

Article

Research on the Professional Development of Art Teachers in Primary and Secondary Schools in the New Era

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Abstract: In the context of the new era, the professional development of primary and secondary school art teachers plays a crucial role in enhancing educational quality and fulfilling the fundamental task of fostering moral character. This article focuses on the development of the teacher workforce and explores the significance of the professional growth of art teachers, highlighting that it not only concerns the cultivation of students' positive values, essential qualities, and key abilities, but also serves as an important means to adapt to the rapid development of society and promote economic progress. Starting from multiple dimensions of teacher professional development, including systematic training, improvement of the training system, establishment of incentive mechanisms, updating of educational concepts, and enhancement of teaching abilities, this article proposes specific paths and strategies, aiming to provide theoretical references and practical guidance for the continuous development of art teachers in primary and secondary schools.

Keywords: new era; professional development; art teachers; teaching ability; educational quality

1. Introduction: Importance of Professional Development of Teachers in the New Era

In order to further strengthen the development of a high-quality and specialized teacher workforce in the new era and further create a favorable atmosphere of respecting teachers and valuing education, in the context of the new era, it is of vital importance to explore the professional development of primary and secondary school art teachers [1].

1.1. Improve Teaching Quality of Art Education in Primary and Secondary Schools

Ensuring the quality of basic art education in primary and secondary schools is the cornerstone of art education work and the foundation for all other art education activities. This includes strengthening the construction of the teaching staff, enhancing the professional competence and teaching abilities of art teachers; optimizing the curriculum design, focusing on cultivating students' aesthetic abilities and innovative thinking; at the same time, increasing the investment in teaching resources to provide students with more abundant art learning materials and tools. Through these measures, we can create a favorable art learning environment for primary and secondary school students, stimulate their learning interest and enthusiasm, allowing them to freely soar in the world of art, thereby truly achieving the goal of improving the quality of basic art education in primary schools. This can not only cultivate students' artistic talents, but also lays a solid foundation for their all-round development.

1.2. Improve Comprehensive Competence of Primary and Secondary School Teachers

The comprehensive competence of a teacher encompasses not only basic qualities such as pedagogy and psychology, but also innovative qualities, practical qualities, interdisciplinary qualities, and competence in applying information technology. Through the

Published: 10 September 2025



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enhancement of comprehensive qualities, teachers can flexibly respond to the opportunities and challenges of the new era. By continuously improving themselves, they can help students develop the ability to learn independently, stimulate their innovative thinking and abilities, and cultivate a lifelong learning awareness. Such teaching can adapt to the vigorous development of education in the new era and apply what they have learned in educational practice, achieving the unity of knowledge, attitude, emotion, and action. Overall, it holds great significance for middle school art education.

Therefore, in the context of the new era, the professional development of primary and secondary school art teachers is the top priority for enhancing the quality of basic education. The following elaborates on this from two aspects: the pathways for teachers' professional development and the enhancement of teachers' capabilities.

2. Strategies of Professional Development of Teachers

2.1. Art Teacher Training in Primary and Secondary Schools

Firstly, in terms of professional education, art teachers should receive systematic professional training and establish diversified platforms for the development of art teachers, including courses such as art history, art theory, painting techniques, sculpture, design, psychology, etc., to lay a solid professional foundation [2]. At the same time, provide platforms for practical operation and innovative research for art teachers to enhance their professional skills and innovative thinking abilities; encourage teachers to continue their studies and improve their academic levels, such as pursuing master's or doctoral degrees, conducting in-depth research on teaching theories, and learning at multiple levels in subject teaching, curriculum and teaching, balancing subjectivity and education, theoreticality and practicality, to improve the overall teaching quality of the teaching staff; attach importance to the cultivation of interdisciplinary teachers such as STEAM teachers. STEAM education advocates that students combine knowledge from various fields such as science, technology, engineering, art, and mathematics, and solve real-world problems using interdisciplinary methods. This requires STEAM teachers to have the ability to cross disciplinary boundaries, break the inherent thinking patterns, have a knowledge perspective and thinking habits across disciplinary boundaries, that is, the so-called "interdisciplinary" or "cross-disciplinary" ability. This ability is particularly important in today's rapidly changing and highly interconnected world. Such ability not only requires individuals to have a broad knowledge base, but also needs to be able to flexibly apply this knowledge for innovation and problem-solving.

Secondly, establish a complete teacher training system. Teacher training is an important way to enhance teachers' professional competence. Since 2010, China has fully implemented the "National Training Program for Primary and Secondary School Teachers" (referred to as the "National Training Program"), under the exemplary guidance of this program, China's teacher continuing education work has entered a new development period and has embarked on a Chinese path of teacher professional development. Integrating the concept of deep learning into the teacher training curriculum system can enable teachers to become active practitioners of deep learning. This measure is not only an important part of transforming teaching methods and educational models, but also a key to improving the quality and efficiency of teacher training; At the same time, innovating teacher training models, such as the "Knowledge-Attitude-Practice Dual Circulation" research and training model and the "Knowledge-Attitude-Practice Dual Circulation" integrated school-based research and training model, are the practical achievements of the school over the years in promoting in-depth development and promoting national educational reforms [3]. They play an important role in improving teachers' professional ethics, research capabilities, and teaching abilities.; Moreover, continuous updates of teacher development training concepts are needed, and high-level and high-quality teacher training programs from both domestic and international sources should be introduced to promote international exchanges among teachers. In the interaction of international education,

teachers can ingeniously integrate advanced educational concepts and practical wisdom from abroad into the local educational reality, and based on this, constantly innovate teaching content and methods, thereby significantly improving teaching effectiveness. At the same time, they also actively guide students to expand their international horizons, enabling them to continuously grow in cross-cultural communication and enhancing their communication skills [4].

Thirdly, establish an incentive mechanism. To fully stimulate teachers' enthusiasm and innovative ability, all universities should start to build a fair and reasonable evaluation system and incentive mechanism. This is of crucial importance for promoting the improvement of teachers' professional competence and the leap in teaching quality. In this mechanism, the evaluation should be comprehensive and objective, not only covering teachers' teaching effectiveness and research achievements, but also meticulously considering their innovative ability, teamwork spirit, and the profound influence on students' all-round growth. For teachers' outstanding achievements in teaching and research, universities should give full recognition and rewards. Through various means such as setting up bonuses, research funding, and further education opportunities, they should motivate teachers to continuously improve their teaching and research capabilities. At the same time, universities should strive to create a superior working environment and conditions for teachers, such as providing sufficient teaching and research resources, supporting their participation in domestic and international academic exchanges, encouraging interdisciplinary cooperation, and jointly promoting the vigorous development of the education cause [5].

Finally, establish modern educational and curricular concepts, transforming teaching into guidance. Establishing modern educational concepts and innovating curriculum concepts is the key to promoting educational progress. The aim is to transform the traditional teaching model into a new paradigm of guided learning. The traditional educational concept often focuses on the "teaching" of the teacher and neglects the "learning" of the students. This bias leads to many drawbacks, such as students passively accepting knowledge and lacking an active exploration spirit. In the context of the vigorous development of the market economy and the rapid changes of society in the current era, this teaching model clearly cannot meet the demands of modern society for talents. For example, in traditional classrooms, teachers often occupy the dominant position, while students are in a passive state of accepting knowledge. Such a teaching method is difficult to stimulate students' innovative thinking and self-directed learning ability. Therefore, we must actively embrace modern educational concepts, guided by the new curriculum standards, and place core literacy and curriculum concepts at the core of education. This requires us not only to reform the curriculum content to make it more relevant to students' real-life situations, but also to innovate teaching methods, such as using project-based learning and inquiry-based learning, to stimulate students' interest and initiative in learning. At the same time, we should also build a new evaluation system, emphasizing the combination of process evaluation and result evaluation, to comprehensively assess students' comprehensive competencies. In the field of aesthetics, we should adhere to educating through art, enriching students' emotional experiences through art courses, and enhancing their aesthetic literacy. Moreover, we should highlight the comprehensiveness of the curriculum, breaking down disciplinary barriers, and promoting the integration and penetration of disciplines to cultivate students' ability to solve problems across disciplines. Ultimately, through these reform measures, we will truly achieve the transformation from "teaching" to "guidance", enabling students to learn how to learn and become lifelong learners.

2.2. Improvement of Art Teaching Ability

In the context of the new era, the transformation of art education requires a change in teaching philosophy. This is because with the advancement of the times and the development of social productivity, the educational concepts of school art education programs are undergoing a profound transformation. The previous educational model, which solely aimed to cultivate artists, has now gradually shifted to focusing on cultivating art education professionals with innovative thinking and an interdisciplinary perspective. Many universities are increasingly emphasizing innovative, practical, and interdisciplinary educational concepts. Through continuous innovation in educational models and conceptual thinking, the art education program can better adapt to the demands of social development and meet the diverse growth needs of students. This series of changes not only reflects the progressiveness of the education field but also injects new vitality and hope into art education [6].

At the same time, innovative teaching models are necessary. To align with the pulse of the new era's social development, the content and methods of art education are facing unprecedented demands for innovation. Art education innovation is a multi-dimensional and deep-level systematic project, playing a crucial role in cultivating students' aesthetic appreciation and creativity. To nurture art elites who possess both innovative thinking and practical abilities, teachers need to constantly innovate teaching methods. Meanwhile, art educators should be aware of the changes in social demands. They should continuously optimize and innovate the content, methods, and means of art education to ensure that art education can keep pace with the times and closely align with the development needs of society.

Based on this, optimizing the structure of the teaching staff is also very important. The composition of the teaching staff is one of the key factors affecting teaching quality. The art education major in universities attaches great importance to the training and development of the teaching staff. The ideal structure of the teaching staff should tend to be younger. Teachers should integrate professional knowledge with market dynamics, and cultivate students' innovative thinking and practical abilities. Therefore, the structure of the teaching staff urgently needs to be further optimized. To promote the healthy development of the teaching staff, schools should encourage teachers to be bold in innovation in teaching and expect them to also achieve remarkable accomplishments in artistic creation and academic research [7].

It is of utmost importance to enhance the information integration and interdisciplinary teaching abilities of primary and secondary school teachers. In the field of education in the 21st century, cultivating talents with the abilities of information integration and interdisciplinary integration, as well as innovation, has become the core direction of talent cultivation. Therefore, STEAM education, as a comprehensive educational model, is gradually leading the new trend of global educational reform. It ingeniously integrates multiple disciplines such as science, technology, engineering, arts, and mathematics, not only promoting in-depth communication and integration among disciplines, but also guiding students to perceive the world from diverse perspectives and comprehensively exercising their problem-solving abilities. At the same time, STEAM education greatly stimulates students' innovative thinking and practical potential, laying a solid foundation for their future development [8].

Developing students' innovative ability is also indispensable. Because art education is an important way to acquire knowledge in the field of art. Innovative ability plays a crucial role in any form of art. Thus, school art teaching is an important subject for cultivating students' innovative thinking ability. To adapt to the development needs of modern society, the previous art teaching in universities, which focused on imparting technical knowledge, has been unable to meet the current standards of quality-oriented education. Therefore, it is particularly important to take cultivating students' innovative thinking

ability as the core task of art teaching. The educational concept urgently needs to be updated. More emphasis should be placed on the cultivation of innovative thinking, and students' innovative ability should be enhanced through various means, and a competitive mechanism should be considered. Based on students' individual characteristics and common needs, bold attempts should be made in a planned and step-by-step manner, and the "competition" awareness should be integrated into classroom teaching. Through this positive psychological drive, students' innovative thinking ability can be effectively exercised, and their overall innovative level can be improved [9].

Teaching reflection and evaluation strategies are of vital importance. School art education is an important means of implementing aesthetic education. Exploring effective art teaching evaluation strategies is of great significance for deepening the reform of school aesthetic education evaluation. Core literacy-oriented art teaching evaluation should not only examine students' understanding and mastery of art education evaluation based on core literacy, but also emphasize their ability to construct knowledge, integrate and apply, and solve problems in real situations [10]. Moreover, promoting students' post-class reflection is also crucial. Teachers should not only collect information and evidence about students' learning outcomes and processes, but also obtain genuine, effective and profound reflection information from them. Based on these understandings and combined with the practice of art education evaluation, this research below summarizes the evaluation strategies. Firstly, promoting performance-based evaluation is necessary. It allows students to create art like artists to assess the advancement level of art academic quality. Secondly, using portfolios enables students to record their art learning process, which can allow students to witness their own growth. Thirdly, combining unidirectional evaluation with interactive evaluation can effectively enhance students' self-evaluation and reflection abilities. Fourthly, holding thematic exhibitions, showcases, and exchange activities provides students with opportunities to showcase.

3. Conclusion

In the context of the new era, the cultivation of art teachers and the enhancement of their teaching abilities undoubtedly constitute a complex and systematic project. It requires the joint efforts of schools, society, and individual teachers. Specifically, deepening the professional education of teachers, establishing a comprehensive and complete training system, formulating scientific and reasonable reward mechanisms, and guiding teachers to establish modern educational concepts are all of vital importance. Moreover, strengthening the integrated teaching of art with other art forms such as music and dance is also an effective way to enhance the professional competence and teaching level of art teachers. The comprehensive implementation of these measures will strongly promote the overall development of the art teacher team and lay a more solid foundation for cultivating more students with artistic talents and outstanding creative abilities.

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