

Research on the Training of Individualized and Diversified Practical Teaching Ability of Basic Art Teachers

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Keywords: basic art teachers; individualized; diversified; practical teaching ability; training paths

Abstract: The combination of Chinese painting creation and traditional culture has played a role in spiritual inheritance and cultural inheritance. The infiltration of Chinese painting into Chinese traditional culture is the need to improve the quality of Chinese painting teaching, the need to inherit Chinese culture and Chinese painting, and the need for Chinese painting to flourish. In view of the present situation of the lack of Chinese traditional culture in the teaching process of Chinese painting, referring to the previous research results and the author's practical teaching experience for many years, this paper puts forward some measures for the infiltration of Chinese traditional culture in the teaching of Chinese painting: Highlight the traditional charm of Chinese painting; Give full play to the role of traditional Chinese painting classics; Feel the cultural essence of Chinese painting; Use traditional pen and ink cultural elements; Improve the effectiveness of practical teaching of Chinese painting; Pay attention to the combination of tradition and innovation; Combine the digital media art to carry on the modernization infiltration.

1. Introduction

Basic art teaching needs to strengthen the comprehensive and exploratory teaching activities, focus on the life experience of students, enable students to improve their imagination and creativity in positive emotional experience, improve their aesthetic awareness and aesthetic ability, and enhance their ability to nature, enhance the love and responsibility for nature and human society, and develop the desire and ability to create a better life. Practical teaching is based on learners' direct experience, closely related to students, life and society, and embodies the comprehensive use of knowledge in the practical operation characterized by students' independent activities. The development of practical teaching depends on teachers' practical teaching ability. In the information age and cultural pluralism, it is necessary to improve the individualized and diversified practical teaching ability of basic art teachers. This paper is based on the literature analysis method and the system analysis method to improve the quality of basic art teachers.

2. Practical Teaching of Basic Art

Art is a highly skilled profession. Practice teaching reflects the operational effectiveness of the training program. It is also an effective way to test students' mastery of professional knowledge. Under the existing practical teaching conditions, we must find a way of practical teaching in line with the development of specialty in order to think and explore actively. The practical teaching of basic art has the following effects: The first is to enable students to acquire comprehensive art knowledge. Through practical teaching, the learning process is transformed from passive acceptance to active participation, which stimulates the understanding and synthesis of subject knowledge, promotes the combination of theory and practice, and achieves better learning results. The second is to cultivate students' awareness of the new curriculum. Through various forms of observation and discussion, practical teaching can participate in the reform and implementation of the new curriculum of basic education, obtain the concept of the new curriculum, and be able to enter the new curriculum more quickly and adapt to the new curriculum after graduation and work.

The third is to help art teachers professional growth. Practical teaching provides students with the situation of participating in basic art education, thinks and organizes teaching as a teacher, reflects and studies the problems in the teaching process, and trains the ability to analyze and solve problems. The fourth is to improve the awareness of art students in the education work. Through the practical teaching link, improve the students' deep understanding of the basic art education, further improve the interest in the teacher profession, enhance the sense of responsibility.

3. Individualized Teaching of Basic Art

Individualized teaching is the teaching that respects the students' personality and teaches according to each student's personality, interest, specialty and needs. What teachers teach is what students need, and students are completely autonomous learning. Traditional individualized teaching is often carried out only based on the static differences of students, including the difference of ability level, the difference of problem, the difference of task and so on, little attention is paid to the difference in the dynamic process of learning. In the practice of personalized teaching, we must fully discover the ability of students in all aspects, there is also a need for the development of students' learning style and intelligence, and more attention to career trends, etc. Based on the students' ability difference (static) and learning process (dynamic), a more complete personalized teaching design is carried out. Art teachers should respect the differences between students, create a good teaching situation for students, arouse students' desire for art learning, and immerse students in an interesting learning atmosphere. This requires art teachers to attach importance to their own personalized development, to create a personalized art teaching class.

(1) Formulate personalized art learning goals. Before determining the learning objectives, grasp students' interests and needs, and guide students to determine learning goals according to their own situation. In the actual teaching, the teacher divides the individualized teaching objectives into grades, so that the students gradually achieve the goals and improve the learning effect. The first level goal is the lowest goal, so that students can observe the environment from the aesthetic point of view; The second level goal is the basic goal, so that the students can learn to appreciate the works of art; The third level goal is a high-level goal that allows students to appreciate the value and character of the art work. Through the realization of the three-level goal, the students' artistic appreciation ability is improved and a solid foundation is laid for teaching.

(2) Explore individualized instructional design. Instructional design is based on the characteristics and requirements of curriculum standards of teaching objects, teaching all the elements of an orderly arrangement, to determine the ideas and plans appropriate teaching programs. First, starting from the cognitive goals of students, strengthen the cultivation of missing cultural knowledge and theoretical knowledge, optimize knowledge structure, explore potential and advantages, and highlight innovation capabilities. Second, according to the actual situation of the students, reasonable teaching design is carried out to cultivate students' adaptability to art learning. The third is to make full use of multimedia technology to create teaching situations, stimulate students' learning potential, and cultivate students' unique aesthetic consciousness and quality.

(3) Choose a personalized creative approach. The soul of art is the feeling and thought of expressing life or the things around it. It is a burst of emotion. Personalized teaching requires teachers to set different environments according to the teaching content, so that students can fully exert their individuality, not stick to the fixed form, use their own methods to create, and encourage the development of individuality. First, the freedom of expression techniques, and the creation of individualized works with bold and real ideas; Second, the differences in language performance and the cultivation of creative thinking; Third, the creativity of performance and the idea of unconventional students need to be properly guided, fully encouraged, and enhanced.

(4) Give students the space to develop their personality. The basic education stage is the best time to study art and directly affects future development. In the process of art teaching, teachers need to explore efficient and reasonable teaching methods to guide students to master the learning style that suits them. For the student's art works, the teacher should be evaluated from the

perspective of the students, and the evaluation content should be encouraged to enhance the students' self-confidence and make the students find creative inspiration. Give students the space for personal development, teachers arrange homework according to teaching tasks, let students complete independently, teachers give reasonable guidance, and constantly improve students' creative ability and aesthetic quality.

4. Diversified Teaching of Basic Art

Diversified teaching methods are the performance of flexibility, diversity and variability in teaching, which helps teachers to maintain a good classroom teaching environment and atmosphere, mobilize and maintain students' enthusiasm, and ensure the effectiveness of teaching. Teaching content, teaching objects, teaching environment and teacher quality are different, and teaching methods must be diversified. The art curriculum has a humanistic nature and contains a wealth of content. The knowledge involved is extensive and the connotation has a strong era. Therefore, a variety of teaching methods are needed. The specific methods include the following aspects:

(1) Contact life to mine art materials. Art and life are inextricably linked. Classroom teaching should extend to the society and cannot be limited to the teaching content provided by the textbook, instead, connect with life as much as possible, let the art in social life into the classroom, and give students the opportunity to get in touch with the art materials in life, taking the art knowledge in the textbook and the familiar life scenes and interesting things of the students as the starting point, the students are encouraged to understand life and broaden their horizons. Use a variety of teaching forms to stimulate students' interest in learning, let students learn art in life, and feel the charm of art. At the same time, teachers should guide students to resist negative art works, learn and appreciate positive art works.

(2) Use multimedia technology to guide students to love art. Multimedia technology is widely used in art teaching, providing a convenient environment for diverse art teaching, enabling students to gain a broader artistic experience in the classroom. Especially in some art appreciation classes, If the traditional teaching method is adopted, it is necessary to bring the art works to the classroom in a physical way, and the limitations are obvious. With multimedia teaching, teachers can search for rich and comprehensive art resources on the Internet and present art works in front of students. Multimedia technology brings convenience to art teaching, and also allows students to have more comprehensive contact with art. It has a positive role in promoting students' interest in art learning and literacy.

(3) From imitation to cultivation of imagination. Imitation is the process of copying calligraphy and paintings according to the original. And it is the foundation of painting, which helps students to better perceive their works and experience places that the eyes cannot reach. In the process of art learning, perceptual knowledge is the foundation, and it is necessary to carry out purposeful and focused imitation for the development of rational understanding. Imagination training is the highest goal of aesthetic education. Imitation is just a knowledge input process, and creation is an output process. Imitation is only the process of knowledge input, and creation is the process of output. In the process of imitation, from the essence of understanding things, cultivate students' imagination, develop the perception of beauty, form their own aesthetic consciousness, and transform the input knowledge into a part of your ability through thinking.

5. Paths on the Training of Individualized and Diversified Practical Teaching Ability of Basic Art Teachers

The basic art teacher's individualized and diversified practical teaching ability training is a complex systematic project. With reference to the previous research results and the author's many years of practical teaching experience, the proposed training path is as follows:

(1) Guide the participation of students in teaching practice. Pay attention to the subjective participation of students in teaching practice and improve their ability to discover, explore and solve problems. Modern educational thought believes that students are the main body of teaching, and

learning and development are the rights of students. The teacher-centered teaching model ignores the individual needs and individual differences of students, affects the enthusiasm of students, and limits the personality development and creativity of students. The art curriculum strives to reflect the requirements of quality education, divide the art learning field by learning activities, strengthen the comprehensive and exploratory nature of learning activities, focus on art courses and life experience are closely related, improve imagination and creativity in a positive emotional experience, improve aesthetic awareness and aesthetic ability, enhance love and responsibility for nature and human society, and develop the desire and ability to create a better life. Using a variety of teaching methods, using a variety of teaching methods, fully mobilize the enthusiasm of students, create a harmonious and pleasant teaching atmosphere, and let students participate in every aspect of practical teaching.

(2) Improve the overall quality of basic art teachers. Aesthetic education is an important task of quality education. There are mutual promotion, mutual complementation and common development in other forms of quality education. The overall quality of the basic art teachers is mainly composed of three aspects: The first is to improve moral cultivation. Fully explore the ideological and educational factors in the textbooks, inspire students to understand the art civilization, learn the truth of being a human being in the realm of beauty, and form a noble ideological and moral concept. The second is to enhance scientific literacy. While cultivating students' creativity and imagination, students are required to strictly use rational and objective painting rules to express things, continuously develop students' thinking ability and observation ability, and improve their ability to perceive and appreciate scientific beauty. The third is to develop psychological quality. Encourage students to use the means of expression in their creations so that students can fully demonstrate their inner thoughts. Give each student's work a full affirmation, enhance the joy of success, cultivate self-confidence and good personality.

(3) Cultivate the various abilities of basic art teachers. First, the ability to observe. Sensitive visual perception and correct observation methods are indispensable in the painting process. Teachers should create a good observation atmosphere, guide students to observe things from different perspectives, make records and reflect in time. Second, the ability to imagine, only the imagination has improved, and the creative inspiration will continue to increase. Increase emotional education, inspire imagination; focus on divergent thinking training, expand imagination; use a variety of forms to cultivate imagination. Third, create ability. Creativity refers to the ability to discover problems and solve problems creatively. Teachers should explore the potential of students and lead students into the art hall; pay attention to the teaching of techniques, and let students actively learn knowledge and skills in a relaxed and pleasant atmosphere. Fourth, aesthetic ability. Aesthetic education enables students to form a correct aesthetic perspective and cultivate the ability to feel beautiful, appreciate beauty and create beauty. Enhance the aesthetic ability through the appreciation of art works, and stimulate the aesthetic taste through life-based teaching.

(4) Link art teaching to student personality development. Through educational means, the unique personality factors are continuously improved and sublimated, and some subconscious factors are integrated into more conscious rational activities. Artistic creation should encourage the development of individuality. Without personality, there is no creativity, so as to cultivate independence, dare to innovate and independent analytical thinking ability. Art education not only requires students to master certain professional knowledge and skills, but also cultivate personal characteristics and styles, emphasize the bringing of personal feelings and emotions into the performance activities of the object, and it is not possible to evaluate works on the one hand with objective criteria of "like" and "unlike", but it is to see whether the work is integrated into the individual's unique feelings and opinions about the object, and to grasp the prominent features of the object in-depth portrayal. Art teaching should fully respect the individuality of the students, allow different depictions of the same object, and on the basis of understanding, complete the creativity in the art language, so that the performance needs of the students are respected and satisfied.

(5) Continuously improve the art literacy of basic art teachers. Art literacy refers to the students

after learning the art curriculum and related knowledge, the formation of the Art of perception, imagination, thinking, expression, design, aesthetics, evaluation and participation in interpersonal communication and other aspects of the awareness and ability and the accompanying feelings, will and attitude and other personality qualities. Teachers should get rid of the teaching mode of simply imparting skills, attach importance to the cultivation of students' quality, and pay special attention to the artist's artistic intuition experience in the field of art. It emphasizes the students' emotional experience and the cultivation of aesthetic ability, as well as the process of independent exploration and constant pursuit of knowledge learning. First of all, the comprehensive use of multi-disciplinary knowledge system, analysis of different stages of students' painting performance psychology and expression techniques, training art literacy at the same time, enhance creativity and expressiveness. Secondly, through the training of simple strokes to improve the basic modeling ability, the use of summed up concise lines to express the morphological structure of the image. Finally, through color training to improve the expressive force of painting and color application, according to the students' cognition and feeling of color design, and constantly improve aesthetic ability, keen to feel the tentacles of beauty.

Acknowledgement

This work is supported by 2018 annual research project of undergraduate teaching reform in general higher education in Liaoning province (Liaoning Education Letter [2018]471): Research on the training of individualized and diversified practical teaching ability of basic art teachers.

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