

Cultivation Strategy of Students' Innovative Thinking in Art Education in Colleges and Universities

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Abstract. Higher education is a very important stage. With the improvement of the requirements of quality education in China, colleges and universities should strengthen the cultivation of students' comprehensive quality and lay a solid foundation for students' development in many aspects. Art courses can cultivate students' good creative thinking ability, and make students become comprehensive emerging talents that adapt to social development. This article analyzes and discusses how to cultivate students' innovative thinking ability in college art education.

Introduction

In the art creation process, the most important thing is interest and inspiration. Teachers should create a more relaxed learning environment, allowing students to freely think and discuss to get creative inspiration. At the same time, teachers should guide students to learn content related to social needs according to their interests. Art requires innovative thinking, and innovative ideas require inspiration. In the process of guiding students to find inspiration, the most important thing is to establish a harmonious relationship between teachers and students. Teachers should communicate with students to understand their personality traits and become friends of students. A good teacher-student relationship is the primary condition for creating a good classroom. It can stimulate students' interest in learning and motivate students' initiative. In the classroom, not only teachers teach students knowledge, but teachers and students can also exchange roles. For example, in the drawing class, students and teachers exchange and learn from each other and share their creative experiences so that students can better establish the confidence in learning art. Not only that, in the classroom, teachers should encourage students to think more and not to influence their creative ideas. Some teachers do not allow students to use their imagination and creativity in class, and require students to paint according to the requirements, so that the creation becomes a copy, and some students gradually lose their imagination, and they will feel that the art class is boring. Some teachers simply pay attention to the improvement of skill level, do not pay attention to the cultivation of innovative thinking, and easily stifle students' creative thinking.

The inspiration for creation is mostly from life, and the beauty of life is inexhaustible. College art teachers should make full use of the resources around them, actively cultivate students' interest in learning, make art and life related to each other, stimulate students' creative desires, and guide students to accumulate life knowledge through learning art. At the time of creation, teachers let students cooperate and exchange, share their creative inspiration with other students, take their essence, discard their dross, integrate good ideas into their own works, and constantly improve their works. Students can also comment on each other's work. The teacher analyzes the students' creative direction and creative style from multiple angles, and cultivates students' innovative thinking in a targeted manner. In short, teachers should think from the perspective of students, fully understand the psychological needs of students, reflect the individuality of students in art learning, and let students be in the state of "whatever they want" in their creation, and achieve the purpose of cultivating innovative thinking. Teachers can also carry out some life-related art activities, such as collecting waste products in life, using waste products to create freely, and organizing an "environmental fashion show" for students to make use of waste newspapers, plastic tablecloths, plastic cups, etc.

Beautiful fashion. Students wear it on the catwalk, can share their design inspiration with everyone, and harvest happiness in production.

Cultivate aesthetic appreciation

To improve the ability to innovate, it is important to enhance the artistic quality of students and broaden their horizons. If we simply ask students to pursue innovation and neglect to improve students' appreciation level, the works created by students will often be unsatisfactory, and it will also dampen the enthusiasm of students' creation and lose the confidence to learn art. In the 21st century, where information technology is developed, people can use information technology to "see the world without leaving home." Teachers can also make full use of information technology, a new type of teaching method, broaden ideas for art teaching, and let students fall in love with art. Train students to learn the initiative of art, and then enhance their appreciation. In the classroom, teachers use multimedia projection to display pictures and videos of world-class scenic spots and historical sites, so that students can carefully observe these magnificent buildings, which can stimulate students' curiosity about magnificent art and stimulate students' desire to explore.

In addition to playing videos and displaying pictures, multimedia can also display three-dimensional objects in three dimensions, making it easier for students to understand various art techniques. By using multimedia modeling, teachers can restore the parts that the original students can't see through perspective, improve their spatial thinking ability, and make their creations more realistic. There are many kinds of paintings, such as sketching, thick painting, sketching, etc. There are also many coloring tools, such as colored lead, watercolor, oil pastel, crayons, colored pens, pens, gouache, etc. In the past teaching, students use more tools, which will affect the progress of the course to a certain extent and undermine the creative inspiration of students. Multimedia technology can solve this problem, so that students' attention is more concentrated, so that they can quickly master art skills and theories, learn new styles of art creation, and adapt to the needs of social information development. Teachers can also use the Internet to collect world famous paintings, famous works, etc., to hold art exchange exhibitions, let students share their favorite works, and express their views on the works, so as to improve students' appreciation ability in communication. For example, the teacher can create teaching courseware for the main content of the Forbidden City, popularize relevant knowledge in the courseware, display the top view of the Forbidden City, explain the architectural principles, and attach relevant videos. After class, let the students tell their own experiences and discuss the appreciation value and creation of the Forbidden City. Inspiration, etc., so that students can understand traditional culture and art, enhance cultural self-confidence and enhance appreciation.

Mastering art skills in practice

Learning art mainly lies in knowledge accumulation and skill application. Teaching is divided into three levels: one is the main theory of art and the foundation of art and culture; the second is the experience in daily life; the third is the expression of skills and technology. The main theories of art and the foundation of art and culture are mainly taught through classroom teaching. Art and culture education can let students understand traditional social culture or Western abstract culture and broaden students' horizons. The experience and skills in life require students to practice. Conclusion. In the classroom teaching, teachers should leave time for the students to operate and master the art skills instead of showing and demonstrating. Students practice repeatedly after class to improve their art skills. In the teaching process, teachers need to understand the basic situation of students, students' progress and talents are different. For the same subject task, teachers should be graded and taught in accordance with their aptitude. Textbooks are the carrier of teaching, but not the ultimate goal. Teachers should not regard the requirements of textbooks as the ultimate teaching purpose, but should focus on cultivating students' practical ability. As the saying goes, "It is better to teach people to fish than to teach people to fish." Students can only develop and innovate in the art field if they

learn skills and use them for their own purposes. If students have a good level of appreciation, but there is no matching art skills, they will lose confidence and motivation. Therefore, for different levels of students, teachers should develop different plans to promote students to master art skills. In the art appreciation course, teachers should not limit teaching to appreciation, but also let students practice. For example, after appreciating various pottery, the teacher can lead the students to the pottery hall to experience the pottery making, let the students through the billet, grouting, remolding, printing, blanking, bonding, engraving, burning, glazing, Stepping through the steps, understanding the making process of pottery, feeling the charm of pottery, and enhancing the hands-on ability.

Innovatively construct cultural and artistic education content

The content of education is not only the content of the teaching part, but also covers all aspects of the classroom. When selecting and processing content, educators first need to summarize the materials of daily life in colleges and universities, and find content that can broaden the horizons of colleges and universities and strengthen the practical ability, creativity and imagination of colleges and universities. Then we should conduct an in-depth study of the educational role and meaning of the art subject, and find out what the themes and themes are suitable for appreciation, what can be described and embodied, and which themes can appear in the form of practical operations, etc. Finally, careful planning and subdivision of the content of different activities and the objectives to be achieved should be carried out. At the same time, the content should be able to guide and stimulate the students' imagination and expressiveness, and it is necessary to facilitate various educational activities in the future.

The educational goal is ultimately achieved through teaching activities, and the level of teaching activities affects the final effect of education. First, college teachers should adopt practical and operative art education methods according to the characteristics and actual conditions of different disciplines, majors, students of different grades and stages, such as the common way of artistic imagination and exploration. , the theme of the idea, the color appreciation method, etc., these methods can enhance students' enthusiasm for art teaching activities from different levels, thus ensuring the smooth implementation and progress of art education. Second, when carrying out corresponding art teaching activities, teachers can use different tools and materials according to different professional characteristics and future development of students, so that students can flexibly choose the performance tools that suit them, thus effectively stimulating students. Creativity, allowing students to respond positively to new creative creations. Third, teachers should increase their interaction in art teaching activities. When selecting art teaching materials and content, they can set up corresponding interactive links, so that students can gradually feel the happiness brought by art activities in a relaxed and pleasant environment.

The mode of art activities is rich and colorful. If it is only formal or professional art education activities, it cannot reflect the actual value of art well. Meaningful art education needs to be organically integrated into all aspects of the educational process. Therefore, teachers are actually In the art education activities, it is necessary to inject the applicable art education elements into the wider teaching content and the daily life of the university.

Based on the curriculum, in the process of organizing and implementing curriculum teaching and other related educational activities, teachers need to integrate art education activities, and to expand the content of art teaching and enrich the cultural and aesthetic connotation of the curriculum, so as to be better. The ground penetrates relevant art education elements in each course. And it is more flexible and changeable in the timing of art teaching activities. Although this is inconsistent with the requirements and regulations of the courses undertaken by the teachers, it can better reflect the desire of teachers to improve the quality of education and teaching.

There is still a lot of discretionary time. It contains the time of day, the time of self-study, and the time of organization of the group. For example, leisure time for dining and entertainment, and various club activities. Generally speaking, these times are often neglected. In fact, these daily activities can also be integrated into the corresponding art education elements. The implementation of these

measures can make students more exposed to the relevant content of art education, and can better strengthen the aesthetic concept of students and promote the improvement of students' individual abilities.

The evaluation of art education in colleges and universities is to enable students to obtain better knowledge expansion and extension, gain more education and teaching experience, and effectively mobilize the active awareness of students participating in innovative creative activities in art education. The teacher's creative evaluation of the students is not the technical judgment and evaluation of the simple isolated idea itself, but the advanced and guts of the thinking and imagination. It is good at expression and good at expression. Then the teacher's subjective experience and inherent consciousness should be diluted. It is necessary to actively advocate the self-judgment and mutual evaluation of the students as the main subjects of learning, so that students can appreciate each other and discover the strengths and strengths of others, and encourage students to actively communicate and communicate. . Therefore, the teacher's evaluation of the student's artistic creativity is not only to pay attention to whether the creative is consistent with the actual evaluation criteria and the teacher's personal subjective desire, but to reflect the actual feelings of the students realistically, to understand the fun of the students, and to help the students to be active and healthy. Growing up.

Enhance learning initiative

To enhance the initiative of students' art study, we must first mobilize the students' enthusiasm for learning. Educational practice proves that the level of classroom efficiency is closely related to the degree of student participation. Teachers should give the initiative to the students and reject the teacher's "one-handedness" education method, focusing on students and respecting students' ideas. In actual teaching, some students have a lot of psychological pressure, and they feel tired and tired of learning. In the face of this situation, teachers should create a relaxed classroom atmosphere, with students as the mainstay, allowing students to use art to release pressure. At the same time, teachers should use various channels to show the unique charm of art courses, combine life with art, and stimulate students' curiosity and enthusiasm. Teachers can also hold art knowledge lectures to show students the fun of art, and let students understand the importance of learning art, thus enhancing students' initiative. Teachers should let students participate in teaching, gradually eliminate students' rejection of the classroom, so that students can experience the fun of art while learning art knowledge and skills.

Conclusion

Art is a compulsory art course for students. In addition to studying art knowledge, students must also master relevant art skills. Art classes are one of the best courses to develop students' innovative thinking. Students with good creative thinking ability can break the shackles of conventional thinking, think about problems encountered from different levels and perspectives, and get more solutions to problems. All in all, it is the responsibility of every teacher to cultivate students' innovative thinking.

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