The Application of Modern Educational Technology in the Art Teaching of Middle School At Present

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Abstract: With the deepening of the new round of basic education reform in our country, more and more problems are exposed in the traditional middle school art teaching, such as the teacher teaching efficiency is not high, not fully mobilize the students' learning enthusiasm, lack of creativity, subjectivity has not been given full play and other problems. At present, middle school art classroom centered on modern educational technology is in the ascendant. The rich teaching resources in modern educational technology, the convenience of creating classroom situation, novel teaching technology, nonlinear characteristics and other advantages provide a way to solve the problems in traditional art classroom. In this paper, combined with the current high school art teaching actual situation, for how to use modern educational technology to optimize the teaching of relevant suggestions, with a view to the current high school art teachers some inspiration.

1. Introduction

With the development of computer science and technology and the Internet, have a diversity of teaching resources, integrating such as images, text, sound, communication is convenient wait for a characteristic of the computer technology, constantly promote the innovation and development of art education career, solve the condition of the lack of learning resources in the past, to break the boundaries of different time, space, and enriched the art of teaching resources in different dimensions, It is convenient for teachers to collect fine arts teaching resources. Students can not only acquire knowledge from fine arts textbooks, but also absorb more extensive information about fine arts, broaden their horizons and active thinking, and lay a good foundation for students to form a good quality of fine arts.

2. Expand Art Teaching Resources and Improve Students' Art Quality

Put forward in the curriculum teachers should "art teaching resources development and utilization of the network" "the fine arts teaching resources of the introduction of high quality, using the modern education technology, teachers can be related to the new teaching of different subjects or other domain knowledge is introduced into the fine arts classroom teaching, the selection of typical, inspired by the effect of knowledge, the students' art accomplishment will be effectively improved.For example, a teacher to teach the subject of local art heritage-taishan burring course, can be combined with the related history and the Chinese subject knowledge, the long history of taishan sharpening, development course, bookman for mount tai poems of praise, etc., let the student through art and interdisciplinary knowledge fusion, feel an intense sense of local art resources, further improve the art accomplishment, enhance the sense of pride.[2]In the present middle school fine arts appreciation course, the advantage of the multimedia teaching is more apparent, the art teachers can use multimedia visual iconicity, will a variety of information to students, showing the classic art to let the students watch and awareness, rich emotional experience, to further broaden students' horizons and improve students' art accomplishment, to optimize the teaching effect. , for example, a teacher in the interpretation of the works of Michelangelo, use multimedia to provide details of the learning resources for students, such as Michelangelo's life, as

well as the creation of social and historical background and other works, etc., at the same time using multimedia display Michelangelo represent multiple points of view pictures of sculpture, let the student to carry on the more comprehensive appreciation and view, Show other classic works of art from the Renaissance period. Let students feel the artistic style. When the rich and diverse classic art works exhibition is in front of students, students gradually accumulate aesthetic experience, in order to form a good art quality to lay the foundation. Finally, a study site related to Renaissance Fine Arts is provided to provide further learning opportunities for students. In this way, the teaching effect of the whole class will be effectively improved[1]. After students receive knowledge through multimedia, they can think carefully about the meaning of the works themselves, and teachers can also achieve the teaching objectives. [3] But it is worth noting that teachers should not show all the contents on the multimedia courseware in a "laundry list" style. The expanded teaching resources should be concentrated and refined, which must be closely related to the course content and serve the teaching, and must not be distracted from the class theme.

3. Use Multimedia to Create a Situation to Improve Students' Interest in Learning

If there is a lack of vivid situation in the middle school art class, students will feel dull, unfocused and reduce their learning enthusiasm. Therefore, art teachers should according to the course content reasonably using multimedia technology to the crackling, audio-visual and some characteristics in the teaching lively and interesting classroom situation, help the formation of students' perceptual knowledge, the abstract, the image of static to dynamic, and build a lively classroom atmosphere, not only can shorten the distance of the students and teachers, but also can attract students' attention, It is helpful to stimulate students' interest in learning. [4]

Interpretation of Art Curriculum Standards for Full-time Compulsory Education (Experimental Draft) In the requirements of teachers "should use a variety of vivid and interesting means" "to guide students to enhance the image of the ability to feel and imagine the ability to stimulate students' interest in learning art", art teachers should be flexible and diverse teaching methods to stimulate students' interest in learning. Comenius on Didactica Magna As mentioned "all knowledge starts from the senses", teachers can flexibly use multimedia teaching to create situations to comprehensively stimulate students' various senses, so as to create strong conflicts between new knowledge and students' psychology and stimulate students' interest in learning. Interest is one of the basic motivation to learn fine arts, is a kind of inner power, can stimulate a strong desire for knowledge, students are interested in a certain subject, will continue to concentrate on it, to achieve the effect of learning, happy to learn. In the introductory part of the course, teachers can design appropriate teaching situations according to the teaching content and the actual situation of students, follow the teaching rules, and skillfully use multimedia technology to arouse students' desire for knowledge and arouse their interest in exploring new knowledge. [5]For example, teachers teach on the Chinese landscape painting When teachers can use slides to show the landscape paintings, they can play the classical music "high mountains and running waters" as the background music and explain the works at the same time, so that students can stimulate the visual and auditory sense and deepen their understanding of the works. In addition, teachers in teaching with environment protection as the theme of class, can use the slides first broadcast on the local environmental protection film, to show the local environmental protection related data and charts, multi-angle transferring teaching information to the students, to arouse the enthusiasm of students learning, enhance the students' sense of responsibility, enhance students' environmental awareness.[6]Also, the teachers are teaching chinese folk art; chinese folk arts Introducing the link of the new lesson, playing a cheerful music and video about the customs of the Spring Festival, close to students' life, stimulate students' interest in learning, create a pleasant classroom atmosphere, students can fully integrate into the classroom teaching, to achieve a good teaching effect.

4. Third, Use Novel Technology to Optimize Teaching and Stimulate Students' Creativity

The present middle school students in various video phone software to receive more and more information, the traditional teaching methods cannot meet the needs of middle school students, the art teachers can use novel auxiliary teaching modern education technology, for example, the use of multimedia projection technology, learning tablet, interactive electronic whiteboard, etc in the form of application software and teaching, and a variety of image processing software, Such as Photoshop, CAD, Meitu Xiuxiu, light and shadow magic hand, let students draw homework, help students to understand the art knowledge, improve the quality and efficiency of teaching. Curriculum put forward the "modern society needs to give full play to each person's subjectivity and creativity, as a result, art courses should pay special attention to the cultivation of student's personality and spirit of innovation", the modern education technology application in the present middle school fine arts teaching, innovative education technology application in the fine arts classroom teaching will bring students novelty, divergent thinking students, creativity. In the current art teaching in middle schools, teachers can use Photoshop, light and shadow magic hand and other tools in class, such as a variety of picture processing software and projection technology, three-dimensional production technology, film into video, so that students' creativity can be effectively played, to help students understand the creation methods and presentation forms of art works. For example, teachers are on EX.LIBRIS Electronic whiteboard in the use of image processing software Photoshop repairing, synthesis, beautification and dealing with various functions, the visual effect of demonstration picture, and let students hands-on operation of a computer, use image processing software to carry on the design and drawing bookplate, can choose to use different strokes, such as Mosaic, watering can, etc, also can choose different filter effects, For example, oil painting effect, printmaking effect. In addition, teachers can use modern educational technology to change famous paintings from static to dynamic, making them lively, For example, teachers teach lessons in appreciation the painting of Ode to the Goddess in Luo But it is worth mentioning that teachers should choose software that is convenient for students to operate when choosing software. For example, the various artistic effects in Photoshop filters are easy to operate, and students are quick to use them. If students choose professional software, they do not know how to operate the software, which sometimes will have the opposite effect.

5. Make Use of the Non-Linearity of Multimedia Technology to Bring into Play Students' Learning Subjectivity

The nonlinear feature of multimedia technology will change the traditional teaching mode of acquiring knowledge step by step in fine arts classroom. Art teachers can make use of the non-linear characteristics to make hypertext links from the websites of the collected materials. With the help of hypertext links, the teaching content can be presented to students in a flexible and changing way.

The basic concept of the new curriculum standard puts forward that "for all students" and "every student has the potential of learning fine arts and can achieve different degrees of development on their different potentials". Teachers should establish the teaching idea of "student-centered". The art foundation of middle school students is uneven. For students with good art foundation, if teachers teach basic knowledge, their thirst for knowledge can not be satisfied, while for students with weak art foundation, they find it hard to accept difficult knowledge points taught by art teachers. [8]Therefore, in the current art teaching in middle schools, teachers can make use of the nonlinear characteristics of multimedia technology to meet the needs of different students for art learning and give full play to the subjectivity of students' learning. Let students become the subject of information processing and the active constructor of knowledge in art learning. For example, the teacher teaches "spring" this class hour. Using the hypertext link method of multimedia technology, students can choose the content they want to learn on the learning tablet according to their own knowledge level and learning interest. Students are presented with the following three questions: What is the expression content of Spring? What is the method of expression in Spring? What did Botticelli mean when he wrote "Spring"? For students with weak foundation, they can answer the first question. For students with good foundation, they can answer the second question on the basis of the first question. For excellent students with solid art foundation, answer the third question. So,

the teacher according to the students of different art foundation, set up different difficult problems, students can learn according to their own situation involved in the fine arts classroom, it changed the traditional fine arts teaching in the classroom, the students passively accept knowledge of fine arts, the disadvantages of teachers "cramming education", meet the demand of different levels of students, thereby arousing students interest, shorten the gap between the students.[9] To a large extent, it plays the subjective role of students in learning. But it is worth mentioning that teachers should encourage students with weak foundation to learn deep knowledge after understanding the basic problems when using the nonlinear characteristics of multimedia technology. For the students who have a solid foundation, after learning the questions prepared by the teacher, we will show them other classic works of the artist, so as to further deepen their understanding and broaden their horizons. [10]

6. With the Help of Multimedia Simulation of Reality Function, Help Students to Solve the Learning Difficult Points

Teachers make use of modern educational technology to simulate the reality of the function of animation, can be the content of the textbook from the plane into three-dimensional, with the help of intuitive, image of the multimedia technology, so that it can vivid, real reproduction of the scene, to provide students with easy to understand the knowledge of learning materials, reproduce the scene that students can not personally observe at the scene.

With the help of multimedia simulation of the function of reality, can help students to solve the important and difficult points in learning. In the present middle school art teaching, The teacher is teaching "spatial expression in painting" With the help of the function of simulating reality, animation can improve students' intuitionization of abstract concepts in art learning, make knowledge easier to accept, make students better understand the knowledge points such as parallel perspective, angular perspective and spatial depth perception, and learn how to use focus perspective in the picture to shape three-dimensional images and express three-dimensional space. In the new curriculum standard, the suggestion in the study field of "modeling · expression" mentions the study of sketch and other expression techniques, and carries on the painting practice. Sketch occupies a major position in the field of modeling and expression. It is an art activity that uses black, white and gray monochrome to shape the lightness, light and shadow changes of the object, and to express the outline, space and texture of the object. The teaching of sketching and sketching will be limited by time and space. The most common teaching method of sketching and sketching is indoor still life sketching. Natural light is replaced by still life photography light, but it is difficult to control the color temperature, so that students can't feel the characteristics and rules of natural light and master the color language of complex and artistic expression. In the current art teaching in middle schools, art teachers can use the function of animation to simulate reality to introduce sketch teaching, break the limitation of time and space, help students feel the change of light in a real and intuitive way, and solve students' puzzles in learning. For example, when teaching architectural sketch, teachers can use the function of multimedia to simulate reality, to truly restore the relationship between light and shade of buildings changing with the natural light, and to simulate the change of light and shade of buildings at different times of the day, so as to create a more intuitive and real feeling for students. The art teaching activity is a complicated and multi-angle teaching process, which needs the art teacher's persevering exploration and improvement. The traditional education mode is obviously not suitable for today's new era of different months, with information technology as the carrier of the new art classroom as the growth of Japan. Of course, when introducing educational technology into art teaching in middle schools, it is necessary to follow the rules of art teaching and take into account the advantages of traditional teaching. Art teachers should keep up with the trend of The Times, grasp the opportunity of the development of The Times, integrate modern educational technology and art teaching organically, really improve the quality of art classroom teaching in middle schools, and promote the development of art teaching in middle schools.

7. Conclusion

To sum up, in the art teaching of modern middle schools, modern educational technology has important significance and role. As long as the application method is reasonable, it will help to give full play to the significance and role of modern educational technology. Art teaching in middle school, therefore, the first thing to realize the modern education technology can improve the students' interest, increase the content of knowledge, improve the quality of the students, make full use of modern education technology to collect information in advance, to increase classroom interaction, enhance the ability of students, so as to improve middle school fine arts education quality, effectiveness and efficiency of the class.

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