

Research on the teaching methods of Chinese art history from the perspective of cultural integration

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Abstract: the teaching of the history of Chinese art in Colleges and universities is an important carrier for the improvement of students' artistic aesthetics and appreciation ability in related majors, and also an important support for the improvement of students' art knowledge structure and ability. The education and teaching of art history in Colleges and universities in China is an important link for art majors to accept professional knowledge, and also an important means for students to form the structure of art knowledge. In essence, the teaching of art history in Colleges and universities in China should not only analyze the creation techniques, aesthetic methods and artistic characteristics of art works, but also deeply excavate the artistic connotation reflected in the works, so that students can realize the profound significance of art works from the education of art history. However, there are still many problems in the teaching of art history in Colleges and universities in China, which is worthy of further exploration and practice by front-line educators. In view of this, this paper discusses the problems and improvement strategies of Chinese art history teaching in Colleges and universities from the perspective of cultural integration, hoping to provide theoretical reference and reference for more teachers.

Key words: cultural integration; Higher education; History of Chinese art; teaching method

1. Analysis of the current situation of the teaching of Chinese art history in Colleges and Universities

1.1 Low attention

China does not pay much attention to art education, and the teaching of Chinese art history is easy to be ignored by teachers and students. Therefore, when carrying out the education and teaching of Chinese art history, relevant teachers must recognize the importance of art history education and teaching, and on this basis, improve the education system and optimize the teaching content. However, at present, many teachers tend to pay too much attention to the teaching of professional knowledge in practice, and ignore the development of students' Art Literacy, aesthetic level and appreciation ability, which in fact reduces the teaching efficiency and quality of the course. In addition, some teachers did not pay attention to students' feelings in teaching practice, nor did they make scientific and reasonable adjustments to the teaching content according to the actual situation of students, which led to the inconsistency between the course content, class hour arrangement and students' needs, and ultimately led to the adverse impact on the teaching quality of the course. Over time, the majority of students will also form a feeling of resistance and weariness, which is not conducive to their understanding of their major and career planning, nor conducive to students' professional growth and comprehensive development in the future.

1.2 Single teaching method

At present, the teaching of art history in Colleges and universities in China mainly adopts the classroom teaching method. Many teachers use the traditional blackboard for blackboard teaching, while students participate in the classroom using the traditional book reading method. In this case, students are easy to get bored and excluded, so they can not obtain effective knowledge and accumulation from classroom learning. When teachers explain the knowledge of art history, they often explain according to the content of the textbook, and the teaching process is mainly based on the content of the textbook, which makes students lack of comprehensive understanding of the knowledge of art history. The author believes that the development of art history education in Colleges and universities in China should not only focus on the display process of art works, but also carry out in-depth analysis from the artistic connotation, aesthetic concepts and characteristics of the times contained in art works. At the same time, it will bring more rich learning experience of art history to the majority of students, deepen students' cultural literacy and artistic accomplishment, and pave the way for students' professional growth and professional development in the future.

1.3 Single evaluation system

In the teaching of Chinese art history in Colleges and universities in China, teachers generally adopt the traditional teaching method. In the creation of art works, the evaluation method is mainly teachers' oral evaluation. Although this traditional evaluation method is simple and intuitive, it is easy for students to have negative thoughts in the process of art creation due to the long time, wide range and many contents. In addition, because art works are the spiritual achievements displayed by students in the process of learning, some teachers will use subjective knowledge to evaluate students' works. For example, some teachers believe that students should give full play to their personal imagination and not be constrained in the creation of art works, so there will be a phenomenon of "unconstrained" in the creation of art works. In fact, this subjective understanding has a great impact on students' independent thinking and independent inquiry. It not only makes students' works lack of objective and fair evaluation standards, but also is not conducive to students' in-depth thinking of the works.

In addition, the current teaching evaluation of the course of Chinese art history is uneven and the system is single, which is difficult to play the educational effectiveness and effectiveness of the evaluation. The details are as follows: first, although some colleges and

universities have established the classroom evaluation system of art history, due to the lack of pertinence, practicability and systematicness, the positive educational role of the classroom evaluation system of art history cannot be fully played; Second, many students are casual, casual, and have no sense of goal and direction in their daily study, which leads to this phenomenon; Third, art teachers can not take students as the main body in teaching, can not fully mobilize students' learning enthusiasm, can not pay attention to students' learning dynamics and other reasons lead to this phenomenon. In view of the above problems and shortcomings, the teaching of art history theory in Colleges and universities in China should take the establishment of a reasonable classroom evaluation system as the goal to carry out the next step.

1.4 Separation of theory and Practice

In the teaching of the history of Chinese art in Colleges and universities, the separation of theory and practice is mainly manifested in the students' lack of understanding of the background of the creation of the works and their incomplete understanding of the cultural connotation contained in the works. In the teaching of art history in Colleges and universities in China, it is necessary for students to have a comprehensive understanding of China's excellent art works. However, in the current teaching of art history in Colleges and universities in China, teachers teach students a lot of theoretical knowledge, so that students do not have a good understanding of the humanistic thoughts reflected in art works while understanding the cultural connotation of the works. When students are engaged in artistic creation, they often cannot connect the creation background and creation purpose of Chinese excellent art works.

2. Practice of teaching methods of Chinese art history in Colleges and universities from the perspective of cultural integration

2.1 Explain the knowledge of Chinese art history in combination with specific art works

In the traditional "history of Chinese art" classroom teaching, due to the limited teaching time and class hours, teachers generally only explain the knowledge points, and students simply take notes. Although the teacher has prepared enough materials before class, students will still fail to remember and make mistakes in the process of listening. In order to solve this kind of teaching problem, teachers should organically combine the teaching content with specific art works in the teaching of the history of Chinese art, and explain the knowledge of the history of Chinese art in the form of pictures and texts. For example, in the course of a brief history of Chinese art, teachers can combine art works (such as Dunhuang murals, paintings in the Ming and Qing Dynasties, etc.) with the knowledge of art history, and explain the knowledge of art history from the era background, representatives, main characteristics and other aspects. Teachers can also combine ancient Chinese paintings with theoretical knowledge of art history, and comprehensively explain ancient Chinese paintings from content to form. By combining specific art works to explain the knowledge of art history, students can master more basic characteristics of ancient Chinese paintings, so as to better understand and master the rich connotation of ancient Chinese painting.

2.2 Multimedia and micro video technology assisted the teaching of Chinese art history

From the perspective of cultural integration, China's excellent traditional culture has attracted more and more attention, and making full use of digital and information-based teaching methods to enrich the teaching process of Chinese art history has become an effective teaching method widely used at present. Multimedia teaching and micro class teaching convert traditional text, graphics, images, audio and other media information into multimedia files such as video, animation, audio and so on, so as to realize the update and development of teaching content. Through the auxiliary means of multimedia, we can break through the limitations of time and space, and help students better learn and understand the course content. Taking the course of Chinese art history as an example, the combination of multimedia technology and traditional teaching can stimulate students' interest in learning and further improve the quality of teaching. For example, when talking about the topic of "calligraphy", use PPT to display Calligraphers' calligraphy works for students to watch and guide students to deeply experience the unique charm of calligraphy. Because calligraphy is an abstract thinking art, it is a beautiful form of expression produced by writing Chinese characters with a brush. Chinese characters are one of the most important carriers to record Chinese history and culture. Through multimedia presentation, micro video display and other ways, teachers make Chinese characters vivid, give students a deep feeling of different styles of works written by calligraphers in different periods, and let students deeply understand the historical context and evolution law of the development of Chinese calligraphy art. In addition, teachers can also extend the hybrid teaching method to guide students to appreciate the masterpieces of famous painters through video, so that students can understand the artistic charm and unique charm of the works of different styles, schools and themes of famous painters in China.

2.3 Encourage students to read art history related books

The history of Chinese art is a highly theoretical subject, and a theoretical subject needs to have a deep knowledge reserve and theoretical foundation. Under the traditional teaching mode, teachers often only pay attention to the teaching of students' theoretical knowledge, but ignore the cultivation of students' artistic aesthetics, appreciation ability and comprehensive quality. Although this is an effective teaching method, it just stays at the theoretical level. Without a set of learning methods suitable for students in our school, this teaching method will accumulate and produce negative effects. For example, when learning traditional technology, some students rely too much on Teachers' teaching and do not know how to make it. Therefore, to enable students to think independently and solve problems, teachers need to consciously guide students to read relevant books, watch relevant video materials and participate in practical activities. Under the traditional teaching mode, some teachers will teach with the help of multimedia due to limited class hours and teachers' lack of familiarity with professional knowledge. However, from the perspective of cultural integration, multimedia teaching can be used as an auxiliary work. The key is to organize students' extracurricular reading and independent reading activities to strengthen students' interest in

reading art history books and professional learning.

2.4 Encourage students to understand Chinese traditional culture

As a required course in the Academy of fine arts, whether the teaching content of the course is complete, perfect and scientific directly affects the students' mastery and understanding of the knowledge of art history. Only in this way can we really improve the comprehensive quality of students, so that they can give full play to their professional expertise in future work. However, with the continuous enrollment expansion of colleges and universities, students are not fully engaged in university learning content, and do not understand their majors. Some students are not interested in the course of Chinese art history and Chinese excellent traditional culture. Therefore, in the teaching of history of Chinese art, we should actively encourage students to understand the content of Chinese traditional culture, combine cultural knowledge with specific works, and explain and analyze the traditional cultural knowledge contained in the works. This can not only deepen students' understanding of art works, but also strengthen their understanding and recognition of traditional culture.

For example, when explaining the painting of spring outing in the Tang Dynasty, first guide students to understand the traditional cultural connotation behind this work. Although this painting depicts the beautiful scenery of spring, it contains a lot of historical and cultural knowledge of the Tang Dynasty. From the perspective of painting techniques, the painting method of "scattered perspective" is adopted to organically combine the scenery of mountains and rivers in spring with the characters. In this painting, the shapes of trees, flowers and plants are vivid and lifelike. For another example, when learning Zhaoji's painting of auspicious cranes in the Northern Song Dynasty, first guide students to understand the painting's creation background and painting style; Secondly, guide students to understand the historical and cultural background of the painter Zhao Ji in the Northern Song Dynasty; Finally, guide students to understand the aesthetic standards and appreciation methods of painting and calligraphy in the Northern Song Dynasty. Through the explanation and analysis of these knowledge contents, students can better understand the knowledge system of Chinese art history, so as to stimulate their interest in professional learning and exploration.

Concluding remarks

From the perspective of cultural integration, the teaching of Chinese art history should follow the two dimensions of "cultural inheritance" and "cultural innovation". On the one hand, in the process of teaching, we should follow the law of development, artistic style and characteristics of Chinese art history. On the other hand, the combination of modern teaching methods and traditional teaching methods in the teaching process has played a leading role in the development of the discipline of Chinese art history. At the present stage, the teaching method of Chinese art history in Colleges and universities needs to change from the traditional "cramming" to the modern "heuristic". Starting from students' interest in learning, we should change the traditional teaching method of "teachers' teaching and students' taking notes", take "cultural inheritance" as the goal, look for the context of the development of Chinese art history from the development of the times, combine national characteristics with the spirit of the times, and summarize and sort out the history of Chinese art. Analysis and other ways to inspire students' artistic creation thinking.

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