

Application and Practice of PBL Teaching Method in the Teaching of History Theory Course

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Abstract: Among the design majors of colleges and universities, the history theory course has an important position, because the history theory course involves relatively more content, including art history, design history, and design introduction related content. Learning the content of this course is important for students' aesthetic ability and creative ability. All have different degrees of influence. However, under the traditional teaching model, the lectures on history theory are mostly teacher-centered, and students are in a passive position, so classroom learning efficiency is not high. Introduce the PBL teaching method to complete the teaching of history theory, implement it in accordance with the teaching process at different stages, and train students to discover, explore, and solve problems through problem setting. The following briefly introduces the connotation of PBL teaching methods, discusses the problems existing in the teaching of art professional history theory courses, and then discusses the PBL application process for industry personnel's reference.

1. Introduction

In the teaching of art design majors, history theory courses occupies an important position, specifically including art design history, art history, etc., because the content of history theory courses covers a wide range, so even if different majors have different educational goals in terms of talent training, Curriculum systems are also different, but there are strict requirements for the control of the hours and proportions of the history theory class. Most of them explain the history of design and art, aiming to let students master the generation of art and the characteristics of art in various periods, regions, and genres. Art development and its impact, and then understand the design and style evolution process, find design inspiration for students, inherit traditional art, form image thinking, good aesthetics and appreciation ability. In the course of history teaching, in order to efficiently complete the teaching tasks, PBL teaching methods can be used to lay the foundation for students to participate in art creation smoothly.

2. Introduction to PBL Teaching Method

The so-called PBL teaching method can also be called “problem-based learning”, the teaching process needs to rely on problems to start learning. This teaching method originated in the middle of the 20th century and was gradually popularized and applied. Today, this teaching method has been applied to teaching activities in many disciplines, including business schools, design schools, and engineering schools. PBL is a more popular teaching method. The application of this method to complete the teaching of history theory has an important impact on the development of student problem-solving skills and innovative thinking^[1].

3. Current Teaching Status of History Theory Course

In art history courses, traditional teaching is mostly based on one-way transmission of knowledge, and there is not enough attention to students' active learning awareness. The teaching of this course needs to rely on the carrier of culture. Therefore, teachers need to guide students to learn theoretical knowledge from the cultural level in the classroom. Under the traditional teaching model,

the learning model is the same, and students have fewer opportunities to express their opinions independently. Therefore, it is difficult to form critical and reflective abilities and restrict their creative development, which has an impact on the progress of history courses. In view of this, in classroom teaching, teachers need to explore new teaching methods, so that students can get a good learning experience, better apply art history to art creation, and assist students in efficient learning.

4. The Application of PBL Teaching Method in History Course Teaching

4.1 Application Process

4.1.1 The First Stage

In the first stage of PBL application, the teacher creates a problem situation based on the teaching content, and the student thinks according to the problem, asks questions, and feeds the final problem back to the teacher. The teaching of art history content mainly focuses on the explanation of theoretical knowledge. Teachers can choose different perspectives to create problem situations.

First, Designing problems through art works, because art works are an important foundation for the establishment of art history, students should also master the representative works of each period in the process of learning art history. When explaining the part of “silk paintings” during the Warring States period, the “character dragon and phoenix” theme silk paintings are the key content. Students can be asked to observe related works first, and then ask the question “What elements are contained in the work?” “Who are the characters in the work?” “What do the dragon and phoenix in the work represent?” “What are the symbolic meanings of the work?” Based on the above questions, students will conduct follow-up analysis and discussion.

second, You can also use the creation background of art works to set up questions. Some students believe that art works and era works are independent of each other at the learning stage. Therefore, the learning process cannot integrate relevant content. In this regard, relying on the PBL teaching method, the two can be related to each other, creating problem situations, and organizing students to discuss. For example, the famous painting “Surfing the River at Qingming Festival” mainly depicts the beautiful scenery on both sides of the Bianhe River. Since students do not know much about the creative background of this work, based on this, we can design the question “The portrayal of women in this work is very vivid, why should the author do this?” Provide guidance for students' follow-up questioning^[2].

4.1.2 Second Stage

The second stage is mainly for students to collect relevant materials in response to teacher specific problems, share materials and information in a group cooperation, jointly develop reasoning discussions, and formulate teaching activities implementation plans. If students want to answer the questions accurately, they need to consult various materials and discuss the questions. For example, if students want to solve the problem raised by the teacher of the work “A Picture of the River on the Qingming Festival”, they need to collect data, share them in the group, and start the discussion in an open learning space, and then the group members will reason together and participate in the discussion process. . When students learned that most of the students in the Song Dynasty needed to study at home, women needed to bind their feet and were unable to go out, and women had to take care of housework, so they had fewer opportunities to go to the streets. Based on the social background, analyzing the creative characteristics of the work can make students question related issues. During the student discussion, teachers can also set up other questions about the works, such as “What are the characteristics of the characters in the” Shanghe on the Qingming Festival “?” “What are the five elements and eight works in the” Shanghe on the Qingming Festival “?” to help students understand the Song Dynasty deeply Features of the artwork.

4.1.3 The Third Stage

The third stage is mainly for students to reflect on the PBL learning process. The group jointly

displays the results of the discussion, and tests and demonstrates the results, finally summarizes and reflects, and gradually solves the problems raised by the initial teachers in the classroom to complete the learning goals.

4.2 Application Advantage

Unlike traditional teaching methods, the PBL teaching method focuses on the cultivation of students' learning attitudes, transforming the traditional mechanized teaching mode, taking teaching activities as the core, asking core questions, leading students to explore independently and cooperatively, and then teachers will focus on key issues. Expand the explanation. In the teaching process, through the guidance of teachers, students can form a spirit of questioning, their ability to discover problems has also been improved to a certain extent, and critical thinking has gradually formed. The problem situation is used in the classroom to inspire students' thinking, improve their creativity, and make the interaction between teachers and students more efficient, which can clarify what students think and carry out heuristic teaching. In addition, under this teaching mode, students are in an open learning environment where groups discuss and study with each other, and the student's subjectivity can be reflected in the discussion process. At the same time, different groups also need to develop in-depth development and implementation of students' problems. Good to lead work and assist students in mutual assistance and communication. Selecting the problems that students are good at or interested in, introducing them into the classroom, organizing and exploring learning, this can stimulate students' initiative to a certain extent, and also help them cultivate their team spirit.

4.3 Application Effect

In the teaching process of history theory, the application of PBL teaching method can make the teaching process more perfect and the teaching effect is excellent. In order to make the feedback of the teaching results more timely and authentic, we can organize a questionnaire survey activity after the end of each semester to evaluate the PBL teaching effect, mainly through the students' mastery of the history course and the effectiveness of the PBL teaching. , You can also compare the traditional teaching process with the PBL teaching method. It can be seen that both the students' mastery of knowledge, learning efficiency and enthusiasm have been significantly improved. In addition, it can also assist daily teaching evaluation and introduce student evaluation into it, making the teaching evaluation model novel and rich in forms.

5. Conclusion

In short, according to the needs of the teaching content and teaching tasks of mathematics courses, choosing the PBL teaching method can not only ensure the smooth implementation of the teaching process, but also change the problems existing in traditional classroom teaching and make teaching more efficient. Therefore, teachers should implement teaching in accordance with the PBL process, pay attention to the rationality of problem design, organize students to discuss, and cultivate their problem-solving ability. In addition, it is also necessary to pay attention to the application requirements of teaching methods and organize the teaching process in a reasonable manner to create an efficient classroom and successfully complete the teaching of history theory.

References

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