

Research on the Reform and Practice of Teaching Methods for the Basic Skills of Fine Arts Education in Colleges

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Abstract: The teaching of basic skills courses in art education in colleges has been receiving much attention. However, in the current teaching practice, there are some problems. Problems such as poor teaching quality evaluation, separation of teaching content and form, and inconsistency between teaching theory and practice have restricted the progress of students and the quality of art education. Therefore, college art education needs to deepen the teaching reform of basic skills courses, update teaching concepts, etc., to enhance teaching effectiveness and foster more high-quality art talents. This article explores the current situation, problems, and approaches to reform and practical research in the teaching of basic art skills, with the aim of offering reference for the improvement of art education in colleges.

1. Introduction

Art education in colleges is one of the crucial ways to foster artistic talents, and basic skills courses are a vital component of art education. However, in current art education in colleges, there are many problems in the teaching of basic skills courses, such as poor evaluation of teaching quality, separation of teaching content and form, and inconsistency between teaching theory and practice, which seriously restrict the improvement of students' learning effectiveness and professional literacy. Therefore, it is urgent to develop research on the reform and practice of teaching the basic skills of fine arts in colleges.^[1]

2. Current Situation of Teaching Basic Skills of Fine Arts in Colleges

2.1. Poor Evaluation of Teaching Quality

In college art education, the evaluation of teaching quality of basic skills courses has always received much attention. However, the current teaching quality evaluation results are not ideal, and there are the following problems. Firstly, the evaluation criteria for teaching quality are not scientific and reasonable enough. Current evaluation standards are mainly based on student performance, while ignoring factors such as students' actual abilities and creative potential. This can lead to some students performing well in performance, but their actual abilities are not prominent, while some students may be ignored^[2]. Secondly, the teaching quality evaluation method is single and rigid. The current evaluation method mainly uses exams as the main means, lacking in the investigation and evaluation of students' overall abilities, ignoring their actual performance, and not conducive to exploring their potential and innovative abilities.

2.2. Separation of Teaching Content and Form

In college art education, the specific manifestations of the separation of teaching content and form mainly include the following aspects. Firstly, the teaching content is single, focusing on skills impartation, while ignoring the cultivation of students' comprehensive and practical abilities. Currently, art education focuses on traditional techniques and basic skill training, while ignoring aspects such as artistic expression, cultural understanding, and thinking about society. Secondly, the teaching form is single, relying excessively on teacher explanations and guidance, while ignoring

the subjectivity and participation of students. Teachers usually teach through teaching and demonstration techniques, while students can only passively receive education, making it difficult to exert their imagination and creativity. Thirdly, the teaching evaluation method is single, mainly based on students' achievements, while ignoring the evaluation of students' actual abilities and creative potential^[3]. This evaluation method may cause learning pressure for some students, causing them to lose interest and motivation in learning. Finally, the imbalance in the allocation of teaching resources has led to a disconnect between basic education and high-level talent cultivation. The art education in some colleges overemphasizes the cultivation of high-level talents while ignoring the significance of basic education, resulting in an imbalance in talent cultivation.

2.3. Inconsistency between Teaching Theory and Practice

In college art education, the specific manifestations of the inconsistency between teaching theory and practice mainly include the following aspects. Firstly, teaching theory is divorced from reality. Some colleges focus too much on theoretical teaching and neglect the significance of practical operation. Students are only instilled with theoretical knowledge, but they cannot apply this knowledge to practice. This teaching method is difficult to foster students' practical and creative abilities. Secondly, practical teaching is disconnected from social needs. In practical teaching, art education in colleges often only stays at the basic stage of the curriculum, ignoring the social demand for art talents. In this way, it is difficult for students to adapt to the progress needs of society and enhance the effectiveness of talent cultivation. Thirdly, the teaching evaluation standards are not scientific enough. The evaluation criteria for art education in some colleges still remain on the traditional "imitation performance", ignoring innovative and personalized evaluation criteria. This will limit students' creativity and imagination, as well as the progress of art education. Finally, there is a lack of a mechanism for combining practical teaching with teaching research. Art education in colleges should closely combine practical teaching and teaching research, continuously improve teaching level and enhance students' practical and creative abilities through constant exploration and research of teaching methods.

3. Approaches to the Reform of Teaching Methods for the Basic Skills of Fine Arts Courses in Colleges

3.1. Renew Traditional Teaching Concepts

Traditional art teaching concepts often emphasize "kung fu" and "craftsmanship", ignoring the significance of innovation and thinking. To better adapt to the needs of the progress of the times, college art education needs to update traditional teaching concepts, focusing on fostering students' innovation and thinking abilities. Specifically, the following measures need to be taken. Firstly, focus on exploring and fostering students' creativity and imagination. Art creation needs the support of creativity and imagination, so art education in colleges should focus on fostering students' creativity and imagination. In teaching, students should be encouraged to have a try, innovate boldly, and constantly explore new creative ideas and methods. Secondly, focus on fostering students' critical thinking^[4]. Art creation needs the support of critical thinking, so college art education should focus on fostering students' critical thinking. In teaching, students should be taught how to analyze and evaluate works, and foster their critical vision and judgment abilities. Finally, focus on fostering students' sense of social responsibility and humanistic literacy. Art creation needs the support of a sense of social responsibility and humanistic literacy, so college art education should focus on fostering students' sense of social responsibility and humanistic literacy. In teaching, students should be taught how to focus on social hot spots and issues, and be guided to create from the perspective of humanistic care.

3.2. Strengthen the Design of Teaching Ideas

College art education needs to strengthen the design of teaching ideas to better implement teaching concepts and foster students' comprehensive abilities. Firstly, focus on curriculum

integration and reconstruction. Most of the existing basic art courses are taught by skill classification, lacking integration and reconstruction. Therefore, college art education should focus on curriculum integration and restructuring, organically integrating and restructuring different curriculum contents, enhancing the systematization and integrity of teaching, to better foster students' overall abilities. Secondly, focus on interdisciplinary and integration. Art education should be intersected and integrated with other disciplines to foster students' interdisciplinary abilities. For instance, art education can be integrated with science, technology, literature, music, and other disciplines to explore new creative methods and forms of expression. Finally, focus on personalized and differentiated teaching. Each student's learning characteristics and needs are different, so college art education is supposed to focus on personalized and differentiated teaching. In teaching, differentiated teaching should be conducted according to the characteristics and needs of students, allowing them to learn and create within their own interests and abilities.

3.3. Innovate Teaching Content

College art education needs to innovate teaching content to meet the needs of the times and students, and foster talents with innovative awareness and creativity. First, focus on practical teaching. The characteristic of art education is the need to focus on practical operation, so it is essential to focus on practical teaching. Through organizing practical activities and projects, students can master skills and knowledge in practice, and enhance their practical ability and innovative thinking. Secondly, focus on diversified teaching. Art education needs to focus on diversified teaching, that is, teaching in multiple artistic forms and manifestations^[5]. Through the diversity of curriculum settings and teaching methods, students can be exposed to and recognize different artistic forms and expressions, broaden their artistic horizons, and foster their aesthetic awareness and innovative abilities. Finally, focus on cultural heritage. Art education needs to focus on cultural inheritance, that is, to inherit and carry forward the excellent traditional Chinese culture. Through teaching content and methods, students can recognize and master the excellent traditional Chinese culture, as well as the integration of modern art and traditional culture, and foster their cultural self-confidence and national spirit.

3.4 Reposition the Role of Teachers

In the teaching of basic art skills courses, the role of teachers is very crucial. Traditionally, teachers often play the role of knowledge imparter and student supervisor, but this role positioning is too single to meet the needs of modern teaching. Therefore, it is essential to reposition the role of teachers, make them guide and partner in students' learning, and promote students' autonomous learning and innovative thinking. Specifically, teachers can reposition their roles through the following aspects. First, focus on student needs. Teachers need to know the needs and characteristics of students, and develop personalized teaching plans and methods based on their actual situation and learning level. It is also essential to focus on students' emotions and thoughts, establish a good teacher-student relationship, and enhance students' learning motivation and self-confidence. Secondly, focus on guiding learning. Teachers need to transform from imparting knowledge to guiding students' learning. By guiding students to learn independently, explore learning, and cooperate in learning, students can learn through exploration, and enhance their learning effectiveness and innovation ability. Finally, focus on partners. Teachers need to establish partnerships with students to explore and solve problems together. Activities such as team work and project research can be carried out to enhance students' cooperative and innovative abilities, and foster their team spirit and leadership abilities.

4. Conclusion

The reform and practice of teaching the basic skills of art education in colleges is a long-term and complex process. Teachers need to carefully analyze the existing problems in teaching, identify the root causes of the problems, and take practical measures to optimize. The methods proposed in this article, such as strengthening the design of teaching ideas, innovating teaching content, and

repositioning the role of teachers, are aimed at conducting in-depth thinking and practice on the teaching of basic skills courses, improving the quality of education and teaching, and making contributions to the progress of art education.

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