

Research on the Application of Metacognitive Strategies in High School Art Classrooms—Taking Jianghua No.1 Middle School as an Example

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Abstract: In the current stage of high school art teaching, due to some teachers not recognizing the importance of teaching strategies for art teaching and not considering students' cognitive abilities, the teaching quality and effectiveness are not high. In high school, compared to other subjects, students and educators do not attach enough importance to art subjects, and the development of art subjects is not optimistic compared to other subjects. This leads to students maintaining a casual attitude towards art subjects and not paying much attention. This article will analyze the characteristics of metacognitive strategies in art education, clarify the importance of art education, and conduct a survey and analysis of the current situation of art classroom teaching in Jianghua No.1 Middle School. Understand the existing problems in the art classroom, and propose that schools should attach importance to the art subject and effectively play the role of students under the metacognitive strategy, as well as improve teaching measures. The author elucidates the characteristics of metacognitive strategies in high school art teaching, and combines problem analysis to explore the full role of metacognitive strategies in high school art classrooms, enriching classroom teaching content, improving learning atmosphere, and innovating teaching methods.

Keywords: High School Art; Metacognitive Strategies; Strategic Exploration

Introduction

The fundamental point of art education is to cultivate students' correct aesthetics, so that they have the knowledge and ability to feel beauty, understand beauty, and appreciate beauty, and the most important compulsory course in high school art courses is art appreciation. Yang Xiaoqing said, "From the perspective of metacognition, improve students' art appreciation ability, promote the proposal and effective implementation of relevant teaching strategies, and promote the continuous progress of art education." Through the investigation and analysis of the existing problems in the art classroom teaching situation of Jianghua No. 1 Middle School, some teaching improvement suggestions and suggestions are put forward under the metacognitive strategy, hoping to bring some help to the teaching of high school art classroom.

The practical significance of this article lies in the analysis of the current situation through the application and implementation of metacognitive strategies in art classrooms, schools, parents, and teachers should pay more attention to students' art education in high school, so that they can better accept the learning of art education, and students should also standardize their learning behavior in art classrooms, and also pay attention to the art course; The theoretical significance lies in the fact that this thesis research demonstrates the application of metacognitive strategies in high school art classrooms through data collection, which not only enriches the empirical data of the application of metacognitive strategies in high school art classrooms, but also integrates a reasonable architecture theory in the analysis of metacognitive strategies in art teaching, which also makes up for the lack of research on the learning behavior of high school art classroom students to a certain extent.

1. Metacognitive strategy

1.1 Concept introduction

Metacognitive strategy refers to the method of planning, monitoring and regulating one's own cognitive processes, American psychologist John Smith. Flavel proposed metacognition theory in the 70s of the 20th century, arguing that metacognition is an individual's knowledge of his own cognitive process, or his own understanding of his own thought process. After he applied metacognitive theory to learning strategies, he formed metacognitive theory. The metacognitive strategy includes three parts: planning strategy, monitoring strategy, and regulation strategy. Planning strategy: pre-arrange various activities, select appropriate methods and anticipate their effectiveness; Monitoring strategy: in the process of cognitive activities, evaluate the quality of activities according to the goals and give feedback; Regulatory strategies: timely cognitive strategies and measures based on the examination of cognitive activity

results and strategy effects. People with weak metacognitive ability will only adhere to the current learning model, and people with strong metacognition know how to reflect on whether there is a problem with their learning methods and adopt appropriate metacognitive strategies. The strength of metacognitive ability affects a person's cognitive height, which in turn affects how big the final achievement is.

1.2 Characteristics and role of metacognitive strategies in art classroom teaching

Metacognitive strategy is a typical learning strategy and a finely processed method. It enables individuals to regulate and monitor cognition on the basis of cognition.

(1) Set up study plans, study plans, and browse reading materials. Before the art class, the teacher can let the students browse the content learned in this lesson, remind the students where they are, and develop a learning plan and program that meets their actual situation according to the content of the text, for example, this is an art appreciation class, first of all, you must know how to appreciate art works, how many works need to be appreciated according to the content of the textbook, and the theoretical knowledge of the works. Under the guidance of teachers, students can have a learning plan that suits their own situation, have the direction of hard study, choose their own learning methods, and gradually improve themselves.

(2) Students monitor the learning process, monitor their own speed and time. In art classes, some students lose concentration while reading and do not think about the learning material. In the design of painting lessons when drawing the way is not right, time grasp is not enough, encounter difficulties, teachers must provide students with the opportunity to use knowledge, teachers should always remind students to set learning goals, guide students to pre-class preparation, and after-class review, which is a very effective self-monitoring method, it enables students to learn in reflection, clear ideas.

(3) According to the monitoring results, if the problem is found, corresponding remedial measures should be taken. Self-monitoring ability directly affects the development of learners' intelligence and even their comprehensive ability and creativity. For example, in art class, a student found that his appreciation of the work was wrong, and he felt that there might be a problem with his learning method, so he changed it; Some students often ask questions in their studies, even if they study by themselves; Students who study professional art students in the process of painting, the wrong drawing steps and incorrect composition methods, they will find the problem, and then correct step by step to promote learning. This way of learning is more conducive to the progress and consolidation of students' learning.

2. Analysis of the investigation conclusions of the teaching situation of Jianghua No. 1 Middle School Art Classroom

2.1 Lack of teaching activities and dull atmosphere

High school art is different from other subjects, and some teachers or students in high school are mainly learning the main subject knowledge, thinking that art is a dispensable subject, making art teaching an irrelevant subject. Therefore, in the art classroom teaching, teachers will not pay more attention to the development of students' development ability and creative ability, but more about the introduction of art concepts to impart knowledge, as well as the written knowledge explanation of the class. The compulsory course of high school art is art appreciation, in this course, the teacher mainly appreciates art works, the teacher alone on the stage to talk about the wind, but there are no students to take care of the teacher, students do their own things, thoughts have already flown out of the class, but the time quickly comes to the end of class, the role of this class is not very large. This is mainly because the classroom lacks teaching activities and students' hands-on creative activities, the teaching method is single, students are not interested, and they are not interested in the content of the class, so that the classroom atmosphere is dull and students' minds are scattered.

2.2 The teaching content is empty, and classroom discipline is difficult to organize

The art class has a rich and colorful content, with one compulsory high school art course and six optional compulsory courses. Each lesson should develop an appropriate teaching plan and teaching activities for that lesson, and the class content is an important performance of the lesson. Through the investigation, it was found that the school's art teaching lacked content support, and the whole lesson was the teacher's final say, for example, when taking the lesson of "New Year Painting", the teacher rigidly taught different types of New Year paintings, asking students to appreciate the artistic characteristics of the production areas of various local New Year paintings, without deeper thinking and creation and game activities, and the classroom was not expanded. So that students have nothing to do, classroom discipline is difficult to organize, a chaotic phenomenon, such a teaching design is not conducive to the development of students.

2.3 The basic skills of students are not solid

The basic skills of art are very important in art creation, because only by mastering these basic techniques can you draw qualified and good-looking works. In addition to studying in art class, they will also take time out of self-study to study together in the studio, and two teachers in one grade each lead an art class, and students from different classes are organized together. The content they learn is divided into sketching, color and sketching, but in the sketching class, the teacher directly places several columns on the stool and allows the students to sketch and draw, without taking into account whether there are students who are drawing for the first time, whether they can use a pen, whether they can draw lines, and whether they can use lines to depict an object. In high school art teaching, the methods of artistic expression are colorful, and the basic skills of art are a small point, but this small point must be expanded upward to keep up with the needs of learning.

3. Improvement measures for high school art classroom teaching under metacognitive strategy

3.1 Strengthen the cultivation of students' metacognitive strategies

Art high school students have relatively weak culture, poor independent learning and logical thinking ability, and students are more likely to remember intuitive phenomena such as graphics, and have strong imitation ability. Therefore, in teaching, teachers can help students sort out the context when learning new knowledge, and monitor and help students more in learning. In the implementation of the learning plan, teachers should supervise the implementation of students' students, and give timely feedback and guidance, so as to promote the improvement of students' metacognitive level.

3.2 Fully prepare for teaching and constantly innovate teaching design

A good teaching design is a complete embodiment of the teaching process, and each is conducive to classroom teaching. Teachers should carefully study teaching materials and course standards, and skillfully grasp the regularity of teaching materials and knowledge. The teaching design should be novel in form, prominent in key and difficult points, appropriate teaching activities, and ingenious arrangement.

3.3 Use metacognitive strategies to strengthen the training of students' basic skills

Whether it is a sketch course or a sketch, color is inseparable from the foundation of modeling, so as an art major, you should improve your basic skills training and strengthen your modeling composition ability. Only when the preliminary preparations are done sufficiently, the subsequent process can be better carried out, and more complete art works can be drawn. In teaching, teachers should also let students master and apply metacognitive strategies to art creation, improve image thinking ability, modeling ability, and strengthen the training of basic skills. As long as the basic skills are solid, the ability to sketch and write will also be improved, so the training of basic skills is very important in the process of art creation, and it is also very important to improve the creative ability of teaching.

4. Conclusion

Art education is also very important for other disciplines and should be taken seriously as part of the student's upbringing. In high school art teaching, teachers should take students as the main body, cultivate students' ability to use metacognition, mobilize students' enthusiasm for learning, and let students realize the importance of art education and provide possibilities for their future development goals. The application of metacognitive strategies to art teaching can effectively monitor students' learning, improve students' cognitive level, and improve the quality of art teaching as a whole.

The art curriculum is not equal to other disciplines in school, there is a lack of teaching activities in the art classroom, and the classroom atmosphere is dull; Classroom content is empty, classroom discipline is difficult to organize, etc. Some art majors will also have students' basic art skills that are not solid. In view of the above situation, the author gives some corresponding measures and countermeasures through the characteristics of the role of metacognitive strategies in art teaching, such as improving the cultivation of students' metacognitive ability, cultivating solid basic skills of art students, etc. Art teaching should be effectively guided according to students' conditions, teaching according to aptitude, etc. To this end, we should pay attention to some teaching situations in the art classroom, analyze how to effectively carry out the classroom teaching according to these situations, and recognize the importance of metacognitive strategies in art teaching.

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