

Problems and Countermeasures of Art Teaching in Higher Vocational Colleges

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Abstract: In the quality-oriented education, art education is very important for its positive effect on the improvement of students' aesthetic and creative ability. In recent years, higher vocational colleges have paid more attention to art teaching and provided more courses related to art to better adapt to social development. Despite teaching effects achieved, there are still many unsolved problems, which hinder the improvement of art teaching quality in higher vocational colleges. Therefore, it is necessary to put forward targeted improvement strategies to help improve art teaching quality in higher vocational colleges. This paper studies the problems and countermeasures of art teaching in higher vocational colleges.

Art is a form of calligraphy and a way to expression emotions, which makes it different from other courses. Its unique educational function lies in sentiment cultivation and personality improvement, with playing a great role in improving students' comprehensive quality. [1] With the rapid development of the society, the demand and requirements for all kinds of talents, including art talents, are increasing. At present, it is generally believed that there is still distance between talents cultivated by schools and talents demanded by the society. In this case, higher vocational colleges constantly studied art teaching and added courses related to art. Despite the efforts, art students still lack creativity and practical ability, which further indicates that there are problems in current higher vocational art education. These problems will not only affect the rapid development of higher vocational art teaching, but also hinder the cultivation of high-quality art professionals. [2] In view of this situation, this paper analyzes the problems existing in art teaching in higher vocational colleges and puts forward corresponding improvement measures.

1. Problems in Art Teaching of Higher Vocational Colleges

1.1 Weak Teacher Resources

At present, with the development of higher vocational colleges and increasing number of students, the existing teachers resource cannot meet the demands of higher vocational colleges. As a result, it becomes more difficult for teachers to fulfill their teaching tasks. We can see that art teaching in higher vocational colleges is facing the problem of low teaching efficiency and quality. In addition, some art teachers in higher vocational colleges take the job right after graduation. Despite the professional quality and corresponding artistic achievements, they lack teaching experience which should be trained in teaching practice. They are not well prepared for art teaching and lack efficient teaching methods. Not knowing how to teach students to learn and create, they cannot transmit their art knowledge to students. [3] Colleges have no systematic training plan for art teachers. As a result, without the awareness of learning, some teachers cannot actively improve their teaching skills, which affects their teaching effect.

1.2 Insufficient Teaching Facilities and Conditions

At present, the teaching environment and conditions in higher vocational art teaching often fail to meet the actual needs of students and requirements of art major, thus affecting teaching quality. In recent years, despite the great number of resources provided in art teaching, higher vocational colleges, especially those in remote areas, still requires more. Insufficient attention to art education

in higher vocational colleges also leads to slow development. In addition, art teaching requires strong practical operation, which needs appropriate teaching equipment, otherwise the teaching effect will be greatly reduced. [4]

1.3 Backward Teaching Concept and Method

The improvement of teaching level cannot be separated from advanced teaching concepts and methods, which facilitate the development of education. At present, the great attention to students' quality makes advanced teaching ideas and methods more important than ever. However, the teaching concepts and methods of art courses in many higher vocational colleges are relatively backward, without innovation according to students' actual situation and social development, which is not conducive to the improvement of classroom teaching quality and effect, and may even affect students' enthusiasm for learning art. Teachers still value the traditional teaching ideas in art teaching in higher vocational colleges. In addition, some teachers pay little attention to art teaching and only focus on students' mastery of painting skills and professional theoretical knowledge instead of in-depth understanding of students' learning ability and degree. It reflects not only the backwardness of teaching ideas, but the irresponsibility to students. [5] In teaching practice, teachers, as the main body of the activity, interpret knowledge in class and lead the thought of students, without paying enough attention to the learning process of students, who are in the passive position along the whole process. Over time, this will affect the teaching efficiency and quality. In addition, in the teacher-guided teaching process, teachers mainly correct students' problems from the perspective of professional theory. During the former process, students are able to improve their professional ability, but not innovation ability. As a result, students cannot create their own characteristics. [6] Despite the wide range of art teaching, the actual teaching activity is often confined to classroom teaching, which separates artistic creation and life, with limiting students' development in the future.

1.4 Obsolete and Unitary Teaching Content

At present, the greatly development of the society and economy puts forward to higher demands to art talents. Art teaching in higher vocational colleges attaches great importance to the cultivation of painting skills, without combination with related majors, resulting in unitary teaching content. Moreover, insufficient attention has been paid to the differences between different majors, which results in the homogenization of talent training. It not only leads to a waste of art education resources, but also fails to achieve the ideal teaching effect. [7] In the art teaching practice in higher vocational colleges, art teaching material is the main teaching content, which is unitary and outdated, leading to the disconnection between art education and social needs. The teaching effect does not meet the development needs of higher vocational colleges.

2. Countermeasures of Art Teaching in Higher Vocational Colleges

2.1 Strengthening Teacher Resources of Art

Art teaching is a weak course in higher vocational colleges, so we should pay more attention to it and strengthen teacher resources. School funds should pay due attention to art teaching to strengthen teacher resources, and retain more excellent teachers, to lay a foundation for the improvement of art teaching quality. [8] Multiple training should be provided for art teachers to enrich teaching experience and innovate teaching methods. In addition, higher vocational colleges should recruit more excellent art teaching talents to expand the teaching staff and improve the overall teaching ability. Currently, there are a lot of art teaching talents in the society, who are mainly engaged in art training for teenagers. These talents can be included in the art teaching staff of higher vocational colleges to make full use of their rich teaching experience and make up for the existing problem of higher vocational art education. In order to further improve the teaching effect, excellent teachers from undergraduate institutions can be employed as part-time teachers to drive the art education and teaching of higher vocational colleges with their superb skills. [9] Training

opportunities should be provided for art teachers so that they can master teaching methods and skills and understands matters needing attention in the teaching process. In this way, they are able to learn from other teachers' experience and constantly improve their own teaching ability to deliver their art knowledge to students and contribute to the art teaching in higher vocational colleges.

2.2 Innovating Teaching Concept and Method

In the art teaching of higher vocational colleges, the improvement of teaching effect is based on the innovation of teaching ideas and methods. Therefore, teachers are required to pay more attention to art education, change the traditional teaching concept, regard art as an important part of professional curriculum teaching, and improve the comprehensive quality of students to the greatest extent. In teaching practice, teachers should improve their sense of responsibility, conduct in-depth analysis of the problems existing during the teaching process, timely understand the learning situation of students, strengthen the communication between teachers and students, and understand students' ideas on teaching. Students should be able to evaluate teaching effect and put forward their suggestions to help teachers find and correct their shortcomings. At the same time, teachers should respect the principal position of students, consider the needs of students in teaching design, and ensure the application of various teaching methods. As elaborated in the former part, the teaching effect under the traditional teaching mode is poor, which affects the enthusiasm of students. Therefore, the teaching method should be innovated. First of all, teachers should teach students in accordance with their aptitude, fully understand students' basic learning ability, change teaching methods according to individual differences, and carry out personalized education based on students' status quo. Secondly, teachers should utilize modern network technology and use multimedia in the teaching process. In this way, they are able to demonstrate abstract knowledge in a concrete and vivid way to ensure students understand and master art knowledge and skills. [10]

2.3 Enriching Teaching Content

Compared with other levels of art education, higher vocational art education has higher teaching requirements of helping students form their own characteristics during teaching. In order to achieve this goal, it is necessary to carry out bold innovation on educational content, and select teaching content that meets students' development needs and can promote their ability improvement. Therefore, we need to select special art education materials for higher vocational students to further clarify the teaching objectives and contents. For example, the school education major focuses on children's' enlightening art and the appearance design major focuses on sketch. We should adjust and optimize the art teaching content based on the original art teaching materials. In addition, teachers should constantly summarize their own teaching experience during teaching and carry out teaching contents taking into account the actual situation of students. Not limited to the content of teaching materials, teachers should further expand the scope of teaching and introduce contents that students have no access to but need to learn, so as to improve the quality of art teaching.

4. Conclusion

Art teaching in higher vocational colleges should not only pay attention to the delivery of art knowledge, but also promote students' ability in all aspects and enhance their enthusiasm in art learning. In view of the problems existing in the current art teaching in higher vocational colleges, we need to strengthen teacher resources; innovate teaching ideas and enrich teaching contents; attach great importance to student main body status in the whole learning process; help create the opportunity of independent thinking; improve students' enthusiasm to learning by various learning activities, to cultivate art talents conforming to the social needs and achieve the teaching goals of art teaching in higher vocational colleges.

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