

# *Teaching and Thinking of Fine Arts Teaching Materials and Teaching Skills Courses in Normal Universities*

**Liqin Zheng**

*Academy of Fine Arts, Nanjing Xiaozhuang University, Jiangsu, China, 210019*

**Keywords:** teacher-training; core literacy; teaching mode; assessment

**Abstract:** The primary and middle school fine arts teachers are playing more and more important roles in the basic education system of the new era, and the society has put forward higher requirements for them. Under the requirements of teacher certification, liberal education and core quality, the teaching methods and teaching skills of fine arts teaching materials as the core courses of the specialty also have a new test and development. Starting from the goal and orientation of teacher-training and the construction of teaching model and evaluation system under the core quality, therefore, it is of great significance to think deeply about the teaching methods of fine arts teaching materials and the teaching skill courses.

Throughout the history of Chinese fine arts education, the specialty of fine arts teacher education in colleges and universities has been established for more than 50 years, and the fine arts teacher education, which mainly trains fine arts teachers in primary and middle schools, has been developing in succession and innovation. In October 2017, the Ministry of Education issued a decision on boosting the construction of a quality assurance system for teachers' education, improving the quality of training professionals for teachers' training, and launching the certification of teachers' training programs in institutions of higher learning. All the fine arts teachers' education majors of the colleges and universities participate in the certification work in full swing. According to the certification standard of "student center, output-oriented and continuous improvement", the system of teacher education is reconstructed with OBE concept. Among them, "training objectives" determine "graduation requirement", "curriculum and teaching", "cooperation and practice", "teaching staff", "supporting conditions" and "quality assurance" support "graduation requirement" and carry out reverse design and forward implementation in the certification system.

The above five modules, "curriculum and teaching" module is the basis of high-quality development of teacher education. Therefore, the curriculum and teaching of the fine arts teacher's specialty in normal university is undoubtedly an important link in the teaching of the fine arts teacher's specialty, which relies on the fine arts teacher's training program. The analysis of the teaching materials, the teaching methods and the training of teaching skills are the most important parts in the curriculum of the training program for the professional talents of art teachers. In the context of the national teacher training certification, the launch of the new curriculum for the basic education, the new situation of building core competencies and the ongoing liberal education, there are new ideas, new settings and new thinking in the teaching of art teaching materials and teaching skills related courses in primary and secondary schools.

## **1. The orientation and goal of curriculum**

### **1.1. The orientation of teacher-training**

Relevant courses of teaching materials and teaching skills in primary and secondary school fine arts are required courses for students majoring in fine arts in normal colleges and universities. They are courses for teaching fine arts teaching skills and methods, researching teaching concepts and laws, and improving teaching professional quality. Each institution will classify them differently in the course offered, or they will be part of the art teaching theory course, or they will offer the art teaching material teaching method course, teaching skill course and teaching design course separately but it has to be a teacher-training course. What is teacher-training? It is a special attribute of teacher-training colleges which is different from other comprehensive universities. It is necessary to solve the problems of what, why and how to teach teacher-training students as future teachers. In a word, teacher-training is the subject knowledge of education and the professional accomplishment of education subject. It can be concluded that the teaching methods and teaching skills of art teaching materials in primary and secondary schools belong to the category of teacher-training courses, and are different from those of art-related courses which cultivate students' skills and ability to appreciate art works. The clear orientation of the teacher-training nature of the curriculum is the main basis for the development of teaching objectives, contents and models, and effective classroom teaching is carried out with the teacher-training nature as the main line.

### **1.2. Objectives and contents of teaching**

The guiding ideology and basic principles to be followed in the teaching of this course should focus on the improvement of students' art teaching ability as the guiding ideology, and on the principle of combining theory with practice, emphasize the cultivation of students' practical teaching ability. The structure of teaching content includes the analysis of art teaching materials and the training of teaching skills, which is based on the theory and guides the students to transform the theoretical knowledge into the teaching practice. It is necessary to combine theory with practice, take theory as the guide, and improve students' teaching practice ability as the goal. specific implementation in three dimensions of goals: 1, knowledge goals: students understand the function and purpose of art education, the various elements to art teaching, learn advanced teaching theory, teaching model, teaching strategy and from modern teaching technology through classroom learning, group composition and internship activities. 2, ability goal: students can independently analyze art teaching materials, develop school-based curriculum, creatively design, implement and evaluate art teaching activities to acquire the preliminary art teaching practice and research ability; 3, quality goal: To cultivate students' ability and quality to think about problems in an all-round way; To cultivate talents who combine professional knowledge with practical ability; Gradually form various concepts and qualities required by the new curriculum, and love art education. Therefore, students should be able to grasp the characteristics and structure of different editions of teaching materials, to analyze the teaching materials, to use the teaching materials for art teaching, and to compile the teaching materials according to the "Art Curriculum Standard" .For art teaching skills training part of the teaching, students should be able to grasp the basic classroom teaching skills, including lesson preparation skills, lesson presentation skills, teachers' language skills, explanation skills, teaching process control skills and computer software skills and other teaching skills. At the same time, the application of these skills in a specific classroom simulation practice teaching.

## **2. The curriculum teaching system construction**

### **2.1. The construction of the core accomplishment of the fine arts discipline**

According to the revision of the curriculum standards and the deepening of the curriculum reform, the teaching of fine arts in primary and middle schools will also be systematically re-constructed around the core literacy of the subject. It requires a shift from knowledge-based teaching to literacy-based teaching to establish a new teaching view. Taking the subject knowledge of fine arts teacher education in colleges and universities as the main carrier, taking the subject activities of fine arts teacher education in colleges and universities as the main approach, taking the subject teachers of fine arts teacher education in colleges and universities as the main conditions, and taking the subject examination of fine arts teacher education in colleges and universities as the main guarantee, this paper combs the reconstruction of the teaching view of the core literacy.

### **2.2. The construction of classroom teaching mode**

The establishment of art teaching materials, teaching methods and teaching skills related courses in primary and secondary schools should be based on students' learning. First of all, to rebuild the relationship between teaching, student-based learning, teacher's teaching as a supplement. To establish a kind of problem-based learning in the teaching course of fine arts teacher education. The role of teachers in the teaching process is to be the guide, "to ask for learning", "effective problems", to promote students' continuous active thinking and learning, to promote the effective promotion of teaching, to improve students' core quality. Secondly, the teaching implementation of learning before teaching, excavates the subject status of students in advance. Students construct the basic idea and knowledge of this course in the problem-oriented self-regulated learning, and teachers give lessons on the basis of giving full play to students' initiative thinking and exploration, so as to improve the quality and efficiency of learning and arouse students' subjective initiative in learning. What's more, reflect the complete learning process. From the pre-class rehearsal, classroom practice, after-class feedback to follow up the three important process of the complete implementation. In the course of the main practice of the curriculum, the idea and theory of what students should learn will be changed into the action and scheme of what students can really learn, and run through the three important steps of teaching. Finally, the complete implementation of the basic teaching strategy. This course is a teaching based on the integration, context, depth, autonomy, participation and other teaching strategies. The integrated strategy is based on the curriculum module, which is closely related to the other professional courses of art normal school. Situational strategies are constructed on the basis of practical teaching in art teachers colleges, and take concrete teaching practice (lecture, simulation teaching, simulation teaching research, simulation evaluation and so on) as the situational teaching experience; The deepening strategy is based on students' deep introduction to the role of teachers, and the deepening of learning is promoted by the role of art teachers in primary and secondary schools. To promote the deepening of learning with the role of art teachers in primary and secondary schools; autonomous strategies based on students' independent inquiry and learning, students' problem-based learning model, and team participation, such as team simulation textbook compilation, clear division of labor, achieving the best learning effect after collaboration. The teaching each link uses fully manifests the student main body status. Through pre-class rehearsal, after-class feedback follow-up to strengthen after-class interaction between teachers and students. Strengthen students' interaction through group work, mutual evaluation and so on. The whole teaching class fully reflects the students' independent thinking, discussion and analysis. The teachers pay attention to the process evaluation of the whole curriculum, and optimize the learning process and learning quality to the greatest extent.

### 2.3. The construction of curriculum assessment and evaluation system

Primary and secondary school art teaching materials teaching methods and teaching skills related to the establishment of a system of teaching evaluation and comprehensive teaching assessment. Classroom teaching is an important part of higher normal education, and the evaluation mechanism based on examination has some limitations in teaching methods and teaching skills. Based on the characteristics of art teacher education and art, teaching evaluation pays more attention to how to effectively teach an art class in primary and secondary schools. The teaching assessment of the course should be comprehensive and process-oriented. Instead of taking the assessment at the end of the course as a one-sided evaluation standard, it should fully reflect the comprehensive assessment of the process-oriented assessment and the result-oriented assessment and a comprehensive examination embodying theory and practice. The process assessment controls the teaching effect immediately, and the result assessment makes a comprehensive judgment on the final learning effect.

Based on this, the assessment and evaluation of teaching methods and teaching skills are as follows: (1) The theory part is the theoretical understanding of the art curriculum; To grasp the principles of the compilation of art textbooks and to understand the basic structure of art textbooks. (2) Compare and analysis several editions of art teaching materials, such as People's Art Publishing House, People's Education Publishing House, Jiangsu Education Publishing House, etc. Analyze the structure of the textbook, the principles and directions of compilation and the characteristics of each edition; Based on teaching material analysis, group teaching materials are compiled. Students explain, analyze and discuss the teaching materials among themselves. (3) Learning and mastering the basic skills of art teaching and the skills of adjusting and controlling process one by one; Designing courses in groups based on the basic theory of teaching skills, and carrying out the teaching practice one by one so as to improve the students' comprehensive teaching skills; Students explain, analyze, and discuss with each other. The theory and practice of assessment and evaluation run through the course.

### 4. Conclusion

The teaching methods and teaching skills of middle school art teaching materials are the most theoretical and practical teacher-training courses in the art demonstration major of normal universities. The aims not only to increase the theoretical knowledge of fine arts teaching of the fine arts normal students and improve their practical skills in classroom teaching, but also, more importantly, to enable the students to have the teaching concept of subject core literacy, the comprehensive quality of sustainable development and the sense of innovation, and to cultivate more excellent fine arts teachers in primary and secondary schools.

### Acknowledgements

This paper is the research result of the classroom teaching model reform project of Nanjing Xiaozhuang College, Study on Art Teaching Skills and Teaching Materials For Primary and Secondary Schools.

### References

- [1] Kang Yiping. *Discussion on the Relationship between "Fine Arts" and "Normal Education"-Taking Tianjin Normal University as an Example [D]*. Beijing: Central Academy of Fine Arts, 2017.
- [2] Yu Wensen. *Core Literacy-Oriented Classroom Teaching [M]*. Shanghai: Shanghai Education Press, 2018.
- [3] Xi Chuanji, Yin Shaochun, Hu Zhifan, Kong Xinmiao. *A Discussion on the Core Qualities of Fine Arts [M]*. Hunan:

*Hunan Fine Arts Publishing House, 2019.*

[4] Wang Dagen. *On Art Teaching in Primary and Secondary Schools [M]*. Jiangsu: Nanjing Normal University Press, 2015.

[5] Chen Yan. *Preliminary Study on Optimization of Fine Arts Teaching Materials and Teaching Methods in Normal Universities [J]* Fujian: *Journal of Putian University*, February 2010.

[6] Du Shanshan. *Research on the Relationship between the Curriculum of Fine Arts Education in Normal Universities and the Curriculum System of Fine Arts in Middle Schools [D]*. Xinjiang: Xinjiang Normal University, 2007.