessment practice, it is recommended that each weighting index can be adjusted down by 5%, and a 5- 10 point bonus item can also be set to encourage innovation in moral education and the development of characteristic work. For details, we can see in Table 3.

Table 1 Moral Education Evaluation System of Art Education			
Evaluation index	NO.	Evaluation elements	Specific performance
Basic moral evaluation	1	Moral character	Respect teachers, unite classmates, be honest and trustworthy, care for the collective, love work, diligent and enterprising
	2	Civic literacy	Self-esteem and self-confidence, a sense of social responsibility, compliance with laws and regulations, safety and environmental protection
	3	Network literacy	Able to correctly understand the role of the Internet, be able to surf the Internet in a civilized and healthy manner, browse healthy content, refrain from reading and disseminating harmful information, and strive to be a qualified young netizen
	4	Law literacy	Legal awareness: There is a preliminary awareness of rules, fairness, family legal relations, and safety awareness in the lower part of elementary school. There is a sense of national unity in the upper elementary school, a preliminary concept of the country and a sense of citizenship Rule of Law: Students in the lower grades of elementary school love animals and plants, do what they can to save resources and protect the environment, observe traffic rules, campus public order, and live safely. High-level students of elementary school should unite with classmates, get along with classmates from ethnic minorities, and be law-abiding citizens
	5	Labor literacy	Have a correct sense of work and love work. Master the knowledge of labor skills, and actively participate in all kinds of labor within one's ability. Cherish the fruits of labor and do not waste food.
	6	Mental health	Elementary school students can adapt to the new environment and new learning life; be able to interact with teachers and classmates and have a sense of security and belonging; be able to initially learn to control bad emotions and self-awareness;

Subject personality development evaluation	7	Performance	Correct learning attitude in the classroom, can learn actively, in and out of actively participate in classroom activities, have curiosity and thirst for knowledge; can cooperate and communicate with classmates, unite and help each other; can complete homework earnestly and honestly outside class; actively participate in various internal and external organizations Moral education practice activities, good performance
	8	Self-awareness	Able to understand oneself correctly, clarify one's own hobbies, develop one's own specialties
	9	Self-development	Team spirit, communication and sharing, practice and innovation ability

Table 2 Evaluation Index System of Moral Education Class			
Evaluation Index	NO.	Evaluation elements	Concrete manifestation
Moral Education Evaluation in Art Class	1	The implementation of art classes	Reflect the core values of socialism
	2	Teachers' Moral Education Level in Art Classroom	To accomplish the goal of moral education, the method of moral education is appropriate. The development of moral education classroom activities is developmental and creative.
	3	Moral Education Performance of Students in Art Class	Participate in moral education classroom activities: can show initiative and creativity in activities: can cooperate with others, unite, and help each other: complete tasks seriously and responsible.
Evaluation of Moral Education Outside Art Classroom	4	Moral Education Practice Activities Outside the Classroom	Complete the extracurricular practice activities of moral education, the practice activities organized inside and outside the school, and the social practice activities.
	5	Daily behavior performance outside the classroom	Have good study habits, hygiene habits and living habits
	6	Network literacy	Not play games and participate in inappropriate speech.

Table 3 The Weight Table of the Evaluation Index System of Primary School Moral Education		
Evaluation index	Weight	Factor number
Evaluation of School Moral Education	30	22
Moral Education Evaluation in Art Class	25	21
Students' individual character evaluation	30	11
Art Class Evaluation	15	9
Innovation and characteristic work	Add 5- 10	Comprehensive evaluation result

Result and Discussion

Although the function of moral education in art education in elementary education has achieved certain results, the main reason that affects the function of moral education in

elementary education and art education is that the status and role of moral education function are not clear, the method of exerting moral education function in art education is single. We must first find the basic path, establish the guiding ideology, and then follow this path to choose specific

methods and methods to solve the problem. Specifically, this path requires us to adhere to the concept of elementary education, rely on a sound elementary education platform, draw on advanced experience at home and abroad, and at the same time integrate the three-dimensional culture of historical tradition, national patriotism, and personality, so as to establish the full play of the moral education function of art education.

Result Analysis

This article selects the classroom moral education evaluation index in the primary school art classroom moral education index system, and uses it in the classroom evaluation of the first elementary school in a county to illustrate the actual application of the art classroom moral education evaluation index system. Moral education classroom evaluation is mainly composed of two evaluation indicators in the moral education classroom and outside the moral education classroom. It is specifically detailed into 6 evaluation elements. The specific content is shown in Table 4 below.

Table 4			
Evaluation Index of Moral Education in Primary School Art Class			
First Index	Score	Second index	
Moral education	30	The implementation of moral education courses	
evaluation in the art	20	Moral education performance of teachers in the art	
classroom		classroom	
	10	Moral education performance in art class	
Moral education	15	Completion of practical activities outside art class	
evaluation outside the	15	Daily behavior outside art class	
art classroom	10	Network literacy	

The first is to use the preliminary "Primary School Moral Education Class Evaluation Index" to carry out the art classroom moral education evaluation, and to improve it: First, use different methods according to the content of the index system. Mainly carry out various forms of art classroom moral education teaching activities and extracurricular practical activities. The school conducts a segmented evaluation based on the daily records of the performance of teachers and students in each class inside and outside the art classroom, and the results of the evaluation are announced once a month. The school will add 2 points to the teachers who have awarded the title of excellent moral education teacher in each period, and the accumulated points shall not exceed 10 points. Teachers who fail to pass the evaluation of moral education level twice will lose 5 points in the annual teacher assessment.¹⁹ The second is the analysis of the problems in the actual operati

on: First, the content of the preliminary moral education evaluation index for the art classroom is used to evaluate the moral education inside and outside the classroom, which cannot reflect the evaluation system of the index system from "in the classroom" to "outside the classroom". The second is that the feasibility is not strong, and it is not easy to operate and grasp. The specific assessment points in the assessment indicators are too vague and general. For example, the evaluation elements of "Art Classroom Moral Education Implementation" reflect the core values of socialism, including political identity, national consciousness, cultural self-confidence, and civic personality. These four aspects are too abstract and not easy to quantify.²⁰ Most teachers report that they do not use the index system or randomly assign points to impressions based on the content of the index system, which results in the index system not functioning as an evaluation incentive. Thirdly, the result standard of evaluation is not uniform, the subjectivity of evaluation is strong,

and the method of evaluation is not scientific enough. In view of the problems in the application of the above-mentioned index system, the content of the secondary index of the evaluation was improved and modified based on the original evaluation system. The secondary index systems including the completion of the work have paid more attention to detail in content, which improved the main body and methods of evaluation, striving to be systematic and scientific.

The Improvement of Teacher Allocation in Elementary Education Art Education

As an important subject in elementary education and art education, teachers play an important role in giving play to the moral education function of art education. Specifically, teachers can consciously inject moral education content into teacher-student interactions through teaching and demonstration, guiding students to participate in art activities, etc. Therefore, the art education teachers have a critical influence on the performance of moral education functions. The difficulty in the construction and innovation of art courses in some remote areas in China lies in the weakness of teachers. In the introduction of teachers, the school leadership should give tilt and support in the allocation of indicators and the introduction of salaries, to improve the academic level, professional standards, and educational management capabilities of the teaching staff. In the training of full-time art teachers, there should be regular and continuous teacher training and refresher plans to enhance the talent support for art education in primary and secondary schools. In terms of post treatment, the full-time art education teachers should be given fair treatment in strict accordance with the requirements of the "Regulations". For schools that cannot meet the above conditions temporarily, they can make up for the lack of teachers through external recruitment. Experts and teachers from outside art groups and art colleges can have hired to guide the art education courses and activities of the school. Each student art group has a

corresponding professional teacher guidance, and relevant professionals can guide some campus cultural activities. The school should actively integrate the resources of teachers for art and cultural quality education in the school, strive to introduce and absorb high-quality teaching resources at home and abroad, and establish a team of excellent teachers with rich teaching experience, reasonable title, and age structure, and a combination of full-time and part-time.

In elementary education and art education, teachers and students are the main body of each other. To play the function of moral education, high-quality teachers and students' enthusiasm are indispensable. Teachers' teaching and demonstration is the key to art education. The famous Hungarian musician Kodaly once said that "a music teacher in a primary and secondary school is more important than an opera conductor in a city". The quality and level of teachers directly affects the quality development of students.²¹ As mentioned above, teachers must first be aware of the role of the courses they teach in the cultivation of students' morality, and then they can carry out moral education consciously. To strengthen the ideological education of teachers of elementary education and art education, it is necessary to pay special attention to overcoming the absolute aestheticism among teachers. Absolute aestheticism denies the connection between art and morality, advocates that art is art, and completely rejects the moral education function of art. Aestheticism is the product of modern western philosophical and cultural thoughts. Since the beginning of the century, with the reform and opening up and the west wind spreading eastward, aestheticism has had a huge impact on the creative stand and artistic concept of Chinese artists. The writing texts of a large number of avant-garde novelists that appeared in the late period of China are products deeply influenced by aestheticism. Some avant-garde novelists have completely abandoned their moral stand in the exploration of art forms, and promoted the moral retreat of art and intransitive writing. This breaks the inner connection between artistic moral power and aesthetic quality. It has manifested in elementary

education and art education, that is, in the teaching process, it pays attention to the artistry and neglects the education, and cannot grasp the characteristics of art education. It organizes and develops art education activities according to the construction of campus culture and the needs of most students. This is extremely harmful to the function of moral education in art education.

The All-round Development of Elementary Education Art Teachers

This paper strengthens the moral education knowledge training for teachers of art courses, and increases the theoretical accumulation of moral education for art teachers. Strengthen the mutual exchanges between art course teachers and moral education teachers, learn from each other's teaching experience, improve teaching methods, and truly exert and realize the moral education function of art education in teaching activities. On the one hand, it is necessary to encourage art teachers to "go out", go to higher education institutions at home and abroad for further training, short-term visits and academic exchange activities, and organize teachers to participate in academic conferences at home and abroad. On the other hand, teachers have organized to participate in such activities as "New Teacher Teaching Diagnosis", "School Teacher Network Training", "Pilot Course Teaching Observation Activities", "Collective Teaching Observation Activities", "In-service Professional Teacher Teaching Lectures", "Wonderful One Training, and competition activities. The implementation of "listed teaching" and the implementation of students' free choice of courses, free choice of teachers, and free choice of times play an important role in continuously improving the quality of teachers and teaching quality. The role of students in playing the moral function of elementary education and art education is also indispensable.²² The current situation is that in the context of an increasingly utilitarian society, some students have become more and more utilitarian. Choose art education courses for easily earning credits instead of cultivating

sentiment to acquire knowledge, and participate in student art activities for the purpose of appraisal and awards. This is tantamount to treating art education as a paving block. This detached utilitarian attitude puts forward higher requirements for the personal qualities and morals of elementary education art education. When developing art education, we must pay attention to ideological and moral construction as a guide, highlight the ideological and educational nature of art education, use healthy and progressive advanced culture, and art to occupy the ground, and promote the continuous improvement of students' ideological and moral quality. To adhere to the guidance of ideological and moral construction, we must first create conditions for realizing the function of art education and moral education by optimizing the leadership mechanism. The second is to ensure the correct ideological orientation of art education through a strict art education management. In the procedures for setting up art courses, the system of collective review and trial lectures has strictly implemented. Strictly implement the "review system" of art education courses and lectures, focusing on reviewing its ideological orientation. Conduct serious guidance and strict review of campus cultural and artistic activities carried out by students to ensure that the activities are active, healthy, and progressive in nature, and prevent low-interest culture, decadent culture, and negative culture from appearing on the stage; in addition, strengthen the guidance and management of student art clubs. In terms of form, we should proceed from the actual environment in which compulsory education is located, and adopt flexible, diverse, and delightful forms to meet the diverse needs of primary and secondary school students. The traditional moral education method emphasizes the compulsive and indoctrinating methods. Regardless of whether the students are willing or not, the students just accept it passively without taking root in their hearts. Therefore, once they encounter wind and rain, they will inevitably be precarious. Therefore, while emphasizing the commonality of ideological and moral construction of primary school students, it is also necessary to emphasize the individuality of its

form. Among them, the art education classroom is an extremely appropriate and very important form. At the same time, we can also entertain students' collectivism and patriotism in these activities. It can also further strengthen the sense of responsibility and mission of students and cultivate their dedication spirit." At the same time, we must also encourage primary and secondary school students to devote themselves to social practice, and use social practice to train them to grow into talents.

Strengthen the Curriculum Construction of Elementary Education Art Education

Incorporate art education courses into the school's talent training plan, implement credit system management, and continuously increase the proportion of credits for art education courses. The campus culture and art activities have fully incorporated into the second classroom innovation credit, and as an important content of student evaluation. The school plans the curriculum modules uniformly and optimizes the structure. We should vigorously improve the current situation of single art education curriculum and low professionalism in China's primary and secondary schools. The curriculum should be set as art theory and art practice, with specific settings for art, music, dance, and drama. , Visual design and other subject categories, combined with courses suitable for China's advanced art education needs. Regarding the basic curriculum, adjust the depth and difficulty of the curriculum appropriately according to the needs of students and educational goals. In order to achieve the goal of art education in China's general elementary education, not only courses in art practice, but also courses in art theory and art analysis should have offered to improve the curriculum of art education in primary and secondary schools in China. The second is to improve the teaching forms and methods of art courses. In art education, we should not stick to the old model of general classroom teaching based on the text and the teacher tells students to listen.²³ Instead, we should adopt more teaching methods aimed at

stimulating students' intelligence, aesthetic ability, and innovation ability, so that students can fully participate in art. The third is to do the second classroom. Nowadays, most primary and secondary schools in China offer second classrooms, which are an important supplement to the first classroom and aim to improve the comprehensive cultural quality of students. It is necessary to further improve the subject setting, credit evaluation and classroom management of the second classroom, attract, and encourage students to actively participate in the second classroom, further expand the influence of the second classroom, and actively build it into one of the main positions of art education in primary and secondary schools. To play the moral function of elementary education and art education through extracurricular literary and artistic activities, it is necessary to deeply explore the connotation of the activity material and avoid one-of-a-kind activities. Pay attention to the quality of activities, enrich the types, and complete the system, and gradually form cultural and artistic activities, cultural and art lecture activities, major celebration activities, quality development activities and other campus cultural activities modules, forming a classic campus cultural activity brand. Invite well-known experts and scholars in the field of culture and art at home and abroad to give lectures, and invite high-level art groups to perform at the school, and cultivate and influence students with outstanding classic and elegant art forms and works of art. Schools that do not currently have the conditions can make good use of local cultural and artistic resources, invite local professional art groups to the school to perform and exchange with students, and use rich cultural and artistic resources such as the Internet and multimedia resources to play and appreciate them regularly. Vigorously give play to the role of the student art troupe in art education on campus, make the student art troupe take root in the campus, insist on serving teachers and students, and regularly hold special concerts, art knowledge lectures, and large and small theatrical performances. Encourage members of the student art troupe to actively participate in various cultural and artistic activities on campus, and spread art to the majority of students, and through their bit by

bit, improve the artistic quality of ordinary students. Make the student art troupe an important carrier for promoting advanced culture and exerting the moral function of art education. Students are the main planners and participants of extracurricular cultural and artistic activities, and they must actively give play to the enthusiasm of Guangzhong primary and middle school students, brainstorming ideas, and bold innovations. For example, when planning a theme party around a theme, it is best to organize a program with a real story as the theme, such as composing musicals, composing hymns, rehearsing choruses and musicals, etc. When choosing the subject matter, you need to master the information extensively, dig deeply, discover the shining points behind the small things, and avoid following the crowd. When using extracurricular literary and artistic activities to improve the function of moral education, we must pay attention to the unity of form and thought, and find a joint between the innovation of form and the persistence of dominant thought. Pay attention to the enthusiasm of students in the specific form.

CONCLUSION

In the context of the rapid and vigorous development of China's economic construction, the school education environment is getting better and better. However, along with economic development and social progress, the external environment and internal influences affect the world outlook, outlook on life and values of primary and secondary school students. The moral cultivation and personality quality of students are uneven. Some students show utilitarian ideas, indifferent moral consciousness, and ambiguous pursuit of ideals. Ideological and moral education has always been highly valued in China. Moral education courses are compulsory public courses for students from elementary school to middle school to university and even master and doctoral students across the country. The contradiction between the development and prosperity of moral education and the ideological and moral problems of primary and

secondary school students is thought provoking. It is imperative to reform the existing moral education work. Giving full play to the moral function of elementary education and art education is a popular and effective way for primary and middle school students. In addition, this article's research on the function of moral education in elementary education art education is a useful exploration of the school moral education reform, and it has certain reference value for how to innovate and improve moral education.

Elementary education, art education and moral education have a common goal of educating people, both of which are to train the majority of young primary and middle school students into people with sound personalities and excellent qualities. Art education is emotional education. It can vividly reflect and profoundly affect people's thoughts and feelings. It has a strong appeal and can stimulate the inner aesthetic experience and moral emotional experience of primary and secondary school students. Elementary education Art education is one of the effective ways to play the function of moral education and is easy to accept by primary and middle school students. With the help of excellent works of art with profound ideological connotation, it will affect the moral quality and personality cultivation of primary and middle school students subtly. While art brings them beautiful enjoyment, it also enhances their spiritual realm, cultivates their sentiment, and purifies their minds and minds. This is also the demand for moral education of art education, and the essence of the practice and popularization of art education in the majority of schools. Moral education evaluation is an indispensable link in the completely moral education; it can judge the quality and effect of moral education work. However, the theoretical and practical issues in the evaluation of moral education have become difficult points in the work of moral education. On the other hand, this also urges us to examine the entire process of moral education evaluation from a more rational perspective. This thesis starts with the evaluation of school moral education, selects the more basic elementary school moral education as the content, and refines the abstract elementary school moral

education content into a concrete and operable evaluation index system. This will help to fundamentally solve the problem of the lack of effectiveness of moral education in the work of moral education, and implement the fundamental task of moral education of "cultivating morality and cultivating people".

Recommendations

To realize the moral education function of art education, this article believes that the following aspects should have grasped. First, innovate the concept of moral education. Art education in elementary education is not only the main content and way of school aesthetic education, but also a breakthrough point to deepen the reform of moral education and improve the level of moral education. The artisticization of moral education means to permeate the aesthetic concept of art throughout the entire process of moral education, so that art education can have fully permeated in moral education, and the process of moral education should have shaped into a process of harmony and unity of truth, goodness, and beauty. Second, innovative moral education strategies. The emotional factors of art education have integrated into the moral education process, and the strategy of moral education aesthetics and beauty penetration has implemented. Specifically, the law of beauty and the realm of aesthetics have penetrated into the goals, means, content, methods, environment, mechanism and other links of moral education, so that people can be independent. According to the laws of beauty, it is a strategy to shape morality and realize aesthetics as a unity of purpose and means. Third, promote the mutual penetration of art education and moral education. The focus of elementary education on art is not only to make people pay attention to art education, but also to build the meaning of life on the moral realm of beauty, and to raise science and art, morality and aesthetics to the height of the realm of life at the same time. Theoretically, the aesthetic concept of art education runs through the research of moral education, and the research of moral education aesthetics has

strengthened. In practice, get rid of the utilitarian curriculum view, and strive to make the moral education classroom full of artistic and interesting; also use art elective courses to improve students' aesthetic accomplishment to assist moral education teaching; organize students to carry out literary activities to achieve the effect of attracting good with beauty. In this way, the socialist moral education work has implemented the concept of arming people with scientific theories, guiding people with correct public opinion, shaping people with noble sentiments, and inspiring people with excellent works.

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