

Current Situation and Countermeasure of Fine Arts Classroom Teaching in Colleges and Universities in Minority Areas

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Abstract: Considering the current situation of art education in Colleges and universities in ethnic minority areas, it is not only the inevitable requirement of social development, but also the demand of diversification of education. This is the key to the scientific advantages of art education in Colleges and universities in ethnic minority areas. In view of the art education of colleges and universities in ethnic areas, the national characteristics are not only effectively utilized, but also the art education of colleges and universities can better serve the local society. Based on this, the main content of this paper studies the art education activities in colleges and universities in ethnic areas, and analyzes the current situation and countermeasures of art classroom teaching in colleges and universities.

1. Introduction

Under the background of China's rapid economic development, the demands and demands of talents and talents of society and employers have gradually increased, and talents have received more and more attention in social development [1]. In China's ethnic regions, college art courses, as an important part of college education and teaching activities, is a basic universal quality education. Its development bears the mission of cultivating talents for ethnic areas and inheriting traditional Chinese culture [2]. Based on this, the effective development of art education activities in Colleges and universities in minority areas is of great significance to promote the development of our society. Based on this, this paper mainly studies the current situation and Countermeasures of art education in Colleges and universities in minority areas, which is of great practical significance [3-5].

2. Current Situation of Theory and Practice Teaching in College Art Education Activities in Ethnic Minority Areas

2.1 Current Situation of Theory Teaching in Art Education Activities of Colleges and Universities in Ethnic Minority Areas

Combining with the current art education and teaching activities in Colleges and universities in ethnic minority areas of China, the proportion of theoretical teaching is gradually increasing. In the process of carrying out art education and teaching activities in Colleges and universities, the status quo of neglecting theory and emphasizing practice in the past has been changed [6]. For example, among the students of Hotan Normal University, the content of art education activities in Colleges and universities includes many kinds of theoretical courses, such as foreign art history, Chinese art history and Chinese for art majors [7]. In this process, colleges and universities shoulder the responsibility of training qualified art teachers for primary and secondary school students in local minority areas [8]. However, in combination with the current state of art teaching in ethnic areas, in the process of carrying out art education and teaching activities, the standard teaching methods are often unsatisfactory [9]. To a certain extent, this has caused the teachers' enthusiasm for teaching to be attacked. At the same time, it has caused students to gradually lose interest in the art curriculum, which ultimately has a great impact on the normal development of China's art education activities [10].

In the art education activities of colleges and universities in China's ethnic areas, there are very

few students who have Chinese language that may not be highly educated. This leads to their relatively passive status in college art education activities. Such a status quo is not only not conducive to students to carry out normal learning activities, but also is not conducive to teachers to complete their own teaching objectives. For example, in the course of Chinese Art History, students need to spend a lot of energy in the process of learning obscure and difficult words of art specialty, because the course content contains many more astringent words. To a certain extent, it has affected the normal development of art courses.

2.2 Current Situation of Practical Teaching in College Art Education Activities in Ethnic Minority Areas

In the activities of art education in Colleges and universities in minority areas, the curricula of art major in Colleges and universities are strictly planned in accordance with the relevant provisions of our country. In addition, the curriculum also fully combines the actual situation and regional characteristics of the ethnic areas in China, and incorporates some of the ethnic areas with distinctive ethnic characteristics into the curriculum time teaching activities. For example, among the students of Hetian Normal University in China, teachers not only impart basic knowledge of watercolor and sketch, but also add distinctive Uygur handicraft and calligraphy to the teaching activities of art education for students. Combined with the actual situation of art education activities in colleges and universities in the current ethnic regions, the effect of practicing classrooms is better than that of theoretical courses. Based on this, in the process of carrying out education and teaching activities, colleges and universities should pay attention to the two-pronged approach, and ultimately improve the quality of college art education classrooms.

3. The Inevitability of Characteristic Education in College Art Education in Ethnic Minority Areas

In the minority areas, in the process of carrying out art education and teaching activities to students, the characteristic education of the colleges and universities can make students have a strong sense of national cultural responsibility. In addition, the integration of national characteristics and local resources of the art curriculum plays a positive role in promoting the orderly development of art education activities in ethnic areas in China.

3.1 It is an inevitable trend to realize the diversified development of higher education in China.

In view of the current situation of higher education and teaching activities in ethnic minority areas in China, Characteristic School-running is an important part of the evaluation system of higher education quality. As a characteristic of running a school, it refers to the scientific and rational orientation of the teaching activities of colleges and universities in carrying out education and teaching activities, taking into account their own conditions, making effective use of the regional advantages of colleges and universities, and carrying out their own teaching activities. This is also one of the important contents for universities to improve their competitiveness in the process of development. Under the urgent demand of talents in our society and employers, in the process of development, the diversification of our educational activities is the demand of current social development, and also an important requirement for the development of colleges and universities themselves. In the process of carrying out education and teaching activities in colleges and universities in ethnic areas, it is an important guide to run schools with characteristics, and finally the development of their own educational activities tends to diversify, which increases the employment pressure of college graduates in ethnic areas. This is one of the important goals of colleges and universities in carrying out higher education activities.

3.2 The Inevitable Choice to Give Full Play to the Advantage of Minority Cultural Resources

To carry out higher education activities in ethnic areas, we should give full play to the advantages of local cultural resources, which will help to develop the intellectual knowledge system

of ethnic minorities and contribute to the promotion of the spirit of our ethnic minorities. As we all know, China's ethnic regions contain very precious cultural resources, mainly reflected in colleges and universities in ethnic areas. Under normal circumstances, there are certain ethnic folk museums and national literature databases. In addition, there will be specialized ethnic cultural research institutions in ethnic areas, which will lay a solid foundation for the university to carry out special education during the art education activities. In addition, colleges and universities in ethnic areas are located in areas with strong ethnic characteristics. Therefore, college students will be influenced by rich culture in the process of receiving education and teaching activities. This is also one of the conditions that other colleges and universities can not have in carrying out educational and teaching activities. Based on this, when colleges and universities carry out art education and teaching activities for students, giving full play to their advantages in regional resources and cultural resources is a strong guarantee for the university art curriculum to take the road of characteristic education.

4. The Teaching Countermeasure of Fine Arts Course in Colleges and Universities of Minority Areas

In the current situation that the general environment of ethnic minority areas can not be changed, when colleges and universities carry out art education and teaching activities to students, they should not only infuse students with curriculum knowledge, but also integrate excellent culture of ethnic minority areas into teaching activities. In this way, we can not only meet the current social and employing units' requirements for higher talents, but also enhance the sense of unity among all ethnic groups in our country.

4.1 Find ways to break through language barriers

Combining with my years of coaching experience, the author finds that in the art education courses of colleges and universities, oil paintings often make scientific paintings in western art. There are a lot of color science and anatomy and perspective in oil painting. In the education and teaching activities for students, students' mastery of Chinese language is not easy to cause the efficiency of learning of art education activities, which affects the quality of art courses. For example, teachers are teaching students about pigment names and color system content. Because the color system content is very complicated and involves a wide range, for example, only the red color contains orange, transparent iron red, rose red, and earth red, red and so on. These complex and diverse color systems, for those who are very skilled in Chinese, remember that many color names in the color system are somewhat difficult, and it is difficult for students with low Chinese mastery to master. For example, the Uygur students, if they do not have a good command of Chinese, plus the Uygur language for the red color words only "Kizil (red)". Therefore, when teachers with Uygur language teach students the color system in art courses, the color of earth red can only be explained by "Tupa Selzer" or "the color of earth". For the Uygur language, such spelling is ridiculous. However, it is a helpless move for teachers to carry out education and teaching activities. To a certain extent, language barriers hinder the effective development of education and teaching activities. Based on this, the development of art education and teaching activities in Colleges and universities in ethnic minority areas in southern Xinjiang is unsatisfactory. Without a great breakthrough, it is difficult for students to grasp the essence of art curriculum when they study the content of art curriculum, and they fail to achieve the complementary effect of theoretical curriculum and practical curriculum. Based on this, teachers should first solve the problem of language barrier in the process of teaching art courses to students. Whether the teacher should strengthen his or her own learning of the language in the ethnic minority areas, or whether the students should strengthen their mastery of Chinese, both should work together. In order to break through the language barriers in the course communication process as soon as possible, especially when it comes to professional art vocabulary in the art theory course, students should work hard on terminology explanation and related knowledge points. Teachers should also master the ability to use local ethnic languages to convey knowledge points to students, and truly achieve the goal of

evangelism and professionalism. When teachers carry out educational and teaching activities, they must enter the students and integrate them into the students' lives. The students' teachers and friends will work hard to promote art education and teaching activities.

4.2 Introducing national culture into the classroom

As we all know, our country is a multi-ethnic country with colorful minority culture, and there are many minority art with different styles and characteristics in minority areas. In the art education activities of colleges and universities in minority areas, teachers can introduce Chinese fir ethnic art forms with distinctive features in the teaching activities, so that the art education and teaching activities have certain regional characteristics. Based on this, before carrying out art activities, teachers should deeply understand the cultural characteristics of the local people and explore the folk. For example, there are distinctive Tangka art in Tibetan areas. In addition, the silver wares of the Yi nationality are very beautiful. Teachers can use the perspective of theory to educate and teach students about these minority cultures. Analyzing the content of the characteristic national art form, we can also invite the relevant folk art to tell the relevant knowledge for the students in the classroom, actively mobilize the students' interest in learning, and lay the foundation for improving the quality of the art teaching classroom.

4.3 Realizing the Commercialization of the Creative Achievements of Art Education

Combined with the current economic situation in China's ethnic regions, most ethnic regions have unique tourism conditions. Based on this, colleges and universities in ethnic areas can make full use of this condition when carrying out art education activities for students, and combine art education activities with tourism resources to form a benign interaction. In this process, teachers can make full use of school resources, commercialize students' art works, regard art works with national characteristics as tourist commodities, and enable students to actively participate in the creation of art works with national characteristics. In addition, teachers can also make full use of school resources, carry out creative fairs and other activities within the school, so that students can teach their own art works as commodities. Not only can students actively participate in art creation, but also can effectively enhance students' interest in art courses.

5. Conclusion

In a word, when carrying out art education and teaching activities efficiently in minority areas, we should actively utilize the cultural resources of minority areas and introduce the art types with distinctive national culture into art education and teaching activities. This will not only improve the quality of college students in an all-round way, but also inherit and carry forward the culture of our country's ethnic minorities and promote the development of our national culture. In addition, the use of ethnic areas as cultural resources is effective enough to effectively improve the current status of educational resources in China's colleges and universities, which provides a solid foundation for improving the quality of Chinese art teaching.

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