

Research on the realization of intelligent transformation and development of art education in vocational colleges empowered by digital information technology

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Abstract: In the era of digital economy, the transformation of China's art education in the training mode of digital talents in vocational colleges is the only way for vocational colleges to actively adapt to the national economic and industrial pattern and cultivate a large number of High-quality talents and big country craftsmen for the economic society. Digital empowerment has the characteristics of facing regions, markets, industries, employment and everyone. In the digital economic society, art education has an irreplaceable mission in the development of vocational colleges in the digital skilled talents.

Keywords: Digitization; Art Education; Vocational Colleges

1. Introduction

Digital transformation has become an important part of art education in the modernization of professional development and has attracted much attention. At present, under the guidance of relevant national policies and projects, the digital transformation of art vocational education has achieved remarkable results: the digital support conditions have been continuously improved, the teaching mode has been continuously innovated, the digital teaching ability of teachers has been continuously improved, and the digital system mechanism has been gradually improved^[1]. However, the digitalization of art education in vocational colleges in the new era also faces many challenges, such as the need to improve students' learning ability and initiative, the need to deepen the integration of information technology and education and teaching, the need to update and improve the connotation and level of teachers' digital teaching ability, the need to improve data-driven management and service capabilities, and the need to further improve the digital system and mechanism^[2].

2. Art education in the digital era

2.1 Action and path for the transformation and development of art education teaching model

Vocational college teachers actively carry out the digital reform and reconstruction of art professional courses, add digital courses, develop digital art textbooks, create intelligent teaching space, adopt new digital teaching methods and methods, emphasize the cultivation of digital talents and their abilities^[3]. At present, the country is also fully aware of the importance of the transformation and development of digital education in the context of the digital economy. The Ministry of Education has promoted the digital transformation of vocational education by revising and optimizing the Professional Catalog of Vocational Education. The Professional Catalog of Vocational Education has optimized and strengthened relevant professional settings in 5G, AI, big data, cloud computing, Internet of Things and other fields, and carried out a

comprehensive digital transformation from professional name to connotation. Chinese art education practitioners are deeply aware of the new opportunities and challenges brought by the transformation of digital economy education.

2.2 The digital transformation of curriculum and teaching

First, the connotation of curriculum and teaching elements has been greatly expanded; Second, build a more open, complex and dynamic teaching system; The third is to form a mixed teaching mode of multiple curriculum forms; Fourth, explore the teaching scene reform of space-time expansion. Break the time limit, develop synchronous teaching into synchronous/asynchronous on-demand selection, break the location limit, and expand the location of teacher-student interaction from the same location to anytime and anywhere^[4].

3. Digital transformation of university art education courses

In the digital age, art education courses in vocational colleges need to be dynamic and cyclical, highlighting diversity and avoiding traditional linear thinking of goals^[5]. First, In terms of online education resources, it is necessary to introduce existing MOOC platform resources, such as Wisdom Tree, China University MOOC, Chaoxing Xuetong and other platforms; The second is Strengthen the digital construction of art education in vocational colleges. In the teaching of many art courses, teachers need to use more advanced technology and equipment to realize teaching practice demonstration and creation, so that students can get better practical experience in the learning process^[6]; Third, Construct a digital learning environment for aesthetic education that combines virtual and real, and create personalized learning service recommendations based on scene perception.

4. Research countermeasures and measures

First, reshape the concept of technological learning in the information age and establish the concept of lifelong learning. On the one hand, reshape the learning thinking of art education students in vocational colleges in the information age, gradually change from "technology learning" and realize the optimization and effect improvement of technology enabling learning mode.

Second, innovate the teaching mode and promote the digital transformation of art teaching by all factors. Promote the in-depth integration of information technology and education and teaching in all directions and in the whole process, and promote the digital transformation of art teaching with the teaching objectives, teaching contents, teaching models, teaching evaluation methods and teaching environment as the focus. Third, improve art teachers' innovative ability in digital teaching to meet the new requirements of digital transformation of art in vocational education. The digital teaching ability of teachers is an important guarantee for the digital transformation of vocational education^[7]. In the process of digital transformation of vocational education, it is necessary to improve the ability of teachers to apply the tools and equipment related to the new generation of information technology, the ability of teachers to build and apply digital teaching resources, and the diversification and personalization of training measures for teachers' digital teaching ability, so as to promote the construction of vocational education art teachers' digital ability.

Fourth, the necessity of digital new public art curriculum standards at the university stage. The development of digital intelligence allows the determined course nature, course concept, course objectives, course content, learning quality and course implementation to provide a technical basis for the compilation, teaching, learning evaluation and course implementation of textbooks. In college education, the concept of art curriculum is the key and decisive factor in the reform of art curriculum^[8]. Through intellectualization, the academic quality standards are based on artistic knowledge, artistic skills, and artistic thinking, and the old version of art textbooks are reconstructed and reorganized. Through digital empowerment, new digital art education courses are carried out in an innovative way.

Fifth, update of "Internet+Art" course resources. In the tide of digitalization, informatization and networking, the constantly developed curriculum resources provide convenience for art education^[9]. The use of art curriculum resources should not only focus on the content of the old version of art textbooks, but also deeply explore and use the content that embodies the Chinese aesthetic spirit, and integrate these content with the content of art curriculum^[10]. As an art teacher, we should think deeply about the curriculum resources that can be used in art education, study deeply the relationship between

art curriculum and local cultural resources, and find the similarities and differences between the two on this basis, so as to establish a multi-oriented awareness of the development and utilization of curriculum digital resources.

Conclusion

Promoting the digital transformation of art education in vocational college education needs to create a good model, and also needs to play the main role of each vocational colleges. Trying to grasp the essence of public art courses in higher vocational colleges, reasonably analyze and solve the relationship between technical services and art courses, follow the development law of public art teaching in colleges and universities, and then clarify the influence and ideological trend of digital technology on various educational views. The digital breakthrough and transformation of art education needs to focus on the various disciplines of art courses, pay attention to the digital integration between art disciplines, strengthen the connection between art courses and other disciplines, and give full play to the function of multidisciplinary scientific collaborative education.

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