

Application of Flipped Classroom in Art History Teaching in Colleges and Universities

Jia Feng

Pingdingshan University, College of Art and Design, Pingdingshan, Henan, 467000, China

Keywords: Flipped classroom, Art history, Higher education

Abstract: This paper puts forward some suggestions on how to better apply the flipped classroom to the teaching of art history in colleges and universities, by analyzing the necessity of flipping art theory courses and the design principles of flipped classroom mode in art history teaching in colleges and universities. Its purpose is to contribute to the development of art history teaching in colleges and universities.

1. Introduction

In the process of higher education from traditional to modern, scholars have carried out research on how to transfer knowledge to students more effectively. ^[1] The emergence of flipped classroom is an important symbol of modern education reform. Teachers have broken the traditional limitations of teaching place and time, and the traditional concept of teacher leading classroom. A new teaching concept with students as the main body of the classroom has been constructed. Through recording teaching videos, students can watch and learn repeatedly after class, and they have not mastered learning knowledge in regular class. This teaching method can make students learn activities more autonomously, not only in line with the characteristics of college students' physical and mental development, but also can break the space restrictions, and guide students anytime and anywhere, making higher education more efficient.

2. The Necessity of Flipping Art Theory Courses in Colleges and Universities

If art students want to master the further professional theory of art history, they need to study art theory knowledge course deeply. At the same time, because of the particularity of art history theory course, art history teachers need to adopt new teaching methods different from the traditional teaching methods. Therefore, the specialty of art history professional theory requires teachers with professional background to obtain expected effect. Therefore, in order to give personalized guidance to art students, art history course education can be conducted through flipped classroom. In order to meet the different learning time, learning place and learning rhythm of art students, as well as the difference of art ability of different students, each art student can get other learning guidance by watching the art teacher's pre-class teaching video in addition to mastering their own theoretical content knowledge. Flipped classroom can pay attention to students' feedback in time, explain problems after analysis, and arrange related topics and art exercises for consolidation. If

students encounter problems in art practice, they can work together with their classmates to solve them. Art teachers can also provide individualized guidance according to the actual situation of art students. In this way, art students can have a thorough understanding of the theoretical knowledge of art history, so that their practical ability can be rapidly improved.

3. The Design Principle of Flipped Classroom Mode in Art History Teaching in Colleges and Universities

3.1 Principle of Student-Oriented

There will be some students with general learning ability and general subjective initiative in art class. Art teachers can guide art students to think about theoretical knowledge through relevant targeted theoretical knowledge problems. In this situation, even if these art students enter art flipped classroom from passive state, students can also feel the concern of art teachers on their learning ability, so as to learn and operate seriously. Therefore, in the design of art curriculum flipped classroom, art teachers are generally the leading role and art students are the center. At the same time, art students should be the main body. In teaching, we should actively play and mobilize the autonomy of art students.

3.2 Principle of Initiative

In order to make the art curriculum flipped classroom more effective, in the course design, students need to have a high degree of cooperation in the whole art course teaching mode, thus better playing the teaching resources of art curriculum flipped classroom application.^[2] Therefore, teachers need to stimulate the inner motivation of art students. In this respect, the main source of inner motivation is the self-esteem and sense of achievement of art students. When art students see the outstanding performance of other students in the classroom, they will also encourage themselves to work harder and study hard in class. When their own efforts have achieved fruitful results and are recognized by art teachers, I will also feel my progress every time.

3.3 Principle of Relationship of Theory to Practice

In order to make the theoretical knowledge of art history related to practice, it is necessary for art students to actively participate in practical projects in the classroom, such as actively participating in art after-school groups, or art outdoor learning, so as to master the theoretical knowledge of art history. In addition, if there are some difficult topics in the art class, they can be arranged outside the classroom according to the difficulty. At the same time, art teachers will also give art students some resource help and learning guidance, so as to achieve the combination of learning and practice inside and outside.

4. Strategies of Flipped Classroom Application in Art History Teaching in Colleges and Universities

4.1 To Strengthen Publicity Means and Standardize Classroom Teaching

In the flipped classroom education of fine arts curriculum, most art students with poor self-control can understand the advantages of this classroom mode through school and social publicity and education. At the same time, the teaching mode of self-study before art class and art class discussion should be stipulated to art students, so that art students can get used to the

regulation from the beginning. Art students will also feel the progress brought by this mode and enjoy the effect of this mode from their daily progress, so as to recognize the flipped classroom mode of art curriculum and get used to this classroom mode. In the classroom education, there will be a few art students with poor self-control ability and self-learning ability. For those art students who have not completed the flipped classroom norms of art courses, there should be certain punishment measures. Through learning before art class and participating in the effective discussion of art class, the assessment method of flipped classroom of art course is determined, so as to regulate and restrict the conscious learning behavior of art students. In addition, the effective discussion in art class is not the single form that art students ask questions to art teachers. It should be that art students put forward quality questions on the theoretical knowledge points that they do not understand in the course of art history after self-study, and the teachers give them guidance to provoke students' thought.

4.2 To Strengthen Teaching Interaction and Promote Discussion and Exchange

The most important part of the flipped classroom teaching mode of art course is the organization and learning design of the art classroom, rather than the simple production of video. Therefore, in the flipped classroom teaching mode of fine arts curriculum, the art classroom plays a role of exchange platform for ideological collision and active atmosphere, rather than just the coexistence place of teaching and learning. In this communication platform, art teachers play the role of facilitator, and art students are the leading role in the platform. In this platform, art teachers need to help and guide art students to build art topic theoretical knowledge discussion, and encourage art students to ask questions about theoretical knowledge and practical operation problems, so as to stimulate art students to think about the theoretical issues of art history and theoretical. In the meanwhile, art teachers can also organize art students to carry out inquiry learning, and finally realize the internalization of art knowledge theory and skills practice. In the design of art classroom, art teachers need to know their own role and strictly examine their own position. They can neither be superior nor dominate. At the same time, they should reasonably organize each student, respect every question raised by each art student, and take "letting art students participate in the classroom" as the purpose of art teaching behavior, so as to achieve real communication between art teachers and art students in the soul of art learning[2].

4.3 To Strengthen Cooperative Learning and Cultivate Mutual Aid Spirit

Teachers can select multiple art topics from the main teaching contents of art history, and set up about 10 people as a group. Each topic is in the charge of a group. At the same time, the members of the group can be further subdivided into multiple research groups according to the actual situation. They can learn in advance by watching micro videos before class. For example, for the "Albrecht Dürer Research" topic, the research content can be detailed as follows: Dürer's life, Dürer's artistic achievements, Dürer's self-portrayal research, etc. In fact, each art sub topic setting is that the art teacher guides the art students to study the theoretical knowledge content and art research direction. In this case, each art student has a specific task suitable for his own learning ability at the initial stage. Furthermore, art teachers can also encourage art students to learn the difficulties in pre-class learning and the art topics or sub courses they are interested in. If art students can ask questions about the topics or sub topics they are interested in, it shows that art students will improve through active learning. From practice, it has been proved that assigning and refining tasks and specific grouping can make art students have a sense of responsibility and initiative in their own learning. In the process of mutual cooperation between teachers and students, art students will also exchange relevant resources and theoretical knowledge.

5. Conclusion

In recent years, many universities have begun to use flipped classroom for teaching, but there are still many impractical situations. Many scholars have not interviewed and investigated the late effect and actual effect of flipped classroom of fine arts course, so there are still many challenges and researches in the future. As flipped classroom is a change of teaching theory and a complex teaching mode, it is not only necessary for each teacher to change the concept and practice of teaching courses, but also need art students to change their thinking. In addition, teachers also change teaching methods and teaching thinking according to the actual situation, in order to make the future flipped classroom develop better; schools, parents and students should actively respond to and apply this new classroom teaching mode.

References

- [1] Yang Wei. *The application and examples of flipped classroom in the process of art teaching in colleges and universities* [J]. *Beauty & Times (Midmonth). Fine arts journal*, 2020, (8): 97-98
- [2] Chen Gongjun. *Research and practice of flipped classroom teaching mode for fine arts majors in colleges and universities* [J]. *Art literature*, 2018 (1): 63-64