

Questionnaire Report on The Multi-Dimensional Goal Orientation of Public Art Education in Inner Mongolia Hetao College

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Abstract: Through the questionnaire survey of students in different majors such as 2021, and 2022, we further understand students' views on the content, forms, methods and ways of public art education. On this basis, the implementation plan of public art education in our school is formed, and practical research is carried out. The questionnaire is designed from four dimensions: the noumenon function of art education, the moral education function of art education, the intellectual education function of art education, and the influence of art education on employment. The ontology function of art education is the main line and theme of this questionnaire survey. The other three aspects are to investigate its correlation with public art education. According to the data analysis of 48 statistical sub-items in 12 questions of single choice and multiple choices, it objectively and truly reflects the views and hopes of our college students for developing public art education. The results of this questionnaire survey provide first-hand information and certain factual basis for us to understand the spiritual status quo of college students in our school, and the results are gratifying.

Keywords: Public art education, moral education and intellectual education and employment ability.

1. Overview

Base situation

1.1.1 Survey time: May 18, 2023 and June 19, 2023

1.1.2 Survey object: Hetao College, Grade 2021, 2022

1.1.3 Survey method: adopt random classification. A stratified sampling survey with a sample of 300 individuals

1.1.4 Questionnaire trial: In order to test the quality of the questionnaire, 15 people were tested first tested, and according to the test results, the questionnaire was revised.

1.1.5 Recovery rate of the questionnaire: 100%

2. Statistical Analysis of the Questionnaire Survey Results

2.1 Design of the questionnaire

2.1.1 Objective: To understand the current situation and serve schools to better carry out public art education.

2.1.2 Structure: Questions: single choice, multiple selection and sorting ;

Content structure: studied from four dimensions: the ontology of art education function, the moral education function of art education, the intellectual education function of art education, and the influence of art education on employment. Each question, there are 4 options, single choice, multiple choice, 6 questions, a total of 48 statistical sub-items.

2.2 Preliminary statistical analysis of the results

The purpose of this questionnaire is to carry out the survey on the current situation of public art education in our school. Therefore, art education is the main line and theme of this questionnaire survey. The other three aspects, such as the effectiveness of moral education, learning achievement and employment ability, are also to investigate their correlation with public art education.

2.2.1 Statistical results

Single first question: The relationship between artistic accomplishment and moral accomplishment is that there are four options: (1) artistic accomplishment has a great influence on moral cultivation; (2) artistic accomplishment has a certain influence on moral accomplishment; (3) artistic accomplishment has little influence on moral cultivation; (4) artistic accomplishment has no influence on moral cultivation. 28% for answer (1); 66% for answer (2); 4% for answer (3) and 1% for answer (4).

The second question: The relationship between artistic accomplishment and learning achievement, there are four options: (1) artistic accomplishment has a great influence on learning achievement; (2) artistic accomplishment has a certain influence on learning achievement; (3) artistic accomplishment has little influence on learning achievement; (4) artistic accomplishment has no influence on learning achievement. 25% for (1); 59% for (2); 13% for (3) and 3% for (4).

Number 3: in your view of the art education in our school now, there are four options: (1) good; (2) general; (3) need to be strengthened; (4) not good. 33% answered (1); 28% answered (2); 38% answered (3) and 0.2% answered (4).

The fourth question: the relationship between political theory teaching content and real life is that there are four options: (1) completely consistent; (2) basically consistent; (3) basically inconsistent; (4) completely inconsistent. 8.9% answered (1), 71% answered (2), 17% answered (3), and 3.6% answered (4).

Number 5: about the relationship between truth, goodness and beauty, there are four options: (1) consistent; (2) basically consistent; (3) basically inconsistent; (4) it doesn't matter. 51% for answer (1); 40% for answer (2); 7.8% for answer (3) and 1% for answer (4).

Single six question: There are four options for the influence of artistic accomplishment on the employment ability of

college students: (1) great influence; (2) certain influence; (3) little influence; (4) no influence. 31% for (1); 47.5% for (2); 21% for (3) and 0.3% for (4).

Multiple selection and sort (four options in order)

The first question: the reasons why you choose the public art course are: (1) improve your artistic aesthetic accomplishment; (2) get credit; (3) adjust your mood; (4) others. The first place was: (1) 76.5%; (2) 18.3%; (3) 4%; (4) 1.2%.

The second place: (1) 14%; (2) 46%; (3) 38.5% and (4) 1.6%.

The third place: (1) 8%; (2) 30%; (3) 53%; (4) 7.6%;

In the fourth place: (1) 0; (2) 9%; (3) 5%; (4) 85%.

The second question: The following factors that affect your behavior are: (1) knowledge; (2) emotion; (3) will; (4) aesthetics.

First place: (1) 58%; (2) 25%; (3) 13%; and (4) 4.9%.

Second place: (1) 10%; (2) 50%; (3) 28% and (4) 11.2%.

The third place was: (1) 15.7%; (2) 16.1%; (3) 53.2%; (4) 14.9%

The fourth place: (1) 11.4%; (2) 9%; (3) 5.2%; (4), or 74.1%.

The third question: the measures to improve the moral cultivation of college students are: (1) improve and strengthen the "two courses" education; (2) strengthen the artistic aesthetic cultivation; (3) strengthen the social practice activities; (4) strengthen the system management.

First place: (1) 46.1%; (2) 25%; (3) 25%; and (4) 3.2%.

Second place: (1) 13.7%; (2) 42.50%; (3) 34.4% and (4) 9.3%.

In the third place: (1) 18%; (2) 23%; (3) 41%; and (4) 18%.

The fourth place was: (1) 15%; (2) 11%; (3) 1.7% and (4) 72%.

Fourth question: for the growth of college students, which of the following items are weak items, and need to be strengthened? (1) moral education; (2) intellectual education; (3) physical education; (4) aesthetic education.

First place: (1) 68%; (2) 10.8%; (3) 15.8% and (4) 5%.

Second place: (1) 7.4%; (2) 36%; (3) 20%; and (4) 36.4%.

In the third place: (1) 8.6%; (2) 11%; (3) 49%; and (4) 31.7%.

The fourth place: (1) 3%; (2) 14%; (3) 21%; (4) 63%.

The fifth question: the effectiveness of ideological and political education among college students, mainly manifested as follows: (1) the identification of mainstream ideas; (2) consistency between words and deeds; (3) right and wrong; (4) healthy aesthetic view.

First place: (1) 45%; (2) 26.2%; (3) 13% and (4) 16%.

Second place: (1) 13%; (2) 36%; (3) 29% and (4) 22%.

In the third place: (1) 15%; (2) 13%; (3) 40%; and (4) 27%.

Fourth place: (1) 22%; (2) 10%; (3) 14% and (4) 53%.

Sixth question: to improve the ideological and moral cultivation of college students, the more effective forms are: (1) "two courses"; (2) social practice; (3) art activities; (4) the exemplary role of school teachers and staff.

First place: (1) 24%; (2) 56%; (3) 9%; and (4) 10.8%.

Second place: (1) 12%; (2) 29%; (3) 45%; and (4) 14%.

In the third place: (1) 11.3%; (2) 10.3%; (3) 40%; and (4) 38%.

The fourth ranked: (1) 40.5%; (2) 1%; (3) 9.5% and (4) 49%.

The questionnaire survey data analysis was conducted from three aspects: overall analysis, classified analysis (science and engineering, liberal arts), and stratified analysis (different

grades).

Here, the overall analysis is performed first.

The questionnaire survey is divided into two steps: the first step, to understand the purpose, significance and function of school public art education; the second step, to further understand the content, form, method and way of public art education, on this basis, form the program of school public art education and conduct practical research. This is a work done only from the perspective of students, interviews with school leaders, and teachers. The students' discussion is also carried out in accordance with the above ideas.

The following is first according to the nature of the questionnaire questions, that is, the goal of art education ontology. The role of art education in improving the effectiveness of moral education and the influence of art education on students' learning achievement. The influence of art education on students' employability is analyzed by statistical data.

Regarding the ontology objective of art education, there are the following questions about the design:

Your opinion on the public art education (including art activities) offered in our school is: 33% have good answers, 28%, 36.6% need to be strengthened, and 0.19% are bad. As can be seen from the above data: (1) our students have a high degree of recognition of the current public art education (very good + general), accounting for 61%; (2) the students' desire to carry out public art education, 36.6% of whom said they need to be strengthened. The symposium with the students further verified this conclusion. At the symposium, most students reported that due to the limited number of the number of students, they could not choose the art courses they wanted to choose, so they had to choose some courses they were not willing to choose.

In order to further understand students' views on public art education, we designed the first question of multiple choice. The reason why you choose the public art class: the first one is to improve your artistic aesthetic accomplishment, accounting for 76.5%, while in order to get credits, it does not occupy an important position, only 18.3%. This shows that the current people's understanding of the students' learning purpose is too utilitarian, is one-sided, but also can not put this wrong understanding. Judgment, to become the premise of education.

In order to more rational analysis of students' view of this problem, we design the following question from the philosophical level, radio fifth question, your view of true, good, beauty relations: answer 51%, 40%, basic inconsistent only 7.8%, and answer it doesn't matter only 1%, this shows that students to the correct rational judgment and analysis of the problem.

Truth, goodness and beauty are the highest spiritual realm and spiritual pursuit of human beings, which represents the high unity and integration of science, ethics and aesthetics. (1) The inexperienced first and second year students to this question should be authentic, natural and therefore credible. Now advocate spiritual education, the contemporary college students "spiritual status" should have a correct understanding of the "spiritual status" and "based" judgment. The results of our questionnaire survey provide first-hand information and certain factual basis for us to understand the spiritual status quo of college students in our school, and the results are gratifying.

The role of art education in improving the effectiveness of moral education is a problem that accounts for a large

proportion in the design of this questionnaire. There are six questions involved.

Single choice one, in answering the relationship between artistic accomplishment and moral accomplishment, 27.9% think that artistic accomplishment has a great influence on moral accomplishment, 66% has a certain influence, 4.5% has little influence, and only 1.5% has no influence. This shows that students have a high degree of recognition about the great influence of artistic accomplishment on moral cultivation, which not only provides a new perspective for improving the effectiveness of moral quality education, but also puts forward new topics for improving students' comprehensive artistic accomplishment.

In order to more specifically understand the artistic accomplishment in improving the status of college students' ideological and political education, we choose the more sorting topic five: the effectiveness of college students' ideological and political education, mainly is: in the first, choose "the mainstream identity" accounted for 45%, choose "healthy aesthetic" accounted for 16%, choose "consistency" accounted for 26%, choose "right" accounted for 13%. This sort of answers for students is almost exactly what our educators expect. The findings run against the almost inflated unfounded judgment of universality based only on individual phenomena.

Here, we really need to revisit the now modest quotes: no investigation, no say.(2)

Raising questions also needs to be solved. In order to understand the college students to strengthen and improve the ideological and moral education, and investigate the relationship with art education, we designed the following questions: what is the more effective form to enhance the ideological and moral cultivation of college students? Listed first, 24% chose "improve and strengthen the two courses", 56% chose "social practice", 9% chose "art activities" and " school teachers. Staff model role " accounted for 10.8%.

The above results can at least draw the following two conclusions: First, our college students have a high degree of recognition of the role of social practice in improving their ideological and moral quality. There may be two reasons: one is the social environment, mainly the requirements of the talent market and the employer; the school has strengthened the work in this field in recent years, and the subjective experience brought to students. Second, the order of the role of artistic activities shows obvious characteristics: small at both ends and large in the middle. This reflects that college students' attitude towards artistic activities is normally distributed and holds extreme awareness, that is, particularly effective. The results were very poor (9% and 12.8%). In terms of improving the effectiveness of college students' ideological and moral cultivation, more than 90% of art activities are "effective and basically effective", which shows that they put art education in an important and appropriate position.

The relationship between art education and college students' academic achievement is still our focus and one of the multi-dimensional goals of subject research.

To this end, the following questions are designed: Choose the second question: The influence of artistic accomplishment on learning achievement. 25% have a great influence on learning achievement, 57.2% have a certain impact, 12% have little influence, and 3% have no influence. This is a positive skewed distribution, that is, the impact is small and no impact, the proportion is very small, and the influence and a certain

impact of the proportion is very large, this is still a normal distribution of "small at two ends and large in the middle".

The study of the relationship between artistic accomplishment and learning achievement has seen very little results. How to study this problem from the perspective of combining qualitative and quantitative, we still choose the following method, that is, to use the large number statistics (questionnaire statistics) to replace the test (test) statistics, obtain the index of quantity, and qualitative analysis (theoretical derivation. Empirical judgment) is combined to draw research conclusions. How to use this method to analyze this survey results? As an individual, it is very difficult to say the impact of artistic accomplishment on learning achievement. However, as a group, that is, when the statistics reach a certain number (the number of the questionnaire survey is 300 people), it can reflect the tendency to the understanding of the problem, that is, it has statistical significance. What is the reason for the fact that the majority of answers have a large impact and a certain impact? There may be two situations: one is the conclusion drawn by rational analysis and reasoning, and the other is the conclusion drawn by perceptual intuition. Whether the former or the latter, this result for schools to carry out public art education, public art activities, and through art education. Art activities promote academic performance and provide a statistical basis.

The influence of public art education on the employability of college students is a problem that we try to study this time. Because there is little research literature on this question, and it is an unknown field for students, who are neither seeking a job nor working, how do they know the relationship between the two? Therefore, the results of this questionnaire can only be analyzed on the statistical data themselves. On this basis, make some speculative judgment.

In terms of statistics, 31% answer that public art education has a great impact on their employability, 47.5% have a great impact, and those who have no impact have almost zero impact. This is probably because the students have some understanding of the current employers' preference for versatile students, or because they feel that high artistic literacy helps them to widely adapt to their work field. This inference was further confirmed during the discussions with the students.

3. Some Conclusions of The Questionnaire

3.1 First, we should comprehensively and dialectically treat and treat the ideological status of our college students.

3.1.1 There should be sufficient and sufficient statistics as the basis, rather than just a few or a few examples with simple enumeration, let alone arbitrarily enlarge the facts.

3.1.2 For the problems existing in college students in our school, we should analyze the background and environment of the facts, and should not take the background and environmental problems as the problems of students.

3.1.3 Look at the essence through the phenomenon. That is to analyze the positive factors in the negative phenomenon, and reflect the positive orientation and demands in a negative form.

3.1.4 To make a judgment, we must first solve a methodological problem. The utilitarian tendency of college students is serious. (3)This conclusion lacks two bases: first, there is no large number of statistical data, mostly in the form of examples; second, there is no comparative analysis of

similar concepts and facts of the same level, mostly using absolute judgment, less with relative comparison. In response, " Students study art courses, 76.7 percent of students choose to improve their art quality, while only 18.3 percent want to get credit. Although this data fact is not necessarily enough to prove the healthy and upward ideological mainstream of college students, it is enough to refute the fallacy of the rampant utilitarian thought of college students.

3.2 Second, the students' desire for art education contrast with the expectations of the educators. The understanding of the functional positioning and training target positioning of higher vocational colleges (the same of ordinary colleges and universities) should be comprehensive and accurate. Our school orientation is very clear, training "high-quality skilled"

3.3 Third, the hope and consciousness of our college students to improve their own quality (including their own quality) is the driving force to carry out quality education (including art education). This is based on large amounts of real statistics and first-hand information obtained through discussions with students and teachers.

4. Conclusion

To thoroughly study and implement Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and the Party's 20th Spirit, Deepening the teaching reform of aesthetic education in institutions of higher learning, Strengthen the construction of public art curriculum in colleges and universities, On November 26th, 2022, The Ministry of Education has issued the "Guiding Outline of Public Art Curriculum in Institutions of Higher Learning" (hereinafter

referred to as the "Outline" and "Outline", clarifying that public art curriculum is an important part of China's higher education curriculum system, Is the central link of the art education work in schools, Is the main way to implement the aesthetic education, To improve students' aesthetic and humanistic qualities, Cultivate the innovative spirit and practical ability, Shaping a sound personality, It has an irreplaceable value and function.(4) There is still a long way to go to further develop public art education in Hetao College.

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