

Practical Research on Interactive Art Course

Zhihao Chen

Chongqing First Experimental Middle School Chongqing 400030

Abstract: With the development of society and the advancement of technology, the country needs talents who can develop in all aspects and possess comprehensive abilities. Traditional classroom teaching, which used to be a single approach, no longer meets the needs of cultivating talents with comprehensive abilities. In today's practice-oriented teaching, it is necessary to break through the traditional and unchanging teaching methods in order to achieve creativity and innovation. Chongqing First Experimental Middle School has adopted an interactive classroom teaching design in their art classes, breaking away from tradition and creating student-centered classrooms. This approach fully guides students to unleash their subjective and collaborative abilities, thereby building an intelligent classroom and empowering art education in the new era.

Keywords: Interactive classroom; Teaching practice; Aesthetic education curriculum

1. Analysis of the Current Situation of Art Classroom Teaching in Junior High School

1.1 The curriculum is fragmented and oneness

As a transitory stage, the art teaching in junior high school plays an important role that form a connecting link between preceding and the following, and in the “Art Curriculum Standards for Compulsory Education (2022 Edition)”, it is mentioned that the goals of the art curriculum in secondary school should be linked and integrated with nature, society and the community of shared future for mankind. Through the analysis of the “Art Curriculum Standards for Compulsory Education (2022 Edition)”, it is not difficult to see that the curriculum has been further deepened and adjusted on the basis of the previous emphasis on basic knowledge and skills, which make it more necessary to combine the learning of art courses with interdisciplinary courses.

However, in terms of the current junior high school art teaching classroom, the content of the curriculum is still a relatively oneness course, namely teaching according to the single course arrangement in the art textbooks systematically, turning the attention to the cultivation of students' art skills, ignoring the cross-disciplinary and thematic unit of the curriculum standard, which also leads students to master only one single art skill, and cannot achieve the transfer and holistic cognition. The fragmented curriculum means that there is no organization between courses, but a scattered fragment of knowledge that students are unable to organize and link together, as a result, students are not able to apply their knowledge flexibly to solve problems in real life.

1.2 The curriculum is lack of interest and interactivity

Combined with “Art Curriculum Standards for Compulsory Education (2022 Edition)”, it can be seen that in the “Art Curriculum Standards for Compulsory Education (2022 Edition)”, it emphasizes that art course should pay attention to art experience, that means to increase a certain degree of fun and interactivity, focuses on stimulating students' enthusiasm and interest for participate in art activities by the study of art, and enables students to form a extensive and healthy aesthetic interest in the process of appreciating, expressing and creating. It also emphasizes the practice orientation of the art curriculum, so that students can improve their artistic literacy and creativity in the diversified practice centered on artistic experience.

Nevertheless, in terms of the present problems in junior high school art classroom, the main problem is that the classroom still follows the traditional teaching mode, that is, the teacher indoctrination leads to insufficient interaction in the classroom, the students become passive recipients of knowledge, the students' interest and enthusiasm for learning is difficult to be inspired, therefore, the classroom has become a monologue for the teacher, and the classroom lacks the communication between students, the interaction between the students and the teacher and the interest between the students and the curriculum.

1.3 The schoolwork is lack of ductility and spatiality

Compared with other subjects, in the “ Art Curriculum Standards for Compulsory Education (2022 Edition)”, the schoolwork of art courses requires that course learning and practical activities should be included in the academic evaluation, and emphasis should be placed on the process of art learning, basic assessment and evaluation, respect the selectivity of students’ art learning, set exams on the basis of learning and make special assessments based on the choices made by students, and reflect the consistency of teaching, learning and evaluation. Therefore, the schoolwork demand of art course changes the original assessment of the art skills into the assessment of comprehensive, its course assessment has a certain degree of ductility and spatiality.

But for the present middle school art course, there is relatively few evaluation of coursework, and the form of evaluation of coursework is relatively single, From the students’ level, it will lead to the inability of students to make more accurate judgment in art coursework; From the teachers’ level, it will lead to the inability of teachers to grasp the students’ learning situation and learning trend through art coursework assessment; from the teaching level, it will lead to the inability of teaching progress to be instantly updated, and the inability of teaching arrangement to be corresponding and targeted.

2. Practice teaching of interactive classroom under the new vision of intelligent aesthetic education

In the perspective of the new smart aesthetic education, the art classroom of ChongQing No.1 Experimental Middle School has a whole new breakthrough in the form of an interactive course in terms of curriculum, classroom, and coursework, and the content of the course is centered on the theme of “history and culture”, with traditional residential architecture as a subcourse.

2.1 The curriculum is comprehensive

The curriculum takes “History and Culture” as its large unit, and is based on the discipline of fine arts, with the addition of the disciplines of history and architecture based on fine arts, making the curriculum shift from a single subject to a comprehensive, interdisciplinary program that integrates knowledge of fine arts, humanities, history, and architecture.

2.2 The course is interactive

In this course practical, the interactive-led aesthetic education classroom was developed. In this course of traditional residential architecture, the interactive learning with the local architecture of Chongqing’s Hanging Foot Towers and the ancient city architecture of Kashgar in Xinjiang is developed, through online and on-site teaching by connecting to the art teachers of the Sixth Middle School of Kashgar, and with the mutual exchanges and discussions between the students of the two places and between the students and the teachers, to learn and explore the architectural types in different humanistic and historical contexts.

2.3 The coursework is diverse

According to Howard Gardner’s theory of multiple intelligences, human development includes eight types of verbal intelligence, mathematical-logical intelligence, spatial intelligence, physical-motor intelligence, musical intelligence, interpersonal intelligence, introspective intelligence, and natural exploratory intelligence, and according to this theory, it can be seen that the development of the students is not single and fixed, but multiple and comprehensive, in this regard, in the requirements of the coursework, the interactive aesthetic education classroom in ChongQing High-tech Zone No.1 Experimental Middle School’s , adopting the form of learning sheets in the teaching and learning evaluation, recording the process of students’ solo thinking by a multi-faceted perspective, thus deepens the digestion and understanding of students to the course.

3. The value and significance of interactive classroom teaching in the new vision of intelligent aesthetic education

Under the vision of the new smart aesthetic education, The use of interactive classroom aims to let students master more comprehensive and extensive knowledge through comprehensive, interactive and technological learning, so that students can become masters of learning rather than passive recipients of learning, thus the teaching of interactive classroom also has a unique value and significance from the perspective of the new wisdom of aesthetic education.

3.1 The interactive classroom motivates the learning interest of students

The Instruction of the interactive classroom is based on constructivism, where students learn through independent and cooperative inquiry, by completing Learning sheets, cooperating with group, and independent interactive inquiring with the teacher and with the students, constructing the knowledge around the problem, learning in cooperation, and cultivating the interest and habit of learning.

3.2 The interactive classroom builds an efficient learning interactive system

Interactive classroom teaching breaks the original barrier model of teachers teaching, students listening and students learning, and makes reasonable use of online resources, which means cloud classroom, connected classroom, to make the mutual communication between students and students, and mutual communication between students and teachers in two places, and establishes a comprehensive, fast and efficient interactive system.

3.3 The interactive classroom establishes a learning platform for digital resources

Interactive classroom teaching uses scientific and technological means, constructs the learning platform of digital resources, links teacher and classmates separated by two places, and not only breaks the daily boring and monotonous teaching, but also enhances the students for the use of learning resources, teachers can also use the digital resources to help the students at any time, it strengthens the bidirectional Interaction between students and teachers, and also strengthens the communication between students and teachers, and it can also break down the barriers between the resources, and build an extensive learning platform for students.

Through the analysis of the practice of the interactive classroom teaching, it can be concluded that, in today's era of scientific and technological progress, the traditional teaching mode is no longer to meet the students' needs for knowledge and thirsts for learning, the art-based education has an extraordinary role in cultivating students' comprehensive literacy, it is essential to take the interactive classroom education into the integrated teaching and learning practices, and this is also an important way to cultivate human beings with all-rounded development.

References:

- [1] Art Curriculum Standards for Compulsory education 2022 edition
- [2] Guo Jing. Construction of Wisdom Classroom and Display of Art charm: Analysis of implementation approaches of junior high school art wisdom Classroom [J]. Art Education Research, 2021, No.242(07):180-181.
- [3] Yin Hedong, Yu Zeyuan, Qiu Defeng. Of the elementary school fine arts education: from the aesthetic problems, the value and development [J]. Journal of education and teaching research, 2022, 36 (09) : 28 to 40. The DOI: 10.13627 / j.carol carroll nki cdjy. 2022.09.001.
- [4] Liu Xiaoyu, Zhang Tao. Design and research of interactive classroom teaching [J]. Business Economics, 2022, No.548(04):192-193.
- [5] Yang Fafu. Research on the status quo and development of interactive Art Teaching in junior high school -- taking digital teaching as the premise [J]. Intelligence, 2023, No.715(13):44-47.