Study on Improving the Information Literacy of Art Students in Computer Basic Teaching

Chunling Xu, Gang Chen*, Lei Wang

College of Humanities & Sciences of Northeast Normal University, Changchun, Jilin, 130117, China

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Abstract: As a cradle for cultivating all kinds of professional talents, with the extensive use of computers in various professional fields, this paper has made some self-study on the basis of computer learning for art students. In the constant interaction and development of computer and art professional design, the design of art majors has long been inseparable from the support of computers. The study of computer basics is to enable art students to better use professional software in later professional courses, and then lay a certain foundation for the cultivation of art professionals, and strengthen their professional quality and ability.

1. Introduction

The term information literacy was first proposed by the American Information Industry Association President Paul Zurkowski in 1974. It is specifically defined as “the technology and skills to use a large number of information tools and key sources of information to answer questions”. In 1999, Wang Jiqing's "Information Literacy Theory" believed that information literacy can be cultivated through education, and it improves the ability to acquire information, use information, and develop information in the information society. It contains information consciousness and emotion. , information ethics, information common sense and information capabilities in many aspects, is a comprehensive and social evaluation. With the rapid development of information technology, people's understanding of information literacy has also deepened, and the cultivation of information literacy and computer application capabilities has become a hot spot for colleges and universities to pursue. Computer-based teaching is an indispensable part of cultivating comprehensive quality and innovation ability of college students. It is an important part of cultivating compound innovative talents, and it is also a basic application-oriented course that is closely integrated with various professional applications. The cultural course of art students is relatively weak, and the ability to accept theoretical knowledge such as calculation and logic is poor. However, in the study of professional courses, the intensity of using computers is no less than that of science and engineering students. In the face of computational and logical computer courses, there are more common annoyances and fears, which directly affect the learning effect.

2. Analysis of basic teaching problems of information technology in art majors

Based on the interest or future employment pressure, art students are more willing to spend limited study time on professional study and professional training in order to “get a skill”. More importantly, some professional and excellent students often take social part-time and participate in cultural performances as reasons for not attending cultural classes, and they are still so grandiose. Because of the recognition of the social part-time process and the success of the performance, they gained a sense of accomplishment that the cultural class could not give. As everyone knows, this kind of busyness takes up a lot of time for them to study cultural classes, including the time of studying the "University Computer Information Technology Foundation" course, and the class teacher's random leave, which invisibly gives students an illusion that "only professional courses are important." Objectively, the "University Computer Information Technology Foundation" is not very closely integrated with the music teacher and music performance majors, and has little direct connection with the follow-up professional courses, which cannot cause students to pay attention to

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themselves. In addition, learning "the foundation of university computer information technology" requires high abstract thinking, logical thinking and computational thinking ability, which is obviously inconsistent with art students who are good at inspiration, intuition and other image thinking. The long-term entanglement of “have to learn” and “self-recognition is not good” will eventually lead to tiredness.

The training of art experts before the college entrance examination generally adopts the "one-on-one" teaching mode. After entering the university, in addition to the cultural class, most of the music major courses are group teaching or even one-on-one teaching in the piano room or music classroom. This long-term individualized teaching makes art students, especially music students, particularly dependent on this hands-on mode of apprenticeship communication. "University Computer Information Technology Foundation" is open to all freshmen. Subject to the constraints of teachers and teaching resources, the theory class has to adopt a joint class teaching mode, which is undoubtedly worse for art students. Leaving the teacher one-on-one to guide them feel overwhelmed, creating feelings of incompetence and helplessness, losing interest and confidence in learning. The combination of teaching increases the difficulty of teacher's classroom management, can't guarantee the in-depth teacher-student interaction, and can't detect the classroom learning effect in time. Most students are filtered out of the teacher's attention, especially the students in the back row of the classroom can't see clearly. Unclear, the enthusiasm for learning is weakened, and eventually it becomes a low-headed family. People are there, but the heart is not there.

In order to successfully complete the teaching tasks and keep consistent with the teaching plan, teachers usually do not spend enough time in the classroom to ask questions, class exercises or quizzes. After the class, the teacher will supervise the students to read the book review. In order to reduce the difficulty of the homework correction, the submitted homework content is partial to the basic concept. The answer is basically the original words in the book and is fixed. The result is mostly “one student, multiple students copying”. ". The difficult and difficult problems that really need to be considered and summarized are also arranged. Because there is no mandatory submission requirement, the students rarely do it. Wait until the exam to copy the answer, rote memorization to deal with the final exam. This kind of learning state, which only learns and does not practice, will inevitably weaken the learning effect of the classroom.

The syllabus of the course is clear: the "University Computer Information Technology Foundation (I)" course test adopts the closed-book assessment method, and the final exam scores account for 60% of the total scores. (The usual grades + on-board assessment scores) account for 40% of the total scores. Because the usual homework can't reflect individual differences, the usual on-board exercises are not easy to score, so the final assessment is actually only related to the final exam scores and the results of the final exams, which encourages the students' test and speculation mentality, making the teaching process and teaching effect Not unsatisfactory.

The teaching management department does not pay much attention to performance in many aspects: 1) There is no specificity for art students, the teaching plan is formulated and implemented separately, and the arts and sciences are unified, unified requirements, and even unified papers; 2) the teaching process There is less guidance and supervision, and no one listens to the feelings of teachers and students. Occasionally, in most cases, in order to complete the task of lectures, there is little in-depth communication with the teachers, and there is no supervision and bridge function; 3) indifferent to the teaching results, the rate of failure of the face is no longer high, no one talks, usually No one is interested in high scores; 4) The analysis of test papers is ineffective. In the course test paper analysis table, the teacher counts the highest score, the lowest score, the average score, the number and percentage of each score segment according to the final exam scores of the course, and analyzes the weak links and reasons for the students' learning. Suggested improvement measures and opinions for the course teaching. Regrettably, apart from the teacher himself, it is estimated that no second person has carefully read these analyses and opinions, because these problems have existed for many years and have not been taken seriously.

3. Art-based professional information technology basic teaching improvement measures

Art students have low cultural scores, poor cultural foundation and weak learning ability. They are not good at abstract concepts and computational thinking, and their self-discipline ability is poor and casual. They love professionalism, practice, independence and strength, and are good at showing themselves and promoting their individuality. Therefore, it is necessary to formulate a teaching plan for the "University Computer Information Technology Foundation" course of the art major for these characteristics. Set appropriate teaching objectives and requirements, rationally arrange teaching content, practice based on practice, integrate information theory and knowledge in practice, enhance information awareness, improve information skills, and promote the comprehensive improvement of information literacy. The teaching room is the best in the computer room, which is convenient for hardware display and disassembly, software installation and uninstallation, network configuration and use, and various special training (WIN7, WORD, EXCEL, POWERPOINT, IE, OUTLOOK). The number of teaching staff is about 60, so it is better to not exceed the number of machines available in the computer room. The course assessment can refer to the Jiangsu Provincial Grade Examination using a paperless online exam, accounting for 60% of the total score, and the other 40% of the total score is derived from the weighted average of the system's on-site scores for each special training. This mode of assessment makes students have to pay attention to process learning and have to give up the illusion of sending points to teachers.

In order to improve the attention of art majors to the "University Computer Information Technology Foundation" course, teachers need to break the traditional teaching mode of "teacher lectures, students complete homework", and use "teachers to ask questions, students try to solve problems, teachers comment on" New mode. That is to say, the teacher sets a question of connecting the various knowledge points around the new content to be learned. The students try to solve the problem by self-study before the class, and form a written material. The students answer the questions in cooperation, and the teacher gives a targeted comment and supplement. Correct, complete the summary of the teaching content.

The practical time of the "University Computer Information Technology Foundation" course is designed for students to be proficient in the operation of WINDOWS 7 and OFFICE 2010 office software. Considering that students have already learned about these contents in the primary and secondary schools, the new experimental textbooks are especially detailed in the writing of the operation steps. Therefore, the students use their own practice and the teacher can guide the individual according to the needs. Practice has shown that, according to the instructions of the experimental operation steps, the students can make the final effect according to the gourd painting, but after the experiment, what they have done to themselves, how to do it is not deep. The reason for the above results is that students pay too much attention to details in the practice process, ignoring the overall function of the software and the overall interface, ignoring the task requirements. Therefore, before the students practice on their own, it is recommended that the teacher first combine a fully functional proof to guide the students to fully understand the function, features, uses and interface of the software, and then to drill the menu items or command items corresponding to the functions implemented in the proofs. The menu items that are not used in the proofs are used for suggestive explanation. During the students' self-practice process, students are encouraged to screen the operation steps, and the practical tasks are completed by recalling the teacher's lectures. Students are encouraged to consult the “Help” menu when they encounter problems and solve the problem themselves. The quality of study style is directly reflected in whether the students' learning objectives are clear, whether the learning motivation and attitude are correct, whether the interest in learning is strong, whether the perseverance of learning is lasting, whether the desire for learning and competition is strong, which directly affects the learning effect, especially culture. The learning effect of the lesson. Strengthening the construction of the academic style of art majors is inseparable from ideological education and institutional constraints. The formulation of the system should be based on incentives and supplemented by punishment. In the process of implementing the system, its authority and seriousness should not be trampled upon. The

construction of study style should run through the whole process of student work, and it is necessary to play a good role in the model leadership of the group cadres in learning.

The course content is made into electronic courseware, instructional video or micro-course, and integrated with online testing, online scoring, online discussion and other functions into a course online learning system, which can better solve the existing exposure of the existing teaching mode. Kinds of problems, truly realize one-on-one teaching, teaching students in accordance with their aptitude, and process assessment. The learning process is not subject to time and space constraints, and can make up for the shortcomings of art students who are unable to attend classes due to part-time work and participation in cultural performances. The teaching resources are vivid, which can stimulate students' interest in learning and promote the cultivation of self-learning habits and the improvement of their abilities. With the online test and scoring system, teachers' assignments can be guaranteed in terms of “quantity” and “quality”, and feedback can be more timely. Teachers can use the saved correction work time in teaching design and organization implementation for answering questions. Confused.

4. Conclusion

Art students are a special group of non-art schools, and their teaching of "University Computer Information Technology Foundation" must be targeted. Teaching management departments should pay attention to teaching, especially practical teaching; optimize teaching management system, encourage teaching reform and innovation, and create conditions for it; collect teaching quality information through multiple channels, and improve teaching quality. The teacher should take the student as the center, optimize the teaching mode, improve the teaching method, and comprehensively use a variety of teaching methods to stimulate students to learn independently. Students should pay attention to cultural classes in their thinking, make full use of traditional classrooms to strengthen communication and interaction with teachers, and use online assisted teaching systems to check for missing vacancies and timely test learning effects.

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