

Context creation: the key to implementing PBL teaching method—an example of a high school art appreciation course

Peng Ruiqi, Xu Dangui

Art College, Anhui University of Finance and Economics, Bengbu, Anhui, 233000, China

Keywords: PBL teaching method, high school art, art appreciation course

Abstract: In today's quality education, art education has enriched people's lives and enhanced their pursuit of truth and beauty, while art appreciation has cultivated students' aesthetic perception and enhanced their aesthetic emotions. Nowadays, "efficient teaching" has become the development direction of teaching, and the "problem-oriented PBL art teaching method" is precisely the implementation of this concept. As high school students are in the critical period when aesthetic psychology and aesthetic consciousness are gradually formed, it is very important to introduce the "PBL teaching mode" into the high school art appreciation course so as to improve the ability of high school students to appreciate beauty. Therefore, this paper analyzes and researches the PBL teaching mode into the high school art appreciation course with specific classroom cases to make students gain good learning experience in as realistic a situation as possible, and explore a better education method for high school art.

With the continuous reform and deepening of China's basic education curriculum, new curriculum concepts and methods are constantly coming into the classroom. It is especially important to choose a suitable teaching method for students. The PBL teaching mode can better meet the needs of students and can stimulate their independent learning, teamwork, critical thinking, problem solving and self-management skills. By introducing the PBL teaching mode into the high school art appreciation classroom, not only can the students immerse themselves in the classroom and stimulate their emotional experience, but also enhance their perception of art works; they can feel the unique charm of art from the real situation and cultivate humanistic qualities. Combined with the aesthetic psychology of high school students, we study the art appreciation curriculum suitable for high school students, and make students gain from the classroom through context creation and other means.

1. Overview of PBL Teaching Method

PBL (problem based learning) teaching and learning research is problem oriented learning, PBL originated from McMaster University in Canada and was subsequently applied in many schools in Europe and America. Although PBL was tried and introduced in several mainland schools in China in the 1980s, it was not until the beginning of the 21st century that PBL became known to most medical schools and was gradually implemented. PBL was first applied to medicine, and has since

been gradually extended to other disciplines such as biology, chemistry, engineering, and education, etc. PBL is often used in group learning work, where each member's role in the group may be formal or informal, and the roles may alternate between them, which also exercises students' reasoning and reflective skills. Moreover, PBL is a student-led teaching method, in which students need to use relevant knowledge to accomplish a goal by thinking independently and thus develop their own problem-solving skills. In the learning process, students are the main body and the teacher is the leader, but students are often able to construct knowledge on their own and gain the ability to learn independently and have a sense of teamwork.

At the same time, PBL emphasizes inquiry activities in real situations, and teachers will try their best to provide students with a real environment close to what they are studying. This also breaks the traditional boring teaching model and creates a more interesting art classroom. Students can open their imagination and creativity to the greatest extent in the real situation, and feel physically and mentally happy in the art learning process; at the same time, they can also keep the art appreciation course going normally, and the problem-oriented PBL teaching mode, on the one hand, improves students' enthusiasm for art, and on the other hand, makes the whole class more vivid and interesting and complete.

PBL teaching method can be traced back to ancient history, such as Socrates' spiritual midwifery has similar characteristics with PBL teaching mode, which focuses on combining theory and practice, students do not passively accept the knowledge learned in the course nor simply get information from textbooks, but construct knowledge through their own understanding after learning relevant knowledge. Therefore, to a certain extent, constructivist theory provides the relevant theoretical basis for PBL teaching method, and students strive to explore in real situations and stimulate their curiosity and reasoning skills in the process.

2. Applying the PBL Teaching Model to the High School Art Appreciation Course

In the context of visual culture today, visual images are widely entering people's vision, visual elements in life are everywhere, and art and life are integrated and absorbed by each other. So improving people's aesthetic ability is also gradually attached to it. In addition to the subtle influence of life, school education must also become a part of the education that cannot be ignored. The trend of moving art appreciation courses into school education has become inevitable. In art appreciation courses at the high school level, students are able to appreciate art works in their entirety, to understand the stories and values behind the works in depth, and students are able to carry out aesthetic re-creation activities on their works, thus giving new understanding and meaning to the works.

High school students have developed their own definitions of beauty and are beginning to rapidly increase their aesthetic psychology. Students' physical senses are sensitive during this period, and they are able to sink their minds into appreciating artworks, thinking and exploring them, and are able to analyze them according to their own ideas, opening their potential minds and indulging in their mysteries. At the same time the process of appreciation, high school students subconsciously improve their aesthetic ability and cultivate aesthetic sentiment.

In the context of visual culture today, visual images are widely entering people's vision, visual elements in life are everywhere, and art and life are integrated and absorbed by each other. So improving people's aesthetic ability is also gradually attached to it. In addition to the subtle influence of life, school education must also become a part of the education that cannot be ignored. The trend of moving art appreciation courses into school education has become inevitable. In art appreciation courses at the high school level, students are able to appreciate art works in their entirety, to understand the stories and values behind the works in depth, and students are able to carry out

aesthetic re-creation activities on their works, thus giving new understanding and meaning to the works.

Teachers bring students a more diverse and all-encompassing experience of art by creating situations in which, as art sociologist Hauser Arnold said, "One can be born an artist, but to become a connoisseur one must rely on education." ^[1]This shows the importance of art appreciation courses in today's art education. Through art appreciation, students can not only release the pressure they face in their studies, but also improve their aesthetic qualities while perceiving and appreciating beauty, creating a practical atmosphere where moral and aesthetic education can coexist for students. To a greater extent, it enhances students' lasting interest in art.

The appreciation of art cannot be separated from the related visual culture, and the visual culture cannot be separated from the social background, politics, economy, culture, etc. of the time. If a work of art is divorced from the context of its time, it loses its artistic value. When teaching art appreciation, teachers should also guide students to explore the cultural and political backgrounds behind the images. For example, Rodin's sculpture "The Thinker" is just an empty shell made of stones if it is detached from its intrinsic meaning. If Picasso's Guernica is not combined with the social situation of Spain at that time, it will be just a piece of graffiti painted in a haphazard manner. Therefore, in the real art appreciation course, the teacher should also design the course with the real situation, which requires the teacher to use various teaching methods as much as possible, make good use of relevant art teaching aids, and richly use multimedia to help students better enter into the situation of the work.

For example, in Liang Kai's "Splash Ink Immortal", the author uses only a few spontaneous ink strokes to outline a vivid old man, the figure's body is written with a large sideways stroke, and the figure's five features are simply outlined with lines. This is also a combination of the social background of the Southern Song Dynasty, which allowed him to create such a light and bold brushwork, precisely because the painters of the Southern Song Dynasty had already gotten rid of the strict and regular painting style of the Northern Song Dynasty, and pursued more painting to express the "breath in the chest". The author, Liang Kai, was also a man who pursued freedom, hated rituals, and directly felt the true spirit of his characters. This also led to the use of the boneless method, which has led to the present heirloom work "The Immortal with Ink Splash". To sum up, the meaning of the work can be more accurately analyzed by breaking away from the conventional intent of the painting method and seeking to explore the inherent cultural background[2].

3. The application of high school art appreciation course under PBL teaching method

This year's national two sessions, requires a full understanding of the use of youth aesthetic education, cultivating students' aesthetic ability and aesthetic concepts, cultivating aesthetic sentiment, cultivating a comprehensive art talent, optimizing the art appreciation curriculum, improving students' aesthetic qualities to become the focus of school education, better implementation of the PBL teaching method in the art The PBL teaching method can be better implemented in the art appreciation course to efficiently improve students' learning effect.

First of all, teachers need to lead by example, have solid basic art skills, have theoretical knowledge as well as hand skills, be passionate about the art classroom and be good at teaching different teaching methods to enrich the art curriculum, be able to create interesting art lessons, and love students, care about students, and help students. While leading students in class, she continues to improve her professionalism and break the traditional teaching method in the classroom, focusing more on students' own inquiry under the PBL teaching method. Teachers are able to use different ways to treat different students according to their personalities so that every student can participate in the process[3].

Secondly, students can make a good pre-learning plan in advance through the course they want to

learn and prepare the required learning aids, which is one of the characteristics of PBL teaching. Finally, PBL teaching method emphasizes learning in real situations, which also requires teachers to prepare the required art teaching aids according to the needs of different courses, prepare the lessons and collect the required pictures and videos to be shown, which can make the learning atmosphere more intelligent and diversified.

Knowledge and skills objectives: The teacher sets the appropriate knowledge and skills objectives through the needs of the course, sets the context for the classroom atmosphere, in which the students are guided by the teacher through the collection, organization and summarization of the relevant information of the art works to be appreciated, the students are able to master the knowledge and methods of the content of the works in this lesson, understand the art works creative style and characteristics, and be able to analyze and explore art works.

Process and method objectives: through the PBL teaching method, the art works to be appreciated are analyzed, compared, group work, and students' observation and perception skills are cultivated, and students are guided to analyze from the surface of things to the essence of things, in the process of which they can get aesthetic enjoyment, enhance their aesthetic ability, and to empathize with the artworks they appreciate[4].

Emotional Attitudes and Values Objectives: Students can enhance their inner art literacy through the appreciation of art works, and feel the charm of art works from them, improve their overall quality and develop a lasting interest in art.

3.1. Teaching Focus and Difficulties

The high school art appreciation course under the PBL teaching method is based on problem and situation-based learning, so asking relevant questions and solving them favorably is the focus of PBL teaching in the high school art appreciation course.

Secondly, the difficulty under PBL teaching method is how to group students, because most of the high school classrooms at this stage are based on large classes, and grouping should consider students' needs and be reasonable, which is also the difficulty faced by the high school art appreciation course under PBL teaching method.

3.2. The teaching process of PBL high school art appreciation course

Introduction - According to the needs of the curriculum, create a teaching environment corresponding to the lesson, which can stimulate students' interest in the art class, and thus introduce the new lesson.

New lesson teaching - The teacher leads students to establish the learning content of art appreciation, master art knowledge and provoke students' thinking to engage them in a predetermined teaching environment through multimedia projection or board books.

Classroom activities - Students work in groups, divide the work, collect relevant art information, investigate their art background, discuss and research among the groups, everyone elaborates themselves based on the information they investigate, and finally seek the opinions of most of their classmates to complete the learning activity of appreciation display. The teacher acts as a guide in this process, helping students to sort out their learning ideas and giving good advice so that the class can proceed more efficiently. The teacher organizes students to analyze their own works and the works of their classmates through students' classroom performance, and intuitively discovers the strengths and weaknesses of their own works and the shining points of others' works through self-evaluation and mutual evaluation.

Post-lesson assignments - After the lesson, the teacher will treat the tasks that students did not complete in the lesson as assignments, and let students continue to delve into them privately, discover

and explore them with each other and with their classmates or the teacher, and analyze and explain them at the beginning of the next lesson, which also helps students to revise the class content after the lesson[5-6].

4. Conclusion

PBL is a student-centered teaching method that can promote students' deep learning. This teaching method uses questions to develop relevant skills, so introducing PBL teaching method into high school art appreciation courses can make art courses more diversified and efficient. However, at the same time, PBL teaching method is not applicable to all art appreciation courses. To creatively use classroom resources, the importance of teachers should not be neglected as well, so it is necessary to continuously improve educational technology and enrich educational resources in order to better play the role of teachers and better promote the communication between students and teachers.

References

- [1] Lina Xu. *"Theoretical and Practical Research on Teaching Art Appreciation in Junior High School"* [D], Shanghai: East China Normal University, 2005
- [2] Wang Mengyu. *"The Cultivation of Students' Aesthetic Ability in High School Art Appreciation Class"* [D], Tianjin Normal University, 2011
- [3] Zhou Weiqun. *"Research on PBL High School Art Appreciation Teaching"* [D], Inner Mongolia Normal University, 2009
- [4] Yang Jianhua, *"The Application of Problem-Based Learning Teaching Model in Open Education"* [J], *Journal of Distance Education*, Vol. 5, 2015
- [5] Wang Qiangqiang, *"Talking about the application of PBL teaching method in art teaching"*[J],*Art Education Research*, No.8, 2016
- [6] Li Jilin, *The Poetry of Contextual Education* [M], Beijing.Higher Education Press, 2004.