

# Crisis and Opportunity: Reconstruction of Art Course Teaching in Colleges and Universities in Post-epidemic Times

Yongliang Chen

Shaoguan University, Guangdong Province, 512005, China

## Abstract

The outbreak of the epidemic has brought great challenges to university education and teaching, and it has also ushered in new research points for teaching reform. Colleges and universities can successfully carry out online teaching activities in the crisis, which benefits from the reserve of digital education resources and the support of information-based teaching environment in China. In the post-epidemic era, we should look for opportunities in the crisis, reconstruct teaching activities according to the problems of "online teaching" of college art courses, and construct teaching methods and methods suitable for future social needs by adjusting and sorting out teaching concepts, teaching methods and learning methods.

## Keywords

Post-epidemic era; Colleges and universities; Arts; Teaching.

## 1. INTRODUCTION

In the closing year of the "National Medium and Long-term Education Reform and Development Plan (2010-2020)", a sudden new crown pneumonia epidemic disrupted the normal teaching order in colleges and universities. In the face of this global crisis of life and death, China has decisively taken a series of countermeasures. The Ministry of Education issued a document requiring schools of all levels and types to actively carry out online teaching activities such as online teaching and online learning to ensure the period of epidemic prevention and control. The teaching progress and quality of teaching, to achieve "stopped classes without stopping teaching, suspension of classes without stopping school". Under the coordination of the Ministry of Education, a large number of high-quality online teaching platforms have been opened for free. Universities have responded positively, relying on the Internet platform to carry out online teaching skills training for teachers in a timely manner, by borrowing resources, sharing resources, and building resources. The venue and mode change complete the task of online teaching. Although online teaching has come to an end, the research on teaching in the post-epidemic era is a new trial. Art courses in colleges and universities mostly combine theory and practice to carry out teaching activities, so online teaching encounters many difficulties. How to turn the difficulties into the thrust of teaching reform is worthy of our inquiry. The famous poet Goethe once said: "Those who are good at capturing opportunities are brilliant." This just illustrates the coexistence of crises and opportunities. Opportunities are often born in crises. We need to conduct in-depth reflections on this online teaching. An opportunity for top-down global education and teaching reform.

## **2. IMPLICIT CONDITIONS FOR CARRYING OUT "ONLINE TEACHING" OF COLLEGE ART COURSES UNDER THE EPIDEMIC SITUATION**

### **2.1. Reserve of Digital Education Resources**

The construction of digital education resources is the basis for the development of informatization and network education, and it is also the requirement of current education reform and quality education. As early as the mid-1980s, my country began the construction of educational information. Since the beginning of this century, under the guidance of the Ministry of Education, Chinese universities have actively explored network quality courses and MOOCs. In 2015, the State Council has formulated the "Guiding Opinions on Actively Promoting the "Internet +" Action". The guiding opinions proposed that it is necessary to actively explore new educational service supply methods and promote the reform of the "Internet +" college education and teaching model. Encourage Internet companies and social education institutions to develop digital education resources on demand, provide online education services, and gradually explore new models of online education and teaching. As a result, colleges and universities across the country have reserved a considerable amount of online course resources, but they did not carry out extensive promotion and application before the epidemic. This sudden visit of the new crown pneumonia epidemic caused a large number of excellent online courses to instantly enter the field of vision of teachers and students. Taking art courses in colleges and universities as an example, in the online course platforms of Chinese universities such as Love Courses, Wisdom Tree, and Learning Link, you can basically search for art course resources offered by colleges and universities. The smooth development of this online teaching activity has contributed to the free and open online courses, and the resources reserved for digital education reform have played a major role.

### **2.2. Support of Informationized Teaching Environment**

Informationization teaching, the main body of its research lies in teaching. The informationized teaching environment includes the factors and conditions that the informationized teaching activities rely on to carry out continuously. Compared with traditional classroom teaching, the biggest characteristic of online teaching is the change of teaching mode, that is, the change of teaching environment and learning environment. The rapid development of China's economy and science and technology has promoted the arrival of the Internet era. The software originally used for chatting and communication has become a teaching tool. WeChat voice, Tencent meeting, pinning class, QQ live broadcast and so on have been widely used. Analyzing online teaching from the perspective of teaching and learning, in addition to using these online teaching software, teachers and students must have computers or mobile phones and other electronic products, and the most important thing is that they must have a stable network signal. In a word, the online teaching process is realized entirely on the Internet platform, which benefits from the support of China's powerful informationized teaching environment.

## **3. EXPLICIT MANIFESTATION OF "ONLINE TEACHING" OF COLLEGE ART COURSES UNDER THE EPIDEMIC SITUATION**

### **3.1. The Teaching Skills of Teachers Have Been Improved**

In the early stage of online teaching, in order to smoothly carry out online teaching activities, colleges and universities across the country organized all teachers to conduct a series of online training, mainly focusing on the selection of free course resources and the use of teaching platform tools. This is a full online teaching ability. Training is also the most extensive promotion of high-quality online courses, which has a positive effect on the improvement of

teachers' teaching ability. In addition to teaching, colleges and universities also have scientific research and social service functions. On the one hand, teachers actively carry out online teaching, on the other hand, they also actively carry out online teaching research. Some art teachers found opportunities in the crisis, used Internet technology to solve the difficulties of online teaching, and built a number of high-quality art online courses.

### **3.2. The Classroom Teaching Organization Is Loosely Disciplined**

Teaching organization form is a structure in which teachers organize students to carry out activities according to certain requirements in order to complete teaching tasks. Because online teaching is not restricted by space, teachers and students can only complete teaching tasks in a virtual space at the same time. Because teachers and students cannot achieve face-to-face teaching, teachers cannot control whether students listen or not, which inevitably leads to "formalism" in teaching. Formalism violates the scientific principle that content determines form, form serves content, and content and form are unified. The teacher told the students to sign in before, during and after class. This form of attendance can only allow students to complete the check-in task on time, and cannot pay attention to whether the students are attending the class seriously. Teachers can only pay attention to the student's attendance rate, but the attendance rate cannot be monitored. In organizing the online teaching of art courses in colleges and universities, a small number of students do not have sufficient tools and materials, and cannot complete the training on time in the practical teaching. As most of the homework assignments need to be completed in their spare time, some students slip their numbers during normal school hours. The emergence of these phenomena has led to loose discipline in classroom teaching organization.

### **3.3. Ineffective Communication Between Teachers and Students**

In the early stage of online teaching, most teachers search for relevant art course resources through the open online course platform, and then send links for students to learn the course, or transfer the downloaded online course videos to platforms such as Xuetong, which can be described as "bringing". Principle is to absorb the strengths of our advantage, outside events open video art network class is basic national or provincial excellent courses, it itself is comparable, just after the pushed to the students, the classroom teachers and students emotional ties are destroyed, students focus on the network class on teachers, and teacher seems to have a feeling in the teaching, the occasional ACTS as a narrator character how to interact with students? The interaction between teachers and students is a very important link in the teaching of fine arts in colleges and universities, especially in the skill learning of practical teaching. Students need more questions to communicate to promote their mastery of skills.

## **4. RECONSTRUCTION OF ART COURSES IN COLLEGES AND UNIVERSITIES IN THE POST-EPIDEMIC ERA**

The outbreak of the epidemic ushered in a new research point for the university teaching reform, and the post-epidemic era has become a new term in the current research. For the research of teaching reform, it is bound to consider more uncertain factors. However, we must clearly understand that online teaching is only a change of teaching mode, it is not a complete overturn of traditional teaching. Under the condition of without changing the teaching routine to modify teaching activities, teaching has developed to the stage after the outbreak, can adopt the way of reconstructing the content of teaching link to finish, after the outbreak of a series of teaching reflection, we'll think of some way to promote to the continuous improvement of the traditional teaching by online teaching, making teaching for the future social demand always maintain a strong ability to adapt.

#### 4.1. The Multi-dimensional Development of Specialty and Quality

The "National Medium and Long-term Educational Reform and Development Plan (2010-2020)" pointed out that education is the cornerstone of national rejuvenation and social progress, and the fundamental way to improve the quality of the people and promote the overall development of people. Colleges and universities should not only cultivate solid professional knowledge and skills of college students, but also establish the correct value orientation of college students, and at the same time cultivate their innovation and entrepreneurial abilities. The knowledge we want to teach students is to meet the needs of future social development. The teaching methods and methods should be based on the combination of modern technology and traditional methods. The focus is on training multi-dimensional talents. Combining the online teaching of this epidemic, teachers are proposed here. Reconstruct the teaching concept.

The primary task of online teaching is to test students' self-consciousness. Regular attendance, class discussion, assignment review and other links require students to correct their learning attitudes and establish a correct learning outlook. Secondly, online teaching allows teachers and students to play with various free course apps, Tencent Classroom, QQ live broadcast, etc. Under the pressure of the epidemic, they are familiar with the use of various functions, and all teachers and students have concentrated on a modern education with significant effects. Technical class. In art teaching, teachers ask students to take pictures of painting videos, record voices, etc. to submit homework. Students need to find a lot of online resources to complete the homework assigned by the teacher. Students begin to explore the use of related software independently and interact with their classmates. , To master knowledge outside of the profession in a subtle way. The development of multi-dimensional qualities is based on professional learning, and its educational concept is to give full play to students' subjective initiative. The teaching concepts promoted by colleges and universities should be conducive to the cultivation of the ability of college students to learn actively.

#### 4.2. The Integration of Offline and Online, That Is, the Reconstruction of Teaching Methods

As the saying goes: "There are methods for teaching, but there are no fixed methods for teaching." "Teaching method" means that teaching has rules to follow, and teaching method is the means adopted to achieve the purpose of teaching. "Teaching without a fixed method" means that there is no fixed method in specific teaching, that is to say, we cannot stick to a certain teaching method, but should combine various factors to find a feasible and effective teaching method. Because teachers and students are in different places, online teaching mainly uses information technology to carry out teaching activities, so the common teaching methods of face-to-face teaching are restricted, so the reconstruction of teaching methods must be proposed.

Since the beginning of this century, with the promotion and application of information technology, multimedia teaching has been widely carried out in the national education system. PPT and short video are widely used in the classroom, which has to some extent changed the malady of "filling the classroom" and "cramming" teaching in the early stage. The teaching of fine arts in colleges and universities in the period of the epidemic forced the continuous integration of teaching and information technology, and gradually achieved results in practice. The teaching method, the discussion method, the demonstration method and the practice method in the common teaching method have different degrees of form changes. The teaching method in online art teaching is presented in the form of live or recorded broadcasting by teachers. In order to achieve a good teaching effect, many teachers repeatedly prepare lessons, constantly optimize the video or audio of teaching, and try their best to appear in the space class with the best image. The discussion method in the class has also changed a lot. In the past, most students were restrained in the interaction. In the virtual class, introverted students who were

not good at expressing themselves can also actively participate in the discussion. For art teaching demonstration method and practice of law, have qualitative over traditional classroom teaching teachers demonstrate effective watch less number of students and to watch the effect is not ideal, etc., and the demo video online teaching is the teacher himself recording, targeted local close-up, some teachers also has carried on the video editing, joined the sound or audio, so that the student has a strong interest in demonstration part, and are free to watch, to watch over and over again, fast forward, such as operation, the teaching effect must have a larger ascension. The application effect of these teaching methods in online teaching is obvious to all. In the post-epidemic era, we should learn to flexibly apply these teaching methods to offline classroom in art teaching, and do a good job of teaching reform by integrating offline thinking with online thinking, so as to truly realize the reconstruction of teaching method of "teaching without fixed method".

### **4.3. The Perfect Conversion Between Passive and Active**

Under the epidemic, the traditional concept of "classroom teaching is to teach in the classroom" has been broken. Online teaching fully proves that the space for student learning activities is no longer limited to the classroom, but various places that are not restricted by space. Compared with the traditional In offline classroom teaching, in classroom teaching where teachers and students are in different fields at the same time, the reconstruction of learning methods in teaching methods is also inevitable.

We know that college students should be good at learning independent learning, the construction of college students independent learning mode is an important content of college teaching reform. The learning methods in teaching activities include independent learning method, cooperative learning method, inquiry learning method, etc. College art course teaching focuses on skill training, it pays more attention to the cultivation of students' independent learning ability. From the point of view of the micro-class and online course extended from online teaching, after breaking the inherent classroom teaching mode, students are more prominent in the way of self-learning personalized development. Online teaching urges students to change from passive to active, and then sublimate active learning to research learning, thus completing the cultivation of the ability to explore the unknown field. Skills upgrading in art education of university is the students learning difficulties, in the demonstration teaching video online teaching, for example, it has the characteristics of repeated viewing, students can through infinite time "view, practice, explore" crack learning difficulties, repeatedly view is the performance of students' autonomous learning, constantly in practice to explore, to strengthen the inquiry learning method, finally to obtain new knowledge and new skills with a sense of accomplishment, also improved the subconscious learning self-confidence. It can be seen that the contribution of online teaching to the reconstruction of learning methods in the post-epidemic era is to highlight the independent learning method, drive the inquiry learning method, and promote the value integration of the three commonly used learning methods.

## **5. CONCLUSIONS**

We must face up to the huge impact of the epidemic on college education and teaching, and more importantly, learn to solve problems in crises, and explore ways that are conducive to teaching reform and innovation in practice. In the post-epidemic era, college art courses will inevitably rely on information technology to evolve into a normal teaching situation. Our colleges and universities must further increase the reserves of digital art education resources, continue to improve the construction of informationized teaching environment, continue to improve the basic skills of teacher information education, and change teaching concepts,

Actively devote itself to the teaching practice research of teaching methods and teaching methods, and cultivate talents with multi-dimensional qualities for the new era.

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