Research on the Strategies for the Teaching Reform of "Introduction to Art" in Colleges and Universities

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Abstract: With the development of the times, the level of research related to Chinese art studies has been continuously improving. Therefore, teachers should actively reform the teaching mode of "Introduction to Art", enrich the educational content, so as to help students form a more complete knowledge system of art studies, improve their ability to appreciate and evaluate art, and promote their long-term development. In view of this, this paper will analyze the teaching reform of "Introduction to Art" in colleges and universities, and put forward some strategies on this basis, hoping to provide assistance for more in-depth research on "Introduction to Art" in the future.

Keywords: Colleges and universities; Teaching of "Introduction to Art"; Reform strategies

1. The value of teaching reform in college "Introduction to Art"

1.1. Conducive to enhancing the appeal of "Introduction to Art" teaching

In the new era, optimizing the teaching of "Introduction to Art" in colleges can effectively enrich the teaching content, strengthen the appeal of educational work, and promote students' all-round development. In addition, with the help of Internet technology, new media technology and other means, students will have a stronger interest in exploring the content of "Introduction to Art" they have learned, making them more active and enthusiastic in participating in the study of "Introduction to Art" knowledge, thus improving the educational effect[1]. The teaching work of "Introduction to Art" in colleges has gradually become more interesting, which can also enable students to perceive the knowledge they have learned more intuitively and deeply, enhance the appeal of "Introduction to Art" teaching, and help students understand the knowledge they have learned more thoroughly.

1.2. Conducive to improving the timeliness of teaching

When carrying out the teaching reform of "Introduction to Art" in colleges, teachers should ensure the effective implementation of educational content, so that students can understand the educational content more deeply and fully. This greatly promotes the formation of students' high-level artistic literacy and ability, and also enables them to digest the knowledge they have learned in a more timely manner, so as to achieve the teaching goal of "Introduction to Art"[2]. For this reason, teachers should be good at leveraging various new technologies to further innovate the previous forms

and contents of "Introduction to Art" teaching, enhance the scientificity, interactivity and timeliness of "Introduction to Art" teaching, help students make better use of high-quality resources to explore the knowledge of "Introduction to Art" teaching, and facilitate students' all-round development.

1.3. Conducive to enhancing the flexibility of education

An analysis of the current teaching reform of "Introduction to Art" in colleges shows that some teachers often adopt the cramming teaching method in educational activities, which may cause students to have resistance and resentment, thus hindering the development of subsequent "Introduction to Art" teaching activities[3]. Carrying out the teaching reform of "Introduction to Art" in colleges can greatly improve the flexibility of educational activities. When conducting "Introduction to Art" teaching, teachers can try to use integrated media technology, micro-lectures and other means for auxiliary teaching, which can provide students with richer and more diverse knowledge content. In the new era, optimizing and reforming the teaching work of "Introduction to Art" in colleges can realize a deeper integration of technology and art, thus greatly improving the flexibility and vividness of the teaching reform of "Introduction to Art", which can better attract students' attention[4]. This study, by carrying out the teaching reform of "Introduction to Art" in colleges, can further innovate and expand the existing teaching paths, contents and forms, provide students with a better and more effective learning idea, and enhance the flexibility of "Introduction to Art" teaching.

2. Current situation of "Introduction to Art" teaching in colleges and universities

2.1. Stagnant teaching models

At present, the innovation of "Introduction to Art" teaching activities in many colleges and universities is insufficient. Few teachers take the initiative to integrate new educational methods and forms into practical teaching, which greatly hinders the subsequent improvement of teaching effectiveness in "Introduction to Art"[5]. In class, when conducting "Introduction to Art" teaching, many teachers focus their main energy on theoretical knowledge, and rarely analyze it in combination with high-quality cases or artworks. This hinders students' understanding of the teaching content and affects their ability to carry out artistic creation and appreciation in the future. In addition, from the perspective of teaching content, the textbooks used in many schools are not updated in a timely manner. This impedes students' accumulation of artistic knowledge, prevents them from better applying what they have learned to practical work, and thus affects their long-term development[6]. Over time, students will find it difficult to gain a sense of accomplishment from their studies, which is extremely unfavorable to improving the teaching effect of "Introduction to Art".

2.2. Inactive cooperation with enterprises

To improve the teaching effect of "Introduction to Art", teachers should not only pay attention to introducing school resources and life resources, but also try to introduce more social resources and involve some art enterprises in the teaching of "Introduction to Art". This can significantly improve the quality of teaching work and help students master more solid artistic knowledge[7]. However, due to some students' inadequate grasp of the teaching content of "Introduction to Art", when they enter art institutions or enterprises, they find it difficult to apply their knowledge to solve practical problems. When facing difficulties, they often do not know where to start, which greatly affects the actual work effect[8]. In addition, some students need a long time to adapt to the working environment after entering enterprises, making it difficult for them to work efficiently and promptly. This also affects their work quality to a certain extent and is not conducive to the development of enterprises.

2.3. Weak teaching staff

At this stage, when many schools carry out teacher recruitment, they often take academic qualifications as the main content and standard of assessment, while paying insufficient attention to teachers' actual artistic literacy, depth of

industry understanding, and comprehensive artistic level. Moreover, few teachers take the initiative to update their artistic knowledge reserves. They have an insufficient understanding of the development trends and current situation of related industries, as well as new artistic creation software and equipment. These factors will invisibly increase the difficulty of their subsequent "Introduction to Art" teaching work[9]. It can be seen that the teaching staff is also a major obstacle affecting the teaching effect of "Introduction to Art" in the new era.

3. Obstacles in the teaching of "Introduction to Art" in colleges and universities

3.1. Insufficient high-quality technical capabilities

In the new era, many teachers attempt to integrate new media technologies and internet technologies into the teaching reform of "Introduction to Art". However, the actual integration effect between art and technology is unsatisfactory, and there has been no effective breakthrough in the content or form of the teaching reform. The main reason for this situation is that many teachers lack the corresponding reserve of high-quality technical knowledge, which greatly hinders the integration of new media technologies, internet technologies with the teaching of "Introduction to Art"[10]. Due to their low technical level, when teachers try to infiltrate technology into the teaching process, they fail to properly handle online network resources. This inadvertently consumes a lot of energy and time, which is not conducive to improving the in-depth integration effect between media convergence technology and the teaching of "Introduction to Art".

3.2. Heavy Teaching Tasks

To better meet students' personalized learning needs, teachers should ensure the diversification of teaching courseware during the teaching reform of "Introduction to Art" in colleges. For this purpose, teachers need to spend a lot of time collecting, sorting out high-quality resources related to professional teaching content, and then producing them into teaching videos and courseware. This is a large project that requires the collaboration of multiple teachers[11]. However, many teachers usually have to undertake heavy teaching tasks and administrative tasks, making it difficult for them to persist in the construction of online resources due to the heavy workload. In addition to affecting teachers' teaching of "Introduction to Art", heavy teaching tasks also invisibly hinder the development of their teaching initiative at a higher level. This makes it difficult for them to carry out timely and proactive reforms in teaching, thereby impeding the subsequent implementation of education work.

3.3. Inadequate hardware and software facilities

In the teaching reform of "Introduction to Art" in colleges, no matter what methods teachers adopt, they need to use devices such as smart tablets and mobile phones. However, the hardware and software construction in some schools is not perfect, which inadvertently brings many inconveniences to students' learning activities and greatly affects their learning experience[12]. Moreover, although there are many teaching platforms available on the market, their functional designs do not meet students' professional learning needs, and many platforms are inconvenient to operate. If schools independently develop online teaching platforms or APP software, the costs of daily maintenance, resource storage, and software design will be extremely high. Problems in hardware and software invisibly pose significant obstacles to the teaching reform of "Introduction to Art" in colleges, which is not conducive to students' formation of a more complete knowledge system of art.

4. Strategies for teaching reform of "Introduction to Art" in colleges and universities

4.1. Focus on the introduction of "Introduction to Art" teaching to stimulate students' interest

To enhance the effectiveness of the teaching reform of "Introduction to Art" in colleges and universities, teachers should attach importance to the pre-class introduction, which can lay a solid foundation for the subsequent teaching activities

of "Introduction to Art". Generally speaking, a high-quality classroom introduction can help students quickly focus their attention on learning the knowledge of "Introduction to Art", which is of great significance for improving their learning efficiency[13]. However, in the traditional teaching of "Introduction to Art", few teachers pay attention to the introduction link. They often ask students to read the textbook on their own before class to get a basic understanding of some basic art theories and concepts, and then start the teaching activities. This way of carrying out "Introduction to Art" teaching cannot make students focus on the teaching content from the very beginning, which will have a negative impact on the subsequent teaching effect. Therefore, teachers should fully combine the characteristics of the new era, use micro-lectures for introduction before class, and play some videos and pictures of art works for students to arouse their curiosity, laying a solid foundation for their subsequent artistic exploration and thinking.

4.2. Introduce media videos to enrich teaching content

An analysis of the current teaching content of "Introduction to Art" shows that some content is highly abstract. In addition, due to the limitation of textbook space, some teachers do not introduce relevant knowledge comprehensively when teaching "Introduction to Art", which will greatly affect students' formation of a more complete knowledge system of "Introduction to Art". In the traditional teaching activities of "Introduction to Art", few teachers can reasonably apply integrated media technology to assist teaching, and the introduction of high-quality online teaching resources related to "Introduction to Art" is insufficient, which greatly hinders the improvement of subsequent teaching effects [14]. Therefore, teachers should try to further expand the teaching content of "Introduction to Art" in colleges and universities, and use high-quality online media video resources more reasonably and comprehensively, so as to help students contact more artistic elements, make the knowledge of "Introduction to Art" more intuitive and vivid, and thus improve the teaching quality. To enhance students of different levels' depth of understanding of the learned knowledge, we should try to divide students into different levels when selecting teaching videos, so that media videos can play a greater role in "Introduction to Art" teaching.

4.3. Improve teaching evaluation to address teaching issues

In the teaching of "Introduction to Art" in colleges and universities, to ensure the effect of education, teachers should pay attention to carrying out more scientific and reasonable evaluation. Before the evaluation, students can be divided into different groups, and then the evaluation system of "Introduction to Art" teaching can be optimized in the course to ensure the effectiveness, objectivity and pertinence of the evaluation. For example, for students with insufficient art knowledge reserves and low learning interest, teachers can start from the theoretical knowledge level when evaluating their "Introduction to Art" learning, so as to continuously improve their mastery of basic art knowledge[15]. When evaluating ordinary students' learning of "Introduction to Art", teachers can start from two aspects: one is theoretical knowledge reserves, and the other is their ability to carry out artistic creation and appreciation. These students should not only have corresponding theoretical knowledge reserves, but also master the skills of art appreciation and creation proficiently. For students with rich art knowledge reserves, strong appreciation and creation abilities, teachers should analyze from the aspects of theoretical knowledge, professional ability and innovative ability when evaluating them, so as to help them continuously improve themselves and enhance their comprehensive artistic level.

4.4. Enrich art textbook content and improve professional knowledge system

To improve the effect of the teaching reform of "Introduction to Art" in colleges and universities, the role of textbooks cannot be ignored. Appropriate textbooks can enable teachers to carry out more efficient "Introduction to Art" teaching. Therefore, teachers can select appropriate teaching content of "Introduction to Art" according to the characteristics of students with different levels, abilities and needs, and then integrate it into textbooks, so as to realize the in-depth integration of students' needs and textbook content and provide assistance for their long-term development.

When selecting the content to be integrated into the "Introduction to Art" textbooks, teachers should analyze the

teaching practice of "Introduction to Art" and try to integrate knowledge and skills that are helpful to students' future development into the textbooks, which is of great help to their long-term development. In practice, teachers can use integrated media technology to query "Introduction to Art" knowledge in multiple industries and directions, so as to better meet students' learning needs. Moreover, combined with different teaching contents, teachers can also match them with videos, pictures and other elements to help students explore the new textbooks more effectively and promote their art knowledge system to a new height.

Disclosure statement

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