

The Current Situation and Reform Strategies of Education Practice for Contemporary Chinese Art Normal Undergraduates

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Abstract: With the deepening and reform of quality education, fine arts education has a good prospect and gains more attention. As an indispensable part of fine arts education, the educational practice has been gradually introduced into primary and secondary schools by undergraduate students, but it also faces great challenges. It is necessary for us to analyze and discuss the current situation of the education practice of contemporary art teacher training undergraduate students, and make reasonable judgments and countermeasures.

Keywords: Art students; Teacher training; Teaching practice; Strategy

1. The dilemma of undergraduate education practice in contemporary Art teachers

1.1 Some art normal undergraduates do not know how to use advanced teaching equipment.

With the rapid development of China's economy, the Chinese government continues to increase the appropriation for education. In order to better promote the all-round development of students, most of the classrooms in primary and secondary schools are equipped with advanced multimedia teaching equipment. However, when art normal undergraduates return to primary and secondary schools for teaching practice, they do not know how to use the equipment. Some of them even haven't seen such advanced multimedia equipment. Thus it can be seen that college fine arts lessons lack the link that allows art normal undergraduates to contact advanced multimedia teaching equipment.

1.2 There are some unreasonable phenomena in the arrangement of educational internships.

Some colleges and universities only have 5 to 7 weeks for the educational internship, and there are even a few schools that offer shorter internships. In order to let primary and secondary school students better understand the true meaning of fine arts and promote the comprehensive development of fine arts education, art normal undergraduate students should conduct fine arts teaching from the outside to the inside, layer by layer. However, a five to seven-week educational internship can only allow art normal undergraduates to explain some superficial things, which can not let students really understand the connotations. In addition, in the few educational practice time, art normal undergraduates need to spare some time to learn from the key art teachers in primary and secondary schools, such as listening to their lectures and communicating with them to obtain teaching experience. This will undoubtedly shorten the teaching time of art normal undergraduates to primary and secondary school students.

1.3 In general, most of the art normal undergraduates are only exposed to the theoretical experience of educational practice, and rarely acquire the knowledge combined with theoretical experience and practical experience in university classes.

College art teachers often use traditional teaching methods, i. e., theory-based, practice-based, and teacher-centered teaching methods. The traditional teaching method makes the art normal undergraduates learn knowledge passively, which can not

give full play to their subjective initiative. Currently, although some colleges and universities realize that it is not advisable to only impart the theoretical experience of educational practice in class, and they adopt micro-grid teaching and simulated classroom teaching in primary and secondary schools to make up for the lack of practical experience in the educational internship for normal students. In fact, these measures can improve students' teaching practice ability to some extent, but it is obviously a drop in the bucket for students' future career development.

2. Strategies to overcome difficulties in art normal undergraduates' education internship

2.1 Learn self-regulation.

Self-regulation can improve the teaching quality of normal university students after they enter primary and secondary schools for educational internships. According to the relevant literature, self-regulation is relevant to understanding the teaching-learning process. 1 Self-regulation is more like a kind of self-motivation, which enables learners to review the previous teaching process, their students' performance, and helps them to make concrete analysis and rational evaluation better. After learners have a clear understanding of their learning ability, their learning mentality will become more mature. Under this premise, learners will make more appropriate plans and carry out subsequent teaching orderly as planned.

2.2 Improve the financial support for educational internships.

Funding for educational internships is also a direct factor affecting the outcomes of educational internships. However, due to the lack of attention to education internships in normal colleges, many of them cooperate with the nearest primary and secondary schools on an ad hoc basis. According to various investigations, the reasons for the lack of long-term cooperation are as follows:

(1) Some primary and secondary schools are concerned that the ability of teacher training undergraduates varies and that the educational internships may affect the performance of primary and secondary students, and thus their enrollment rates.

(2) Normal colleges and universities will consider that the different numbers of normal students in each academic year are not convenient for them to cooperate with primary and secondary schools in a long-term and stable way, especially in the case of the recent expansion of normal majors.

(3) For safety reasons, some primary and secondary schools are located far away from teacher training colleges, making long-term partnerships unsuitable due to the high risk factor.

The author believes that normal colleges and universities should improve the educational internship system and increase the investment in educational practice funds. It is necessary to establish supervisors for internship in the first year of study and create educational internship bases, so as to lay a good material foundation for students' educational internship.

2.3 Improve the process of art education internship

2.3.1 Prepare for the art education internship.

Art apprenticeship is a transitional stage between the art normal undergraduate students' educational internship from university to primary and secondary schools. Instructors need to let the art normal undergraduates make educational investigation and observation to the target practice schools and lead them to get familiar with the art education practice process in advance, so as to reduce the explanation and foreshadowing during the education internship and increase the time that the art normal undergraduates invest in the primary and secondary school classes. It is conducive for art normal undergraduates to conduct educational practice after giving them access to primary and secondary school textbooks in advance, analyzing and thinking about relevant cases, and improving their comprehensive ability. According to a survey of the literature: reflective practice is more likely to facilitate interns' entry into practice. 2 Organize normal university students to make regular work summaries and reasonable planning of internship tasks in the next stage and help them to get familiar with the next stage of work in advance, so that they can train their education and teaching skills in a more targeted way, which can ensure the smooth implementation of the internship.

2.3.2 Prepare for the use of teaching equipment.

Different from the teaching courses of other disciplines, fine arts courses are mostly centered on the perception of visual images, and let students understand the core of the course through the divergent thinking of students. Therefore, it is crucial to let the art normal undergraduates know the latest multimedia equipment well. Having access to multimedia equipment in advance is helpful for art normal undergraduates to better use the most advanced multimedia teaching equipment to make PPT,

draw the board, upload relevant courseware and so on, so that they can use advanced equipment to assist their teaching.

2.3.3 Prepare for the safety of educational internship.

In order to carry out the educational practice smoothly, it is indispensable to prepare for the safety of educational practice. Educational practice meeting is conducive to promote the safety of educational practice. The educational practice meeting is mainly for the personnel in charge of education practice in the university to communicate and negotiate with the relevant person in charge of the internship unit, and finally reach a consensus. The educational practice meeting should be jointly attended by the above personnel, the instructor of undergraduate art teachers, and the representatives of art normal undergraduates, so as to meet the interests of the three parties to the greatest extent.

2.3.4 Prepare for educational internship guidance.

Colleges and universities need to innovate continuously in the relevant system. They should adopt a dual tutor system, whereby a teacher training university tutor and a primary and secondary school art tutor jointly supervise normal undergraduates, while strengthening the links and communication between the two tutors. For example, college teachers impart more systematic and in-depth teaching concepts to primary and secondary school teachers through lectures and other forms, so as to enhance their own scientific research ability while improving the level of educational theory. Primary and secondary school teachers can also enter colleges and universities, and use fresh examples in their teaching to make up for the lack of primary and secondary school art education experience for the undergraduates, so that they can have a clearer cognition of the current situation of primary and secondary school art education.

The School of Fine Arts of Jiangsu Normal University is a typical example. In order to make art normal undergraduates more familiar with the real situation of education internship, the school invites famous local primary and secondary school art teachers to give educational lectures to the undergraduates who are going to have education internship, so that the undergraduates can learn about the problems they will encounter when they enter primary and secondary school education internship in advance. At the same time, art teachers in universities will also communicate with art teachers in primary and secondary schools to discuss issues related to art education internships for undergraduates in primary and secondary schools. During the discussion, university art teachers will find some problems in their own training programs, so that the revised training programs for art normal undergraduates can better fit the art teaching in primary and secondary schools. The college will also regularly send student representatives to communicate with front-line art teachers in primary and secondary schools to learn some of the teaching experience in advance, so as to fill the gaps in students' teaching in primary and secondary schools.

3. Conclusion

Educational practice is an important part of the teaching activities of art normal undergraduates and is also a process in which art normal undergraduates apply their own knowledge of art theory into practice. At the same time, educational practice can also reflect the mastery of theoretical knowledge of art normal undergraduates to a certain extent, thus reflecting the teaching situation of normal colleges and universities. With the progress of society and the development of science and technology, it is the general trend to carry out the reform of art normal undergraduate education practice.

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