

Project Teaching Research on Theory and Practice of Fine Arts in Colleges and Universities

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Keywords: Fine Arts, Project Teaching, Theory, Practice, Integration, Teaching Design.

Abstract: At present, art education in colleges and universities pursues the combination of theory and practice, and promotes the innovation and development of teaching process. In this process, the project teaching method is effectively integrated into it, which provides a favorable space for innovating art teaching in colleges and universities. This paper combines art theory and practice teaching activities in colleges and universities, and illustrates the implementation process of art project teaching in colleges and universities.

1. Introduction

Project teaching is an innovative teaching method adapted to the current teaching reform, which really pursues the integration of theory and reality in practical application, and provides a relatively efficient learning space environment for students. The application of project-based teaching method is more appropriate in the subject of art in colleges and universities, but it can effectively optimize students' subjective initiative in learning and improve the level of subject teaching, which is the real pursuit of quality education at present.

2. The Advantages of Project Teaching in Fine Arts Teaching in Colleges and Universities

Project teaching can embody its advantage connotation in art teaching in colleges and universities. First, teachers can design the whole process of art teaching for students in combination with the content of the project, improve the quality and efficiency of students' learning, and students will find all kinds of problems in the process of participating in the task activities carefully designed by teachers, and feedback them to teachers.

Second, it can effectively improve students' learning ability in the process of application of project-based teaching methods, at the same time, it can effectively optimize students' learning methods, so that students can master scientific art knowledge theory and art practice learning methods in a relatively relaxed atmosphere. It can also promote students' communication behavior in teaching, and then improve students' learning quality in class as a whole.

Furthermore, project-based teaching can promote good interaction between teachers and students in the process of application. Especially in the process of art classroom teaching, teachers must lead the classroom teaching process so that students can fully feel the subjective position of autonomous learning in the classroom, so as to ensure the smooth development of teaching activities and cultivate students' good ability of combining discipline, theory and practice. In such an atmosphere, students will also improve their enthusiasm for art learning[1].

3. Application of Project Teaching in Theory and Practice of Art Teaching in Colleges and Universities

Art teaching in colleges and universities pursues the combination of theory and practice, so it

adopts the project-based teaching theory method, hoping to integrate more new contents into the innovative teaching mode, give full play to the positive and effective role of the project teaching method and its distinctive characteristics, and ensure that it is closely related to the students' actual study life. To put it simply, it should construct the basic teaching system based on students, permeate the teaching content and students' learning practice behavior, and help students to harvest good learning experience results.

3.1. Close Integration of Teaching Objectives With Students' Comprehensive Academic Literacy

The aim of integrating project-based teaching into art teaching in colleges and universities is to make clear the teaching objectives and ensure that students' learning results are closely combined with teaching objectives. In fact, all teaching goals should be set around the actual learning situation and learning ability of students, fully reflect the feasibility and timeliness of teaching goals. In this process, the teacher should guide the students to observe and describe the appearance content of the art works reasonably through the step-by-step teaching method, and then prompt the students that these contents can be combined with the background knowledge of the art works, and then continuously improve the students' art appreciation and creative ability in the step-by-step process.

3.2. Teaching Activities Around Student Centres

Students-oriented, around the student center to carry out various teaching activities. Generally speaking, the project teaching method is mostly carried out in the form of a team, and the teacher should build a group team for the students at the beginning of explaining the theory to the students, let them learn the theory together, and then hand over the subject project task to them to carry out the project teaching process. In the project organization activities, the student union collects the necessary information content of subject learning according to the teacher's request, determines the task, and finally chooses the plan to carry out the project learning experience process. In the project learning experience activities, the art knowledge theory learned before is applied to practice to realize the perfect fusion of subject theory and practice. In teaching activities, in order to rationalize the flexibility, authenticity and maneuverability of the application of project-based teaching, teachers will also meet the core needs of students in combination with the project. After determining the project, teachers will put forward relevant project investigation projects in combination with student groups. Step by step guide students to complete the corresponding project plan content in different project stages, and gradually advance the teaching process.

In the process of project operation, teachers should pay attention to the continuous improvement of the content of project implementation, mainly combine with different stages to optimize and adjust the content of teaching design. For example, in the first stage, the teacher must define the teaching goal, set the completion time of the project in one week, determine the group list combined with the main teaching content, and define the design direction of the art teaching project in different groups; in the second stage, it takes two weeks to carry out the operation project content. In the third stage, each group of students is required to report on the design and production of the group's art works, and to carry out the formation and exchange, share their own art design works, and present the results of their respective projects. In this process, teachers mainly organize students to conduct group communication and evaluation to form project results. and evaluation combined with project results. Evaluation methods include group evaluation, group evaluation and teacher evaluation. The results of all evaluations are presented in quantitative form,

Project teaching is very beneficial in arousing students' enthusiasm for learning, and it really combines the theoretical and practical contents of art teaching in colleges and universities, which fully stimulates students' interest and enthusiasm for art learning, enables students to actively participate in teaching theory and practice activities, and obtains relatively good teaching results. The project-based teaching itself is also an experience process for students' art learning[2].

4. A Case Study on the Combination of Theory and Practice of Project Teaching in College

Art Teaching

Using project-based teaching in art practice teaching in colleges and universities, this paper briefly discusses the process of combining theory with practice in teaching.

4.1. Teaching Processes

Using project-based teaching to carry out the practical teaching course of art theory in colleges and universities, first of all, make clear the basic flow of teaching as shown in figure 1.

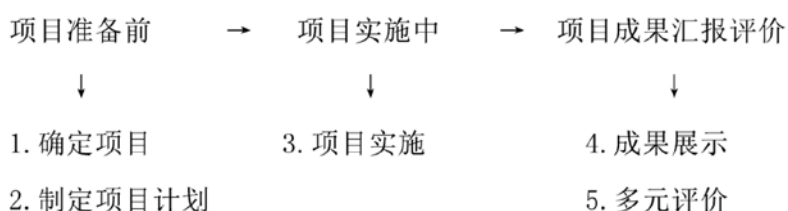


Figure 1 Schematic diagram of project teaching flow

4.2. Teaching Process

First of all, the teacher introduced the program to the students ——" yourself in the eyes of the artist "and asked the students" if you are lucky enough to be an artist in the future, have the opportunity to plan an unusual self-portrait exhibition, as a planner how would you plan the exhibition ?" This leads to the introduction of the project study guide, the teacher compares the planner as a "storyteller ", and at the same time gives the students several planning plans, such as self-portrait exhibition theme, exhibition brief , " dialogue" artist, audience needs orientation analysis and so on. The purpose of the project is to stimulate students to deeply understand the content of teaching theory, to understand some art expression theory and art culture background in art, and to establish the artist's self-consciousness and social relationship.

The teaching preparation stage is up to one week, the teacher will carry on the grouping for the student to combine the different project task to request the student to design the study plan, and after one week puts forward the group project plan as table 1.

Table 1 Project-based preparation phase planning schedule

Project name			
Team Leader			
Panel members			
Project content			
Allocation of items	Responsible persons	Specific tasks	Expected completion time
Project results format			
Expected completion time			
Teacher advice			

At the stage of project-based teaching implementation, teachers will use the "let go" strategy to encourage students to start the project-themed learning process. For example, teachers plan the theme "journey of art life —— Van Gogh" for students, and combine a certain group of members to start the teaching process. First, the group of students will search the Internet to find out about Van Gogh's own social background and life experience, especially to understand Van Gogh's art theory. Then search Van Gogh's self-portrait, analyze his self-portrait painting style, and finally select representative self-portrait for art appreciation and appreciation. Finally, the group sets out the theoretical learning results in the form of a PPT plan. In the teaching discussion, the teacher will discuss questions with the students, such as what does Van Gogh's self-portrait want to express in the process of expressing himself? Why does most of Van Gogh's self-portraits show his casual, down-to-earth side? Combining with the teacher's questions to discuss, fully excavate the emotional

core tone of Van Gogh's self-portrait, and analyze and solve the problem from the angle of psychological particularity.

In the end, the teacher asked the students to try to draw self-portraits for themselves or their classmates according to Van Gogh's self-portrait, and formally enter the practice stage. At this stage, students show their own works and discuss the connotation of the deep artistic value of Van Gogh's self-portrait. In the end, the teacher will sum up the different painting achievements of the students in different groups, and sum up the connotation of Van Gogh's self-portrait, that is, to express himself in a proper way, to fight the world with his paintings, and finally to shape the most real self[3].



Figure 2 Project teaching

5. Summary

Art teaching in colleges and universities pays attention to the cultivation of students' professional ability, and introduces more innovative teaching methods in the process of paying attention to the combination of theory and practice, such as the project teaching discussed in this paper. It can effectively mobilize students' subjective initiative and interest in learning based on three stages of teaching preparation, teaching implementation and teaching evaluation, stimulate students to devote themselves to art classroom teaching activities through project content, and apply the theoretical knowledge content to practical teaching application value of art project.

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