On the Teaching Reform of Environmental Art under the Information Technology

Changhao Yan

Xi'an Peihua University, 710125

Keywords: informatization; environmental art; teaching; reform

Abstract: With the development of the times and the advance of the science and technology, informatization has become the primary direction of strengthening reform and development in every walk of life. As an important content of China's higher education system, environmental art design is a comprehensive subject with strong specialty. How to do well the teaching reform of the environmental art under the information technology is both the actual need of the major development, and the intrinsic appeal of the discipline construction. This paper makes a brief analysis about the definition of environmental art and the problems existing in the current teaching of environmental art in colleges and universities, and provides the ideas and thoughts of the teaching reform of environmental art under the information technology.

The term environmental art used to be unfamiliar to many Chinese. However, with the economic development and social progress, especially in recent years with the continuous improvement of people's living standards, people gradually began to pay attention to environmental art and understand environmental art.

Environmental art started late in China and experienced many twists and turns in its development. At present, how to view the teaching of environmental art scientifically and developmentally. It has become an important force to promote the urban construction and the improvement of human settlements, which has attracted wide attention from all walks of life.

1. The broad definition of environmental art

At present, many colleges and universities in China have an environmental science program, which many people call environmental art for short.There are kinds of colleges and universities offering environmental arts,such as science and engineering colleges and normal colleges. Even some agricultural, forestry and finance schools offer courses. According to incomplete statistics, there are nearly one hundred colleges and universities have set up environmental art specialty. What is the broad definition of environmental art? For this question, I believe that many teachers engaged in the teaching of environmental art is also relatively fuzzy. The definition of environmental art has been in dispute at home and abroad. Some scholars think that environmental art is the combination of environment and art, but its meaning has been out of the shackles of the two. They pointed out that the environment in environmental art is mainly man-made environment, and does not cover the traditional wide range of natural environment. Art is not what we would call traditional art, but

mainly plastic arts. Therefore, some scholars will be summed up as the environmental art for the artificial environment modeling. Of course, there are many references to environmental art in the academic world.

As a new specialty, environmental art has been developing for a short time in China. Environmental art is a comprehensive major, which requires practitioners to have very high theoretical and practical literacy. Environmental art is highly interdisciplinary with other disciplines, but it is independent of any other major. Environmental art is neither a branch of any subject nor an extension of any subject.

The definition of environmental art is a complicated problem. It needs a theoretical system that goes with it. At the moment, we are still a short board in this area. This puts environmental art majors in a quandary. On the one hand, it needs its own development space. On the one hand, it is seen by many as an extension of other disciplines. But in any case, environmental art is a systematic discipline about people, nature, and human engineering. In the social development, the urbanization process plays a pivotal role.

2. Analysis on the current situation of environmental art teaching

After these years of development, environmental art teaching in our country has made great achievements in many aspects. But generally speaking, it is an indisputable fact that the teaching of environmental art in colleges and universities is at a lower level. Environmental art teaching has never been able to get rid of the constraints of traditional teaching model: Teachers Speak, students listen. The student initiative is not strong and the study enthusiasm is not high. The causes of this situation are complex. First of all, environmental art is a new subject so,students have not yet fully and soberly realized the development trend of this new subject. This is a result of some students learning enthusiasm is not high reason. At present, a variety of fast-food culture and utilitarian ideas in the social sediment. The school is also somewhat impacted and influenced by this kind of thinking. Some students have a strong sense of purpose in their studies for their future jobs. In their view, study is to lay the foundation for employment. Therefore, they prefer to devote their energy and time to the so-called hot majors, such as computer science, English and so on. They are less enthusiastic about niche disciplines, such as environmental art and design. Secondly, the students of art major are quite different in the course of culture. Some students' basic courses of culture are very weak. Under the condition of information-based teaching, these students often feel that they can't keep pace with the progress. Students involuntarily produced a negative fear of difficult emotions.

With the development of the times and the progress of the society, the methods of education and teaching have produced great changes. The influence of information technology on education and teaching is increasing day by day. However, our traditional environmental art teaching in colleges and universities is still conservative in many aspects. There is a serious lag in education and teaching mechanism, methods and steps, curriculum and evaluation system. Under the traditional teaching mode, the classroom is the only position for students to contact and study knowledge. The teacher occupies the absolute dominant position in the classroom and knowledge is transferred in one direction. Over the past few years, although the traditional teaching methods of environmental art education has also changed, such as the use of a certain number of slides and multimedia technology. However, the appearance of classroom teaching has not been much substantial change, still in the traditional routines and patterns. There is little communication between teachers and students in the classroom, and students' questions after class are difficult to be answered in time. In the current education and teaching system, classroom teaching time is very limited after all. The teacher should not only take care of the teaching progress, but also answer some questions of the students in the classroom. The contradiction between teaching and learning in time is very

prominent. Due to the limitation of teaching content, the teacher cannot fully expand the knowledge and can only make a general statement on the knowledge points. The students follow up completely under the guidance of the teacher's thinking, which to a large extent frustrates the students' enthusiasm and initiative in learning. In addition, our current assessment mechanism pays more attention to theoretical knowledge and the assessment system for practice is relatively imperfect. One of the important reasons why the traditional assessment mechanism has been used is that it can be carried out in a uniform and easy-to-operate way. In contrast, the assessment of practical ability is much more complicated. The assessment of practical ability requires complex criteria and a more scientific system. In this regard, some colleges and universities have made some attempts and efforts, but the results are very poor.

3. Research on the teaching reform of environmental art under the Information Technology

Informatization has become a powerful auxiliary means of higher education teaching. Especially in the context of the liberal education, the artistic conception of information technology has permeated every aspect of our economic development and people's social life. Information is an irreversible trend affecting our work, life and learning. As the most important part of the education system in China, higher education has been greatly influenced by information technology. Based on the information technology, the new teaching model is breaking the bottleneck of the Development and innovation of traditional higher education in China and bringing revolutionary changes to the development of higher education and teaching.

The first source of information from abroad. It rises with the rise of the information superhighway. What is education and teaching under the information technology? For this problem, the benevolent sees benevolence and the wise sees wisdom. Some people take a fancy to information technology, while others take a fancy to the innovation of teaching methods under information technology. Broadly speaking, the reform of higher education under information technology means that under the guidance of information technology in education and teaching, information technology should be actively applied in education and teaching practice to accelerate the modernization of education and teaching process.

To do well in the teaching reform of environmental art under the information technology. I think we should focus on the following areas:

3.1 Break the old and make a new one in thought

Breaking the old and building the new in ideology is the basis of the reform of information-based teaching. The reason why we put the innovation of ideas in the first place is that there is a certain gap between our long-standing teaching ideas of environmental art in universities and colleges compared with foreign counterparts. Although the education and teaching under the information technology has many advantages, but in the final analysis needs the person's control and the design. It is difficult for us to integrate this technology with the needs of education and teaching unless we are deeply touched. We need to change the traditional way of education and teaching. Keep up with the pace of the times, we must be good at innovation, bold reform, forge ahead. All kinds of advanced school-running ideas and all kinds of advanced educational and teaching ideas are applied to the teaching reform of environmental art specialty in colleges and universities. In recent years, many scholars and educators have made fruitful explorations and attempts in theory and practice on how to change the traditional education and teaching ideas, and have achieved good results.

3.2 Be Good at using information technology

The application of information technology to education and teaching practice is the key to education and teaching reform and innovation under information technology. In the traditional teaching, the teachers adopt the mechanical teaching method, and the students accept it more passively. This model has been widely criticized, but has been used. This mode of teaching makes students gradually lose their independent thinking and can't effectively improve their comprehensive ability and quality. The extensive application of information technology can effectively extend the development of teaching in time and space. Such as network technology, new media technology, computer artificial intelligence technology and so on. For improving the teaching methods to improve the quality of education and teaching has a huge role in promoting. Network technology can effectively broaden the space of education and teaching. At present, the construction of campus network in China has been basically completed. As long as we make full use of the campus network and new media terminals, teachers and students can communicate and interact anytime and anywhere. In this way, the constraints of traditional classroom teaching on students' learning in time and space are broken. At present, some schools have incorporated micro-classes and MOOC into the teaching system. Micro-class and MOOC are the typical representative of information-based education. Micro-course is a micro-course designed for a certain teaching content. It often takes video as the main carrier. Micro-class records the teacher in the classroom around a knowledge point of the wonderful teaching process. Micro classes tend to be shorter, often within 10 minutes, which is a bit short compared to the forty-five or so minutes in a traditional class. But it's not small. Micro-class plays a very important role in the teaching of new media. The introduction of micro-lesson fully arouses the enthusiasm and initiative of the students, it changes the teacher-led teaching mode into the student-independent learning mode, the students can look for the deficiencies in the micro-lesson learning, summarize and improve. Even many students participate in the production of micro-lesson to come. Through self-study and independent thinking, students not only strengthen their theoretical knowledge, but also exercise their practical ability. Since 2012, the practice and application of information technology teaching methods such as micro-courses and MOOC have been deepened, and the teaching results have also been fully affirmed by the Ministry of education. China's ministry of education in the ten-year development plan of information technology and integrated development of education and teaching has been listed as the direction and focus of education and teaching reform.

3.3 Pay attention to the systematic construction of information-based teaching

The information-based teaching of environmental art needs no further elaboration. Here we need to make it clear that the information-based teaching of environmental art is a systematic project. It cannot be achieved overnight, but it cannot be complacent. We should make full efforts in informatization, and fully introduce informatization technology into curriculum planning, classroom teaching and extra-curricular teaching. It has even been introduced into the assessment of environmental art courses in colleges and universities. Promote the application of information technology in environmental art specialty in colleges and universities in a systematic and large scale.

4. Conclusion

In the new historical period, especially in China's higher education and teaching reform gradually into-depth stage，how to reform and innovate the education and teaching of environmental art under the condition of information is a matter of success or failure. We should take the

opportunity of reform and development, seize the opportunity, forge ahead with determination, work hard on how to improve students' comprehensive ability, and do our best to enable students to apply what they have learned in their studies and in their secondary schools so as to apply what they have learned. Informatization technology is a broad platform. We should give full play to its advantages to promote the healthy and steady development of environmental art education and teaching in universities.

References

[1] Yang Xinyu, teaching thinking on computer-aided design in environmental art teaching [J], education and occupation, 2009 (3)

[2] Xu Dan, Environmental Art Design Performance Curriculum System Teaching Reform [J], Teaching Forum, 2010 (8)

[3] Liu Jiande. Implementation of interactive teaching strategies [J]. Hunan Education, 2002 (11)

[4] Cheng Wei. On the teacher-student relationship in interactive teaching [J]. Journal of Sichuan Institute of Education, 2006.22 (10)

[5] Liu Shengkai, Zhong Xudong. Exploration on the Development Direction of Environmental Art Major [J]. Film Evaluation, 2006