

Study on the Professional Development of Art Teachers Based on Curriculum Reform Perspective

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Abstract: The reform of the new curriculum has brought about a fresh adjustment of the concept of basic education in our country, especially for the professional qualities of primary and secondary school teachers. The introduction of the curriculum reform policy, the reconstruction of the education system, the renewal of the concept of the teaching, the transformation of teaching methods and the reconstruction of the education system have marked that our education has taken another new height. The professional development of fine arts teachers has become the consensus of all walks of life in society, and various ways of promoting the professional development of art teachers in primary and secondary schools have become the focus of attention. This is also related to the success or failure of fine arts courses in primary and secondary schools. In this paper, the connotation of teacher professional development is studied. In view of the current art education problems and problems and combined with the current advanced teaching methods in international art education, we put forward some methods to improve the professional development of art teachers in primary and secondary schools.

1. Introduction

Under the background of the new curriculum reform, the professional development of primary school art teachers ushered in unprecedented opportunities and challenges. The introduction of the curriculum reform policy, the renewal of the concept of teaching, the transformation of teaching methods and the reconstruction of the education system all mark that our country's education has taken another new height. In the face of the new trend of the development, the innovation and change in the professionalism of the primary school art teachers highlight the urgency as primary school art teacher professional education development adhering to the new curriculum reform “all for student development” of the core concept. For different stages of educational purposes, educational content, forms of education continue to try and change, the theory and practice are combined, all aspects of the reform of the new curriculum. Art education is booming. In order to meet the teaching requirements of art subjects, art teachers in colleges and universities need to pay attention to the improvement of their professional level, in particular, to rebuild the existing knowledge structure and further optimize it while regardless of the professional theoretical knowledge, organizational management knowledge, practice teaching experience and knowledge of others to communicate with each other should be integrated with each other to form a new educational philosophy, and its application to art teaching process.

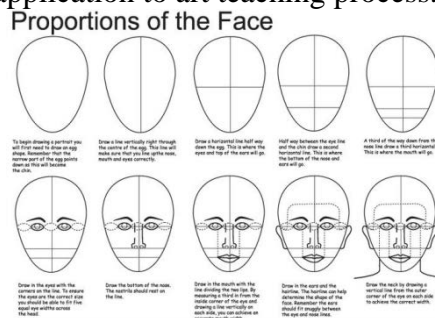


Fig.1 The Face Art as the Sample

But from the current college art teacher's diathesis education and skill education ability, although it has a relatively rich education theory knowledge, but it has a general practical teaching experience, science and technology development under the background of computer software operating skills are lacking. This not only leads to the teacher can't combine the theoretical knowledge and practice to carry out effective teaching, as more can't combine theoretical knowledge with the computer software operating, severely reduces the whole art discipline teaching quality and teaching efficiency. Therefore, we should consider the following aspects of the principles for better understanding.

- Everywhere in life there is the beauty of the United States, to awaken children's interest in the arts, we must let them feel the charm of art. To magnify and then innovate the things in life and show their emotions in the paintings. Through observation and thinking, we integrate all these things into the art works, cultivate students to observe life and realize the existence of beauty everywhere.

- From the still life sketch, the pencil light color is analyzed, the pencil is light, the line is shortened and the dark part is slightly changed with the loose line. From watercolor works, the color of pencil light color is used to dilute, dilute or change the color of the color. Through the comparative analysis of the two sets of works, the students can conclude the unique technical characteristics of the pencil light color in the line and color, thus understanding the new knowledge.

- The form of art creation teaching includes painting, memory painting, imagination painting, but also the combination of painting and picture correction. Because of the existence of both the title of the work and the content of the work in the five forms of art creation and teaching, there is also a causal relationship between the two. The title of the work restricts the content of the work. Therefore, using the causal relationship between the title of the work and the content of the work, students are required to conduct reasoning training so that the students can think accurately and consistently through the rational, well-founded and lawful rules to determine the accuracy and consistency of the work's title and content.

When authors write art essays, the content of inheritance and development is indispensable. Therefore, if an author wants to write a thesis with depth and breadth, he will have to understand the appreciation of the classic art works, learn different artistic and cultural information, absorb the valuable artistic skills of his predecessors and form the basis His own unique insights, and constantly improve their own painting skills. Leonardo da Vinci, for example, is a well-known man who made so much of his accomplishments that extensive knowledge of one of important reasons for his success. To a certain extent as these knowledge nurtured his imagination and ability to perceive, while superb painting ability is also a manifestation of his comprehensive ability. With the implementation of the quality education policy and the speeding-up of the new curriculum reform, the current art teaching has changed the traditional “learning-ask” teaching mode, which can greatly promote the rapid development of the students. In the teaching practice activities, students can then get all-round development, various qualities and abilities can be effectively cultivated. However, at present, most art teachers still pay attention to the teaching of art knowledge, emphasizing on the teaching of knowledge, not paying attention to practical operation, not to open up new ways of imparting knowledge.



Fig.2 The Art Class Scenarios

As a result, students still passively accept knowledge and lose participation in art teaching

activities of interest and enthusiasm, the overall quality of students cannot be fully and effectively training, thus limiting the effectiveness of art teaching to enhance. Therefore, the focuses should be understood from the 2 major aspects.

- Think education according to the characteristics of students. Teachers to teach scientific knowledge, training students' ability of at the same time and pay attention to stimulate interest in learning, cultivate good habits, learning attitude, according to the characteristics of students, giving full play to the advantages of discipline, and let the students gain knowledge, exploring taste success in practice.

- Cultivate students' quality through out of school activities to develop activity courses, cultivate students' team spirit, cooperative consciousness and tenacious will in rich stylistic activities.

The study of the professional courses of elementary school art teachers in our country once paid much attention to the theoretical depth and neglected the practical operation. As a result, the theoretical knowledge of the college classroom and the real classroom of primary education could not be perfectly combined, which made the primary school art teachers' professional college students unable to fully demonstrate the professional knowledge and skill. At the same time, in the process of professional study in colleges and universities, there are many educational modes of teaching, emphasizing the importance of theoretical knowledge and neglecting humanities education for a long time, which has caused the culture of this kind of education pattern to the flow surface defects. In addition, the single teaching method, the lack of teaching information and even the lack of teaching resources have hindered the progress of primary school art teachers in the new curriculum reform.

In the course of the new curriculum reform, there are many difficulties in eliminating and changing the traditional educational concepts and models, in order to adapt to the new environment and form. Institutions of higher education at all levels, from all angles of education innovation, from the leadership to grassroots teachers, from internship units to college students profoundly implement the guidelines and policies of the new curriculum reform in education, fundamentally change and reform education concepts and mode.

2. Art Teacher Professional Development

2.1 Focus on Teaching Reflection

At present, the degree of specialization of fine arts teaching in primary and secondary schools is relatively low, and the level of professional teaching is far from the requirements of the new curriculum. This requires primary and secondary art teachers to conduct a profound reflection on their own teaching, and then actively change the teaching concept. Establish and strengthen the concept of quality education, reviewing teaching behavior, updating education and teaching methods, making teaching methods more and more specialized and rationalized, and truly making disciplined and orderly methods to improve students' teaching abilities. Therefore, focusing on teaching reflection is an important way for teachers to seek professional development in their own teaching work.

First, art teachers should reflect on thematic teaching. The so-called teaching research, is the teaching process for some outstanding problems that need to be addressed, the use of scientific methods, purposeful and planned to explore the law of teaching research activities. Its fundamental purpose is to deepen the teaching reform and improve teaching quality. The special teaching reflection is precisely for this education and teaching objectives to start. Requires multi-level, multi-directional thinking of a particular issue in the art course, with a clear orientation, targeted characteristics with analysis and research on the problem is also more in-depth. Reflections on art teaching topics covered a wide range, both for the art teaching system in many of the teaching elements of research and analysis can also be directed against the whole process of art teaching activities to reflect on; or art teaching process of teaching Set to think. Make the art teaching meet the requirements and norms of the teaching reform of the new curriculum in the present stage and meet the needs of the students 'overall quality development so as to improve the teachers' own

teaching level and improve the teaching effect.

Second, the overall teaching reflection. This requires art teachers not to focus on one specific element or issue of teaching. Instead, they should take a holistic approach to art teaching activities, actively reflect on various prominent issues exposed in the teaching process and seek ways to improve and solve the problems. The overall reflection is a long-term thinking process. Each class has a completely different teaching status. Teachers should be good at summarizing and summarizing the outstanding problems that occur in them, conduct comprehensive analysis and reflection, and promote the overall improvement of teaching. At the same time, it can also encourage art teachers to understand their own teaching work in a more comprehensive manner and enhance their teaching abilities.

2.2 Emphasis on Teaching Research and Evaluation

Teaching and research mainly discusses issues related to student curriculum construction and teaching method reform. Teaching research is composed of theoretical knowledge learning and teaching practice. The two complement each other and promote each other. Art teachers should go deep into teaching practice, carry out teaching and research so that teachers' interest and motivation in teaching practice and research can be satisfied and strengthened. The only way to comprehensively improve the depth of art teaching, professional teaching. Therefore, teachers should develop a teaching channel closely linked with the reality in the teaching of fine arts, both in terms of content and method, and should be able to combine with practice as a standard. In view of this, teaching and research is an important means to improve teachers' professional accomplishment and also an important way to promote teachers' professional development.

The target of the evaluation of enhanced development is the teachers' own careers. All the teaching experiences are regarded as an organic whole and evaluated in phases according to their nature. Then they are integrated with their own development and change process to promote their professional development. The contents of development evaluation mainly include four aspects: cognition and orientation to different stages of oneself; own teaching habits and attitudes; objective analysis of the advantages and disadvantages of work; and the orientation of specialization development. The evaluation of these four aspects is an important task for fine arts teachers to achieve their own professional development. Only by combining the future development direction with their own actual experience and ability development process can professional development goals be clear.

2.3 Strengthen Innovation and Exchange

Primary and secondary school art teachers need to seek the basic professional ability and professional teaching ability more innovative consciousness of reform and development strategy, to realize the stable development of the professional level and comprehensive promotion. First of all, should have the teaching innovation consciousness, jump out of the textbooks and teaching outline to the demarcate of the teaching content, to build up their own unique teaching style, with enough professional theoretical knowledge and practical ability as the foundation, solid art teaching professional development now. Art teachers in order to realize their own professional rapid development, has innovation consciousness should be throughout the teaching career, good at discovering problem that can arise in the process of teaching, study countermeasures and practice, to gradually understand the teaching rule, summarizes the teaching experience, improve themselves in the practice and thinking, try their best to make themselves innovative teachers, so as to realize leap-forward development. Secondly, to strengthen the communication and communication between art teachers is an important link in the professional development of art teachers. Has unique views about teaching experienced teachers, able to timely and comprehensive solutions for students of various movements, while the newly set foot on jobs teachers have very strong breakthrough and new consciousness, take "the old and new combination", can be observed in the participation in the process of the teaching work to the other major teaching advantages and strengths, to achieve mutual learning and reference, so that the professional teaching level for common development. At the same time, teachers from different regions and colleges and

universities have formed an exchange platform to increase communication opportunities between teachers, so as to learn from each other and achieve professional development.

2.4 Professional Quality Structure and Requirements

According to the elementary school fine arts teaching of the three levels of teaching knowledge, emotion and quality requirements, courses under the background of reform of the elementary school fine arts teacher's professional quality structure and demand mainly embodied in several aspects. In terms of art teachers' professional knowledge structure, first of all, the elementary school fine arts teacher not only to have teacher should master the general knowledge, such as education, education psychology knowledge and the relevant policies and regulations knowledge, this is one of the important knowledge base to carry out the elementary school fine arts teaching activities. Followed by fine arts teacher's professional ability structure, mainly including the elementary school fine arts teacher of art teaching ability, teaching implementation ability, teaching skills, and abilities of teaching evaluation and the corresponding teaching subject research and so on, this is to support the elementary school fine arts teachers to carry out scientific and effective foundation of the ability of the elementary school fine arts classroom to teach. Finally was the attitude of the elementary school fine arts teacher structure, which mainly refers to the primary school teachers of fine arts in art education in the teaching process express emotions, attitudes and values of teaching, etc., it is decided to the elementary school fine arts teaching quality and the elementary knowledge of the fine arts foundation of the emotional attitude of ability training effect, specific include art teachers' teaching ideal, teaching professional moral and art teachers' requirements, etc.

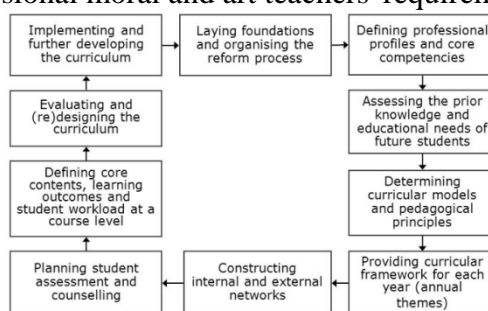


Fig.3 The Course Components

Essential tendency and non-essential tendency, holistic dialectic, and local analysis, systematic and non-systematic, etc. for the performance of the characteristics of plastic arts, it mainly displays a kind of realistic Features as well as abstract features, but also has a concrete performance characteristics and the image of the performance characteristics, visual performance and conceptual performance, etc., and these developments are showing a reverse characteristics. For art theory courses, we can often give an overview of the whole, but this overview is often more ambiguous, and there is no clear idea.

For a more mature system of disciplines, there must be more clear research theory and more comprehensive teaching entities, including the corresponding teaching materials. In terms of learning styles, the nativeness and looseness of regional art resources require that teachers and students take the findings - explore - solve - extended learning styles and the interaction between teachers and students will better promote teaching objectives as the realization and completion of teaching tasks.

- Curriculum Reform consist of 8 components
- 1. Purpose & Objectives: A well rounded quality education
- 2. Curriculum Structure
- 3. Curriculum Standards
- 4. Learning & Teaching Processes
- 5. Development of Instructional Materials
- 6. Evaluation Systems
- 7. Teacher Preparation & Development
- 8. Implementation of Reform

Fig.4 The Essential Components of the Class Frameworks

Regional art resources from the geographical location and emotional location more arouse students' interest in order to mobilize the learning motivation. Taking the core literacy as the leading teaching practice, the students are regarded as the main body of the study, and the construction of the curriculum is based on the students' needs, so that the supply of knowledge is relative to the students' needs, to a certain extent, Students psychological pressure. In addition, the implementation of this teaching practice also urges teachers to reform old teaching concepts and to optimize the teaching methods while handling the relationship with students by guiding students to learn independently, cooperate and explore with the ways to improve the enthusiasm of some students and teachers teaching quality.

2.5 Learn Art Teachers Should Have the Basic Literacy

Primary and secondary art teachers in order to become a good teacher, first of all, to become a good artist. Although it cannot be measured by the standard of professional painter, the “artist” here mainly emphasizes professionalism. Only the art teacher can show his own works in front of the students to establish certain prestige in front of the students so that the students can truly convince. Become an outstanding teacher in the minds of students, we must have professional standards as the classroom content should be as novel, comprehensive and exciting, so as to arouse students interest in learning.

Primary and secondary excellent art teachers should have the following aspects of literacy: First, have good personal qualities, with students and parents to establish mutual trust and mutual respect, and in the teaching process to create a democratic and diverse student. Second, teachers should have a positive and studious attitude to knowledge. With the continuous updating and development of knowledge, teachers should always pay attention to the development and change of relevant professional knowledge so as to keep pace with the times. Third, teachers should be good at stimulating students' interest in learning, guide students to learn and master the basic learning methods, and then master the learning skills, improve students' ability to think and self-learning.

In primary and secondary art teaching, drawing is the foundation, as a qualified art teacher should have the most basic qualities. The new curriculum reform requires teachers to maintain their professional quality is new and new, advancing with the times. In the classroom teaching should be more hands-on in front of students, practice, to set an example for students to give students the necessary tips and encouragement, to stimulate their enthusiasm for learning and learning inspiration. Art teachers should also ensure that their own artistic creation, in-depth art and painting, have their own understanding of art and understanding.

We should strengthen teachers' practical training as a demonstration student's life stage, enhance the training of normal colleges and universities on the practical ability of normal students, and fundamentally improve teachers' teaching quality. The integrated education system can integrate teachers' pre-vocational education, on-the-job education and on-the-job education and effectively establish a diversified system of teacher education so as to adapt to the diversification of education levels and the differences between regions in our country.

3. Conclusion

With the promotion of the reform of the new curriculum education, it is inevitable to promote and deepen the theoretical and theoretical reforms of the fine arts education in primary schools. Improve the standard of education of fine arts education, improve the comprehensive quality of normal college students in art education. At the same time, according to the psychological characteristics of primary and secondary school students at different stages of age, ability and artistic ability to accept, combined with the new curriculum reform of primary and secondary art teaching objectives and requirements, targeted implementation of the teaching plan, and constantly improve their overall literacy so as to be able to better serve the primary and secondary art education and teaching.

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