

Research on the Dilemma and Countermeasures of Distance Online Teaching of Art Practice Courses for International Students

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Keywords: International students, Art practice courses, Distance online teaching

Abstract: In recent years, global online education has entered a new stage and is advancing rapidly. While the application of information technology is deeply integrated with classroom teaching, college education and teaching usher in new opportunities. Many disciplines have realized remote online teaching. Due to the particularity of the content, materials, and the special requirements of the display medium, there are still many difficulties in the development of online distance teaching for fine arts practice courses. Especially in the context of the epidemic, launching online remote practical courses for international students has become a new challenge for many teachers and international students. The author took the art practice courses taught by himself as an example, sorted out the predicaments of online teaching, and summarized some countermeasures and methods.

1. Introduction

In 2020, the new crown pneumonia epidemic will sweep the world. While affecting the global economy, politics, ideology, and international relations, it also affects culture and education. Many countries have strengthened traffic control, restricting the circulation of people including students, and many people cannot accept the traditional face-to-face teaching model. It has changed the basic form of higher education teaching operation in most countries around the world, accelerated the process of deep integration of Internet + intelligence + technology and education and teaching, making remote online teaching the first choice of many schools and students[1]. This change in teaching mode is relatively easy to accept for most of the professors and learners of language courses and general cultural courses. However, art courses with complex practicality have encountered certain difficulties. Here, the author attempts to reflect and study the difficulties and countermeasures of online teaching of art courses based on my own experience.

2. Explore the main dilemma of distance online teaching of art practice courses?

2.1 Traditional teaching and remote online teaching

In the era of mobile Internet, the economy is developing rapidly and people's overall social life is accelerating, making the time for people to be artistically nurtured to become more fragmented. The

traditional way of art education is to gather people in a specific space, such as: music classroom, rehearsal hall, art studio, etc. Follow specific educational steps to carry out detailed theoretical knowledge learning and practical technical teaching[2]. The traditional art education method focuses on immersive teachers and students face-to-face teaching in the same space. This is the most direct and practical way of education for art education itself.

Online teaching is a new teaching mode that uses hardware equipment and Internet technology to teach students informatization. Online teaching has problems such as the passive slowness of the subject with weak autonomy, the learner's inability to distinguish and extract effective information, and the subject and object being restricted by the virtual "intermediary system"[3]. The emergence of the Internet has continuously changed and optimized human existence. As a technology, it has changed people's communication methods, information transmission methods, and resource allocation methods[4]. In special times, many people have to adopt online work or study. The so-called online teaching refers to a new teaching model in which teachers and students are connected through the medium of the Internet. Teachers use popular electronic products and other hardware to teach with the help of professional teaching software, breaking the time and space constraints. It includes live webcast teaching between teachers and students, and students learn from the courses recorded by the teacher, and solve related problems through online Q&A links[5].

2.2 The dilemma of distance online teaching of practical art courses for international students

Like other disciplines, distance online teaching has a series of problems. For example: students with weak autonomy are passively sabotaged, teachers and students are restricted by the virtual "intermediary system" and other issues. Online teaching tests the ability of teachers and students to navigate the new model. First of all, it is a test of the teacher's technical level of distance education. The teacher's ability to use distance teaching technology directly affects the efficiency of the classroom. Secondly, the frequency of teacher-student interaction in the online teaching process is low, and it is difficult for teachers to directly intervene or guide students based on their actual learning situation. It is difficult for teachers to supervise some students with weak self-learning ability. The main "tool" used in online teaching is the Internet, and the subject learns and masters the object in a virtual way. In this abstract teaching process, people's thoughts and emotions are attached to the virtual digital platform. Eventually, the subject and object themselves are also virtualized, digitized, and symbolized. At the same time, people's pursuit and meaning of life are also ignored. Compared with domestic students, facing international students' distance online teaching, there are still problems of student management, network level and teaching platform barriers. International students come from different countries, the time difference after returning home is different, and the teaching time cannot meet the requirements of all students. Many international students have a single contact method, and they cannot be contacted in time. The network level is also uneven, and the network status is different in different regions. In some places, the network is fluent and some places are stuck, which seriously affects the quality of teaching. The choice of teaching platform is also restricted by region. Teachers generally use their home country's teaching platform for teaching, and registration of the teaching platform often requires the phone number, email address, and identity information of the country where they are located. All these bring inconvenience to students.

At the same time, fine arts practice courses have extremely high requirements in terms of course content, tools and materials, teaching methods, and a sense of realism compared with courses in other disciplines. Some of these materials and tools can only be purchased in specific countries, which makes it more difficult for international students to implement remote online teaching. First, the specificity of the tools and materials of the fine arts practice courses The fine arts practice courses are mainly oil painting, sculpture, arts and crafts (pottery, glass art), prints, murals, lacquer paintings,

watercolor paintings, and ethnic paintings. Each course requires different materials. Oil painting requires special canvas, oil frame, oil paint, and painting medium. Sculpture requires professional clay and sculpture tools. Ceramic and glass art has strict requirements on firing equipment. These tools and equipment are often provided by schools or can only be purchased in specialty stores. Second, the particularity of the content of art practice courses. Art practice courses often consist of sketching and collecting styles. In sculpture and oil painting courses, human body sketching is a very important course. Landscape sketching and outdoor sketching in watercolor and oil painting are also regular courses. Real scene feelings and outdoor experiences cannot be replaced by photos. Remote online courses cannot meet the content requirements of the courses. Third, the particularity of the practice of art courses. In most courses, it is possible to transform theory into practice. But the art course is a perceptual course, a course that pursues individuality. Instructors must not only teach theories, but also often demonstrate the use of various materials and the performance of various techniques. The understanding of knowledge is not difficult. The difficulty lies in the understanding and transformation of knowledge into one's own expression and the mastery of various materials and media. This requires teachers and students to practice together. It is difficult for students to feel the subtle performance differences of materials in remote online courses. Fourth, the differences in network media display. Art practice courses often have higher requirements for color, which will inevitably have higher requirements for network color resolution and display equipment. Taking paintings as an example, only the colors that are infinitely close to the original can convey the charm of the original colors to the greatest extent. However, the colors of the original works in remote online teaching are often different from the colors of the shots. The color of the shot is different from the color displayed in front of the students[6]. Taking sculpture as an example, in the real classroom, you can feel the strong sense of three-dimensionality and volume of a sculpture. In a two-dimensional screen with limited size, it is impossible to feel the real three-dimensional sense and real size. Remote online courses cannot convey a sense of presence and realism.

3. Countermeasures for distance online teaching of international students' art practice courses

3.1 Investigate the basic situation of students

The author first investigated the distribution of international students at various ages (Table 1), so as to understand the courses they are about to study. 135 students are distributed in five majors and seven different grades. Due to the scattered distribution of students, remote online teaching cannot give full play to its advantages. This means spending more energy to prepare for teaching. Then the author, like many students, was in a dilemma about how to develop online remote teaching. It should be because the situation faced by international students and other students is more complicated. First of all, because international students from all over the world cannot agree on the time difference and the choice of teaching platform, the distance online teaching of international students must break through the limitation of time difference and face the choice of teaching platform. For many students, they are not familiar with the operation of the network remote teaching platform for the first time, and some countries and regions are not even able to use remote teaching. The author first made statistics on the basic situation of the students, and sent an online questionnaire of intent to teach to the 135 international students taught by mail. (The questionnaire has 8 questions: Figure 2.) A week later, 379 questionnaires were received, with a response rate of 87%. The conclusions of this survey provide a basis for how to conduct lectures.

Table 1: Distribution of 135 international students

Professional painting	Number of people	Grade distribution (undergraduate first grade to postgraduate)						
		First grade	Second grade	Third grade	Fourth grade	Grade 1 master	Grade 2 master	Grade 3 master
Art and craft	35	9	6	10	4	2	4	0
Pottery	23	5	5	7		3	2	
Sculpture	28	6	5	7	3	4	2	1
Comprehensive painting (mural, print, lacquer)	19	4	6	2	2	3	1	1
Total	30	7	6	8	3	5		1
Professional	135	31	28	34	12	17	9	3

Table 2: Questionnaire for remote online teaching intention survey

Question	Option one		Option two	
1. Whether to accept online lessons.	Accept()		Not accept	
2. Whether it can ensure the smooth network in the future teaching.	Can keep the network open		Can't keep the network open	
3. Is it convenient to purchase course materials?	Convenient		Inconvenient	
4. Expected teaching format	Course platform recording and broadcasting	Teacher recording (PPT+Voice)	Teacher live broadcast (video + PPT)	Others
5. What equipment will you use for online learning?	Computer		Tablet PC	Cell phone
6. The current time zone.				
7. What kind of remote teaching platform do you want to use to receive lectures?				
8. Mailing address of special materials for art courses.				
Other suggestion:				

The teaching format is the first thing that needs to be determined, because the teaching format determines how to prepare the teaching content. Due to the limited energy of teachers, the teaching format can only consider the format that most people agree with. According to the findings of the investigation and the actual situation, the teaching takes the form of recording and broadcasting + one-by-one tutoring after class. This kind of teaching method can overcome the inconvenience caused by jet lag, and it can also be used to teach on different platforms at the same time, and it can also avoid the occasional problem of the network being blocked. The specific operation method is that the teacher will record the lecture content in the form of video. Then upload through five teaching platforms, and students can study at their own convenient time or they can study repeatedly. Of course, there are drawbacks to this approach. First of all, teachers can only see through the platform whether students watch all the videos, but they cannot supervise students' learning status. Secondly, unable to interact with students in class, unable to start discussions in time and answer students' questions. This method can only solve some of the problems of theory courses, demonstration courses, and appreciation courses, but cannot solve the problems of practical courses.

Table 3: Analysis table of teaching form and learning tools

Options	Subtotal	Proportion	Online learning tools			
			Cell phone	Computer	Tablet PC	All acceptable
Full-time teacher recording and broadcasting (PPT+Voice)	81	60%	4%	16%	13%	57%
Full-time teacher live broadcast (video + PPT)	22	16.3%	5%	10%	23%	62%
Course platform recording and broadcasting.	24	17.7%	4%	12%	20%	64%
Others	8	6%				

3.2 Organize a group to develop art practice curriculum resources

Teaching remotely is a complicated matter. For teachers who do not have professionally filmed and recorded videos, if students want to learn the knowledge that students must master in all-round practice courses, teachers must seek help from others, and teachers must rely on network resources. The network resources are very rich, but it takes a lot of time to identify the quality of the content, and select the content from it to meet the needs of the course, so as to make exquisite network resources to supplement the teaching. The advantage of remote online teaching is that it can teach hundreds of students at the same time. Take the author's school as an example. The number of students taught by a teacher online is ten times as many as offline. The school has ten teachers form a team, and two teachers are responsible for answering students' questions (one in the day and one in the night). The other eight teachers developed and produced the content of the course together, brainstorming and drawing on their strengths to jointly undertake the tasks of collecting materials, recording videos, and editing videos. Through a large number of practical courses, students have learned how to practice art courses. For example: the painting steps of oil painting, the material properties of oil painting and how to use it.

3.3 Provide necessary practical materials for international students

The most important thing in art practice courses is practice, and practice must use professional materials. This is difficult for many international students. The materials used in most courses can be purchased online, but some countries and regions cannot provide basic art practice materials. Some art disciplines with high global popularity. For example, the practical materials for courses such as oil painting, printmaking, and sculpture are very easy to buy. However, it is difficult to purchase the materials needed for painting or arts and crafts courses with strong regional characteristics. For example, Chinese painting materials in China, Japanese painting materials in Japan, and Korean painting materials in Korea. The origin of these materials is very regional. The school needs to prepare the required materials in advance as packages and mail them to the homes of international students. Because mailing is inconvenient, the quantity sent each time is often more than double the actual estimate.

3.4 Make an appointment with international students for video teaching guidance and q&a

It's always shallow on paper, and international students gradually understand practical methods through learning theories and videos. However, to truly learn how to practice and achieve good results,

you must practice it yourself. In the course of practice, there are often many problems. At this time, teachers must be instructed to provide targeted guidance. In the author's experience, many students are involved in artistic creation practice for the first time. Sculptures made in the course of practice have incorrect proportions, wrong spatial location of the facial features, incorrect proportions of watercolors, water and pigments in painting practice, and repeated wiping caused the drawing paper to be damaged. Every student encounters different situations, and remote online teaching cannot respond in real time. Students need to send questions to the instructor in the form of pictures and texts, and the instructor will try their best to reply in time. If conditions permit, video guidance will be provided in a timely manner, and if due to time difference, network, etc., make an appointment for guidance. The teacher asks students to record the process of practical operation in the form of homework in the form of video, and the teacher judges whether the process of practical operation is standardized through the video. For some students with more problems, the instructor will record a video of the operation demonstration.

3.5 Investigate students' learning situation in time and improve teaching methods and methods

For some special courses, remote online teaching has more than enough energy to manage the students, and it is impossible to feel the students' learning effect in time like face to face. Teachers should promptly investigate students' feelings and conditions of teaching, summarize experience based on students' feedback, make up for deficiencies, and adjust teaching methods. Take the author's school as an example. Two weeks after the remote online teaching, questionnaires (the questionnaires are shown in Table 3. and Table 4. below) will be distributed to international students to collect feedback from students. At the same time, we also distributed questionnaires (see Table 5.) on the shortcomings of students' online learning to the teachers.

Table 4: Analysis of students' satisfaction with online learning

Options	Very much agree	Agree	Generally	Disagree	Strongly disagree
Online learning as a whole achieves my expected results	16.83%	50.1%	27.92%	2.68%	2.49%
Overall satisfaction with the way of online courses	16.25%	52.01%	26.77%	3.06%	1.91%
Overall satisfaction with the content quality of online courses	6.63%	54.68%	25.62%	1.34%	1.72%
Feedback and discussion after online class can proceed smoothly	15.87%	50.1%	27.53%	4.59%	1.91%
The overall experience of the online teaching platform is satisfied	16.63%	52.01%	26.96%	2.68%	1.72%

Table 5: Students' evaluation of online teaching effect

Options	Subtotal	Proportion
Excessive freedom in the classroom, unable to self-discipline and persevere	62	45.9%
Need to make their own course arrangements and plans	70	51.85%
Unable to communicate with the instructor in time	105	77.77%
Without the traditional classroom atmosphere, it is impossible to achieve problems such as sketching courses	119	88%
The course has limitations and it is difficult to understand.	24	17.77%
Lack of practical process, knowledge is easy to forget	35	25.9%
Self-learning, lack of understanding of materials and techniques, poor learning effect	63	46.6%
Other	70	51.8%

Table 6: Shortcomings of online learning for students

The manifestation of the problem	Person times	Proportion
The interaction rate among members is low, and the discussion session is mere formality	70	55.37%
The attitude of the members is too loose and casual	62	46.25%
Lack of practicality of offline courses	72	56.03%
Unable to obtain the professional facilities and environment required for practical courses (such as models, outdoor sketching)	67	49.19%
The color deviation of online viewing works is large	49	36.81%
The use of each function of the course platform is too complicated	15	12.05%
other	8	6.19%

Judging from the results of the above questionnaire, the vast majority of students are not very comfortable with the current online distance teaching. Students will feel very tired when facing the screen for a long time. The speed and stability of the network will also cause poor results for students in class. Students are more adaptable to offline teaching, and hope that teachers can teach offline. Most students believe that online recording teaching is convenient for students to review, and offline is easier to promote exchanges between teachers and students; The atmosphere of online teaching is not as strong as offline learning; After the online learning is over, it may be over. It is impossible to communicate and discuss with the teacher. Offline teaching and teacher discussion are more convenient. This also reflects the fact that there are deficiencies in the online teaching model. Regardless of the teachers, the teaching platform, or the students themselves, adjustments and improvements are needed. Lack of effective management and low learning efficiency for students with poor self-consciousness[7]. For the school, some courses have special equipment and facilities requirements, which makes it impossible to expand to the end. For example, the ceramics course, the glass art course, cannot be burned, and the engraving course is complicated and difficult to develop. The lacquer painting art has not been developed because it may cause skin allergies. Judging from the final homework submitted by the students in the first course, the overall effect is somewhat different from the previous offline teaching. In the later courses, it is necessary to strengthen the supervision of students' learning in the course, urge every student to learn new content in time, and apply the course content in practice. Increase teacher-student interaction and answer questions in a timely manner. The instructor will take turns to interact with students on the live teaching platform. Curriculum design should be more reasonable and interesting to attract students to realize entertaining and entertaining.

4. Conclusion

Compared with theoretical courses, offline art practice courses are more open, free, and have a stronger sense of experience. Students can combine work and rest through classroom training, and get physical and mental relaxation, and it is not easy to cause "class fatigue" caused by prolonged sitting. Online teaching has inherent limitations in constructing a teaching environment. Teachers should have the courage to innovate methods and actively broaden new ways of interactive teaching of practical courses. One is to grasp the real situation of the students and set the course rhythm according to the status of the students. Teachers guide students in advance to predict the course content and course effects, adopt interactive teaching methods, create a relaxed and lively classroom atmosphere, and achieve entertaining and entertaining. The second is to enhance the awareness of cyberspace and use online teaching resources, including lectures by famous teachers, and artistic appreciation[8]. Online teaching in the new era requires teachers to have the ability to integrate network resources, refine the essence of information, correctly handle the relationship between the unification of teaching goals and the diversified network resources, actively expand the network teaching space, and focus on real-time teaching interaction. In short, the practical teaching of international students faces many difficulties,

and the difficulties faced by international students in reality are also different. Teachers need to overcome many difficulties in order to teach effectively, and both teachers and students need a process of adaptation. Initiating remote online teaching for international students. Teachers should keep pace with the times and integrate network resources with the help of new media to improve their teaching level. However, it cannot be ignored that the spiritual communication between teachers and students must always maintain the enthusiasm of teaching, the careful explanation, the patience of teaching and the perseverance of educating people. Online teaching pays more attention to learning feedback, and teaching activities must be professional, open, and interactive.

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