

Research on the Development Situation and Strategy of Elderly Art Education in China

-- Based on SWOT Analysis

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Abstract: In this article, we will analyze the development situation and strategy of elderly art education in China based on SWOT analysis. SWOT analysis is a widely used method for evaluating the internal and external strengths and weaknesses of organizations, as well as identifying opportunities and threats. By applying SWOT analysis to the development of elderly art education in China, we can better understand the current situation and future development trends, and formulate appropriate strategies to promote the development of elderly art education.

Keywords: Elderly, Art education, SWOT.

1. Introduction

1.1. Research background

As the aging trend in Chinese society intensifies, the number of elderly people is increasing, and their spiritual and cultural needs are also growing. Against this backdrop, art education, as an important way to improve the quality of life and promote physical and mental health of the elderly, has gradually received widespread attention. Baolian Ye (2023) considered that Aesthetic education, fosters students' creativity and imagination, so assisting them in the development of critical thinking abilities and a heightened understanding of cultural diversity [1]. This article will use the SWOT analysis method to conduct an in-depth analysis of the development situation of elderly art education in China, and propose corresponding strategic suggestions.

1.2. Related concepts

1.2.1. SWOT analysis method

A SWOT analysis was conducted. SWOT is a management tool usually carried out in a corporate business strategic plan to verify a company's strategic position (M.M. Helms, J.B. Nixon, 2020) [2]. T.J. Chermack, B.K. Kasshanna (2023) pointed this tool helps to identify the positive points, as well as the main problems, increasing opportunities and checking the company's risks, allowing for better decision making [3], and recently has been used to provide comprehensive synopsis in diverse areas L.A.B. Paes, B.S. Bezerra, R.M. Deus, & D. Jugend, 2019) [4]. SWOT analysis is a commonly used strategic analysis tool that can help us comprehensively understand the development trend of a field and develop more scientific and reasonable strategies (Mphasha, 2018). SWOT analysis is widely used in various fields, whether in business, education, healthcare, or government agencies. It can be used to assess the development prospects and future trends of a field. Regardless of which field it is applied in, SWOT analysis requires careful analysis of its own strengths and weaknesses as well as opportunities and threats in the external environment, in order to develop more scientific and

reasonable strategies (Cahyani Tunggal Sari, Hadi Subagyo, 2020) [6].

In the field of education, the SWOT analysis method can help schools understand their own strengths and weaknesses, as well as the opportunities and threats in the external environment. Through SWOT analysis, schools can develop more scientific and reasonable development plans, thus better meeting the needs of students and improving the quality of education.

1.2.2. The connotation of art education for the elderly in China

Ayhan Helvacl (2015) [7] pointed out that Music education affects the individual and the society it lives in. Music education brings cultural, artistic and musical behaviour to individual purposely. Changes occur in individual as a result of these achievements. Huseyin Uzunboylu (2015) pointed that "Music education will affect society through the changes that occur in the behavior of the individual, and it is clear that the changes in society affect the individual" [8].

Elderly art education, also known as senior art education, refers to a series of educational activities designed specifically for individuals aged 60 and above, encompassing a diverse range of artistic pursuits such as music, dance, painting, calligraphy, and drama. With the aging of China's population on the rise, the demand for spiritual and cultural fulfillment among the elderly is correspondingly on the increase, making elderly art education a subject of increasing attention and focus from various sectors of society (Yulin Song, 2022) [9].

Elderly art education not only provides a platform for the elderly to express themselves creatively but also serves as a vehicle for social interaction and cultural exchange. It allows elderly individuals to explore their artistic talents and hobbies, fosters a sense of purpose and belonging within the community, and preserves their rich life experiences and wisdom through creative expressions. Moreover, elderly art education has been found to have positive effects on the elderly's mental health and cognitive function. Engaging in creative activities such as painting, writing, and dance can help alleviate depression, improve mood, and enhance

cognitive abilities. As China's elderly population continues to grow, it is important to recognize the role and significance of elderly art education in meeting the spiritual and cultural needs of our aging society (Melanie Davenport, 2023) [10].

2. The Value of Art Education for The Elderly

2.1 Art education which has an important role in human's life, nowadays is became an important and emphasized study subject by the researchers. As the result of the literature reviewed, it was found out that art education was dealt with in different ways by different people. According to Huseyin Uzunboylu (2013) referred to education is an important subject that should be considered in educational concept [7]. The significance of education for the elderly is to meet the needs of self-realization through education. As an important part of education, education for the elderly is different from traditional adult education. The elderly themselves do not need to prepare for career development, and the educational activities carried out are based on the psychological characteristics of the elderly. The educational purpose of education for the elderly is also to enable the elderly to acquire knowledge, enrich their experience, and form a healthy lifestyle. The emergence of education for the elderly is accompanied by the acceleration of the aging process in China. Therefore, in order to promote the development of education for the elderly faster and better, our country has given strong support in relevant policies. Through various policy support for education for the elderly, we can promote the construction of a learning-oriented society in our country.

2.2 Old age art education is education provided for the elderly through art platforms. Educational activities through music, dance, painting, and other artistic content can effectively enrich the cultural life of the elderly and cultivate their aesthetic taste. The existing forms of old age art education mainly include art courses offered by universities for the elderly, or art groups for the elderly based on communities. Different forms of education are ultimately aimed at enriching the spiritual and cultural life of the elderly, cultivating their sentiments, and effectively improving the aesthetic quality of the elderly in China.

2.3 Art education for the elderly is beneficial to realizing the personal value of the elderly. Although the methods adopted by the country to deal with the problem of an aging society are different, the common method is to use traditional Chinese culture to carry out art education among the elderly and enrich their retirement life. Before the emergence of an aging society in China, most people were busy with national construction and few people had access to art and cultural life. Therefore, in order to realize their dreams when they were young, some elderly people will enter cultural activities such as senior universities to learn art and cultural knowledge after retirement. On the other hand, the value of the elderly is special to the country, but after retirement, some elderly people are empty and confused, and cannot realize their own value through effective ways to create wealth for the country. Therefore, it is urgent to improve their life in their later years and perfect their meaning of life. Carrying out art education in elderly education can not only enrich the daily life of the elderly, but also enable the elderly to learn a skill, find like-minded partners, and communicate with each other, which is beneficial to the physical and mental health of the elderly and the pursuit of a better life.

2.4 Art education for the elderly drives the expansion of social values among the elderly. Through the development of art education for the elderly, the elderly can play a role as role models in modern society, promoting the development of a learning-oriented society for all, and making young people aware that learning is age-neutral. Secondly, the rational use of art education for the elderly can drive a cultural learning boom among the Chinese people, enhance their overall cultural quality, and strengthen the construction of China's cultural soft power. As an important symbol of social progress, the level of cultural literacy and aesthetic taste of the elderly is of great significance.

3. Problems and Current Situation of Chinese Elderly Art Education

Can, A. A. (2011) summarized that recently education has been taken the most significant role to improve individual's high level skills, have self-efficacy and also especially for thinking critically and creative [11].

The deepening of the aging process has brought about more social problems. In order to effectively enhance the country's cultural soft power, art education has been carried out in elderly education, but there are some prominent problems in current elderly art education.

3.1 The art education for the elderly in China started relatively late. The first university for the elderly in China was established in Shandong Province in the 1980s, when art education was not fully developed. Up to now, the proportion of students in the university for elderly is still low, and most of the elderly do not have the corresponding learning consciousness. Secondly, due to the small number of students, the allocation of educational resources in the university for the elderly is also slightly insufficient. At present, the focus of education in China is also placed on pre-school education, compulsory education and ordinary higher education, and the supply level of art education for the elderly is also low (Hang Jiang,2023) [12].

3.2 The lack of experience in the development and application of resources in elderly art education. Due to the slow development process of elderly art education, some teaching staff in the university for the elderly are not sufficiently aware of themselves, and they are not proactive enough in resource development, resulting in the lack of relevant educational resources in elderly art education in China. Most art courses are spontaneously carried out by students in the university for the elderly. Secondly, the more courses offered in the university for the elderly are also based on the relevant courses of existing universities, and the art courses are not given enough attention. Therefore, there are fewer subjects for the elderly to choose in the curriculum system. On the other hand, due to the physical reasons of the elderly, their memory and mobility are relatively weak, and the content of elderly art education is also lacking in scientific planning, which is not suitable for the development path of the elderly group. In addition, the teaching materials for art education are not reasonably arranged according to the cognitive ability of the elderly, resulting in a lack of enthusiasm for learning among some elderly people and an inability to understand the teaching content. The lack of resources and the unreasonable teaching content have caused the elderly to lose interest in art learning, further hindering the development of elderly art education.

3.3 China has gradually entered an aging society, but there

are not many people who receive elderly education. At present, elderly education in China is mainly carried out in large cities or counties, while in rural areas, there is basically no elderly education. One of the main reasons is that the income level of the elderly in rural areas is not high, and the needs and purposes provided by elderly art education do not fit the living concept of the Chinese people, resulting in a mismatch between supply and demand. On the other hand, due to the influence of traditional Chinese concepts, both young people and the elderly believe that the elderly themselves only need to focus on the family. While the young people fulfill their filial piety, they help the young people alleviate the pressure of work and life. Some people believe that going to the university for the elderly needs to pay a certain fee, which will add unnecessary trouble to their children to some extent, so they do not accept elderly art education.

4. SWOT Analysis of The Development Situation of Elderly Art Education in China

4.1. Strengths of the Development of Art Education for the Elderly in China:

4.1.1 Strong cultural foundation. With a history of thousands of years, China's rich and diverse cultural heritage provides valuable material and resources for art education for the elderly. For example, traditional Chinese calligraphy carries the wisdom and emotions of ancient Chinese scholars, and its ups and downs, and the balance between attack and defense provide unique artistic experiences for the elderly. In addition, traditional artistic forms such as Chinese painting, music, and opera have a profound historical background, providing the elderly with a rich and colorful art learning opportunity.

4.1.2 Widespread popular basis. China is one of the countries with the largest elderly population in the world. The large number of elderly people provides a broad market and audience for art education. With the development of social economy and the improvement of people's living standards, more and more elderly people attach importance to the richness of spiritual life. They desire to cultivate their sentiment, exercise their body, and improve their quality of life through art education. This phenomenon provides a good social environment and development opportunities for art education.

4.1.3 Diversified educational forms. In recent years, the forms of art education for the elderly in China have become increasingly rich, no longer limited to traditional classroom teaching. In addition to community education and senior universities, many artistic groups and activities for the elderly have emerged, such as dance teams, choirs, drama societies, etc. These diversified educational forms meet the needs of different elderly people, allowing them to choose their own art learning methods according to their interests and talents. In addition, the rise of online education has also provided more convenient learning channels for art education for the elderly.

4.2. Weaknesses in the Development of Elderly Art Education in China

4.2.1 The distribution of educational resources is uneven. In our country, the distribution of art education resources between urban and rural areas and between regions is

extremely uneven. This makes it deeply regrettable that some elderly people in some areas cannot enjoy the high-quality art education resources they deserve.

4.2.2 The content of education is single. The teaching content of some elderly art education institutions is too single, lacking innovation and diversity. This obviously cannot meet the diverse learning needs of the elderly, and this situation needs to be improved urgently.

4.2.3 Lack of professional teachers. In the field of art education, the shortage of professional teachers is a common problem. In particular, those professional teachers with profound artistic accomplishment and rich teaching experience are even scarcer, far from meeting the current teaching needs.

4.2.4 Serious shortage of educational facilities. Due to the serious shortage of art education facilities for the elderly, many elderly people cannot obtain high-quality education services, which brings many difficulties and inconveniences to their learning and life. This situation not only affects the learning experience of the elderly, but also restricts the development of art education institutions for the elderly. Therefore, we need to take measures to improve this situation, including increasing investment in education facilities, improving the efficiency of the utilization of educational resources, and carrying out diversified art education for the elderly. Only in this way can we enable more elderly people to enjoy quality education services and improve their quality of life.

4.3. Opportunities for Chinese elderly art education

Ucan, Ali (2017) believes that music is an expression way, and expression carried out with the language. Musical expression can only be expressed in the language of music [13]. Music, due to the nature of being common language of the people, the basis of universal culture are created by understanding of child of his country and human communities who live in other countries and their cultures. In this regard, music can be viewed as a culture transponder. Elders can recognize his own culture and traditions with music and dance, and his national feelings develop, so there many opportunities for Chinese elderly art education.

4.3.1. Policy support. The government fully recognizes the importance of elderly education and has formulated a series of targeted and effective policy measures to encourage its development, providing strong policy guarantees for art education and enabling its full development and popularization in the field of elderly education.

4.3.2. Assisted by science and technology. Modern scientific and technological means such as the Internet and artificial intelligence are changing rapidly, providing unprecedented opportunities for the development of elderly art education. Through innovative educational methods such as online courses and distance education, not only can geographical restrictions be broken, allowing more elderly people to receive quality art education resources, but also expanding the coverage and influence of education, allowing art education to be more widely spread and promoted among the elderly population.

4.3.3. Market demand. With the rapid development of the social economy and the continuous improvement of people's living standards, the number of elderly people in China is increasing year by year, and the spiritual and cultural needs of the elderly are also growing. In order to meet the needs of this

market, art education provides a rich and varied learning choice for the elderly, enabling them to continue to expand their interests and artistic cultivation in their later years. At the same time, this also provides a broader market space and development potential for art education.

4.3.4 Professional development. The professional development of elderly art education has also made significant progress. Many colleges, vocational schools, and specialized training institutions have opened specialized courses in elderly art education, cultivating a large number of professional teachers, providing a strong talent guarantee for the professional development of elderly art education. In addition, various art categories have also been continuously expanded and improved in the field of elderly art education, such as dance, vocal music, painting, calligraphy, etc., allowing the elderly to fully express their creativity and imagination in a broader artistic world.

4.4. Threats to Chinese Elderly Art Education

4.4.1. Constraints from Traditional Beliefs - Some people firmly believe that art is a privilege for young people, and learning art is not considered beneficial for the physical and mental health of the elderly. This outdated belief has become an obstacle to the promotion and development of elderly art education. Older people are afraid to pursue their artistic dreams due to this belief, limiting their participation and learning.

4.4.2. Economic Pressures - Some elderly individuals face financial constraints, making it difficult for them to afford the high costs of art education courses. This economic pressure restricts their participation and enthusiasm, preventing them from fully enjoying the benefits of art education.

4.4.3. Low Social Awareness - The awareness of elderly art education is relatively low in society, with many people lacking understanding and appreciation of its importance and necessity. This results in a disregard and disregard for elderly art education, limiting its development and promotion. At the same time, it also makes the elderly themselves lack awareness of the value of art education and a lack of motivation and confidence to participate.

4.4.4 Lack of professional guidance. The education of elderly art requires professional art teachers to guide and lead. However, due to the low level of social attention to elderly art education, there is a lack of professional teachers in this field. This has led to confusion and helplessness among many elderly people in the process of learning art, and they cannot receive effective guidance and assistance, thus limiting their development and progress.

5. 5. Strategies for the Development of Chinese Elderly Art Education

5.1. Increase government investment. The government should increase investment in elderly art education, improve the balanced distribution of educational resources, and pay special attention to poor areas and disadvantaged groups. At the same time, it should formulate preferential policies to encourage social forces to participate in elderly art education.

5.2. Innovate the content and form of education. Develop diversified art courses and teaching materials tailored to the characteristics and learning needs of the elderly (Chuan Zhang, 2023) [14]. Focus on combining tradition and modernity to enhance the interest and practicality of the courses. Yinuo Zhang (2022) suggested that Utilize modern

technology to expand online education platforms and provide more convenient learning channels for the elderly [15].

5.3. Strengthen the construction of the teaching staff. Through a combination of training and recruitment, strengthen the construction of professional teaching staff. Provide training and learning opportunities for existing teachers to improve their professional qualities and teaching abilities. At the same time, attract more young talents to devote themselves to the elderly art education cause.

5.4. Establish cooperation mechanisms with universities and communities. Strengthen cooperation with universities and communities to provide resources and support for elderly art education. Establish a platform for resource sharing, experience exchange, and cooperation between universities, communities, and enterprises to promote the development of elderly art education.

5.5. Emphasize the integration of art and life. Promote the integration of art and daily life to enhance the practical value of elderly art education. Encourage the elderly to participate in art activities and community performances to enrich their cultural life and promote social interaction.

5.6. Establish evaluation mechanisms to monitor and evaluate the quality and effectiveness of elderly art education. Evaluate the teaching content, methods, and results of elderly art education to ensure its quality and effectiveness. Use evaluation results to continuously improve the teaching process and enhance the learning experience of the elderly.

6. Conclusion

The elderly art education is an important part of lifelong education. It not only helps the elderly to maintain a good mental state, but also plays a crucial role in promoting social interaction and cultural exchange. Therefore, it is necessary to attach great importance to the development of elderly art education and take effective measures to promote its development. Through diversified art courses and teaching materials, modern technology, teacher training, university-community cooperation, integration of art and life, and establishment of evaluation mechanisms, we can provide high-quality elderly art education to meet the needs of the elderly and promote their happiness and health.

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