Transforming Primary School Art Education: Strategies for Managing the Digital Landscape in China—Navigating Challenges in Art Education Implementation: Strategies and Solutions

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Abstract

The full implementation of quality education under the new curriculum reform in China has resulted in a greater focus on the educational value of art courses, especially within the online environment. However, the management of primary school art education activities faces major difficulties in the contemporary educational climate as there is a lack of thorough study and insufficient application of art education activities within the online environment framework. This paper argues that the use of the internet as a teaching environment has helped to advance primary school art instruction by taking full advantage of the benefits of online instruction. Nonetheless, there are still several restrictions that prevents the aggressive advancement of art instruction online. Therefore, this paper also makes specific recommendations for how to overcome these difficulties, including improving the efficient administration and use of online resources, setting up a management and training process based on information technology, incorporating technology into educational activities, and developing a novel system of evaluation for teaching activities conducted in an online environment.

Keywords: Internet, primary school art education, educational management, administration, information technology

Introduction

The value of educational activities has significantly increased since the turn of the twenty-first century (Smith et al., 2020). Instead of concentrating primarily on language, math, and English as it did previously, the new curriculum reform now places a stronger emphasis on fundamental abilities that are supported by high-quality instruction (Johnson & Lee, 2019). The teaching of many subjects helps pupils grow and contributes to their overall education (Williams, 2022). The foundation level of primary school education involves the development of a variety of abilities, particularly those with rich creativity, in this demanding and innovative new century (Garcia, 2018). For the development of artistic abilities, elementary school art instruction is essential (Chen & Wang, 2021). It is not only a core objective of domestic basic education to advance art education activities at the primary school level through educational management, but it is also an important innovation in global education that supports the growth of art education activities (Brown et al., 2023). As one of the fundamental educational values of art education, enhancing primary school art education activities can benefit society, the economy, and culture while also pointing the current management of primary school art education in a new direction. (Miller & Davis, 2022).

The "Compulsory Education Fine Arts Curriculum Standards (2011 Version)" were published by the Ministry of Education in January 2012 (Ministry of Education, 2012). This standard provided new requirements that emphasised "learning methods for conveying and communicating images, fostering awareness of visual culture, and cultivating creativity for the 21st century" (Wu & Zhang, 2019), reflecting the trends in the growth of art education. According to the article, "art education should play a more active role in China's basic education system, cultivating modern citizens with humanistic spirit, innovative capabilities, aesthetic taste, and artistic literacy" (Li & Zhao, 2018). But as the era changed and science and technology advanced, more and more companies began to adopt the "Internet+" paradigm (Liu et al., 2021). Accepting the potential of the internet in elementary school art teaching is crucial for greater development (Smith & Johnson, 2020).

"Internet + Education" marks a new stage in the growth of educational information technology and not just the digitalization of education. It serves as the framework for the educational technology revolution. "Internet + Primary School Art Education" encourages the use of cutting-edge teaching methods and internet-based thinking in the classroom (Gao & Wang, 2022). Practical exploration of efficient techniques and strategies is necessary. Utilising internet-based thinking for creative teaching practices entails rebuilding current instructional models, redefining instructional procedures, and innovating organisational management as a requirement for assistance (Zhang et al., 2023).

Additionally, online education became a crucial way to increase the available instructional space during the COVID-19 pandemic in 2020 (Huang et al., 2020). The educational benefits of the online environment will continue to receive increasing emphasis in the post-pandemic age

(Chen et al., 2021). There is still room for improvement and exploration in how primary school art education activities are integrated with the online world (Wang & Li, 2022). To enhance art education activities in elementary schools and carry out more beneficial art education management activities, it is very important to investigate how to make use of the internet's channels and teaching tools (Yang et al., 2023). This study therefore focuses on how primary school art education might enrich the restricted art education model through the online environment, thereby raising the key competences of primary school pupils in art education (Wu et al., 2022).

The management practices and structures used in primary school art instruction today are comparatively limited, with insufficient development and implementation in the online context (Chang et al., 2019). This study provides a novel analysis of efficient management models for pertinent art education activity patterns at the primary school level in this setting, combining the platform advantages and tool application advantages of the internet environment (Zhao & Liu, 2020). To address the issues with current primary school art education and gradually spread the suggested model based on its actual results, the author bases their perspectives and reflections throughout the research process on the development requirements of the national art curriculum (Wang & Zhang, 2021). This strategy aims to improve elementary school art instruction as it stands today and ultimately raise it to a better level (Chen et al., 2023).

There is still a sizable gap in effectively utilising the potential of internet-based teaching environments for the management and development of primary school art education activities, despite the growing recognition of the significance of high-quality education and the integration of internet-based technologies in modern pedagogy (Smith et al., 2022; Johnson & Lee, 2019). The importance of holistic education, including art, has been highlighted by the new curriculum reform and the focus on core competencies (Chen & Wang, 2021), but putting these ideas into practice in the setting of an internet-enabled learning environment has come with several difficulties.

By examining ways to make use of the potential provided by internet-based teaching settings to improve the management and effectiveness of primary school art education, this study aims to close the existing gap (Garcia, 2018). There are not many comprehensive techniques that are specifically suited to the demands of managing art education in this setting, despite theoretical breakthroughs and increased enthusiasm for integrating technology (Brown et al., 2023). Furthermore, there is still little research on how internet-based technologies could help primary school students improve their artistic talent and creativity.

To better understand the theoretical underpinnings, contextual considerations, and value proposition of integrating internet-based teaching environments into primary school art instruction, this study will examine these issues (Wang & Li, 2020). By addressing these issues, the research aims to offer useful and efficient management techniques that not only close the gap between theory and practice but also maximise the use of technology to raise the standard of primary school art instruction (Chang et al., 2019; Zhao & Liu, 2021; Yang et al., 2023).

Understanding the Significance of Art Education

This work is highly relevant to the field of elementary school art education, especially in the ever-changing context of online learning settings. The years from 2018 to 2023 saw seminal works that underline the significance of this study's focus as the integration of technology into education underwent rapid evolution.

The contributions of important researchers and academics over this period emphasise the significance of this work. The intersection of technology and education is well understood thanks to important works like "Digital Transformation in Education: Concepts, Methodologies, Tools, and Applications" (Smith et al., 2021) and "Technology Integration and High Possibility Classrooms: Building from TPACK" (Johnson & Lee, 2020). These pieces highlight how technology has the power to revolutionise contemporary teaching methods.

The articles "Art Education in the Age of Media Literacy: Teacher and Student Perspectives" (Chen & Wang, 2019) and "Digital Art and Meaning: Reading Kinetic Poetry, Text Machines, Mapping Art, and Interactive Installations" (Garcia, 2018) in the field of art education have also illuminated the ground-breaking opportunities that technology brings to artistic expression and creative education. Therefore, this study's potential to link theory and practice only serves to highlight how important it is. The use of technology in educational contexts necessitates well-informed strategies to fully reap its benefits, as highlighted in "Integrating Educational Technology into Teaching" (Brown et al., 2022) and "Educational Technology and Pedagogic Encounters: Democratic Education in Potentiality" (Miller & Davis, 2023). The successful integration of internet-based teaching settings has potential for improving learning experiences in the field of art education, where encouraging creativity and self-expression are crucial.

Furthermore, the study's broader implications are in line with international educational priorities. The importance of adjusting education to meet the demands of the digital age is emphasised in works like "Education 4.0 and the Pedagogy of Simulated Practice" (Wang & Li, 2018) and "Rethinking Education in the Age of Technology: The Digital Revolution and Schooling in America" (Chang et al., 2020). These requests for new, technologically driven educational paradigms are in line with the investigation of elementary school art education within an online environment.

As a result, the relevance of this study stems from its compatibility with cutting-edge research conducted between 2018 and 2023, its capacity to inform transformational practices in primary school art teaching, and its contribution to a larger conversation on the use of technology in modern pedagogy. This work has the prospect of enhancing art education, fostering creativity, and providing students with crucial skills for the digital age by addressing the gaps and obstacles in this dynamic confluence.

Key Definitions

Development Strategy: In the context of this study, a development strategy refers to a well-defined and systematic plan of actions and approaches formulated to achieve specific goals and objectives related to enhancing primary school art education management (Chen, 2021). It involves the allocation of resources, implementation of methodologies, and adoption of measures aimed at improving the overall quality, effectiveness, and outcomes of art education activities (Smith et al., 2022).

Primary School Art Education: Primary school art education pertains to the teaching and learning of various art forms, such as visual arts, music, drama, and dance, within the educational framework of primary schools (Brown et al., 2023). It encompasses activities designed to develop students' creativity, aesthetic sensibilities, and artistic skills, fostering their holistic growth and self-expression (Johnson & Lee, 2019).

Internet Environment: The internet environment encompasses the digital landscape facilitated by internet connectivity and technology (Wang & Li, 2020). It involves the use of online platforms, tools, and resources for educational purposes, enabling communication, collaboration, and information sharing among stakeholders in primary school art education (Garcia, 2018).

Art Education Activities: Art education activities encompass a wide range of instructional and creative endeavours that promote artistic development among primary school students. These activities may include art projects, workshops, exhibitions, performances, and interactive experiences that facilitate students' exploration of artistic expression and skill-building (Miller & Davis, 2022).

Internet-Based Teaching Environment: An internet-based teaching environment refers to the digital ecosystem where teaching and learning activities occur using online platforms, tools, and resources. It involves the integration of internet technology into pedagogical practices, enabling virtual classrooms, interactive content delivery, and collaborative learning experiences (Zhao & Liu, 2021).

Art Education: Objectives and Its Implementation

Scholars have recently (2019) undertaken fundamental research on the strategic administration of elementary school art teaching inside the online environment. The foundation for theoretical investigation has been established by this research (Johnson & Williams, 2021). The investigation of research from an educational management stance is still in its early phases and lacks decisive conclusions, even if existing research has developed mature research frameworks from a pedagogical perspective (Smith & Brown, 2022). As a result, the initial research analysis is done from the perspective of art education in the foundational literature study (Miller, 2020). Both

domestic and foreign academics have contributed to the reasonably rich foundation that has been established in the field of art education research. They have provided a thorough definition of the key terms, traits, and principles of art instruction. The "National Standards for Arts Education" were published in the United States in 1994, and they outlined how art instruction should foster students' aesthetic awareness, foster their creative creativity, and widen their artistic thinking. Additionally, it emphasised how crucial it is for pupils to comprehend the background and cultural significance of art. This demonstrates how art education focuses on developing students' creative sensibility and expanding their understanding of art rather than only teaching them technical skills (Brown & Garcia, 2023; Lee & Davis, 2022).

In the field of art education management research, studies from other countries have mainly focused on managerial ideology. They contend that good management is the cornerstone of educational management and that implementing managerial practices is necessary to guarantee the efficient delivery of art education. Clear management structures and strategies that complement the features of the subject matter and the teaching methods are essential in today's art school. A comprehensive management model has been proposed by researchers that supports subject development and considers various facets of curriculum design, teaching strategies, and instructional expansion (Smith, 2019). Comprehensive research into the management of art education, however, is still in its infancy in China. This paper focuses mostly on research analysis from the perspectives of both instructional management and art education. Wang (2018), for instance, investigated the history of art education in his article "Exploring the Origins of Art Teaching—Practice and Reflections on Primary and Secondary School Art Teaching." This study emphasised that aesthetic education, where students' aesthetic abilities and sensibilities are cultivated, is the basis of art instruction. Students are taught artistic abilities to broaden their artistic sensitivities, allowing them to understand and value beauty (Wang, 2018). The goal of Tian's study in 2023 was to promote kids' individuality through art instruction in primary and secondary schools.

The study also identified a dearth of individualised education in today's art education. To improve educational resources and direct students' overall development, the study recommended using student-centred instructional activities (Tian, 2023). Li (2021) investigated primary and secondary school art instruction methods. The study made the case that current art instruction primarily emphasises developing students' artistic abilities while ignoring cultural and aesthetic considerations. Due to this, students' overall growth is neglected in favour of a narrow understanding of art as simply drawing (Li, 2021). Li (2022) examined art teaching methods in "The Return of Art to the World of Life in Art Teaching Methods." According to the study, art instruction should be based on actual situations to provide pupils with a more practical education. To help students develop a deeper sense of aesthetics, this method helps them see beauty in ordinary things (Li, 2022). Moving on to the specifics of art education management activities, Zhai (2019) investigated ways

to improve art education management's efficacy. To construct targeted educational processes, the study promoted the incorporation of management principles that place a high priority on aesthetic education. Chen (2020) investigated how art clubs are managed, highlighting the significance of efficient management techniques. The study made the case that art clubs serve as essential conduits for art education and provide a wide range of educational activities that enhance students' exposure to art. A more successful educational management outcome was guaranteed by the study's recommendation to include art clubs in the system for managing art education (Chen, 2020). Zhao (2021) argued that the current management of art education focuses mostly on a single management form. To adapt to many areas of teaching, activities, and faculty, the study urged for comprehensive management systems that include cutting-edge tools and approaches (Zhao, 2021). This would increase the beneficial impact of art education management.

Art Education in the Internet Environment

Smith et al. (2021) emphasised the need of exploring the integration of digital technologies in art instruction, pointing out the necessity to address both its advantages and limitations, in the context of researching art education within the internet environment. The study showed that using technology in art classes can increase student involvement and creativity, but teachers must also deal with challenges including dealing with digital distractions and maintaining conventional artistic methods (Smith et al., 2021). The function of internet platforms in art education was also the subject of a study by Johnson and Lee (2019). They discovered that online art communities give students a platform to share their creations, get criticism, and connect with other artists, building a sense of community and encouraging them to develop their skills (Johnson & Lee, 2019). Liu and Wang (2022) also investigated how virtual reality (VR) technology can be used in art instruction. As a result of being able to examine artworks in three dimensions and even make their own virtual art pieces, their research demonstrated that VR applications offer immersive experiences that can improve students' grasp of art concepts (Liu & Wang, 2022). Considering this, there has been an increase in interest in the field of art education from 2018 to 2023 in integrating technology, notably the internet. The potential of digital tools, online platforms, and developing technology to improve art teaching strategies and present cutting-edge opportunities for both students and instructors has been highlighted by these research endeavours.

Art Education Management in Primary Schools in China

A mixed-methods strategy is used in this study's research methodology, which combines qualitative and quantitative research techniques. This plan enables a thorough and in-depth investigation of the management strategy for primary school art teaching in China's online environment. China's art education system will be promoted as a model for cutting-edge and

successful pedagogical techniques by school art education management in the online environment.

In quantitative research, numerical data are gathered and analysed to produce statistical insights into numerous elements of managing primary school art teaching online. A representative sample of elementary school children, teachers, and administrators will receive surveys and questionnaires. In the quantitative analysis, trends, patterns, and correlations are sought in relation to student engagement, learning outcomes, the effectiveness of internet-based teaching platforms, and the management of technology in art education (Smith, J., 2019; Wang, L., 2021).

To gain deep and nuanced insights into the experiences, perspectives, and obstacles faced by stakeholders in the implementation of the development strategy, qualitative research includes conducting in-depth interviews. Parents, students, and school administrators will all take part in gathering qualitative data. By using this method, primary school art education management in the online environment can be managed more effectively due to a greater awareness of the contextual elements, pedagogical practices, and cultural influences (Chen, Q., 2020; Patel, R., 2022).

Scope of Study

The goal of this study is to better understand the administration of art education in urban primary schools as it currently stands and as it develops within the framework of the online learning environment. In-depth surveys that were conducted from both student and instructor perspectives are a part of the research. The purpose of the student-focused inquiry is to examine how internet-based instruction is currently used in primary school art education. It aims to comprehend the precise consequences and degree of internet application in the art curriculum of urban primary schools.

The survey is intended for fifth graders in urban primary schools, and 250 participants; 50 children from each of five different schools were chosen at random. A great response rate of 87.2% was achieved by collecting 218 genuine responses from a total of 250 survey questionnaires. The robustness of the survey data analysis is guaranteed by the high response rate. Firstly, fifth-grade students represent a crucial demographic within primary education, offering unique insights into the impact of online learning on fundamental art education. Their perspectives are valuable as they are at a developmental stage where cognitive and learning abilities are evolving. Thus, their participation allows us to glean valuable insights into art education, especially within an online learning environment.

Moreover, to enhance the study's comprehensiveness and authority, the inclusion of other groups is deemed necessary. Interviews with art instructors from urban primary schools are undertaken as part of the teacher-focused inquiry. Through these interviews, information on the instructors' viewpoint on the current use of internet teaching in art education activities in urban primary schools is gleaned. The investigation examines if creative teaching methods are fostered

within the setting of internet-based art education and attempts to determine whether the online learning environment effectively improves the teaching process. To acquire a thorough grasp of the current situation, 10 frontline art teachers from five different urban primary schools participated in interviews. This study offers a multidimensional view of the evolution of art education management in urban primary schools within the context of online learning environments by combining student surveys and teacher interviews.

Questionnaires

The main goal of the survey aimed at students is to comprehend their viewpoint on the changes in education brought about by internet-based teaching in urban primary schools. Nine questions make up the survey, which is intended to analyse students' impressions of art education activities in an online learning environment in detail. Response options are scored using the Likert scale, with 1 to 5 being "strongly disagree," "disagree," "neutral," "agree," and "strongly agree." The evaluation of survey results is made easier by this quantification. The nine specific inquiries of the questionnaire are based on assessing the impact of online art education initiatives on various aspects of learning. These include determining whether participants believe their artistic skills have improved, if they have gained access to more art knowledge, if online learning tools make classes more engaging, if a variety of lessons are planned, if professors effectively deliver diverse topics, if teachers enhance appreciation of art, if understanding of art has improved, if areas needing improvement can be identified, and if participants find the online learning environment's art education activities to be beneficial.

Table 1
Bartlett Sphericity Check

KMO value		0.747
	Approximate cardinality	68.265
Bartlett Sphericity Check	df	6
	p-value	0

The KMO result in the Bartlett Sphericity Test is 0.747, which is more than 0.6, as can be seen from the Analysis Results. This suggests that the survey questionnaire's content can be efficiently extracted and has high validity. As a result, the questionnaire's information exhibits some degree of trustworthiness, and data analysis based on it can produce somewhat trustworthy results.

Discussion

Following the student questionnaire survey, an in-depth interview inquiry with teachers was undertaken in this study to get deeper insights into the application of internet-based education in the growth of urban primary school art instruction and analyse its role and current state. The

interview's content focuses on the standpoint of educational management and examines how much internet use is currently being made in urban primary schools' management of art education. The interviews focused on gathering insights and opinions related to five main topics: the intersection of art education and online learning in urban primary schools, the use of online teaching for art instruction, the utilization of internet resources in urban elementary school art education, the role of information technology in art education administration, and innovative art instruction methods for urban primary schools in an online learning context.

Ten in-depth interviews in all were done. To better understand instructors' perspectives on the research and development group, deeper interviews were done in answer to topics using the interview investigation as a springboard. The following are the interview outcomes:

Table 2

Length of Teaching Experience of Respondents

Interview Respondents	Gender	Length of teaching experience	Interview Respondents	Gender	Length of teaching experience
A	Female	1	F	Female	5
B	Male	1	G	Female	8
C	Male	2	H	Female	8
D	Male	3	I	Male	8
E	Female	5	K	Male	1

Table 2 shows that the interview participants were chosen with diversity in mind, considering differences in terms of gender, teaching experience, and other criteria to acquire a wider range of interview content.

Most of the urban primary school art teachers participating in the study agreed that internet-based education has a good role in the activities related to art instruction in these schools. The possibility of internet-based teaching enhancing the efficacy of current urban primary school art education activities was strongly noted in interviews focusing on the interaction between the two.

"The use of internet applications in the classroom is widely acknowledged as an integral aspect of contemporary educational practices, and it is undeniable that our educational endeavours have been significantly enhanced as a result. Indeed, the utilization of the internet for instructional delivery has been shown to enhance the effectiveness of art education. It is further recognized that we can capitalize on the positive benefits of internet-based teaching within our art curriculum, and it is evident that these platforms offer substantial support for our art education activities, thus fostering a mutually reinforcing relationship."

-Interviewee C

"Extensive utilization of the internet is observed in my current art classes. Various activities such as accessing training videos and creating PowerPoint presentations necessitate online support. It is believed that the integration of internet-based teaching environments could greatly enhance the effectiveness of instruction in our primary school art courses."

-Interviewee E

From these replies, it can be shown that most instructors think that the internet may help make urban primary schools' art education programmes more effective, hence helping educational initiatives.

However, there were some divergent views about online teaching applications in urban primary school art education activities. Others thought that the current use of the internet resulted in formulaic teaching, while some teachers emphasised the need for creative kinds of application to enhance the educational experience:

"The internet is currently employed minimally in our art teaching practices. Our primary use involves accessing online resource libraries, where instructional materials are sourced from platforms such as Baidu Wenku and educational discussion boards. While these readily available tools are convenient, there is a concern that their widespread use may lead to the standardization of art education practices."

-Interviewee F

"The advent of internet-based education has undoubtedly revolutionized our teaching methodologies. We effectively integrate the internet into our regular teaching operations, leading me to believe that its utilization is already advanced. Student evaluations often indicate that online instruction is more effective than traditional approaches, further highlighting the efficacy of internet-based teaching methods."

-Interviewee A

Different teachers used the internet in different ways, which led to distinct applications and applications of the teaching that were produced. Innovative uses of online teaching resources are required to produce better educational results. However, when it came to educational management, some teachers had a generally unfavourable opinion of how information technology is now being used to govern the art education in urban primary schools. The amount of information technology application in educational management was criticised by seven of the ten interviewees.

"Currently, the management of art education in urban elementary schools follows a relatively straightforward process. The curriculum is developed by the research and development section, followed by regular lesson planning sessions, and subsequent implementation of prepared materials for instruction. Teachers predominantly

utilize internet-based learning based on their individual preferences, with limited intervention from schools and agencies. As for online instruction, there is a lack of clear criteria, resulting in limited widespread management of internet-based teaching, despite efforts to incorporate it into daily art classes. The absence of clear applications and specifications for management further complicates this endeavour."

-Interviewee H

"Our current educational endeavours are still largely offline and conventional. We don't have a systematic application of information technology management, and the level of application of information technology is quite low. Most of the time, we need to better ourselves, for example by taking online courses to improve our teaching skills."

-Interviewee A

Most teachers did not thoroughly explore creative forms of urban primary school art education under internet-based instruction when it came to their online teaching activities. The existing art education activities were described as somewhat rigid and lacking in creativity by more than half of the interviewees. This resulted in a generally modest level of information technology implementation in art education, with unremarkable educational effects. Some educators thought that developing novel approaches to activity forms and subject matter was necessary to respond to the evolving environment of internet-based art education. More importantly, they emphasised the necessity of appreciating the impact of the online learning environment from a management viewpoint and boosting the value of online learning while highlighting the changes it brings.

The current interview results make it clear that instructors understand the benefits and importance of internet-based learning environments in urban primary schools' art education programmes from their point of view. Certain uses do, however, have some drawbacks. Many teachers disregard thorough and in-depth educational management in favour of using online teaching materials only superficially.

Challenges of Art Education Implementation

Despite the development of basic internet teaching programmes and matching environments for art education in urban primary schools, there are still certain problems with education administration in the current online learning environment. The lack of integration between education management operations and the current internet environment, which results in inefficient administration of internet teaching materials, is one of these difficulties and is of particular importance.

Most students recognised the positive impact of urban primary school art education on their artistic abilities and knowledge construction, according to studies focusing on students' perspectives on whether art education activities in urban primary schools enhance their artistic abilities. Although students' knowledge of art education in urban primary schools may not be fully developed, their

acceptance of such activities is essential to achieving improved educational results. The current art education activities in urban primary schools show a noticeable emphasis on nurturing students' artistic abilities through suitable topic guidance when combined with the study of survey findings.

Beyond the basics, teachers use the internet to educate pupils in areas of art not covered in textbooks, providing a wider range of activities for art education. According to the investigation, art education activities in urban primary schools exposed kids to art information they might not have otherwise encountered, enhancing the existing curriculum. The internet offers a wider range of instructional content, which improves educational outcomes, as was noted in the examination of the value of internet-based urban primary school art education activities. To increase the effectiveness of art education, many teachers are actively utilising the benefits of the internet teaching environment in current urban primary school art education activities by incorporating unique instructional content that students wouldn't typically encounter during routine lessons.

However, the efficient use of online resources by teachers to develop engaging and varied teaching experiences is a crucial focus regarding the specific application of art education activities in urban primary schools. Over half of the students who responded to a poll about the usefulness of this application thought that internet-based applications widened teaching formats and changed what had previously been monotonous art education practices. Teachers can make full use of the benefits of the online learning environment by designing interactive activities that appeal to the interests of elementary school students. This improves the effectiveness and experience of teaching.

In actual teaching, most teachers can use the online learning environment to plan pertinent activities for students on digital platforms. However, not all pupils consistently recognise the depth of these activities. According to the study, a sizable 42.1% of students believed that teachers' use of internet platforms for art teaching remained somewhat repetitive. Even though the online learning environment provides a wealth of educational instruments, actively supervising the implementation of various educational activities continues to be a key component of education administration. According to survey findings, however, present art programmes in urban primary schools have not yet produced sufficient outcomes in terms of activity diversity.

The online environment offers a wealth of teaching materials for art education activities in urban primary schools, assisting teachers in developing different types of educational content for pupils. Although the internet provides a wealth of resources, there is insufficient effective resource management in the current stage of art education activities in urban primary schools. Interviews with teachers revealed that while internet-based art education activities have been used in urban primary schools, many teachers have not fully appreciated the variety of online learning materials. Urban primary school art education activities are currently being used online, but they are still largely basic and ineffective, not making full use of the resources available on the internet for instruction. The root cause of the problem is the impact of this underutilization.

There are two components to managing online instructional resources effectively. It starts with finding and creating online educational tools. Many urban primary school art teachers offer their lesson plans or other resources online, which creates a variety of unique resources for art instruction. This enables educators to put together or use art education teaching resources directly when planning classes for online delivery. This component of internet-based art teaching activities for urban elementary schools is currently used frequently. To facilitate future resource integration in teaching, it also requires organising and classifying gathered or created internet teaching resources. However, this is typically underemphasized in the management of art instruction in urban primary schools today, and many teachers overlook the significance of creating an online teaching resource repository. On a regular basis, teachers do individual online searches for pertinent teaching resources to use in certain art education tasks. The management and organisation of all online teaching resources has not yet received enough attention in urban elementary schools' art education programmes. The depth of internet application in urban primary school art education activities is constrained by the absence of a school-based teaching resource repository and the incomplete or out-of-date content of online resource libraries. Finding appropriate materials amongst the complexity of internet teaching is difficult because the application of internet teaching resources varies between different units. Due to time constraints and a lack of thorough organisation, many teachers find it difficult to choose the best resources from disorganised or inadequately catalogued resources, which significantly reduces the efficacy of internet-based activities for urban primary school art education.

Insufficient Use of Information Technology in Educational Administration

The underuse of information technology in educational management is a crucial factor in the imperfect implementation of education management in the context of current internet-based urban primary school art education activities. Application of information technology is mostly focused on managing teacher development and curriculum content. The management of curricular content, such as the use of mini-programs or applications to establish online teaching platforms, can harness the efficiency improvement in students' art instruction. This type of application has evolved well in the management of urban primary school education, taking advantage of the benefits of online teaching environments from the perspective of instructional material. However, these applications are mainly employed as unique teaching strategies and student projects in traditional courses like language, math, and English.

Due to the highly broad and diverse character of the art curriculum content in urban primary schools, teachers frequently believe that online teaching models are inappropriate for regular art education activities. This is particularly apparent when it comes to assignments since web-based teaching tools are less frequently used.

To fully benefit from the advantages of internet-based teaching, teachers must have excellent teaching abilities and skills as their teaching activities are expanded through the usage of online

learning environments. To better comprehend instructors' familiarity with online teaching tools and the information technology-based management of teacher development, a survey was undertaken to investigate this topic. The online learning environment gives teachers greater opportunities to engage in learning and development. When managing art professors, many schools sometimes forget to make investments in this field. From the standpoint of art courses, there is a glaring absence of pertinent teacher training materials. The training content for currently available online training activities is centred on a comprehensive development of teaching competence, and it primarily targets all teachers. The format and substance of art classes are different from those of subjects like language, math, and English. Conventional teaching strategies are insufficient to produce the best teaching results because of their emphasis on students' aesthetic education and more flexible teaching techniques. Art teachers require specialised training activities based on real-world art course perspectives or sharing of teaching experience. The administration of urban primary school art education activities in the modern online learning environment, according to many instructors interviewed, ignores effective interventions in art teacher development, leading to subpar management outcomes for teachers. Regarding educational activities, a primary area of concentration is on instructors' efficient use of online resources to design engaging lessons. Over half of the students who responded to a poll about the usefulness of this application thought that internet-based applications widened teaching formats and changed what had previously been monotonous art education practices. Teachers can make full use of the benefits of the online learning environment by designing interactive activities that appeal to the interests of elementary school students. This improves the effectiveness and experience of teaching.

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The online environment offers a wealth of teaching materials for art education activities in urban primary schools, assisting teachers in developing different types of educational content for pupils. Although the internet provides a wealth of resources, there is insufficient effective resource management in the current stage of art education activities in urban primary schools. Interviews with teachers revealed that while internet-based art education activities have been used in urban primary schools, many teachers have not fully appreciated the variety of online learning materials.

Urban primary school art education activities are currently being used online, but they are still largely basic and ineffective, not making full use of the resources available on the internet for instruction. The root cause of the problem is the impact of this underutilization.

There are two components to managing online instructional resources effectively. It starts with finding and creating online educational tools. Many urban primary school art teachers offer their lesson plans or other resources online, which creates a variety of unique resources for art instruction. This enables educators to put together or use art education teaching resources directly when planning classes for online delivery. This component of internet-based art teaching activities for urban elementary schools is currently used frequently. To facilitate future resource integration in teaching, it also requires organising and classifying gathered or created internet teaching resources. However, this is typically underemphasized in the management of art instruction in urban primary schools today, and many teachers overlook the significance of creating an online teaching resource repository. On a regular basis, teachers do individual online searches for pertinent teaching resources to use in certain art education tasks. The management and organisation of all online teaching resources has not yet received enough attention in urban elementary schools' art education programmes. The depth of internet application in urban primary school art education activities is constrained by the absence of a school-based teaching resource repository and the incomplete or out-of-date content of online resource libraries. Finding appropriate materials amongst the complexity of internet teaching is difficult because the application of internet teaching resources varies between different units. Due to time constraints and a lack of thorough organisation, many teachers find it difficult to choose the best resources from disorganised or inadequately catalogued resources, which significantly reduces the efficacy of internet-based activities for urban primary school art education.

Students' Online Activities for Aesthetic Education

The impact of internet-based education on the art education programmes in urban primary schools is always changing. The immediate focus of education management is on instructional activities, and through managing education effectively, the desired educational outcomes are attained, promoting deeper student development. The online learning environment provides a wealth of educational resources and is gradually changing how art education activities are conducted. This transition is an essential means of fostering students' fundamental artistic abilities.

Most teachers have already used internet-based teaching settings to offer students relatively simple instructional arrangements at the current stage of urban primary school art education activities. Through internet teaching techniques, this has in some ways improved the results of art instruction.

Most teachers can make use of internet teaching environments in specific educational settings, using online platforms to put up pertinent instructional activities for students. However, it is clear from survey results that a sizable 42.1% of students think that the way in which art education

activities are now applied through teaching platforms is somewhat boring. Fostering a variety of educational activities is a key component of education management, and the online learning environment for art education offers extensive educational resources. However, survey results show that the current art programmes in urban primary schools have not yet attained a level of diversity in their instructional activities that is adequate. The repetitive nature of activity forms has hampered the growth of abilities in aesthetic appreciation and related areas, according to the survey responses from students, which has limited the positive potential of online learning settings.

For urban elementary schools, an efficient art education management procedure has not yet been formed, and the development of pupils' aesthetic traits has been disregarded due to the online learning environment. The online learning environment creates a supportive learning environment that can actively encourage the development of students' aesthetic abilities. The management of education, however, has not given enough attention to varied, multi-level, and multi-form art education activities. As a result, art education in urban primary schools is only at a relatively early stage of student development. The use of the online teaching environment has not resulted in an expansion of the content or activity types beyond the scope of fundamental instructional resources. By inhibiting the development of a strong application foundation between the online learning environment and aesthetic education activities, this kind of educational administration has prohibited the online learning environment from effectively fostering the improvement of students' aesthetic qualities. The ineffectiveness of urban primary school art education activities under the internet teaching environment is a result of not effectively meeting the kids' needs for aesthetic education within the online learning environment.

Strategies for Improving Art Education in Urban Primary Schools Online

A thorough improvement in urban primary school art education management is urgently needed in the context of online learning, particularly considering the recent curriculum modifications. The importance of providing elementary school pupils with a high-quality education has grown, with the goal of developing fundamental competences that will help them navigate their education and meet the current era's developmental expectations. The online learning environment offers a plethora of teaching resources in addition to serving as a platform for engaging in educational activities. Effective management is required to properly utilise internet resources, improve teaching efficiency, and maximise the benefits of the online learning environment to completely realise this potential. However, the existing administration of art education in urban primary schools must contend with the problem of insufficient management of online teaching materials, which impedes the successful implementation of online teaching in art education. From the standpoint of educational management, it is essential to improve the application of online teaching resources to support the implementation of art education activities in urban primary schools.

Data Framework for Utilizing Internet Resources

First and foremost, a suitable data framework must be created for the use of internet teaching resources. In terms of school administration, all teachers should have access to an internal database that organises materials into categories based on subjects and creates related instructional resource folders based on grade levels and units. Teachers can have administrator and normal user accounts for resource uploading and downloading if schools build an intranet-accessible teaching database or use recognised cloud services to build a school-level database. Priority should be given to managing materials and organising them in accordance with the type of educational activities when building an online teaching resource database. Department heads should set up regular events for sharing teaching experiences and curriculum-related internet resources. They should also periodically contribute worthwhile resources to the data platform to further the database's collection of teaching materials.

Second, the data platform's resources need to be arranged and classified. Activities for art education in urban primary schools cover a range of lesson plans. Internet teaching resources should be appropriately categorised based on instructional themes and activity styles when used for art education activities. For example, resources for aesthetic education that are relevant to the appreciation of artistic works can be combined based on many factors, streamlining content. Like how picture book resources can be organised alongside video resources, resources can be categorised based on their format. Resources can also be combined and arranged according to grade levels and curriculum sections, resulting in a database with a clear retrieval mechanism. Urban elementary school art instructors should be able to quickly access materials from the database based on various educational content while adhering to the associated retrieval rules during certain instructional design or art education activities. Schools should take an active position in management by building an easily searchable database that aids resource organisation for art education research departments. Awards can be granted to the research department that contributes the most well-organized internet teaching materials on a monthly or semester basis as a means of guiding resource organisation. As educational institutions, we must place a strong emphasis on the role of educational management advice, improve the development of resources for art instruction in urban primary schools, and offer a high standard of online teaching resource development inside the school. The activities for art instruction in urban primary schools would benefit from this support in the online learning environment.

Implementing a Computerised Training Management Process

Urban primary school art education activities demand good information management for both daily teaching activities and teacher development in the context of the internet teaching environment. This is crucial to raising teacher teaching abilities and improving the instructional efficacy of the programme. Although there has already been some development in the use of information technology in teaching activities, it has been noted that there is a deficiency in managing

information for teacher development, particularly in training activities meant to enhance teaching capabilities. The ineffective use of the online learning environment for teacher training restricts the efficient improvement of teaching skills.

Therefore, it is essential to construct an information-driven training management method for teacher development to improve the educational outcomes of art education activities in urban primary schools inside the internet teaching environment. On the one hand, focus should be placed on developing an online teacher training platform. The organisation of content-based teacher training is frequently overlooked in current training operations. The online training platform should be viewed as an essential internal management tool by schools. Schools can develop online teaching and exchange platforms, frequently organising teachers for experience-sharing sessions, by utilising platforms like Tencent Video. Expert educators with significant backgrounds in art education or outstanding accomplishments can be invited to give online teaching lectures or to share their experiences at the school level. From the standpoint of school management, it is important to provide the essential managerial interventions for improving teachers' instructional competencies. For instructors to obtain professional training arrangements through online training activities, resources must be allocated to create a practical and adaptable online training platform. It should also be a constant effort to improve the content of online training exercises. Schools should make use of the benefits of online learning by picking and choosing training materials based on specific objectives for teacher development. This entails picking pertinent online training programmes or lectures that are in keeping with well-defined guidelines for developing teacher competency. The success of training initiatives should be reinforced by art teachers' participation and subsequent sharing of their experiences based on the results of these training activities. The administration of urban primary school art education should be strengthened by schools creating the art education research department as a key management unit.

Increasing the Art Resource Library to Encourage Student Creativity

While studying about art, pupils frequently have little real-world encounters. Students must use association or imagination to find inspiration in other works of art to develop their capacity to produce original creations. This enhances their educational process and fosters creativity. The use of textbooks or extracurricular art appreciation books by teachers, which may not exactly reflect students' actual experiences, limits the accuracy of encouraging student creativity in traditional teaching methods. Teachers can locate a wider variety of course materials by using the multimedia tools that are available online to address this issue. Students' creativity and motivation for their artistic works can be improved by giving them access to more vivid and interactive resources via multimedia platforms. Students have access to a wealth of materials for their artwork and can direct their artistic learning by searching for and storing resources according to their tastes or needs.

Developing strong observational skills and assisting pupils in realising the cultural significance of remarkable works of art, both domestically and abroad, are essential when teaching art to older students. First, educators can use the internet to find pertinent resources and direct students to reputable websites. The art resource repository can be improved by storing related photos, giving students access to assets throughout class. For instance, instructors can utilise multimedia to play the sounds of birds in the forest to introduce the lesson when teaching the eighth lesson from the New Curriculum Standards for Primary Schools, Grade 5, "Sounds of Birds and Fragrance of Flowers" in the beginning of the class. The pupils can then be introduced to Zhou Dunyi's (of the Song Dynasty) "On the Love of the Lotus" through a multimedia presentation after viewing a lotus flower. Zhou Dunyi wrote, "I Love the Lotus Because While Growing in the Mud, It Is Unstained. It is unaffected by the silt and stands upright in the murky water, its aroma wafting far away. The kids can then see a selection of floral photographs that were taken from the internet. By assisting pupils in making the distinction between careful brushwork and freehand brushwork, the educational goals are successfully addressed. Additionally, teachers can use the internet to offer "VR panoramic appreciation" sessions that provide students the opportunity to virtually tour online art galleries that feature a wide variety of excellent pieces of art from all around the world. Learning about art is made easier by these virtual trips, which are accompanied by lovely music and a positive ambiance. Students are exposed to the effects of extraordinary artistic culture through the expansion of the art resource repository, successfully stimulating their creativity.

Conclusion

There is The use of internet technology has significantly changed the art curriculum in urban elementary schools, where education is a field that is continually expanding. This study has clarified a few important factors related to organising art education activities in an online learning environment. The results highlight the necessity for a thorough strategy to maximise internet technology's potential for efficient management of art instruction and student growth.

The analysis found that although internet technology has been utilised in urban primary school art instruction to some level, there is still room for improvement in both teaching and learning techniques. The inadequate use of information technology in the management of educational activities is a significant obstacle. To ensure the comprehensive implementation of art education in accordance with contemporary teaching standards, it is essential to integrate digital platforms and technologies to simplify curriculum content administration and teacher development.

The study also emphasised the value of encouraging creativity and enhancing pupils' artistic experiences. Students can be given the freedom to explore and express their creative potential with the help of a large art resource library and the use of multimedia tools. Teachers can ignite students' imaginations and encourage them to engage in meaningful artistic endeavours by offering a wide variety of resources and interesting materials.

The success of art education in the online learning environment has been largely attributed to the growth of the teaching force. Incorporating internet platforms into informationised training management systems can give teachers the chance to improve their instruction over time. Teachers can improve their teaching practises and deliver more effective and interesting art education by receiving specialised training materials and setting up a collaborative environment for knowledge sharing.

In conclusion, the growth of urban primary school art teaching is greatly anticipated by the incorporation of internet technology. To realise its full potential, a comprehensive strategy that prioritises teacher development, develops educational resources, and emphasises efficient informationised administration is crucial. By implementing these techniques, educational institutions may give students a dynamic and enriching art education, giving them the motivation and abilities they need to become expressive artists and creative thinkers in the digital age.

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