

An Analysis of the Application of Experiential Teaching Model in Higher Vocational Art Education

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Abstract: With the deepening of education reform,the diversity of teaching methods has become an inevitable trend in the development of education.As a new teaching method,experiential teaching has been widely used in many subjects with its unique advantages.Higher vocational art education aims at cultivating artistic talents with practical ability and innovative spirit,so the introduction of experiential teaching will have a positive impact on higher vocational art education.

Keywords: Experiential teaching;Higher vocational education;Art education;Teaching method

Introduction

Experiential teaching is a teaching method centered on students'experience and practical activities,which emphasizes students'active participation,mutual cooperation and self-exploration in practical activities.In recent years,experiential teaching has been widely concerned and applied in the field of education at home and abroad.Scholars at home and abroad have conducted in-depth research on experiential teaching,and believe that experiential teaching can improve students'practical ability,innovative ability and comprehensive quality.However,at present,the application of experiential teaching in higher vocational art education is still relatively small,and the related research is also relatively limited.Therefore,this study aims to discuss the application of experiential teaching in higher vocational art education,and put forward targeted improvement suggestions to provide reference for promoting the curriculum reform of higher vocational art education.

1. An Overview of Experiential Teaching

Experiential teaching is a student-centered teaching method,which creates actual or simulated teaching situations and guides students to gain the understanding and mastery of knowledge and skills through hands-on practice,observation and reflection.This teaching method emphasizes the initiative and practicality of students and aims to improve their learning interest and ability through their personal participation and experience.

2. The Combination of Experiential Teaching and Art Education

Art education is a kind of education focusing on practicality and creativity.The combination of experiential teaching and art education can give full play to the characteristics and advantages of art education.In art education,experiential teaching can be achieved in the following ways:

2.1 Situation creating

Teachers can guide students to participate in the process of artistic creation by simulating or actually creating the situation of artistic creation.For example,teachers can lead students to visit art exhibitions,or let students simulate the creative process of artists,so that students can have a deeper understanding of the skills and methods of artistic creation,and feel the charm and fun of artistic creation.

2.2 Works Show

Through the display of students'works,students are guided to appreciate their own works and gain a sense of accomplishment and self-confidence from them.At the same time,through the display of other students'works,students are encouraged to learn from each other and inspire each other to improve their cooperation ability and comprehensive quality.

Before guiding students to engage in sketch training, teachers can play videos of typical characters, allowing students to intuitively observe the dynamic shapes of these characters. Then, the teacher can guide the students to transform these dynamic figures into static sketch forms, and by comparing the differences between dynamic and static, students are prompted to think about how to capture the "form" and "spirit" of typical characters, and record them using paper and pen. In this process, students are guided to understand the importance of sketching skills and conduct specific exercises in a targeted manner. By observing and analyzing the dynamic and static forms of character images, students learn how to use sketch skills to express characteristics and expressions of characters, and can better understand the importance of sketch in artistic creation. In addition, teachers can also provide some excellent sketch works for students to refer to and learn. Through the analysis and interpretation of these works, students can further understand the skills and methods of sketch, and apply them in their own creations, and create art works with their own unique styles.

2.3 Carry out interactive exchanges

In art education, the interaction between teachers and students, students and students are very important. Teachers can organize students to have group discussions, cooperative learning and other activities, and encourage students to communicate and evaluate each other, so as to improve students' communication ability and teamwork ability. At the same time, teachers can also learn about students' learning situation through interactive communication, timely adjust teaching strategies, and improve teaching quality.

3. The Application of Experiential Teaching in Higher Vocational Art Education

3.1 Application in technicalization of teaching environment

In vocational art teaching, situational experiential teaching is an advanced teaching concept that emphasizes creating real situations to enable students to gain experience and knowledge through personal participation. The teaching environment is an important support for the realization of situational experiential teaching, in which modern information technology plays a key role in constructing the situation. Under the background of the rapid development of vocational education, the curriculum teaching reform of higher vocational colleges has got a good opportunity. As a teaching method favored by teachers, situational experiential teaching can help students better understand and master knowledge. The modern educational information technology has become the key technical means to construct the situation because of its expressiveness and convenience of sound, sight and hearing.

The perfect information technology environment provides good teaching conditions for teachers when constructing the situational experiential classroom. For example, higher vocational colleges are generally equipped with multimedia classrooms, purchase multimedia teaching equipment and are equipped with various kinds of software. It is more convenient for teachers to use these convenient conditions to create multimedia courseware, micro lessons, audio and video resources, etc. At the same time, in order to give full play to the advantages of modern information technology, it is necessary to further update the teaching concept, system and evaluation means of situational experiential teaching to ensure that the whole teaching environment is conducive to the implementation of situational experiential teaching. In the situation-experiential teaching, teachers can construct the real art situation through modern educational information technology, so that students can get profound experience. For example, the use of virtual reality technology can simulate the creative process of artists, so that students can personally experience the whole process of artistic creation, and better understand the creative ideas and skills of artists. At the same time, through the playback and explanation of audio and video resources, students can have a deeper understanding of the historical background, style characteristics and other knowledge of art works.

3.2 Application in extracurricular activities

Teachers can organize students to participate in various art competitions and exhibitions, so that they can enhance their understanding and appreciation of art by participating in competitions and watching exhibitions. For example, teachers can organize students to participate in a painting competition, let students show their paintings in the competition, and encourage them to communicate and discuss with other students. At the same time, teachers can also organize students to participate in various art club activities, such as painting club, sculpture club, etc., so that they can improve their artistic literacy and creative ability by learning and communicating with each other in a relaxed and pleasant atmosphere. For example, in a painting club, students can draw together and share their creative ideas and skills to inspire their own creation. Through these practical activities, they can better understand and appreciate art, improve their artistic literacy and creative ability, and enhance their self-confidence and teamwork ability.

3.3 Application in internship and practice

Internship and practice play a vital role in higher vocational art education. In order to enable students to better understand and apply the acquired knowledge and skills, teachers need to adopt experiential teaching methods in the process of internship

and practice. The teaching method can let students personally experience the process of artistic creation and the actual situation of work in enterprises, help them better apply the knowledge in practice, and improve their practical ability and comprehensive quality.

For example, teachers can arrange students to practice in enterprises, so that they can understand the culture, artistic creation process and the actual situation of enterprise work. Through personal participation and practice, students can better understand the meaning and value of artistic creation, improve their practical ability and comprehensive quality, and through internship and practice, help students find their own strengths and weaknesses, stimulate their learning enthusiasm and motivation, and make them clearer about their career development direction. In the process of internship and practice, we should pay attention to the details of students' internship and practice content, time and way. Firstly, in terms of content, we will arrange corresponding internships and practical projects according to students' interests and specialties, such as painting, design, photography, etc., so that students can master relevant skills and knowledge in actual operation. Secondly, in terms of time and method, internship and practice time should be flexibly arranged according to the actual situation, such as the use of winter and summer holidays or weekends for internship or practice activities. At the same time, internship and practical teaching can also be carried out in a variety of ways, such as organizing students to visit and study in enterprises, inviting industry experts to give lectures.

It can be seen that experiential teaching has positive effect and application value in higher vocational art education. Through the application of experiential teaching, students' innovative ability and practical ability can be cultivated, and their learning interest and learning effect can be improved. At the same time, experiential teaching can also improve students' artistic accomplishment and comprehensive quality, and enhance their self-confidence and sense of accomplishment. In addition, experiential teaching can also enhance students' competitiveness in employment and help them better adapt to the needs of society and jobs.

Conclusion

To sum up, the application of experiential teaching in higher vocational art education is of great significance for improving students' practical ability, innovative ability and comprehensive quality. Through innovating teaching methods, enriching teaching resources and strengthening practical teaching, we can effectively improve the quality and effect of higher vocational art education. At the same time, the implementation of experiential teaching also requires teachers to have high professional quality, and schools need to strengthen teacher training and teaching management. In the future, it is also necessary to explore the experiential teaching mode that is more suitable for the characteristics of higher vocational students, so as to make greater contributions to the training of high-quality skilled talents.

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