

Teaching Exploration of Art Appreciation Course in Colleges and Universities in the New Media Era

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Abstract: Art appreciation courses in colleges and universities are basically optional courses, and the assessment method is relatively simple, so it is difficult to attract students' attention with big pressure from professional curriculum. Teachers can improve students' interest in learning through more colorful teaching content and more variety of teaching methods. Therefore, in the new media era, it is particularly important to integrate information technology into the teaching process, and constantly explore interesting and vivid teaching methods, so as to improve students' interest in learning, ultimately enhance students' aesthetic taste and strengthen artistic cultivation.

Keywords: New Media Era; Art Appreciation; Flipped Classroom

1. Introduction

The rapid development of network and technology has led to the rapid development of a series of new media platforms such as microblog, wechat and multimedia. The new media era also provides a large number of rich teaching resources for university teaching. Teachers can no longer be limited to a single and boring teaching method of explanation, but integrate information technology and multimedia technology into classroom teaching, so that students can appreciate art in lively and interesting classroom. Therefore, in the new media era, it is worth thinking how teachers can use the new media platform to activate the classroom atmosphere to transform the classroom teaching content and help students improve their appreciation ability.

2. There are some problems in the course of traditional art appreciation.

Art appreciation refers to the use of visual perception and with the help of their own cultural accumulation and life experience to feel and experience art works such as sculpture, photography, painting and Chinese characters. On this basis, they can put forward their own views and understanding of art works through association and analysis. Art appreciation course requires students to know and understand art in the cultural context, combine the political, historical and cultural background of the era when art came into being, and deeply think about the ideas and concepts reflected in the works, and experience the emotions and concepts that artists want to express. In the traditional college art appreciation course, most students have no teaching materials, so the possibility of autonomous learning is relatively small, generally all the content can only be completed in the classroom. The number of students in class is generally large, and the students are from different grades and classes, so it brings some difficulties to group cooperative learning and discussion. Teachers usually play pictures of works with the help of multimedia, analyze and explain works from different angles. Generally speaking, the classroom is mainly in the way of

teachers explaining and students listening, and students' participation is less, therefore, it is difficult to follow the teacher's progress for a long time and concentrate on listening. It is also difficult for teachers to achieve efficient classroom teaching, and improve students' appreciation ability and creative thinking ability.

3. New media era art appreciation teaching exploration.

3.1 The use of resources to cultivate students' interest.

In the era of new media, there are abundant teaching resources in the network and various new media platforms, not only limited to graphics and text, but also rich video and audio resources. Teachers can select, organize and make full use of these resources in combination with classroom teaching content, in order to adopt various ways to stimulate students' interest in learning.

For example, before learning the contents of Impressionism, Neo Impressionism and Post Impressionism, teachers can push some sorted words, pictures and edited videos to students through wechat group or rain classroom and other platforms in advance. When students finish watching the biography of Van Gogh, then listen to the teacher's introduction of Post Impressionism and Van Gogh's works, they may be very enthusiastic, and their understanding is more profound. After reading the introduction of some background knowledge, in the classroom teaching, students will not be at a loss in group discussion when they are asked by teachers to express their views. Therefore, on the one hand, teachers should be good at using new media tools to assist teaching, and have a certain understanding of what they have learned in advance in the form of text, pictures, audio, video, and even network exhibitions, so as to arouse students' interest in learning; On the other hand, teachers can strengthen interaction in the classroom, and improve students' participation in the classroom, so as to encourage students to study independently, think positively and express their own views and opinions.

For example, after understanding the historical and cultural background of the work, teachers can give appropriate guidance, such as the composition of the work, the overall color of the picture, the main body of the work, etc., to provide students with some angles for inquiry learning. If students still have difficulties, they can also guide them step by step through a series of questions to help them think. After that, some students can be selected to answer by asking questions, to talk about their understanding of the painting and what kind of feelings and thoughts the author wanted to express at that time. Teachers try to guide students to restore the historical and cultural background at that time, combined with their own life experience, and try to put themselves into the social environment at that time for thinking. In this process, we should try to pay attention to each student and let all students participate in the classroom as much as possible. Teachers summarize at the end of the students' inquiry learning, what new perspectives did the students find in the process of autonomous inquiry learning, what new ideas did they put forward, and what subtle details did they find? What are the new findings? As well as what opinions and suggestions the students have, they can feed back to the teachers in time to help the teachers further select the resources and presentation methods that the students are interested in to help the students learn.

3.2 Information elements into the teaching process.

Art appreciation ability needs long-term accumulation and cultivation. Only through the limited time in class, students can learn limited knowledge and improve their ability. Learning art, not only to improve students' ability to appreciate art works. On the other hand to encourage students to love life, and have a appreciation of all the beautiful things in life "love beauty heart". Therefore, teachers should actively explore and use more new media platforms in the teaching process, integrate information elements into classroom teaching and after class life, and build a complete teaching system.

Since there is no teaching material, teachers can also organize and make relevant contents, such as character experience and series of paintings, into micro lessons in advance before learning each chapter, so as to help students preview before class. This kind of form is flexible and not limited by the location. Students can take about 10 minutes to complete the reading of relevant tweets and watch the micro class according to their free time, in order to achieve the purpose of preview before class. At the same time, it also saves classroom time. Teachers can directly make a simple summary and review and start classroom teaching.

After class, teachers can use the class group to achieve timely communication and interaction with students. If they see some good works in the field of art, online exhibitions or content related to classroom learning, they can share and exchange

with students in the class group. At the same time, in order to communicate with students more and better, teachers can push more beautiful things in life. Students should not only learn to appreciate the works of art in textbooks, but also pay attention to observe life and learn to appreciate the beautiful things in life. Teachers can encourage students to take the initiative to share other good things they encounter in life, so as to achieve good interaction between students and teachers, accumulating and making progress together in sharing. Through the push of class group and related content, teachers can integrate information into the whole teaching process, and can achieve good interaction and communication with students before or after class.

3.3 New media assisted extracurricular practice.

Art appreciation should not be limited to textbooks and classes. Teachers should encourage students to go out of the classroom, appreciate the things they are interested in life, and try to express their favorite things in the form of painting. Therefore, teachers can use new media technology to assist in extracurricular practice activities, exercise students' creative ability in practice, and learn to apply the knowledge in class to practice, to express their own ideas.

Art appreciation requires students not only to appreciate others' works, but also encourage students to try to create their own works, express their ideas and emotions through works, so as to achieve the purpose of releasing pressure and making the spirit relaxed and joyful. Teachers can regularly carry out practical activities by means of live broadcast and video recording, and help students see more works and beautiful things. For example, teachers can choose museums, some art exhibitions or beautiful parks, design relevant themes, in order to make good time with students, explain them by live broadcast, and lead students to appreciate various art works and natural scenery. The teachers of live broadcast theme and content should be fully prepared to choose the teaching content that fits the students. The content should be as easy to understand as possible, concise and clear, and should not be too long. Students can choose to watch live broadcast to understand the theme of the practice, make their own ideas and creations according to the theme, and finally submit their works.

4. Conclusion

In the new media era, the diversified media platforms and abundant network resources provide new ideas and new ways for the teaching of art appreciation course in colleges and universities. Teachers can use abundant network resources and various presentation ways to cultivate students' interest in learning, integrate information elements into the whole teaching process before and after class, and carry out practical activities with the aid of new media technology. Through the continuous exploration of teaching methods, the teaching quality and efficiency can be improved. Teachers should combine the actual situation of the class, constantly explore and improve the teaching methods, so as to find out the interests of students, and help students improve their appreciation, thinking and creative ability.

References

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