

New Strategies of Art Classroom Teaching in Normal Colleges under the Background of Art Education Reform

Ruifang Fan

Academy of Fine Arts, Inner Mongolia Jining Normal University, Wulanchabu, Inner Mongolia, 012000, China

Email: 2065545625@qq.com

Keywords: Art Education; Teachers Colleges and Universities; Art Classroom Teaching

Abstract: Teachers' art classes should have their own special teaching characteristics. Students should bear the responsibility of imparting knowledge and educating people. For this reason, they should cultivate some art professional abilities that they must possess as teachers in the future and reach the training standards. So as to pay more attention to the practical links of art education and teaching in normal universities. From the perspective that basic knowledge and skills of fine arts are the main basis for classroom teaching, rather than the ultimate goal, we should further recognize the relationship between basic knowledge and skills of fine arts and classroom teaching. Under the background of art education reform, the quality and standard of aesthetic education personnel cultivated by higher normal colleges and universities are not consistent with the basic teaching, and the problems existing in the art classroom teaching of normal colleges are discussed and analyzed. Some development strategies and suggestions for improvement have been proposed.

1. Introduction

Since the new round of basic education reform in China was officially launched in 1999, the curriculum standards of various disciplines have been developed firstly, and then various disciplines have been steadily carrying out research related to them [1]. There are many problems in the management, teaching method and inherent teaching mode of normal art education, but the fundamental problem is the educational concept [2]. The difference between the Academy of Fine Arts and the Teachers' College is that the former trains specialized talents in fine arts needed by the society, while the latter aims to train fine arts teachers in secondary schools. Classroom teaching skills are an important skill that art majors must master, and one of the important yardsticks for measuring the teaching level of normal students. As a front-line teacher, we know that we have a great responsibility on our shoulders, and how to implement our work in our own teaching work has become our most important goal [3]. Therefore, under the background of art education reform, understand the current situation of art teaching in higher normal schools, analyze the existing problems, and put forward some development strategies according to this, deepen the reform of art education majors in higher normal schools, optimize the training mode, and better reform the new curriculum for basic education. And the development of services is undoubtedly of great significance.

2. Analysis of the Current Situation of Art Classroom Teaching

2.1. Lack of attention to the new curriculum reform of basic fine arts

At present, a new round of basic education curriculum reform is being carried out in an orderly way throughout the country and has now entered the stage of popularization. Most colleges and universities still teach painting skills as the main content in their art theory teaching. The teaching materials and teaching forms are single and have not been updated according to the current social development situation and the specific needs of students. Judging from the teaching equipment used in art classes, the teaching facilities in key middle schools are relatively perfect. Each class

basically contains modern educational technology and equipment needed for teaching, but few schools can go to computer rooms and special art classrooms to take art classes [4]. Teaching and research are mostly stuck in the reform of teaching experience and teaching methods. However, the work on the law of basic education and the theory and practice of art education is not enough. As a future art teacher “source”, art education in higher normal schools should actively pay attention to the orientation of the new curriculum reform, change the educational concept, adjust the curriculum structure in a timely manner, and train qualified teachers who adapt to and even lead the new curriculum reform. Because they will shoulder the heavy responsibility of cultivating the next generation, my main infiltration in the classroom teaching as an art teacher is to cultivate their aesthetic taste and noble sentiment to enhance their personality charm [5]. Therefore, we must establish a scientific research concept oriented to basic education, increase investment in scientific research and personnel, truly integrate with basic education, and correct the serious disconnection between teacher art education and basic art education.

2.2. The construction of curriculum is not conducive to the optimal development of students' quality structure

This puts forward newer and higher requirements for the quality structure of art teachers, who should have modern educational concepts and consciousness. The concept of modern education is the soul of modern teachers. The basic goal of art education is to help students accumulate knowledge and skills of art painting, cultivate their sentiment, cultivate their aesthetic ability and practical application ability. At present, only a few colleges and universities have defined this teaching goal [6]. Most art teachers conduct art classroom teaching according to the arrangement of textbooks. A few teachers arrange courses according to the interests and preferences of students, some teachers arrange courses according to the connections between various parts of textbooks, and some teachers arrange courses according to the learning areas of curriculum standards. Secondly, most schools do not devote too much energy and comprehensive planning to the practice teaching activities outside the school, and often just go through the stage. Failure to arouse students' interest and emotion has affected students' acceptance of new knowledge, resulting in some students unable to complete their homework as required. Under the background of art education reform, many new educational concepts have emerged. Teachers shouldering the task of curriculum implementation and innovation should constantly learn and reflect on their own educational practice, and constantly update the educational and teaching concepts, so as to form a correct educational outlook. Most colleges and art teachers have neglected this point, which makes it difficult for graduates of this major to have enough practical ability and high comprehensive quality.

2.3. Ignoring the promotion of humanistic literacy while learning professional skills

The new round of basic education curriculum reform art curriculum highlights the distinctive feature of “humanity”. Art, as an important part of the humanities, embodies a strong humanistic spirit, and it has a unique advantage in improving students' humanities literacy [7]. With the development of social economy, many colleges and universities have introduced modern teaching methods and teaching facilities into art education and teaching, but some colleges and universities have not established enough multimedia classrooms for financial reasons. Most teachers have considered that the students' basic differences do not dare to involve too much art knowledge and expand the scope of appreciation. The appreciation of art also stays at the level of teaching, and does not allow students to exercise dictation and text. If we analyze our curriculum, 80% of the courses are art professional skills, and the curriculum is not rich enough, the proportion of art education theory and education practice is very small. The main manifestation is that normal school students do not know how to control the rhythm of the classroom, do not guide students' thinking to keep up with the progress of classroom teaching, and are not good at adjusting in time according to students' classroom learning. For example, when explaining excellent Chinese and foreign art and sculpture works to students, it is difficult for teachers to teach students the epochality, humanistic characteristics and cultural connotations of works if they do not understand the relevant knowledge of history, philosophy, religion and literature. Some students did not follow the teacher's request, but

took out watercolor pens and pens to draw freely. Teachers walked around the classroom, but could not be guided according to the situation and follow the good lead.

3. Research on the Development Strategy of Art Classroom Teaching

3.1. Attaching importance to the practical links of art education and teaching in normal universities

In view of the existing problems in art teaching, it is worth thinking that students can be separated from the teaching malpractice, their learning is carried out under the guidance and cultivation of teachers, and the problems and errors can arouse teachers' attention and reflection in teaching. Therefore, art education in normal universities should formulate the teaching mode of art education which is in line with basic education, establish new teacher training specifications, change the misunderstanding of aligning with professional colleges in the past, and strengthen the value orientation of normal education. Therefore, under the premise of conforming to the social and market demands, the art education and teaching in Colleges and universities should set the training of high-quality and high-skilled applied talents as the teaching goal. From the perspective of basic education teaching, students are allowed to record their own learning process and feelings from this process, so that they can understand the psychology and possible problems of children and adolescents in learning art culture knowledge in the future. In various practical processes, students can deeply understand the connection and difference between the art teaching in the classroom and the actual art application, so that students can apply what they have learned and truly realize the objective role of art teaching. It enables the normal students to combine the characteristics of local folk art in practical teaching to develop skills and create a good learning atmosphere. In the design of teaching plans, you can effectively use stick figures to turn a lot of boring text into vivid images, and this teaching method is the most easily accepted by students.

3.2. Recognize the relationship between basic knowledge and skills of fine arts and classroom teaching

Art education is to cultivate students' aesthetic ability, which can be more directly reflected through art classroom teaching, and the cultivation of aesthetic ability is to be realized through the language of art, that is, the basic knowledge of art, and without art knowledge, it is not art classroom teaching [8]. The change of teaching thought requires both teachers and students to have the innovative thinking and creative ability required for artistic creation. According to the current situation of the development of basic education and the needs of future development, continuous adjustment and improvement should be made, and the training of art educators should always be put in the first place in their work and unswervingly follow the direction of serving basic education. In the process of art activities and exchanges, students consolidate art knowledge and skills so as to achieve the perception of art, the satisfaction of vision, and the happiness in the process. To strengthen the pertinence and practicality of education courses, interdisciplinary courses can be offered to cultivate students' comprehensive thinking and practical ability, such as music education, music psychology, music textbooks and teaching methods research in primary and secondary schools. It is not a formalistic formality to let the skill learning of Art Majors in normal schools come to fruition, but just a few lessons. Since art knowledge and skills are only the main content of classroom teaching, the role of these contents in classroom teaching depends on the teaching process and appropriate teaching methods to implement, in the process of implementation, let students get the basic knowledge and skills to learn and consolidate.

3.3. Perfect the design of art classroom teaching and develop art curriculum resources

Before carrying out classroom teaching design, we should discuss the characteristics, background and elements of middle school art classroom teaching design. Some researchers believe that the characteristics of middle school art classroom teaching design should be from interesting guidance to aesthetics, from education to humanism, from comprehension to creativity. Combining

music performance, music technology, musicology and other contents, a comprehensive chemical specialty structure and educational environment aiming at cultivating students' music cultural literacy and music education quality are constructed. Similarly, in the teaching of professional practice courses, let students combine with the content of professional skills in professional middle school art textbooks to try to carry out classroom teaching. To create conditions for students to observe carefully and think positively, teachers can not inject their own observation and analysis into students and turn students into mechanical receivers. Students should be encouraged to think and create. It is necessary to reform the curriculum for cultivating teachers and construct a curriculum system for art education in a targeted manner in order to train qualified art teachers who meet the new curriculum standards to meet the needs of the new curriculum reform and development. In this process, teachers should not think that this is a complicated and unfinishable point. It should focus on the most basic development and utilization. It should be based on the most basic content, which is the resource material of our most trusted textbooks. To create a good peripheral environment for the training of normal students' skills, and gradually enhance the awareness of the skills teaching of normal students, so that the classroom teaching skills of normal students will embark on a virtuous circle.

3.4. Pay attention to students' artistic experience and promote the development of students' physical and mental health

The rich creative teaching activities in the art class can enable students to come into contact with various tools, materials, forms of expression and methods of expression that are not available in other disciplines, and can obtain rich experiences including happiness. In order to improve teaching quality and students' professional standards, we should speed up the construction of teaching materials for music disciplines, enrich the curriculum content, reflect the latest achievements of music disciplines in a timely manner, change extensive teaching into scientific research teaching, change lecturing teaching into subject teaching, and change internalization teaching into constructive teaching. It is necessary to arouse the audience to think, associate and imagine, and to make their speech as accurate and comprehensible as possible. Students should be regarded as masters of knowledge. Give full play to their main role in the process of understanding, with interest as a guide. It can introduce the background of the works and the artist's creative process in the appreciation class by telling stories, and even adopt the method of drawing while talking, so that students no longer feel the dullness and tediousness of this process. This not only increases the mutual integration and penetration of arts, but also enriches students' professional skills, laying a solid foundation for future teaching work. At this time, teachers should guide students in order, and form a good interaction between teachers and students, mobilize students' learning enthusiasm, activate the classroom atmosphere, so that art classroom can become a place for students to experience emotions and passionate creation. On this basis, the process of recreation can enrich the language of students' visual expression and get the experience of visual expression and visual thinking.

4. Conclusions

Under the background of art education reform, the development of society and the progress of science and technology have put forward new subjects and higher requirements for education and teaching. While reforming and improving the art classroom teaching in normal universities, we should pay attention to the actual effect and really implement it in action. Art education in normal universities should be integrated into the concept of art curriculum design, and should be combined with the process of basic art education and teaching to carry out art education and teaching in normal universities; in classroom teaching, we should recognize that the basic knowledge and skills of art are only the main basis and important component of classroom teaching, rather than the ultimate goal of classroom teaching; Through diversified teaching methods and methods, students can be trained repeatedly in practical teaching. Only by raising the training of curriculum skills of normal students majoring in fine arts to the training of normal students' teaching ability and their

own quality can they be trained. Only in this way can the work of training students be implemented, and it is also the lifeblood of ensuring our own development and improvement. I will stick to my post to deepen and implement it. We must reform teaching methods, improve teaching methods, scientifically and rationally set up art courses, attach importance to the cultivation of teachers' quality and ability in normal colleges and universities, and give full play to the role of art education in normal colleges and universities so as to make it a powerful driving force for the development of art education in our country.

References

- [1] Kelue. The new era of art colleges and universities undergraduate oil painting course teaching methods-review of “integration-China's performance oil painting teaching research”. *China Education Journal*, 2017(05):146.
- [2] Yang Zhihui. School of Fine Arts and Design, Nanning Normal University, Yang Zhihui. *Selected Works*. *Contemporary Literature*, 2019, 244(02):202.
- [3] Hu Qiang. Research on the Training Mode of Art Talents in Vocational Colleges Based on Work-integrated Learning. *Vocational Education Forum*, 2017, No.685(33):40-44.
- [4] Fan Dian's Preface to “For Chinese Painting-National Symposium on Figure Painting Teaching in Art Colleges and Universities and Exhibition of Sketches of Teachers and Students”. *Art Research*, 2017(03):79.
- [5] Liu Ying. New Curriculum Reform in the Perspective of College Art Appreciation Teaching Reform. *Education Development Research*, 2017(S1):95-97.
- [6] Chen Gang. School of Fine Arts, Jiangxi Normal University, Chen Gang. *Selected Works*. *Contemporary Literature*, 2019, 244(02):211.
- [7] Hu Yi, Wang Linlin. On the Teaching Art of Sculpture in Art Education-Comments on “Chinese Art Education Practice: Sculpture Teaching”. *Chinese Pedagogical Journal*, 2018, No.303(07):125.
- [8] Yang Jiayue. Experimental Reform of Fine Arts and Crafts Course in Normal Universities-Taking Clay Sculpture Course as an Example. *United States and Times (Middle)*, 2017(6):93-94.