

Exploration of the Teaching Mode of Art Majors in the Context of Integrated Media

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Abstract: With the rapid development of digital new media technology, integrated media has gradually penetrated into the teaching level to provide technical support for education and teaching. As the driving force of the development of the era, how to adapt the talent training mode to the development of the era of integrated media is an urgent problem for art majors. This paper analyzes the teaching principles of art majors in the context of integrated media, studies the problems in the teaching process of art majors in the context of integrated media, and explores the teaching mode of art majors in the context of integrated media, aiming at providing theoretical guidance for the teaching of art majors.

Keywords: Integrated media; Major in art; Teaching model

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With the advent of the era of integrated media, the methods and media of communication have been reformed, and the barriers to new media and space have gradually disappeared. The teaching mode of art majors has also ushered in new opportunities for reform. For a long time, the teaching methods of art majors in China have almost always been based on traditional teachers' face-to-face teaching and classroom teaching experience. After the era of integrated media and information, new media platforms and resources have also brought new vitality to traditional teaching. The classroom teaching of art majors is no longer limited to traditional forms, but should combine offline classroom forms with online databases, And then burst out more powerful new energy and vitality ^[1].

1. Teaching principles of art majors in the context of integrated media

No matter how the art works are presented, they cannot be separated from their own connotation, which is the essence and depends on the form of expression. The education of artistic works is not simply recording the real events, but the re-processing and re-creation of the real events. Therefore, before carrying out teaching activities for art majors, teachers should highlight the creativity of artistic works through topic selection, idea selection, subject extraction, modeling performance, technical application and organizational form. At the same time, for the theme selection of art class, in order to make the expression form of art works more serve the idea that teachers want to express, teachers should highlight the theme of art works, and choose the teaching form more suitable for this theme, so as to improve students' aesthetic quality and provide assistance for students' artistic creation. In the field of creative design composition and skill application, teachers should provide students with imagination space, properly convey the spiritual connotation of artistic works in the teaching content with artistic language^[2], trigger students' thinking about the teaching content, and promote the ideological communication between students and art education courses at the psychological level. This requires teachers to guide students to excavate the ideological content of works of art in professional courses, so that help students to explore the cultural content of works of art.

2. Problems in the teaching process of art majors in the context of integrated media

2.1 Lack of correct understanding of the teaching function of integrated media

The course teaching using integrated media is still in its early stage. Under this background, because many teachers can not accu-

rately understand the characteristics of integrated media teaching, two extreme situations often arise in specific educational practice. On the one hand, many teachers feel that it is unnecessary to use integrated media teaching to carry out art education because they are deeply troubled by traditional teaching ideas. Although art professional education has always been a teaching in schools, integrated media, as a new and emerging thing, can not be perfectly integrated with art teaching, but it is more likely to make the traditional way of education deviate. On the other hand, many teachers believe that the use of integrated media teaching as an aid to teaching activities can completely replace traditional teaching methods or textbooks. These two extreme concepts lead to teachers' failure to make full use of integrated media for teaching, and hinder the high-quality development of art education^[3].

2.2 Lack of support from teachers

Today, with the continuous development of social economy, China's employment market has put forward higher requirements for art professionals. Teachers are important implementers of art professional curriculum teaching, and have important responsibilities for the training of art professionals. The quality of teachers has a subtle impact on the effectiveness of curriculum teaching. Relevant surveys show that most art teachers in colleges and universities currently lack good quality and cannot adapt to modern teaching needs. In order to better adapt to teaching needs, improve teaching quality and efficiency, and cultivate art professionals, art teachers should not only have rich professional knowledge and good artistic accomplishment, but also master corresponding modern science and technology. However, in the actual teaching process, although some art teachers have good academic attainments, some teachers lack a certain understanding of modern scientific and technological methods, which greatly affects the progress of art teaching^[4]. In addition, although some art teachers in colleges and universities have mastered the corresponding integrated media application technology, they cannot reasonably grasp the progress and plan of art teaching due to the lack of teachers' cultural background and the single knowledge structure system.

2.3 Course teaching positioning is vague

In the higher education system, art majors, as emerging majors, have a relatively short learning time of theoretical knowledge compared with other majors. However, due to the increasing demand for art talents in the society, the situation of running art majors has been deeply concerned by the society. However, due to the lack of teaching time for art majors, the positioning of art majors offered by most colleges and universities is vague, and the quality of talent cultivation cannot be guaranteed. Although most schools have a relatively solid teaching foundation, have carried out precise positioning for talent training, and have formed a complete teaching system in the process of development. However, because "art" is a social activity that can meet personal aesthetic standards and give full play to creativity, including complex attributes such as audio-visual art and visual effect art, art majors belong to interdisciplinary majors. The teaching activities of art majors should have strong comprehensive characteristics, so all domestic colleges and universities have not improved the construction of curriculum system and lack a clear positioning for curriculum teaching.

3. Exploration of the teaching mode of art majors in the context of integrated media

3.1 Correctly understand the teaching function of integrated media and clarify the primary and secondary relationship in the art teaching classroom under the integrated media environment

In the final analysis, teachers are the participants, planners and guides of art education. This requires teachers to accurately realize the role of integrated media when educating art majors, take integrated media as an educational means, as part of art education rather than as a whole, and scientifically and effectively use integrated media to serve art teaching. First, teachers should use the integrated media as a teaching tool to change the traditional classroom teaching atmosphere and create an artistic environment for students through the music, video, vision and other contents of the integrated media. Second, teachers should clarify the primary and secondary relationship of the art professional teaching class under the integrated media environment. When using the integrated media to carry out art teaching, they should point to the end, leave more time and space for students while stimulating students' interest, cultivate learners' ability of analysis, innovative thinking and practice, further enhance students' learning experience, and give full play to the integrated media to optimize the effect of art teaching.

3.2 Break the traditional teaching mode and promote the integrated teaching development of multiple resources

In the context of the development of integrated media, first of all, teachers should gradually break the barriers brought by the original teaching mechanism, improve the connection between the industry and the faculty of universities, integrate multiple teaching resources, constantly enhance the integration of resources among various disciplines within the school, and replace the previous

traditional teaching mode with the tutor embedded teaching mode. Secondly, in the whole teaching process, teachers should break the shackles caused by the traditional rigid credit system, carry out the reform of the credit system, improve students' autonomous learning ability, and guide students to carry out professional course learning with interest as the main body.

3.3 We will form a system of teaching staff with internal training and external guidance.

To conscientiously implement quality education and make all sectors of society and university administrators truly understand the key position of art teachers in school running, we must build art professional teachers and improve the talent system of internal training and external introduction. In order to achieve this overall goal, it is necessary to formulate a new plan for the construction of teachers. On the one hand, the school should introduce a specific and practical plan for the introduction of art education teachers, further improve the introduction rate of doctor and senior personnel, and inject kinetic energy into the ranks of art education teachers. In addition, the school needs to improve the overall plan for the construction of the teaching staff, customize the training plan and courses for teachers, and enhance the professional teaching ability of the existing teaching staff. On the other hand, with the development of China's economy and society and the advancement of the times, the trend of education globalization is also imperative. However, because the current strength of Chinese art teaching teachers is generally weak, and there are relatively few courses to carry out foreign learning and exchange activities, some colleges and universities have insufficient understanding of mastering overseas cutting-edge art teaching models, professional art design technology, and basic art theory content. Therefore, in the context of the current international trend, teachers should make full use of integrated media technology, cultivate their own sense of modernization, broaden their international vision, actively understand and learn the most popular art styles and forms around the world, and grasp the new direction of contemporary art education development. For example, teachers can study and further study in first-class art colleges at home and abroad, participate in relevant international academic conferences, visit high-level exhibitions of modern art works, and record the learning results with integrated media for other teachers to observe and learn later.

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