The Application Strategy of Blended Teaching in Art Appreciation Classroom in Colleges and Universities

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Abstract: Nowadays, with the overall development of China's education industry, some colleges and universities in China gradually begin to focus on the cultivation of students' qualities in other aspects, for example, through the development of art appreciation class, in order to achieve the effect of cultivating emotions, focusing on cultivating students' art learning ability and art empathy ability, as well as art appreciation ability, cultivating students' appreciation ability of art, which helps to improve students' aesthetic ability. As a representative of art courses in colleges and universities, the art appreciation class occupies a leading position in the cultivation and improvement of students' overall quality in colleges and universities.

Keywords: College art appreciation; Hybrid teaching; Application strategy

1. Introduction

With the continuous progress and development of our society in recent years, colleges and universities are gradually not satisfied with the cultivation and education of students' learning ability, but want to improve the overall quality of students in all aspects, which requires the teaching level of college teachers to reach an innovative teaching method completely different from the traditional teaching mode, so as to meet the growing demand for talents in our society. Modern colleges and universities can teach students through a hybrid teaching mode combining online and offline, creating a new teaching mode, optimizing the teaching path, improving the learning atmosphere, and fundamentally improving students' ability of art appreciation with a hybrid teaching mode.

2. The Significance of Applying Blended Teaching in College Art Appreciation Classroom

Looking back at our previous education experience and the gradual development of education model, our college education is slowly coming from a traditional teaching model, the traditional teaching model is a part of the learning influence on students, the traditional teaching model is also formulaic, if teachers still teach students based on the traditional teaching model, then teaching will be like teachers and students in If teachers still teach students based on the traditional teaching model, the teaching will be like the teacher and students are completing each other's tasks, there is no communication and interaction in the classroom, and the teacher is teaching the formulaic contents of the textbook on the podium, not caring whether the students in the classroom have received the proper education and whether the process of narration can be clearly understood by the students [1]. For such teachers, teaching is only a task goal, and it does not matter whether students receive education or not as long as the task is completed. Based on the traditional teaching mode, students are also the same, the teacher on the stage do not know how much they can listen to, but whether they learn or not, they will not communicate with the teacher, which is a very deformed learning and teaching mode, after a long time development of China's education society, this traditional education mode should not continue to exist in the classroom on campus, it is also Because of this, it is especially important to change the current teaching mode for the development of mixed teaching in the art appreciation classroom in China's universities [2].

Under the influence of the traditional teaching mode, college students do not perform actively in the classroom and do not interact with the teacher, and are in a passive position of receiving knowledge in the classroom. This hybrid teaching mode directly breaks the limitation of time and space of traditional offline lectures, and both teachers and students can use online lectures as an information-based teaching method to communicate, which enriches the communication and interaction between teachers and students and fundamentally breaks the shackles of the traditional teaching mode, which is the significance of hybrid teaching in college art appreciation classroom.

3. Application Strategies of Blended Teaching in College Art Appreciation Classroom

3.1 Optimize the Design of Courseware in College Art Appreciation Classroom

For the art appreciation course in colleges and universities, the course materials are the course itself. Without the course materials to present the works to be appreciated in front of the students, the teaching efficiency of the art appreciation class will be greatly reduced.

In addition to the use of courseware to present the works to be appreciated, courseware can also play a role in the planning and purposeful design of the art appreciation course. The teacher can arrange the content of the course, the cases of the course content, the content of the knowledge that students need to remember and learn, the role of developing students' professional skills, and so on. By designing the courseware in the art appreciation classroom, students can receive professional knowledge in a better, more convenient and faster way [3].

For example, the art appreciation course in colleges and universities is usually very different from the content of art works appreciated in junior high school and high school, like the art course in junior high school, teachers usually show students some simple paintings, simple ink paintings, so that the content is convenient and simple enough to let students better understand the meaning of art appreciation, while in high school, teachers usually In high school, teachers usually select oil paintings or a variety of works from the Western Renaissance era, but they do not explain or express the content of the art works in depth, but only guide students to understand the author of the work and part of the meaning contained in it. In contrast, when teachers in colleges and universities use courseware to present artworks to students in art appreciation classes, they usually cite some world-famous works for students to enjoy, such as Van Gogh's Sunflowers, and use some advanced and obscure works to present to students through courseware. In addition, the teacher will also use the courseware to discuss with the students what meaning is buried in the art work, when using the courseware, the content of the art work and the knowledge points that need to be understood by the students can be shown together in a more intuitive way, and gradually deepen the guidance of art appreciation for the students in a step-by-step manner [4].

3.2 Focus on Enhancing Teacher-student Communication and Improving the Efficiency of Mixed Teaching

The fundamental reason why the traditional teaching model is updated and optimized is that in the process of classroom teaching, students and teachers lack communication, or even no communication at all, and teachers only focus on formulaic instillation of knowledge content to students, and students only focus on learning, even if there is content they do not understand, they do not communicate with teachers and ask teachers questions. This is a rather deformed teaching mode, and the emergence of blended teaching is to correct the problem of no communication between students and teachers in classroom teaching.

Art majors are more emotional in character than ordinary students, because they must have this character to learn art appreciation, to be able to interpret art works in a sensual and romantic way, in order to be able to learn art appreciation courses well. In order to prevent the teaching of art appreciation course from becoming a formality, teachers must strengthen the communication with students. In order to ensure the effect of online learning, teachers can strengthen the interaction between online teaching and students, monitor students' learning, and effectively improve students' enthusiasm and motivation to learn, so that the use of blended teaching mode in art appreciation courses can fundamentally strengthen the communication between teachers and students and enhance students' learning ability [5].

4. Conclusion

In conclusion, the use of blended teaching in the art education appreciation classroom in colleges and universities has many advantages over ordinary teaching modes, for example, the use of blended teaching helps to deepen the communication and interaction between students and teachers, at the same time, it can promote the development and growth of students' individual abilities and their unique personalities, and fundamentally improve students' art appreciation abilities. For example, blended teaching is a way to improve the teaching ability and information literacy of student teachers, so that they can effectively design a curriculum that attracts students' attention and leads them to independent learning, deepen communication between teachers and students, and create a better environment for art appreciation classroom education.

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