

Analysis on the Application of Flipped Classroom in Art Class Teaching in Higher Vocational Education

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Abstract: In the new era, the application of flipped classrooms is more common, which provides a reliable boost for the development of education. The application of flipped classrooms in art classroom teaching in higher vocational colleges can transform the traditional teaching mode, activate students' thinking, and cultivate students' Professional quality, the overall teaching effect of higher vocational art classes has also been effectively improved. Explain the value of flipped classroom, clarify the problems of flipped classroom application in higher vocational art classrooms, and further explore specific improvement strategies, aiming to give full play to the value of flipped classrooms and promote the smooth realization of higher vocational art classroom teaching goals.

1. Introduction

Flipped classroom is a teaching method originated from abroad, which has received extensive attention from many colleges and educational training institutions. In the context of comprehensive quality education, the application of flipped classrooms in higher vocational art teaching can break through the limitations of traditional teaching models and methods, carry out scientific art education teaching evaluation, create interesting art classrooms, and promote significant improvement in teaching effectiveness. How to apply the flipped classroom in art classroom teaching in higher vocational colleges is a problem that art teachers in higher vocational colleges must think about.^[1]

2. The Value of Flipped Classroom

Flipped classroom originated in the United States. After the problem of teaching video resources was broken, it was promoted and applied. In the art classroom teaching of higher vocational education, most of the traditional mode is based on the text, the students passively accept the knowledge, the main role is not fully exerted, and the teaching effect is not ideal. The flipped classroom mode promotes the transformation of teaching roles. Teachers fully respect the student's dominant position, play their leading role in classroom teaching, and have a benign interaction between teachers and students, which helps to promote the continuous enhancement of students' autonomous learning ability. In the flipped classroom, classroom time can be allocated reasonably to meet the learning needs of students, facilitate students to master knowledge, give play to their own advantages, clarify the deficiencies in learning, and adjust and improve self-learning methods and methods, and the efficiency of higher vocational art classroom teaching Get comprehensive promotion.^[2]

3. Deficiencies in the Application of Flipped Classrooms in Art Classroom Teaching in Higher Vocational Schools

3.1 Unreasonable Class Schedule

At present, the application of flipped classrooms in art classroom teaching in higher vocational colleges does not arrange classroom time reasonably. The existence of this situation will inevitably

affect the effect of knowledge teaching, and the effectiveness of students' independent learning will also be affected. The quality of art classroom teaching in higher vocational schools And efficiency cannot be guaranteed. Especially in higher vocational art classroom teaching, there is no scientific and reasonable arrangement of students' work and rest time under the flipped classroom mode, and it is difficult for students to obtain reliable protection for their study.

3.2 The Advantages of Multimedia Have Not Been Fully Utilized

Flipped classroom is a modern teaching mode, which has higher requirements for the modernization of teaching methods, especially the application of multimedia in art classroom teaching in higher vocational schools. It must give full play to its advantages and provide assistance for art classroom teaching. It can promote the quality of art classroom teaching. However, as far as the actual situation is concerned, under the high requirements of the flipped classroom for multimedia teaching, the advantages of multimedia teaching have not been fully utilized. At present, electronic products are not used to assist teaching in the art classrooms of higher vocational schools. Therefore, the effectiveness of higher vocational art classroom teaching affected.

3.3 Insufficient Learning Autonomy of Students

From the perspective of the application of flipped classrooms in art classroom teaching in higher vocational schools, the lack of autonomy of students in learning has a certain relationship with the quality of students in higher vocational schools. Students have a weak learning foundation, weakened learning ability, and insufficient learning enthusiasm. Therefore, the implementation of flipped classrooms has certain difficulties. If we want to improve the effectiveness of art classroom teaching in higher vocational schools, we must pay attention to the transfer of students' learning autonomy, which is an important factor in promoting flipped classrooms.

3.4 There is Conflict between Teachers and Students

Flipped classroom is difficult for teachers. Traditional teaching mode needs to be changed. Teachers need to make adequate preparations before class, including micro-class production and micro-video production. It is more difficult for older teachers, so some teachers There is a fear of difficulty. For students, under the flipped classroom mode, students' learning pressure is greater, and the pre-class autonomous learning stage has higher requirements for students' learning enthusiasm, and some vocational students are unwilling to conduct autonomous learning before class.

4. Suggestions for Improving the Application of Flipped Classroom in Art Classroom Teaching in Higher Vocational Colleges

4.1 Reasonably Arrange Class Time and Guide Students to Communicate and Interact

In higher vocational art classroom teaching, in order to ensure the good results of flipped classroom applications, it is necessary to combine the teaching objectives and the actual situation of the students, and arrange the class time reasonably, such as extending the preparatory time and appropriately shortening the time of knowledge teaching, so that students can be independent Provide excellent space for learning. The arrangement of work and rest time in the application process of the flipped classroom requires comprehensive and in-depth investigation and research. Schools, teachers, parents and students communicate closely with each other and adjust the work and rest time reasonably to provide excellent conditions for the development of art classroom teaching activities in higher vocational schools. Based on the higher vocational art classroom teaching tasks and the main starting point, highlight the teaching goals, respect the status of the students as the main body, guide students to grasp the difficulties of art learning, and organize

students to carry out interactive exchanges. In this process, teachers should pay attention to the role of students as the main body, play micro-videos with the aid of micro-classes, serve the art classroom and teaching, and guide students to watch and think, which will help deepen students' understanding of classroom content. Understand, promote the continuous enhancement of students' learning ability and art subject quality.^[3]

4.2 Set Teaching Tasks Scientifically and Guide Students to Analyze Independently

In the process of using flipped classroom to carry out art teaching in higher vocational schools, it is necessary to set teaching tasks based on the actual teaching, respect the dominant status of students, teachers explain knowledge and guide students to conduct independent analysis to promote the efficiency of students' art learning. The setting of teaching tasks needs to be assisted by the creation of a good self-study atmosphere, such as organizing art professional teams to analyze and confront each other. When students complete their learning tasks independently, team members can gain something and learn from each other to achieve common progress. After the teaching task is completed, students can be guided to conduct independent analysis and evaluation. Teachers pay close attention to student performance, give appropriate points and give scientific evaluations, so as to effectively improve the effect of art classroom teaching in higher vocational schools. For students' art works, teachers can guide students to self-appreciate and perceive themselves, cultivate students' sentiments, and promote students' ability to appreciate art.^[4]

4.3 Give Full Play to the Advantages of Multimedia Teaching and Carry out Group Cooperation Exploration

Higher vocational art classroom teaching based on multimedia should pay attention to the full use of multimedia technology advantages, replace art albums and physical objects with colorful pictures, present the latest art dynamics, attract students' attention, and create efficient art classroom. In the actual teaching process, teachers can collect the latest art photos, art videos and other resources through network technology, and make art teaching courseware without buying art albums, etc. This can reasonably control the education cost and reduce the education pressure of students. The financial burden of the family is reduced. In the process of using multimedia technology to carry out art teaching in higher vocational education, it can coordinate the use of a variety of teaching tools to strengthen students' sensory stimulation, stimulate students' enthusiasm for art learning, ensure that students' knowledge reserves are enriched in the same time, broaden students' horizons, and deepen students' Memory can stimulate students' passion for art learning in a relaxed and harmonious art classroom, and promote the continuous enhancement of students' art literacy. Higher vocational art flipped classroom teaching can also achieve ideal results. Based on the teaching goal, students can be organized to carry out group cooperation exploration in the flipped classroom teaching of fine arts in higher vocational schools, so as to encourage students to absorb internalized knowledge and improve the quality of fine arts classroom teaching. Teachers can organize group seminars, project training, teamwork and other activities to highlight students' dominant position. Teachers can create life-like situations based on the characteristics of art classrooms to encourage students to actively participate in art classroom learning.

4.4 Change Teacher Ecology and Smoothly Promote Flipped Classroom

Based on the reality of art classroom teaching in higher vocational colleges, the traditional teaching mode needs to be innovated in the flipped classroom teaching mode, combined with professional characteristics and teachers' age, skills and other factors, and flexible regulations for flipped classrooms are made to ease teachers' fear of difficulties. In the actual teaching process, diversified methods can be used to carry out flipped classroom teaching, set challenging tasks, make interesting micro-videos, etc., optimize students' experience in flipped classrooms, and give

scientific evaluations, establish a benign mechanism, and enthusiasm for students to learn To stimulate and improve students' acceptance of flipped classrooms.

5. Conclusion

As an innovative model, flipped classroom has good application value in art classroom teaching in higher vocational colleges. Combining the needs of higher vocational art classroom teaching, insisting on advancing with the times, it is necessary to improve and innovate the teaching mode, comprehensively analyze the shortcomings of the flipped classroom application in the higher vocational art classroom, accumulate experience in practice, and improve the flipped classroom Application methods, create high-quality classrooms, and comprehensively improve the comprehensive literacy of higher vocational students in the art subject.

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