

The Reform of Art Education Teaching from the Perspective of Experiential Teaching

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Abstract: The art class is an important basic course for students of all ages. The purpose of the art class is to enable students to systematically learn and master the important elements of art, and to develop students' artistic vision, so as to cultivate students' good artistic quality. With the continuous reform of education, the experiential teaching mode has gradually entered the art teaching classroom of the school. The focus of experiential teaching is not only how much knowledge students can obtain from teaching, but also the process of information and emotional communication between teachers and students. Let students feel positive and positive and learn actively and happily. This paper discusses the practical significance of art education and teaching from the perspective of teachers and students in the reform of art education and teaching. In addition, it also focuses on the shortcomings in the process of art education reform and the strategies of art education and teaching reform and innovation. It aims to explain the importance of reform and innovation in art education and teaching, with a view to guiding teaching practice.

1. Introduction

The discipline of art has a very close relationship with our daily life. Students can learn a good knowledge of life through the study of art knowledge and gain a richer emotional experience. Traditional art teaching focuses on teaching, which makes students less active in participating in class. Experiential teaching is a form of teaching that builds knowledge, develops abilities, and develops feelings according to students' cognitive characteristics. It pays particular attention to cultivating students' emotions, making up for the excessive emphasis on knowledge and skills in traditional teaching, and responding to the cultivation of values of students' emotional attitudes in new curriculum standards. There are many researches on experiential teaching in China, but most of them stay at the conceptual level. The teaching strategies are not effectively combined with the actual teaching. There are few strategies for experiential teaching in the region [1]. The study of experiential teaching abroad can be traced back to Socrates' "Birth of Birth" in ancient Greece. The problem situations closely related to life are thrown out in the classroom, and students are guided to learn through question and answer and debate [2]. To find problems and solve problems. It can be seen that Socrates' teaching method is the beginning of experiential teaching method. Therefore, from a theoretical point of view, this paper is conducive to the deepening of dialogue theory, personality theory, emotional theory, and creative theory in art teaching; it is conducive to promoting the organic integration of teaching resources and the efficient integration and utilization of teaching resources. In addition, from the practical point of view, the integration of experiential generation, development and creation into the process of teaching and learning is an urgent need for quality education and overall development of students. In the teaching, it pays attention to the main participation of students, establishes two-way interaction between teachers and students, and guides students to cooperate and study independently. It has become a necessary way to promote students' all-round development.

2. The theoretical basis and necessity of experiential teaching

2.1 Experiential teaching concept.

From the perspective of the value of education, "experience" is a kind of teaching activity. As an

activity, that is, the sentiment gained by an individual from his own experience, the experience of the pedagogical category is divided into a “practical experience“ and a “psychological experience“[3]. In the experiential teaching process, the teacher creates the situation through the teaching content and the students' existing life experience, allowing the students to passively accept and actively participate. Through the personal experience of the scene, the individualized understanding of the knowledge is obtained, and the emotion is sublimated. A teaching model that generates values[4].

2.2 The characteristics of experiential teaching.

Generally speaking, there are three detailed characteristics of experiential teaching. The first one is subject and comprehensiveness. Experiential teaching focuses on the teaching process, teachers are the guides of the classroom, students are the main body of the classroom, teachers and students experience together and create experiential teaching. Teachers should motivate students to exert subjective initiative. Students actively take the subjective consciousness in activities, improve students' ability to learn, and change passive learning as active learning to achieve individual development. The second characteristic is emotion and life. The core of experiential teaching is the emotional experience. Experiential teaching based on emotions, students actively generate rich emotions in the process of learning, form correct emotions, attitudes and values of things, and the subject is fully devoted to learning, and realizes the transformation of emotional experience into life experience. The third is freedom and generativeness [3-4]. Experiential teaching takes into account the development of each student. The teacher provides each student with the opportunity to participate in the activity independently. In the teaching activities, each student can choose practical and practical activities based on his own abilities and advantages.

2.3 The necessity of experiential teaching.

(1) The development of experiential teaching and student experiential learning is crucial in the entire art education process. Art courses have the characteristics of combining theory, skill and practice. Different students have different learning foundations and different teaching methods. The traditional classroom teaching mainly adopts the teacher's unilateral explanation of various theoretical knowledge and related skills, while ignoring the students' ability to learn independently and accept knowledge, so the experiential teaching reform in art teaching has been developed.

(2) In the classroom, students begin to discuss freely, and they should summarize the knowledge points they should master in this class, and apply what they have learned after class, and constantly discover their shortcomings in practice and improve their art. Level. The teacher only plays the role of guiding and guiding. Only when he personally experiences the practice will he have a deeper understanding.

(3) Experiential teaching can also improve students' professional ability and art quality. In the art course, teachers can let students appreciate or paint their favorite art works, or create some basic paintings themselves, and they can also supervise each other by cooperating with each other to truly improve their professional ability.

3. Problems and deficiencies in the reform of art teaching

Art experiential teaching is actively combined with new media and folk cultural resources. The art curriculum resources have undergone great changes. The dialogue and communication between teachers and students in experiential teaching has been sublimated, through teaching practice, it is found that there are still many problems in the art of experiential teaching in junior high school. For example, most teachers still use rigid “cramming“teaching, and teachers have replaced the new media whiteboard with chalk board books. Not only did they not take advantage of modern teaching, but they became teachers' tools of being lazy. There are four parts responsible for these problems as summarized in Table 1. The first one is the teacher's mechanical response to the new curriculum reform and the new curriculum standard experiential teaching concept, a class is spent in the game experience [5-6]. And then is the students who are not take art course seriously [7]. In addition, the parents and society are also Ignore the importance of art education [8-10].

Table 1 The problems and causes by different groups for art teaching reform

Groups	Problems	Possible Causes
Teachers	The teacher-mechanical response to the experiential teaching philosophy of art education reform. Most of the class is based on the experience of art works, but ignoring the multi-dimensional art teaching goals, leading to chaos in the classroom.	The content and form of experiential teaching are separated, and the art class with students as the main body is overemphasized. The essence of art teaching content is lost and the teaching materials are separated.
Students	The student subconsciously took the art class as a relaxing class and did not see the value of the art class. Only a small part of the experiential learning activities of students are students who are passionately involved in the teaching activities. Most of the rest are lack of participation enthusiasm and can not be integrated into the classroom atmosphere.	Art experiential teaching lacks life experiences related to students, which can not properly stimulate students' interest points, and fails to effectively create a vivid life situation in life.
Parents	Parents pay too much attention to the students' painting techniques, and they have submitted classes for sketching and calligraphy techniques for their children.	Social utilitarianism is deeply rooted. In some remote areas, there is a backward education and teaching concept, and there are few opportunities for communication with the outside world.
Society	The art teaching resources are relatively weak, and the supply of hardware equipment for art experience teaching is insufficient.	Insufficient funding for education, limited school resources. Lack of deep development of local art culture resources

4. Innovation strategy of art education teaching under the concept of experiential teaching

The analysis of art textbooks and the school's practice of art education and teaching, to explore the basic construction of art experiential teaching. On this basis, we will envision the strategies to promote the implementation of experiential teaching, the implementation steps of experiential teaching, the operational essentials of experiential teaching, and the issues that should be paid attention to during the teaching process [8]. Figure 1 illustrates the stretch of this strategy. It turns out that experiential teaching has its unique practical value compared with the conventional art classroom teaching method.

4.1 Improve students' motivation

In the classroom, the role of the teacher is no longer simply to impart knowledge, but to guide students to think independently and discover the problems in their views. The focus of experiential teaching has changed from teaching to learning, which has greatly improved students' enthusiasm for learning and has really improved their musical literacy. The art curriculum is composed of practical courses and theoretical courses. Experiential teaching can also play an important role in it. Students can continuously improve their art painting skills through their own personal experience and systematic learning, so that they can understand theoretical knowledge more easily and deeply.

4.2 Teachers' innovative ideas for the design of art projects

Before bringing the "experience" to the junior high school art class, the teacher needs to do a series of preparatory work. In the design of teaching, students should be the mainstay, highlighting the subjective participation of students; the knowledge taught should conform to the knowledge level of

students of different ages, and should not exceed their knowledge level; create an equal classroom atmosphere.

4.3 Practical achievements of experiential teaching in art education

The presentation of the results of the event needs to be presented in a variety of ways, allowing students to share the results of the event. The choice of form is rich and varied. For example, the teacher displays the student's work in the classroom, and the school can also display it in the exhibition column. In addition, parents can also use the network WeChat platform to display and so on. Through the exhibition of student works, students can experience the fun brought by the activities. In the process of showing the results of the activities, students can exchange and learn from each other, learn from each other's strengths, and stimulate students' interest in learning art.

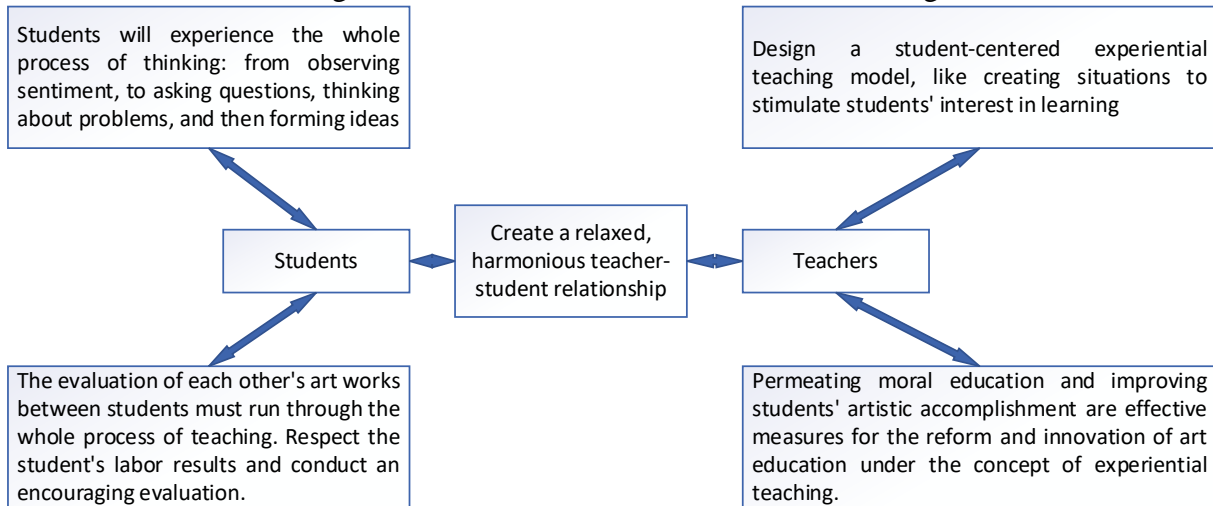


Figure 1 Stretch of innovation strategy for experiential teaching in art education

5. Conclusion

The role of experiential teaching in the reform of art education and teaching is very important. In the process of personal experience, the professional skills and art literacy are continuously improved, and the communication between teachers and students is strengthened. At the same time, the enthusiasm and enthusiasm of students to learn music and the professional ability of students are cultivated for their future teaching. The activity laid the foundation. However, it is worth noting that the strategic exploration of experiential teaching is not comprehensive enough, especially the art disciplines that have not been valued, and many of them are not mature enough. Both teachers and students should continue to sum up experience in future teaching practices to further improve and enrich them.

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