

Study on the Teaching Mode of Dichotomous Class in the Teaching Reform of Western Fine Arts History

Jiang Qi

Ningxia Teachers University, Guyuan, Ningxia, 756000

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Abstract: With the development of society, people are paying more and more attention to education. Fine arts education continues to deepen under the new social requirements. Colleges and universities undertake the important responsibility for the cultivation of the necessary talented people and strengthen the teaching mode of talent education through innovative teaching methods. In the art education process, in order to improve teaching quality and cultivate adaptive talents suitable for social development, the teaching methods of western fine arts history courses are facing a severe situation of deepening reforms. To strengthen the understanding of the history of western fine arts, to study the teaching mode of the classroom in the teaching reform of western arts history, and to catalyze the teaching system of colleges and universities. The dichotomous class is currently a relatively new teaching method. In the process of teaching, the class can be divided into two parts. One part is teachers to explain, and the other part is student to study and discuss, and set aside a certain period of time for students to digest knowledge between the teacher lecture and the student discussion. In the context of dichotomous class teaching practice, it is possible to find out the deficiencies in teaching through classroom learning, which can encourage students to find out what is missing in their spare time and improve the knowledge system. Only continuous improvement in teaching practice can fully play the role of the classroom teaching model and improve teaching quality. Starting from the teaching reform of western fine arts history curriculum, the dichotomous class model is applied to the reform of the curriculum, and observations and reflections are made from various angles to improve students' enthusiasm for classroom learning and achieve interactive learning so as to improve the quality of their teaching.

1. Introduction

Western art history education has a strong theoretical guidance in art education, and it is an indispensable theory course in college art courses. Through the study of western art theories, students summarize the knowledge they have learned, cultivate their thinking abilities, and cultivate their ability to innovate independently. Traditional Western art history teaching uses more commonly used lecture methods and questioning interactions. If it is not a professional researcher who loves art, the learning process is relatively boring. It is a pile of cultural and historical knowledge, and the teaching forms are relatively simple. The lack of interaction between students leads to students losing interest in learning. Students are less enthusiastic in learning Western art history. They are also unable to further develop students' analytical skills. They put forward the theory of sub-class teaching model and put the teaching model on the original basis. Innovation promotes the interest of teaching through interactive communication. It transforms teacher-only classroom teaching into student-student interaction and teacher-student interaction, and changes the teaching mode. This can make the classroom teaching model effective. In the course of Western art history teaching, students are fully immersed in the experience of Western art history. They have a deeper understanding of the history of Western art, enhanced their ability to appreciate art, and profoundly understand the style and performance techniques of works, thus deepening the Cognition of artistic concept.

2. Significance of Dichotomous Class in the Teaching Reform of Western Fine Arts History Courses

With the development of Western art history, Western art history curriculum has also been reformed in teaching. In the course of reform, incorporating the halving classroom teaching model can promote the improvement of Western art history teaching. Dichotomous class is a new type of eclectic teaching model proposed and practiced by Professor Zhang Xuexin from Department of Psychology in Fudan University. This model is to divide the classroom into three parts (preferably three equal parts). The first part is the teacher's teaching part, followed by the part the student digests and absorbs, and finally the part of the discussion. Any part of the lesson must strictly observe the time. The regulations do not arbitrarily change the time allocation. Through the summarization of classroom teaching and students' ability to learn in the classroom, the direction of the summary is expanded, the overall thinking is discussed through the advantages and disadvantages of learning in the classroom, and the conclusions of the class-division classroom are combined with the experience of teaching practice. Time is allocated rationally, partly for teachers' teaching and partly for students' discussion. Through this method, students' interaction with students can be enhanced, as well as exchanges between students and teachers, and classroom knowledge can be consolidated while students' interest in learning can be improved. . Applying this research mode to Western art history courses can improve students' enthusiasm for learning.

3. The Way of Learning in Class

In the classroom teaching, the emphasis on teaching can be divided into several summaries. The lessons are summed up and the results of the discussions are given. In the course of the summary teaching, it is necessary to split the summary and explain some of them in class. The remaining part is used as a practice after class to allow students to form a group for study and discussion. Through this method, after-class exercises are completed. This kind of multi-point and multi-angle practice can inspire students' curiosity and strengthen their ability to learn independently. The overall planning of the learning content, the enhancement of the target content, and the search and collection of the content of the learning and the materials needed for the exercise. This process can also expand the students' knowledge of learning and at the same time develop their own ability to find materials. For students, they need a lot of energy to participate in the process of class discussion. In the same group, if other students are actively engaged in summary learning while others are not, they are often not recognized in the discussion process, thus encouraging the students who are irritated to keep up with the progress of the group, even if The group's clerk can also force memory during the recording process. Students in the process of after-school exercises need to be familiar with the teaching materials, sort out and summarize the knowledge points, and complete independent thinking through in-depth understanding. This process requires students to carry out a lot of learning, so after class, practice, study and need The time for finding information can allow students to fully consolidate. In the course of studying Western art history, teachers can plan the contents of key points and difficulties in an appreciation manner. The remaining contents allow students to read through the methods of literature, which not only reduces the burden on teachers, but also encourages the enthusiasm of students to learn independently. .

Students are interchangeable in the process of learning. Through the teaching practice, the overall arrangement of classroom learning can be achieved. As the main body of learning, students learn in the classroom. In the process of teaching, especially in the course of teaching Western art history courses, the history of art is a Western art history, from the origin of ancient art to the 19th century. In the development of the 20th century, teachers will explain these historical contents meticulously. If students do not listen carefully, they will miss a part of the process, but they can discuss the development of Western art history through mutual exchanges and get their own ideas. The opinions or ideas of the group are answered in the group. This way of learning can allow students to concentrate more and invest their enthusiasm for learning. When grouping in the

classroom, five or more students are grouped together so that each group can express their own opinions in the discussion. This behavior is very easy to form a good atmosphere in the classroom and enhance the students' classroom learning. Investment and participation. Through discussion, students can learn from each other and increase students' knowledge of knowledge. In the split-classroom, the role of the student is changeable. It can be either the issue of the classroom problem or the solution of the problem.

4. The Interactive Relationship of Dichotomous Class in the Teaching Reform of Western Fine Arts History Course

In colleges and universities, classroom learning pays attention to the communication between teachers and students. In the process of teaching, university teachers can communicate with students, experience the students' ideas, form the communication between teachers and students, and the interaction between students and students. In order to better improve teaching quality.

In the classroom, students can be divided into several groups for discussion. Teachers can conduct overall planning of the teaching content before class. For example, in the course of Western art history teaching, several key words can be proposed, such as "Dadaist trend of thought" and "Surrealism" and so on, the group can access after-class materials and materials, each team's personnel can be fixed, it can be fixed, so that you can expand the knowledge of learning, enhance mutual learning exchanges. In the course of class discussions, discussions are held with questions. Because there is some reference material as a basis, students can discuss and discuss each other independently during the discussion process. This can strengthen the discussion form between the group and the group, and everyone can Ask questions within the group and ask questions on behalf of the group. Throughout the classroom, students and students can discuss and establish self-confidence.

In classroom teaching, teachers need to teach the classroom knowledge points. They need to plan the contents comprehensively, organize the teaching guidelines, highlight the key points and highlight the points, and need to make a conceptual combing to provide students with independent learning. Ideas. For example, teachers can explain the entire route in Western art history curriculum in the United States in the early 1950s and Pop Art in the United States that flourished in the United States in the mid-1950s. As far as details are concerned, in particular what kind of spirits are inherited, Students need to learn by themselves. In the classroom, the teacher is the constructor of the teaching structure, and the student is the recipient. The teacher can conduct research on the student's homework, guide and exchange questions for students in the after-school learning, and develop the students' ability to study independently. Through the exchange with students, students' difficult questions are answered. Teachers are the guides in the classroom learning process. Communication with students cannot be limited to classroom problems. Some knowledge outside the classroom needs to be extended to improve students' knowledge reserves. .

5. The Benefits and Pressures of Students in the Classroom

In college teaching, the pedagogical model of the halving classroom is the process of student-student interaction and the interaction between the teacher and the student. This process strengthens the consolidation of the student's learning content and publishes some of the discussions in the classroom. Find and consolidate learning knowledge. The development of this model has great benefits for students' learning, so that each student can participate in communication and interaction and improve students' self-confidence in learning.

There are many curriculum tasks for students. Although the mode of class division is more conducive to teaching, it requires a lot of energy. Each class is studied and searched for literature, and the discussion time is relatively long. Part of the extracurricular time is after class practice. Find related information and prepare for class discussions. In this way, the pressure on students is relatively large, and the effectiveness of classroom instruction will be affected. However, in comparison, students will actively allocate learning tasks and time, and arrange learning methods

that suit them so that students' extra-curricular life will be more fulfilling. It has been a great advantage to continue to build mobile phone and play games.

6. The Significance of the Dichotomous Teaching in the Western Fine Arts History Curriculum

The content of Western art history is more and more, and it is also a compulsory subject theory course in college fine arts. Therefore, teachers' teaching methods play a very important role in student learning. Integrating class division into the teaching of Western art history will help students learn independently. Let the teacher's explanation go along with the students' learning. Encourage the students to combine the teacher's guidance and discuss the difficult problems in the study first. This will help strengthen the students' autonomy in learning.

In the study of western art history, the content of textbooks is only the dominant part of learning. The rest requires students to dig through the learning of the sub-classroom, dig out the learned history knowledge of art, and search the literature to collect information. Knowledge extends learning. The process of discussion in class is actually a process of absorption. At the same time, it consolidates the knowledge points raised by other students in the discussion, improves their ability to learn knowledge, expands their knowledge, and increases their interest in learning.

In the course of conducting the halving class, the teacher can reasonably distribute the student's actual situation or teaching content. For example, in the course of Western art history, the Renaissance art school, representative painter and representative works will be detailed. To explain, you can compare and compare the inheritance and innovation of different schools of art and the personality and commonality of artistic style. Then the rest of the time can be planned rationally, allowing students to follow the teacher's big ideas and methods for learning and discussing the rest of the content, to deepen the memory and digestion of the book content. In the process of teaching, all forms of teaching can not be solidified, need to be divided according to the actual situation of the classroom, the flexibility to deal with, to ensure the quality of teaching and students' enthusiasm for learning.

In the current college classrooms, students' learning is not self-conscious, and after-class homework can be used as the focus of the assessment. The teacher can arrange assignments and make assignments the content of class discussions so that students can do homework. Based on the consolidation of knowledge and good interaction with the classroom.

7. Conclusion

In the reform of the history of Western arts, the categorical classes are studied to form a systematic and professional teaching model, which can be extended to the teaching activities of other professional theories. This kind of teaching mode is conducive to strengthening the enthusiasm of students' self-learning. It is easier to promote the interaction between teachers and students, as well as the exchanges between students and students, to consolidate knowledge and improve students' interest in learning.

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