

On the Application of Inquiry Learning in College Art Teaching

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Abstract: art is a kind of plastic art that can bring strong visual impact to the public. In the process of learning art, students can not only appreciate different characteristic art works through some professional theories they have learned, but also integrate their ideas into the works to create unique works. Therefore, through art learning, students' artistic accomplishment can be fully enhanced and their appreciation and creativity can be developed. The practice has proved that the past art teaching mode is too monotonous. Under the new quality education background, teachers can reasonably apply the inquiry learning mode, guide students to analyze works from different angles, and improve students' comprehensive quality of art. Based on this, this paper focuses on the application of inquiry learning in college art teaching.

1. Introduction

Art learning is a dynamic process, in the process of learning, students can not just passively absorb relevant subject knowledge under the guidance of teachers, students should give full play to their autonomy, combined with their own thinking about works to conduct a comprehensive analysis of art works, and make full use of their imagination and creativity to complete the creation of works. Therefore, it is very reasonable to use inquiry learning mode in art teaching. In the use of this learning mode, can help students in the classroom with a more active attitude to learn, can effectively develop students' art ability.

2. Inquiry learning content and its application advantages in College Art Teaching

Inquiry learning mode is also known as research-based learning mode, which mainly advocates that students can actively participate in the process of learning, so that students can find problems in the process of personal practice, and choose a reasonable way to find practical methods to solve problems, so this learning mode is a very scientific learning mode, which can make students constantly develop in the process of learning To develop their own autonomous learning ability can also enable students to cultivate the spirit of cooperative exploration in the process of joint exploration. Through the application of inquiry learning mode, students can keep more active learning enthusiasm in art learning. In fact, before many students in the art class can not experience the fun of art learning, because the teacher just blindly for students to arrange different art painting

tasks, in the long run, students are just finishing boring practice activities, learning enthusiasm gradually fade. After the application of inquiry learning mode, teachers will let students carry out research around the teaching content, study the connotation of works from different angles, and complete the creation of works from their own point of view. In this case, students can have a broader learning space and improve their learning freedom. Secondly, through the application of inquiry learning mode, it can also develop students' art innovation and practical ability. In the process of learning art knowledge, if students only study from the perspective of aesthetic theory, then the learning effect of students will not be optimistic. But after adopting the inquiry learning mode, teachers will let students have more free space to play. In this case, students can fully observe the reality and find available materials. In this case, students can participate in the process of works creation in an all-round way and effectively develop their comprehensive quality of art.

3. Problems in the application of inquiry learning mode in College Art Teaching

It can be seen from the above that the emergence of inquiry learning mode can help students to complete art learning more effectively. However, through observation, it is found that some obvious problems are exposed when teachers apply inquiry learning mode in art teaching in Colleges and universities. The first point is that teachers' cognition of inquiry learning mode is relatively shallow. Teachers think that this teaching mode is mainly to let students participate in the process of exploring art knowledge. Therefore, in the classroom, some teachers completely let students play freely, without proper guidance for some key content. In this case, let the students in art learning will encounter more problems, dampen the students' learning enthusiasm. Moreover, some teachers do not fully reflect the autonomy of teaching when they use inquiry learning mode. Although teachers will give students the opportunity to practice freely, in the specific teaching process, teachers will still participate in the whole process of students' learning, and put forward different learning suggestions for students. In this case, it will only lead to inquiry learning mode Completely stay on the surface, for students' art learning does not have a more obvious role in promoting.

4. How to apply inquiry learning mode to art teaching in Colleges and Universities

Through the above analysis, I believe that teachers have realized the benefits of inquiry learning mode, but due to the influence of traditional teaching forms, some teachers will still encounter obvious difficulties in the application of this learning mode, so the following will focus on the analysis of the specific strategies of Applying Inquiry Learning Mode in College Art Teaching.

(1) Creating dynamic art situation and learning vivid art knowledge

In college art teaching, teachers usually adopt static teaching mode. For example, teachers will directly show classic art works for students, and then let students study every detail of the works and explore the artistic characteristics of art works. In this process, students can not have a strong interest in the works. Therefore, in order to improve the effectiveness of art teaching as a whole and make it maintain a more active desire to explore, teachers can first create a more vivid art teaching situation, so that students can complete a more intuitive art learning. For example, in the art class, teachers can use modern information technology to show students videos and pictures related to the content of teaching materials, so that students can be attracted by these vivid videos or pictures, and complete art learning with a more concentrated attitude. At the same time, in this process, teachers can also show some dynamic works for students, so that students can further feel the actual charm of art in the process of observation, and enhance students' awareness of exploring art works.

(2) Guide the direction of learning exploration and help students learn effectively

The purpose of applying inquiry learning mode is to enable students to master the subject content more thoroughly in the process of personal practice, but this does not mean that teachers only let

students study the art subject knowledge with their own efforts in class, because students' art skills are not solid. If students are allowed to play freely, it may lead to students in the learning process It takes a lot of time to find the right direction of learning. Therefore, in the current art classroom, teachers also need to conduct appropriate guidance, throw out problems related to the art classroom content, so that students can think effectively according to the prompts of the problems. In this case, students' inquiry learning can be effectively improved.

(3) Give full exploration space to develop students' art thinking

In the application of inquiry learning mode, teachers inevitably need to let students master the actual connotation of different art works in the process of independent learning. Therefore, in the current art classroom, teachers can give students more sufficient exploration space, so that students can think more deeply in the process of learning. In this process, teachers can provide students with two ways to explore. The first is the independent exploration mode, that is to say, students can rely on their personal ability to analyze different elements in art works, and find the highlights in different art works; the second is the group cooperation between students and other students, and then after the completion of the independent thinking, they can communicate together, analyze the content of the works, and after providing two ways, the teacher can help them Students can choose freely. In this case, students can be allowed to combine their own preferences, free to complete art learning. Not only that, after the students complete the independent inquiry, they are likely to have different ideas, so at this time, the teacher can encourage the class students to boldly show what they have learned, describe their own ideas, and let the students discuss with each other. In this case, it can make students think more comprehensively in the process of questioning each other and exploring together, and broaden the breadth and depth of students' thinking.

5. Conclusion

To sum up, in college art teaching, teachers should not only pay attention to students' learning results, but also pay attention to students' learning process. In order to make students have a stronger learning memory, teachers can effectively apply inquiry learning mode in teaching, so that students can have a more profound learning experience in specific inquiry activities, and enhance students' understanding of art When the first mock exam is applied, teachers should also make reasonable hints to enable students to think more comprehensively and improve the effectiveness of art teaching.

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