

An Analysis of the Application of Experiential Teaching in Vocational Art Education

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Abstract: Experiential teaching is a popular teaching method in China, which has advantages that other teaching methods do not have and is highly praised by art teachers in many vocational colleges in China. Art education itself emphasizes emotional cognition, so it is quite compatible with experiential teaching. Experiential teaching is a teaching model that conforms to the characteristics of contemporary students. It starts from teaching needs and creates an environment and atmosphere that is suitable for the teaching content. Vocational education aims to cultivate high-quality applied talents that meet social needs. In the practice of art education in vocational colleges, experiential teaching should be actively carried out to optimize students' practical literacy and application abilities, and comprehensively promote the healthy and comprehensive growth of vocational students. In art teaching, vocational art teachers can try to create scenarios to guide students to fully experience, appreciate, and taste beauty, to stimulate and awaken their inner enthusiasm for artistic beauty, enrich and develop their aesthetic cognition and ability, enhance and improve their artistic literacy and aesthetic level, and cultivate more excellent professional talents. This article analyzes the application of experiential teaching in art education.

1. Introduction

The growth of core competencies among Chinese students, with "well-rounded individuals" as the core, emphasizes the joint cultivation of students' knowledge, skills, emotions, attitudes, values, and other aspects, which is the concretization of the Party's educational policy [1]. As a significant part of modern and contemporary education, the quality of vocational talent cultivation in vocational education still has a certain impact on the growth of China's market economy [2]. With the continuous improvement of school education level and the continuous growth and innovation of teaching methods, experiential teaching methods, as an emerging thing, are gradually growing. This teaching method focuses more on students' cognitive learning and emotional expression, allowing them to understand their own characteristics, play to their strengths, and acquire knowledge from practice [3].

Experiential teaching is a typical teaching strategy that plays a positive role in promoting the close integration of artistic knowledge and individual student experience [4]. At present, vocational colleges are increasing the application of experiential teaching, and improving students' classroom participation and enthusiasm through experiential teaching [5]. Experiential teaching is a teaching method that guides students to construct deep learning from the three dimensions of cognition,

emotion, and body through visual or actionable sensory stimuli, using intuitive forms or scenes [6]. It breaks the traditional teaching mode and fully reflects the subjectivity of students in teaching, allowing them to feel, think, and understand in simulated situations. As a professional course to cultivate students' artistic literacy, art's teaching positioning, teaching objectives, and situational experiential theory are indeed highly compatible. Experiential teaching allows students to engage in situational learning based on their understanding through the process of self-directed and in-depth learning, thereby improving learning effectiveness and making them feel the joy of learning. In this experiential teaching, it strengthens the interaction and communication between teachers and students, forming a relatively democratic and equal relationship. This can effectively improve students' learning progress and enhance their understanding ability, encourage them to consider their previously specified teaching objectives [7].

After the application of experiential teaching methods, the level of talent cultivation in vocational colleges has also been improved, making the basic knowledge and skills mastered by students meet employment requirements [8]. Teachers can try to use situational experiential theory to guide art teaching practice, create various scenarios through various teaching methods, guide students to perceive, taste, and appreciate them, stimulate and awaken their inner passion for art, and make them more actively participate in specific learning. For major vocational colleges, art education should reflect diversified characteristics, and they should know how to balance their strengths and weaknesses. Only when vocational colleges identify the market demand points of the art industry and the gaps in vocational education, flexibly regulate teaching objectives and talent cultivation directions, actively explore and solve problems in the education process, can they effectively cultivate excellent talents who can quickly adapt to the growth of the domestic art industry.

2. The Difference between Experiential Teaching and Traditional Teaching

2.1 The Disadvantages of Traditional Teaching

As a significant battlefield for cultivating practical talents, vocational colleges play a significant role in delivering high-quality applied talents for social and economic growth [9]. In vocational art classroom teaching, previous teaching designs did not reflect the status of the learning subject, and teachers occupied most of the classroom time with the presentation of theoretical knowledge. The traditional art education model highlights serious drawbacks. Teachers continue to use the traditional art education model, and classroom teaching mainly focuses on theoretical indoctrination. Students passively learn, lacking the motivation and interest for independent learning. This makes art education a formal form of education. In the entire teaching design, there is a lack of interaction between teachers and students, making the classroom atmosphere relatively dull and failing to stimulate student participation. Table 1 shows a survey of art classes in a certain vocational college, and most students are not interested in the current art classes.

Table 1: Survey of Art classroom in a certain vocational college

Favorite level	Proportion/%
Like	16%
Generally like	22%
Uninterested	62%

For every vocational college student, there are significant differences in their artistic literacy, and their level of understanding of music is also different. The relevant teaching designs are all based on basic teaching and fail to integrate experiential teaching content, resulting in poor student motivation. In the new era, under the background of education and teaching reform, teachers should

fully recognize the main problems in vocational art classroom teaching, make adjustments to relevant issues, and provide assistance for student employment. In vocational education, there is insufficient application of teaching technology and a lack of application of micro course resources. Some teaching activities only designed teacher evaluation models, which failed to stimulate students' initiative and participation. The teaching evaluation model urgently needs improvement [10].

2.2 The Advantages of Experiential Teaching

On the basis of borrowing and absorbing situational teaching methods and psychological cognitive theories, experiential teaching comprehensively improves traditional teaching methods. It not only highlights the student-centered characteristics and practical life in situational teaching, but also enhances the cognitive subject characteristics and emotional individualization in cognitive psychology theory. This enables experiential teaching to form its own unique style and characteristics with strong teaching theory support. For experiential teaching, students need to understand and prepare for the learning content through their own efforts, which is different from passive acceptance of new knowledge. Therefore, experiential teaching has the characteristic of firsthand experience.

Experiential teaching abandons the traditional teaching concept of teacher centeredness in teaching methods, advocates for the return of learning subjects, enhances the characteristics of learning subjectivity, and unleashes the subjective initiative of students in learning. In the process of experiential art teaching, the ultimate teaching goal of teachers is to stimulate students' interest in learning, encourage them to actively participate in art learning, enhance their experiential art learning experience, and ultimately promote the improvement of their own artistic literacy. When teachers guide students to experience perception in the created context, they can combine their specific real-life situations to help them examine the environment they are in through a pair of eyes that are good at discovering beauty. In the process of experiential teaching, teachers can have a correct understanding of their guiding role, and take it as their responsibility to follow the learning and cognitive characteristics of students, respect their subject status, and promote their personalized professional growth.

3. The Application of Experiential Teaching in Art Education

3.1 Reasonable Application of Experiential Teaching in Art Teaching

One of the focuses of art learning is to improve students' ability to appreciate art, which is an effective way to cultivate high-quality professional art talents. It is essential to adhere to student-centered learning, allowing students to fully exercise their subjective initiative in the learning process. This approach encourages moving away from the traditional mechanical explanation dominated by teachers and instead fostering interactive teaching practices between teachers and students. Furthermore, it promotes learning exchanges and cooperation among students. In this process, teachers should respect the thoughts of students and allow them to liberate their minds and fully experience the classroom. For vocational college students, they may find it difficult to accept this teaching method in a short period of time, lack interest or be at a loss in the teaching process designed by the teacher, have difficulty participating in and interacting with the teacher, and cannot complete the teaching experience.

To help students better learn art and provide better guarantees for their art learning, teachers need to carry out innovative education activities in vocational colleges, create a reasonable educational atmosphere, and ensure that each student can participate in experiential teaching,

thereby improving their innovation ability. The experiential teaching method is to communicate with teachers and classmates after students experience the teaching situation, express their feelings and problems discovered during the experience process. Teachers actively guide students to communicate, listen carefully to others' emotional cognition, compare with their own sensory cognition, find differences, and explain them to the teacher. Finally, the teacher summarizes and elaborates on the differences in emotional cognition among students, Enable students to form a deeper understanding of themselves. As shown in Figure 1, the experiential learning cycle model is characterized by learner centeredness, connecting four stages: concrete experience, observation and reflection, formation of abstract concepts, and testing the meaning of concepts in new contexts.

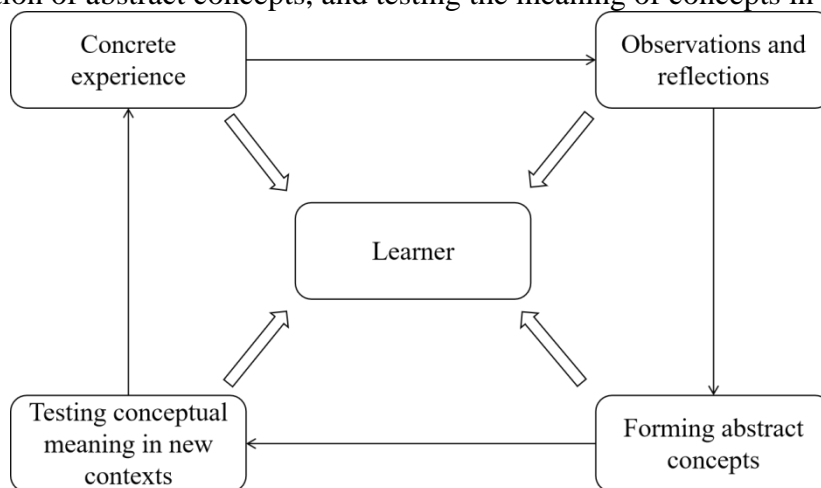


Figure 1: Experiential learning cycle model

3.2 Carry out A Variety of Experiential Activities

It is recommended that teachers combine the specific teaching content of art to carry out rich and colorful experiential activities, guide students to truly participate in teaching, such as creative demonstrations, art performances, and art exhibitions, so that students can achieve steady improvement in the actual participation process. Teachers should abandon traditional evaluation methods, view students' works with a growthal perspective, encourage their creative behavior, and allow them to freely express themselves. Teachers encourage students to create art and introduce their works in front of other classmates in the class, showcasing their own talents. This not only facilitates artistic exchange among students, but also enhances their artistic confidence.

Teachers should guide students correctly based on their individual characteristics, stimulate their learning motivation, stimulate their thirst for knowledge, guide them to actively participate in creative activities, and enable them to develop in practice. The design of teaching scenarios must be organically integrated with actual teaching content to ensure that relevant teaching designs effectively encompass specific theoretical knowledge points. In experiential teaching, teachers can showcase diverse and novel beautiful things, allowing students to personally experience natural beauty, imagery beauty, or different forms of artistic beauty, and feel the power of beauty. In the art classroom, teachers can use multimedia technology to simulate an approximate real situation in various forms such as text, images, audio, and video, allowing students to "explore the world and transcend the past and present" in the limited classroom time and space.

4. Conclusions

Students are living individuals, and each individual should bloom with their own brilliance.

Experiential teaching advocates that students can truly experience, feel, comprehend, and integrate into the curriculum. In specific educational contexts, students are encouraged to think independently about classroom content and feel the wonders of art. Experiential teaching is an art teaching model that conforms to the characteristics of students and the times. It breaks the constraints of traditional teaching models, creates a good environment for cultivating students' aesthetic and painting abilities, fully plays the role of students as the main body, cultivates their creative thinking, and cultivates their aesthetic emotions. The experiential teaching method has mature theoretical support and rich experience in teaching practice. However, compared to traditional teaching methods, there is still a significant gap. People are still in the exploratory stage of this teaching method. With the improvement of school education level, the experiential teaching method will eventually form a scale. During the art teaching period in vocational colleges, there is a high demand for teachers to have the ability to control the overall situation. Teachers need to develop a sound and smooth experiential teaching mode, and be able to operate it effectively. By creating appropriate experiential contexts and cleverly designing experiential tasks, teachers encourage each student to perceive more creatively and personalized within the context, striving to ensure that students complete the construction and improvement of life in the process of perception and experience, and make the greatest effort and contribution to the individuality of each individual life and the abundant vitality of life.

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