

Analysis of the Application of Life Teaching in Art Education

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Abstract: Under the background of the new curriculum standard reform, the basic goal of art education is to improve students' aesthetic consciousness, creative ability and application skills. The development of life teaching is helpful to enrich students' art learning activities, so that they can learn the basic knowledge and skills of painting in a relaxed and happy atmosphere. In the conventional education, the teacher will design the teaching according to the students' hobbies, so that the knowledge they learn is single and boring. Through the development of life education, students' enthusiasm and initiative can be fully mobilized, so that students' learning enthusiasm can be improved, and then mobilize students' learning enthusiasm. Based on this, this paper discusses the practical application of life education on the premise of art education theory, and only provides reference for improving the art education system in colleges and universities.

Keywords: Life teaching; Art education; Application analysis

Introduction: At present, the educators in our country are undergoing a profound educational reform, great changes have taken place in the social environment and educational concepts, and the objects of education have become "things" from the traditional "people". Every day of your life is a new beginning and a new opportunity. Under the new background of The Times, art teaching should keep up with the trend of The Times and the trend of social development. It should change the teaching mode with students as the center, take the main basis of students' actual life, and promote students' all-round development as the purpose of art teaching. The art education with life teaching as the main form is of great help and promotion to cultivate students.

1. First, enrich the teaching content

In traditional classroom teaching, teachers often only stay at the level of teaching, and do not take what they have learned in class and what they see in life as the reference standard for teaching activities. In the actual teaching, it is often designed on the basis of the teaching content to complete some creative teaching activities. For example, some teachers will organize students to create art works. In this activity, students can not only learn art knowledge, but also master art skills. And can let the student independent creation ability to improve. In the teaching process, the course can be focused on the works that students are interested in, or their own experience can be integrated into the teaching content, and students can actively exert their initiative and creativity to create. In addition, students can be allowed to choose their own topics, so that teachers can combine the classroom content with the life of students. For example, when the teacher introduces ancient history in an art class, the students can choose the topics according to their preferences and create works for their appreciation. In this way, the students' ability of active learning and thinking and the ability to complete artistic works independently are cultivated. Let the students experience the fun of art activities in the art course. At the same time, teachers can also combine life experience to carry out related theme creation teaching activities. For example, we can create ancient cultural handicrafts, oil paintings, watercolors, etc., to cultivate students' painting knowledge and skills as well as artistic aesthetic interest. Through these activities, students can improve the cognitive level of art professional knowledge. When art teachers guide and educate students, they combine materials in life and students' personal ideas for innovation. In this way, students can be more enthusiastic into art learning activities for independent learning. So as to enrich students' art learning life^[1].

2. Second, enrich teaching methods

In the traditional art teaching mode, it is difficult to improve students' art level because teachers mostly adopt the teaching

method of infusion. In order to fundamentally solve this problem, teachers are required to introduce daily teaching methods in the teaching process, so as to make the relationship between teachers and students closer and closer, so as to mobilize students' interest and enthusiasm in learning. First of all, teachers can combine some art works with life, and make students intuitively observe the characteristics of the works through design and production activities. For example, combining painting techniques to create some works, so that students can get inspiration in life. Then combined with some phenomena in life, in the actual creation of a work. After the discussion with students, students can deepen the connection and transformation between art knowledge and skills, and form a strong cognitive ability. In addition, teachers and students can communicate with each other, discuss and learn new technologies and materials, as well as various artistic media knowledge and skills, which can be used in daily teaching activities. In addition, students will quickly accept and absorb new knowledge and new things. Finally, students can integrate their perception of art learning experience with learning new knowledge, so that they can constantly improve their own concept of art in practice, so as to form a new cognition of art discipline. In such a process, students will apply what they have learned to their daily learning activities. In this way, art learning is more practical. In the actual classroom teaching process, teachers should make full use of these favorable conditions to realize the effective application of life-style teaching methods in art classroom teaching ^[2].

3. Third, stimulate learning enthusiasm

Traditional art education is a teacher-led teaching mode, which has many disadvantages. When too much art knowledge is explained, students will feel that the teaching is boring and even completely lack of innovation. This requires teachers to fully mobilize the learning enthusiasm and initiative of students when designing teaching activities, so that students will constantly generate new demands, so as to stimulate students' learning passion ^[3]. Especially for some students with weak foundation, they are more likely to be frustrated and hit. And the daily teaching method can effectively improve the students' learning enthusiasm, so that students have enough time to think, to explore, so as to improve their painting ability. For example, when teaching, some teachers tend to consolidate knowledge points by means of teachers' demonstration, students' exercises and group discussions. However, this kind of teaching method is often difficult to stimulate students' interest in learning. However, practice has proved that students may become more active under such teaching mode. Students can think about art from many angles and master fine art knowledge well. In the process of painting, students feel the artistic atmosphere and feel the joy and beauty of painting, which will stimulate students' learning enthusiasm and initiative. Improve the teaching quality of fine arts, stimulate students' potential ability. Therefore, students can be more passionate about art learning. Therefore, teachers should give full play to the advantages and characteristics of the life-oriented teaching method, and fully mobilize students' interest in learning. In the creation of works, attention should be paid to the interaction between teachers and students, and the problems and puzzles encountered in the study should be communicated with students. These problems should be concentrated and analyzed to other students, so that students can better understand and master art knowledge and skills, and then improve the quality of art education and teaching. So as to really mobilize students' interest in learning, cultivate students' spirit of exploration, and solve practical problems. Give full play to the role of works, enhance their artistic accomplishment and creative ability. Therefore, diversified teaching activities are carried out to enhance students' creative enthusiasm.

4. Conclusion

To sum up, in the process of traditional art learning, teachers usually teach students to learn new knowledge in the way of indoctrination, so it has a great constraint on the improvement of students' art attainments. The application of life teaching in art education is a new development direction of art classroom and brings new vitality to the development of art education. Fine arts education is talent of education high quality service to the nation, all the fine arts education workers need to continue to reform and innovation to promote art education levels rising and development, to produce more to the nation art attainments of higher arts talent, and through them to be addressed to the standard of our country's art world art hall class level.

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