

Practice and Research of Multimedia Teaching Method in Art Design Teaching

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Abstract : As the application technology of multimedia classroom teaching is constantly updated and optimized in practice, many art design teachers gradually understand the modern education mode in the exploration of multimedia reform classroom practice. But for many multimedia's own function of extending students' design consciousness talent has not been fully explored and used by teachers. Therefore, teachers need to carefully consider how to give full play to multimedia teaching technology to make up for the lack of students' artistic design imagination talent.

Keywords : Multimedia Technology; Art Design; Practical Research

As multimedia plays an irreplaceable role in extending students' vision in teaching, art design teachers should actively use the powerful function of multimedia to extend the cognition of art design to innovate their own teaching mode. But in the actual practice of multimedia classroom, many art design teachers' classroom teaching performance cannot be called to make full use of the scientific and technological value of multimedia teaching. When art design teachers do not pay attention to the use of multimedia video, audio and other comprehensive art talent extension teaching, this kind of multimedia art teaching classroom application is actually not successful.

1. Innovative design of multimedia visual art teaching materials to strengthen students' artistic life practice

Because many art design teachers in teaching art design related content, there will be some famous classic scene detailed description in the teaching material, but these art design content also did not notice through the multimedia visual display function to carry on the all-round display to the scene in art design. For this reason, many students have no visual presentation of the real and grand scenes in the art design textbooks. They can only determine the level of their art visual cognition through the level of imagination. Therefore, in the process of teaching students, art design teachers should actively use multimedia to make some visual materials, and help students extend their visual art perception realm through multimedia technology. For example, when teaching students the content of Western oil painting, there will be a lot of realistic scenes. If students only appreciate some pictures from the teaching materials, it is difficult for them to feel the grandeur of their works. At this time, art design teachers need to be able to show the relevant works of art in a multi-level and multi angle with the help of multimedia panoramic display function, and provide reference for students for the creation of art design and play space. With the help of multimedia technology to show the realism and

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style charm of Western oil painting, art design teachers need to search for some relevant pictures and videos as the classroom application of multimedia art visual teaching materials, so as to lead students to experience the beauty of Western oil painting.

2. Practice training design of art design subject combined with multimedia

Although it is boring and difficult for many students to learn the professional content of art design, if we find the scientific teaching method from the perspective of art design teachers, students' art design ability will be promoted by their own talents. In the traditional content teaching process of art design major, art design teachers force students to rigidly memorize various design techniques, but they do not take into account the students' innovation in the independent and flexible use of these artistic techniques, which will seriously hit the students' lack of active interest in learning the content of art design major. Therefore, art design teachers should use multimedia to guide students to practice in class, which can not only save a lot of teaching time, but also improve students' interest in art design, and help students consolidate the acquired content of art design in class. For example, in the process of teaching students Chinese style art design, art design teachers can use multimedia to show students some exercises related to Chinese style design, and improve students' art perception ability through art design exercises with pictures and texts, which has better teaching effect than guiding students to complete paper-based art exercises independently after class.

3. Using animation switching mode to innovate the key and difficult points of design art design teaching

As we all know, in the process of using multimedia to carry out art design related teaching content, the multimedia animation switching mode should also be the problem that art design teachers need to consider when designing the presentation teaching plan. In fact, the innovative design of these animation switching modes is the construction mode related to students' key and difficult knowledge context. In the traditional teaching process of art design exercises, teachers need to write the answers on the blackboard bit by bit after publishing the answers to the exercises, which is a waste of teaching time. After the application of multimedia animation switching mode, teachers can take different slide switching mode, prepare exercises and answers in advance, and show them one by one in class, which is very helpful to avoid unnecessary waste of teaching time. For example, when art design teachers teach the characteristics of European medieval art and design, it is very difficult to understand some medieval art and design styles. Therefore, art design teachers can firstly use multimedia to show these difficulties, and combine with the function of switching mode to show answers in the process of multimedia presentation, so as to keep suspense for students and save a lot of invalid waste of teaching time at the same time.

4. Using multimedia to extend the content relevance in art design teaching

What art design teachers need to do is to find these connections in art design teaching materials, and actively combine multimedia technology to form mind map and display the connections, which plays an irreplaceable role in promoting students to grasp the core idea of art design teaching materials in the process of autonomous learning. For example, the comparison of Chinese and Western art and design in the same period can be taken as a direction of discussion. Art and design teachers can use multimedia to list the characteristics of Chinese and Western art and design in the same period. More importantly, in the process of finding the differences between the two art design styles, students can have a better understanding of the common relationship between them, in order to have a clear cognition, only in this way can we stimulate students' creative power in the process of art design learning. Because the teaching of art and design requires students to master the creative ability of comprehensive integration of various styles, it can help students master the relationship between art and design in a more intuitive way, which plays an important role in helping students to integrate and innovate a variety of art elements. In the future teaching, art design teachers also need to pay more attention to help students to find teaching design related to art design works, so as to lay a solid foundation for the development of students' comprehensive design thinking.

5. Giving full play to the role of multimedia as an art design exhibition platform

As we all know, many art and design teachers are more willing to let students complete some paper and pen cooperation

homework, rather than let students also use multimedia to show their hands-on production ability and imagination. In fact, in the level of modern education requirements, art design teachers should actively guide students to build multimedia into a new platform for their communication. In this new fair multimedia information platform, art design teachers can not only show students the content information they want to convey in teaching, but also junior high school students can use multimedia. Therefore, art design teachers should pay more attention to the role of multimedia information platform. For example, art and design courses require students to show their learning achievements in public. Thus, after teaching art and design related knowledge on a certain topic, teachers can guide students to complete an art and design work independently. Because in the traditional homework results display, students only have the paper version of the text, no vivid and comprehensive pictures, no relevant layout design, cannot really be called a complete work results display. Now students can use multimedia to design illustrations and layout of their art and design works, and can use multimedia to display in the classroom. As the students are not professional multimedia presentation producers, their art and design works have their own characteristics and flash points, but with some omissions.

6. Conclusion

Through the use of multimedia technology to assist art design classroom teaching, we can not only use multimedia as a platform for students' comprehensive sensory abilities such as hearing and vision, but also use multimedia as a platform for art design teachers and students to display and exchange their own teaching and art design achievements. While innovating and utilizing multimedia to synthesize modern science and technology, the modern education level of art design teachers will also be improved, which is very beneficial to guide students to cultivate humanistic quality scientifically and normatively in the future.

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