

# Reflections on the Teaching Reform of Art Theory Courses in Colleges and Universities from the Perspective of Aesthetic Education Practice

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**Abstract:** Under the background of the new era of aesthetic education, the internal and external environment of art theory courses in our country's colleges and universities has undergone fundamental changes. The national new liberal arts education, curriculum ideological and political co-education, promotion of excellent Chinese traditional culture and other educational strategic goals, and the rapid development of the Internet and artificial intelligence have become the fundamental influencing factors of the changes in the external environment. The composition of its internal environment is still the contradictory relationship and status quo between teachers, students, textbooks, teaching methods, and evaluation methods that have been formed for a long time in traditional classroom teaching. Therefore, when reforming the strategic thinking of the traditional teaching model, we must pay attention to the internal requirements of the new liberal arts education and curriculum ideology and make full use of the Internet and artificial intelligence technology platform. We must take aesthetic education practice as the target path, strengthen the construction of art theory teachers, optimize the art theory curriculum system, reform the traditional classroom teaching methods and evaluation system, and cultivate a new generation of people with humanistic spirit and innovative thinking that meet the needs of the development of the times.

**Keywords:** aesthetic practice; artistic theory; teaching reform; teaching environment

Aesthetic education means education of aesthetic appreciation and aesthetic feeling. It is a kind of personality education that is closely related to aesthetic consciousness, aesthetic ideals, aesthetic noble taste and aesthetic values. In the new historical period, aesthetic education has risen to a national strategy. The Party and state have put forward a series of guidelines on aesthetic education, showing that aesthetic education plays an important role in achieving the great rejuvenation of the Chinese nation. In 2020, the national "Opinions on Comprehensively Strengthening and Improving School Aesthetic Education in the New Era" clearly pointed out that aesthetic education should be based on morality and fostering of people, with the goal of improving students' aesthetic and humanistic qualities.[1]As far as art disciplines are concerned, the meaning of aesthetic education and art disciplines, as well as aesthetic education and art education, art skills education, and art theory education are inseparable. Therefore, the practice of aesthetic education in the teaching of art theory courses is an important mission of the curriculum teaching reform in the new era.

## 1. Influencing factors of the external environment in the teaching of art theory courses in colleges and universities in the new era

Since entering the new era, new fundamental changes have taken place in the teaching environment of art theory courses in colleges and universities in our country. From the perspective of the influencing factors of the external environment, the new liberal arts education, curriculum ideological and political co-education, and the promotion of Chinese excellent traditional culture and other educational strategic goals, which the state has put forward from the macro-strategic level, as well as the development of the Internet and artificial intelligence are urgently need to reform the teaching of art theory courses in concepts, concepts, content, methods and other levels to meet the needs of educational strategic goals in the new era.

### ***1.1. Intrinsic requirements for the development of new liberal arts education***

The New Liberal Arts is an important part of our country's "Four New" education strategies such as New Engineering, New Medicine, and New Agriculture. It is essentially not the establishment of a new discipline, but a brand-new development to adapt to the general trend of change in the new era, stand on and serve the needs of reality. New liberal arts education aims to "train new era liberal arts talents who know China, love China, and are worthy of the task of national rejuvenation; Cultivate outstanding social scientists in the new era; build a Chinese school of philosophy and social sciences; create a glorious era and a glorious world Chinese culture"[2]. Obviously, talent training and cultural innovation in the new era are the mission of the new liberal arts education, which urgently requires the new liberal arts education to return to the pursuit of people themselves. The practice of aesthetic education is an important path for personality education and cultivation so the college aesthetics education should penetrate into different disciplines, especially the professional education of the new liberal arts, concerned about the development of knowledge education to human nature, culture and aesthetics and pay attention to the improvement of students' aesthetic disposition and the cultivation of healthy personality.

Therefore, the art discipline must be reformed and developed to meet the needs of the construction of the new liberal arts, and the value of aesthetic education will inevitably be promoted and breakthroughs in the context of the construction of the new liberal arts. The field for testing aesthetic education is the spiritual realm. Artistic aesthetics is the spiritual need and important way of self-cultivation of body and mind, highlighting the fundamental difference and unique value of art disciplines and other liberal arts. Therefore, aesthetic education and art disciplines are inseparable; other liberal arts also need to care about and strengthen their attention to people, educate people with morality and beauty, so the artistic aesthetics will inevitably become the most important factor. Therefore, in the construction of the new liberal arts, the art discipline will inevitably have a broader connection with the practice of aesthetic education, and will inevitably be further integrated with other liberal arts. Art education is the main way and basic content of implementing aesthetic education. In the art discipline, it is necessary to strengthen its own aesthetic theory, aesthetic knowledge and aesthetic awareness education, teach students artistic skills and skills, and at the same time strengthen students' aesthetic awareness and aesthetic cognition. These are the goals and value of artistic skills education. Compared with the aesthetic awareness and aesthetic spirit education in the art skills education, the aesthetic education practice in the art theory courses is also important. Therefore, we must strengthen the concept of artistic aesthetics in the education of artistic skills and art theory, and enhance the important role of artistic aesthetics for the cultivation of humanities and arts.

### ***1.2. The inherent requirements of the curriculum ideological and political collaboration education***

"Strengthening Morality" is not only the fundamental mission of the new liberal arts education, but also the fundamental embodiment of the morality of teachers in colleges and universities. All courses in colleges and universities shoulder the fundamental responsibility of educating people and morals, and the same is true for art disciplines. Curriculum ideology and politics should be based on the curriculum and morality education, and fully excavate and sort out the moral education elements in the curriculum, and combine knowledge transfer with value guidance, implement teaching and educating people in the main channel of classroom teaching, and form a new pattern of curriculum ideological and political collaborative education.

Therefore, curriculum ideology is essentially a curriculum view, not an additional course, nor an additional activity. The ideological and political education in colleges and universities is integrated into all links and aspects of curriculum teaching and reform, so as to realize the virtues and the cultivation of people and things.[3]The art courses in all disciplines of art, especially the art theory courses, contain rich and unique ideological and political education value. Art theory education and ideological and political education focus on two aspects of "education of beauty" and "education of morality" respectively. "The former is based on the perceptual level, based on the comprehensive and harmonious development of people, through the subtle way of nurturing and infecting people's spiritual emotion and aesthetic taste, it guides students to form the correct aesthetics, and realizes the sublimation of personality and morality from the nourishment of art. The latter promotes human conscience on a rational level, and promotes the overall and harmonious development of mankind as the ultimate goal by regulating human social behavior."[4]

### ***1.3. The need to promote and inherit the excellent Chinese traditional culture***

The contemporary inheritance of Chinese excellent traditional culture is an important proposition for promoting the spirit of Chinese culture and establishing cultural self-confidence in the new era of aesthetic education. We must promote Chinese excellent traditional culture, consciously integrate Chinese excellent traditional culture into the teaching of art theory courses in colleges and universities, and promote the creative transformation and innovative development of Chinese excellent traditional culture. These are not only the necessities to adapt to the needs of the times, but also the proper meaning of art theory course teaching and course ideological politics.

In recent years, the state has successively issued documents to promote and promote the innovative development of Chinese excellent traditional culture. The Central Committee's "Opinions on the Implementation of the Inheritance and Development Project of Chinese Excellent Traditional Culture" put forward, It is necessary to "center on the fundamental task of cultivating people, follow the laws of students' cognition and education and teaching, and follow the principles of integration, division of courses, and orderly progress and incorporate Chinese excellent traditional culture into all aspects of ideological and moral education, cultural knowledge education, art and sports education, and social practice education into the fields of enlightenment education, basic education, vocational education, higher education, and continuing education"[5]. In fact, Chinese excellent traditional culture, including intangible cultural heritage, Chinese traditional art, etc., has always been a popular topic for college art students' innovative topics, graduation planning, thesis topic selection, professional exhibitions, and subject competitions. Inheriting and promoting the excellent traditional Chinese culture is not only the important content, basic goal and fundamental path of aesthetic education practice in the new era, but also the need to cultivate all-round development of new era talents with cultural people.

### ***1.4. The development needs of the Internet and artificial intelligence era***

The rapid development of the Internet and artificial intelligence, and the increasing socialization and intellectualization of knowledge production are driving a new round of curriculum teaching reform in colleges and universities. Many courses in the Internet age have become increasingly inseparable from network communication and network acceptance. The explosive development of MOOCs during the domestic and international COVID-19 pandemic is a living example. In the new era, our teaching objects have fully entered the Internet era, and the setting of disciplines and the arrangement of teaching content will inevitably be restricted and affected by the Internet. Curriculum content, acquisition of reference materials, online and offline teaching, knowledge dissemination and acceptance, etc., are difficult to leave the knowledge construction of the Internet age. Take advantage of the convenience, flexibility, and rapidity of the mobile Internet platform, flexibly choose teaching modes such as micro-classes, MOOCs, and flipped classrooms, expand the dimensions of teaching space, integrate high-quality teaching resources, optimize curriculum design, and improve students' personalization and autonomy Learning and interactive experience. Similarly, the characteristics of intelligence, dynamics, real-time, and visualization of artificial intelligence technology make the knowledge's characteristics of complexity, relativity, and constructive more prominent, and make teaching methods tend to be more diverse, selective, and creative. The aesthetic experience in the age of artificial intelligence is also an indispensable object. "Artificial Intelligence has a profound impact on the aesthetic experience of art"[6]. Therefore, how to use the Internet and artificial intelligence platforms to promote the teaching reform of aesthetic education practice and art theory courses to adapt to the ever-changing teaching environment is a topic worthy of discussion.

## **2. Influencing factors of the internal environment in the teaching of art theory courses in colleges and universities in the new era**

Art education in China in the 21st century is not only for professional entrepreneurs and training professional painters, but also for training applied talents with a certain degree of artistic quality. Therefore, the most obvious change in the current art discipline is that integrated culture and artistic aesthetics have entered the field of discipline education, and the urgency of cultural literacy beyond skills has been strengthened. From the perspective of the internal environment influencing factors in the teaching reform of art theory courses, The contradictions among teachers, students, teaching materials, teaching methods and methods, and evaluation methods are more prominent, and there is an urgent need to reform the teaching of art theory to adapt to the new changes in art education in the new era.

### ***2.1. The level of teachers***

Judging from the actual teaching situation of art theory courses in most domestic colleges and universities, the shortage of theoretical professional teachers is very common. According to the survey, most colleges and universities lack art theory teachers. When schools introduce high-level talents, most of them tend to introduce skilled professional teachers. When the teachers of theory courses are insufficient, skilled teachers will be employed concurrently. Art theory teachers usually have a broad theoretical vision, and their knowledge is more logical and systematic, they are good at systematic combing and systematic construction of artistic theoretical knowledge. However, the teaching objects belong to different professional directions, teachers need to have relevant professional knowledge and humanistic literacy. Due to the limitations of their own knowledge structure, it is difficult to be handy and targeted in the teaching process; In addition, in response to scientific research pressure and promotion of professional titles, it is difficult to have the energy to deal with the theoretical courses or public class teaching of the whole college or the whole school. Although professionally skilled teachers are good at perceptual art practice and skill analysis, when talking about theory courses, they are often gobbled up because of the lack of systematic knowledge, so neither teachers nor students will be satisfied with such teaching effects.

### ***2.2. The level of students***

The new generation of college students has grown up in the Internet era and the era of smart technology. Most of them have been in constant contact with mobile networks and smart devices since they were young, so they have a strong ability to accept new things. However, due to complex reasons such as the college entrance examination system and the expansion of art enrollment over the years, the reason why most of the students often choose art majors is not loving art, but unsatisfactory performance in other courses. Through short-term technical training and cultural lessons in high school art training classes, their cultural lessons are generally weak. Because of lacking of interest and cognition, such students pay more attention to professional skills training and neglect professional theory learning, and even reject art theory courses psychologically and behaviorally. They are not interested and have a low degree of participation, and only respond to exams. As a result, students who graduated with art majors for a long time have generally strong professional skills but lack of theoretical knowledge, low theoretical literacy, weak theoretical research capabilities, and lack of theoretical height and cognitive depth due to their creation, which leads to the aesthetic value, cultural value of the works and even the social value are not high.[7]

### ***2.3. The level of teaching materials***

In terms of the general introduction and history textbooks commonly used in art majors, For example: textbooks for an introduction to art, ranging from the nature of art, the types of art, to art creation, art acceptance and art criticism, etc. It can be said that the system is huge, the content is various, the broad laid-out structure and the abstract theoretical exposition, it is difficult to arouse the learning interest of beginners. These textbooks are still quite difficult and challenging for freshmen who need to be trained in rational thinking. In addition, the teaching content in the textbook is outdated, many case materials have not been updated for many years, the characteristics are not strong, the pertinence, practicality, forward-looking and demonstrative are not enough, and it lags behind the fast-developing art education. Nor can it fully explain the complex art phenomena and adapt to the booming art market, especially the failure to introduce the latest theoretical achievements and practical experience of the 21st century into classrooms, write textbooks, and transform them into high-quality teaching resources.

### ***2.4. The level of teaching methods and ways***

From the perspective of teaching methods, some teachers' teaching methods are relatively traditional, rigid and rigid, and fail to effectively use modern teaching technologies such as the mobile Internet; Although some teachers use multimedia network technology, they only move the content of the class from the textbook or blackboard to the multimedia courseware. From the perspective of teaching ways, some teachers still adhere to the traditional teaching method and fill the classroom with a Spoon-feed style, and cannot combine knowledge instillation and enlightenment. Such traditional teaching methods and methods are difficult to mobilize students' learning autonomy, enthusiasm and creativity.

### ***2.5. The level of course teaching evaluation***

A scientific and reasonable course evaluation method is conducive to mobilizing students' autonomy, participation, enthusiasm and creativity in learning. The survey found that most schools' art theory courses are taught in large classes, with limited class hours and fewer opportunities for teacher-student interaction; Students usually have no coursework, and often use a traditional single evaluation method such as a final exam. There is a lack of evaluation of the learning process, and comprehensive evaluation including coursework, theoretical practice, etc. Therefore, traditional teaching evaluation methods can no longer fully meet the needs of modern teaching, and a modern teaching evaluation system that strengthens process evaluation has yet to be established.

## **3. Strategic Thinking on the Teaching Reform of Art Theory Courses in Colleges and Universities in the New Era**

New fundamental changes have taken place in the internal and external environment of the teaching of art theory courses in Chinese colleges and universities in the new period, we need to think deeply about these new phenomena, new changes, and new problems, reform the old teaching model, take aesthetic education practice as the target path, strengthen the construction of art theory teachers, optimize the art theory curriculum system, and reform the traditional classroom teaching methods and evaluation system. In the teaching process, strengthen the concept of artistic aesthetics, educate people with morality and culture, and cultivate a new generation of people with humanistic spirit and innovative thinking that can meet the needs of the development of the times.

### ***3.1. Strengthen the construction of art theory teachers***

#### ***3.1.1. Expand the number of teachers***

Implement the national "Opinions on the Implementation of the Inheritance and Development Project of Chinese Excellent Traditional Culture", "Opinions on Effectively Strengthening the Work of Aesthetic Education in Colleges and Universities in the New Era", and "Several Opinions of the Ministry of Education on Promoting the Development of School Art Education" and other document requirements. Promote the construction of the aesthetic education and art education system of modern socialist colleges and universities with Chinese characteristics, and rationally increase the number of aesthetic education and art education teachers, In the aspect of introducing high-level talents, we are inclined to teachers of aesthetic education and art theory, so that the shortage of professional teachers in aesthetic education and art theory has gradually been fundamentally improved.

#### ***3.1.2. Focus on the development of teachers' ethics***

"Strengthening Morality" is the fundamental manifestation of teachers' ethics in colleges and universities. Therefore, it is necessary to put "Strengthening Morality" and improving teachers' ideological and political quality and professional ethics in the first place. Benchmarking the "Ten Guidelines for Professional Behavior of College Teachers in the New Era", through the methods of "looking in the mirror", "prescribing prescriptions" and "setting an example", on the basis of traditional teaching, lectures, reports, exchanges, seminars and other forms of teacher ethics education and carry out various forms of new teacher ethics training and learning activities such as experiential learning, study tours, inspections and observations, etc. And help teachers establish noble ideals, morals, beliefs and correct professional ethics, guide teachers to carry out the education of socialist core values throughout the entire process of teaching and educating people, internalize it in the heart, show it externally, and pay attention to the full range of teachers and the whole process of teacher ethics development.

#### ***3.1.3. Construct system theory knowledge***

Teachers of art theory courses have systematic and solid professional knowledge of aesthetic education and art theory, as well as a certain amount of creative thinking ability, theoretical thinking ability and logical thinking ability. It is also necessary to re-examine and reconstruct its professional foundation in accordance with the requirements of the new liberal arts education to go beyond the branch system and towards the development trend of comprehensive liberal arts construction. And pay attention to the learning and cultivation of interdisciplinary humanities professional knowledge, as well as having a broad knowledge base in traditional culture, humanities and arts and natural sciences.

### **3.1.4. Master modern teaching skills**

In addition to basic language expression skills, organization and coordination skills, communication skills, scientific research skills, educational and teaching activities organization and management skills, teaching and classroom design skills, art theory teachers must also learn to adapt and use information technology, the Internet and Modern education and teaching methods produced by technological changes such as the era of artificial intelligence. They need to be proficient in acquiring, analyzing, judging, and decision-making abilities of various information resources using the Internet as a carrier; Learn to adapt and get used to the transition from traditional teachers' role of imparting knowledge to modern information technology, take advantage of Network and artificial intelligence technology platform to constructing micro-classes, MOOCs, flipped classrooms, etc., which are integrated with offline courses and practical learning in traditional classrooms to form a three-dimensional and diverse mixed teaching model.

### **3.2. Introduce local traditional cultural resources and optimize the art theory curriculum system**

The teaching of art theory courses needs to be based on general teaching materials in colleges and universities, supplemented by school-based teaching materials, explore the ideological and political education resources and aesthetic education resources contained therein, promote the local humanistic spirit, and strengthen the value guidance. Local traditional cultural resources are the accumulation of ideas, customs, religious beliefs, aesthetic awareness, lifestyle, behavioral norms, emotional styles and other production and life experiences passed down from generation to generation by residents living in a certain area. Local traditional cultural resources contains rich and brilliant, rich and diverse humanistic spirit, nourishes unique and rich literature, art, science and technology, and humanities academics. It is a spiritual rich mine to be tapped. Therefore, the focus must be placed on the inheritance and innovation of local traditional culture, and on contemporary life practice and social practice. And deeply excavate and elucidate its ecological gene, spiritual characteristics, essential characteristics, contemporary value and inheritance status, and display its basic appearance and the basic picture of inheritance practice field from multiple angles. Therefore, drawing strength from local excellent traditional culture and integrating it into the teaching of art disciplines and art theory courses in Colleges and universities is not only the internal requirement of educating people with culture and culture in the new era, but also the need to cultivate applied and compound liberal arts talents to meet the requirements of the new era.

#### **3.2.1. Introduce local intangible cultural resources**

In terms of the local cultural context of Anhui where the author is located, as a large province of cultural resources, Anhui's Hui culture, Wanjiang culture and Huaihe culture are rich in forms and have multiple research and utilization values. The long history and culture and rich cultural heritage have nurtured the region's rich, high-quality and unique intangible cultural heritage. Intangible cultural heritage condenses and conveys the historical memory, common emotion and experience wisdom of a nation and region, and is an important source of national spiritual home. Anhui is currently included in 97 national intangible cultural heritage lists and 530 provincial intangible cultural heritage items. It is a treasure house of resources that needs to be fully explored. In order to promote the inheritance, protection and innovative development of local intangible cultural heritage in Anhui, increase the interest and sense of the times in the teaching of art theory courses, integrate local intangible cultural resources into textbooks and classroom teaching in a timely manner, and incorporate intangible cultural heritage education practices throughout the art disciplines. The cultivation of professional talents, scientific research, social services, and subject competitions will help enhance students' ability to inherit and innovate outstanding traditional culture.

#### **3.2.2. Introduce folk culture and art resources**

Folk culture and art resources have local, folk, inheritance, historical, and unique characteristics, and present their unique regional charm with their simple and authentic characteristics. Take the courses of "History of Chinese Arts and Crafts" and "Folk Arts and Crafts" as examples. When teaching these two courses, the author used the Anhui region extensively in teaching courseware, work appreciation, teaching videos, skill display, student work display, etc. We will compare arts and crafts resources with the surrounding arts and crafts in Anhui to discover their relationship, historical evolution and mutual influence. Anhui's traditional folk arts and crafts are rich in varieties, large in quantity, large in proportion, complete in variety, strong in regional characteristics, and wide in application value. Since the start of the compilation of the "Complete Works of Chinese Arts and Crafts", a major national cultural project, the author has participated in the field and compilation of the "Complete Works of Anhui Arts and Crafts".

The Anhui Volume Writing Group conducted a thorough investigation of 265 types of arts and crafts in Anhui Province, and researched and wrote 208 traditional arts and crafts varieties as of the end of 2010. The manuscript was 2.1 million words and 2,400 pictures. A large number of first-hand traditional arts and crafts graphic materials optimize the teaching environment, enrich the design, development and application of teaching resources, and provide abundant resource conditions for classroom teaching of basic theories of arts and crafts.

### ***3.2.3. Introduce local red cultural resources***

The red cultural resources of Anhui where the author is located are rich in endowment and widely distributed. The red culture of Anhui is conceived and condensed by major historical events and activities of important historical figures that occurred in Anhui, and it is a very precious spiritual wealth. In art theory teaching, the regional red cultural resources and ideological and political education are closely integrated, and various art practice forms such as art clubs and workshops that are close to students' reality and easy to be accepted are developed, and implicit education is integrated into explicit education. Among them, it integrates value guidance, knowledge transfer and skill training, as well as moral education, aesthetic education and emotional education, which not only exercises students' practical innovation ability, but also makes students subtly affected by the red culture.

### ***3.3. Reform the traditional classroom teaching mode and teaching method***

#### ***3.3.1. Build an interactive and smart classroom teaching model that combines offline and online***

The new generation of universities grew out of the Internet era and artificial intelligence era, and smartphones, tablets, and laptops have been widely popularized among college students. Use modern new media technology and Internet technology platform to combine the advantages of offline traditional classroom teaching and online mobile network teaching to build an interactive smart classroom teaching model that combines offline and online to enhance students' classroom participation and interactivity. Enhance students' sense of the times and attractiveness. The multi-functional modern classroom teaching tools and teaching management platform in mobile environments such as Chaoxing Xuetong, Rain Class, Cloud Class, etc., can well support classroom flipped teaching and realize interactive learning. Teachers can publish the teaching content such as syllabus, teaching plan, teaching reference books, teaching materials, teaching PPT courseware, video, audio, images, pictures, text, coursework, test papers, etc., according to the course learning tasks and activity needs. On the network platform, students can preview before class and complete homework after class; it can also set up interactive questions in the classroom, students participate through the mobile terminal, and teachers comment on the spot. This teaching mode enhances the interest of the classroom and the enthusiasm of students in learning, and truly gives full play to the subjective role of students and the advantages of independent learning, which is conducive to teachers' understanding and evaluation of students' learning process and learning effects.

#### ***3.3.2. Give full play to the role of students and enrich classroom teaching methods***

The constructivist view of learning believes that learning is the process by which learners construct knowledge subjectively. Therefore, in the teaching process, in addition to the teaching method, case teaching method and group discussion method, teachers can also flexibly set the teaching form and teaching method that can give full play to the subjectivity of the students according to the needs of the course content.

##### ***3.3.2.1 Inquiry teaching method***

The inquiry teaching method is also called the small-project teaching method. According to the needs of the course syllabus and teaching objectives, the instructor decomposes and extracts a number of typical, specific and important small topics from the specific art theory course teaching content, and then designs the situation according to the theme of the small topic. Including research background, research methods, research significance, research process, research results, etc., guide students to carry out autonomous research according to the situation designed by the teacher, write small essays, then conduct research results presentations and exchanges and discussions, and finally the teacher will discuss the students' research results make an evaluation.

##### ***3.3.2.2 Situational experience teaching method***

The teaching of art theory courses cannot be limited to the classroom. Sometimes, according to the needs of the teaching content, the classroom can be extended to the classroom or campus at the right time, and situational experience teaching can be carried out to enhance students' intuitive experience of art and

knowledge of art theory. understand. For example, when teaching the history of ancient Chinese design art and the history of Chinese arts and crafts, teachers organize students to visit museums, art galleries, intangible cultural heritage museums and other places in the city where the school is located to experience ancient design works and arts and crafts at close range; In the history of ancient Chinese architecture, students can be organized to inspect representative ancient buildings and experience the style and characteristics of ancient buildings.

### ***3.3.2.3 Social research teaching method***

Under the guidance of the instructor, students are familiar with the basic methods, steps and paradigms of social research, including the background and objects of the research, the purpose and significance of the research, the outline and plan of the research, the research process and main questions, the writing of the research report, the questionnaire and statistics Formulation, etc., and then conduct investigations on some important artistic phenomena, artistic issues, artistic events or artistic activities that are currently occurring, and write investigation reports as required to record and describe the object, content, method, process and conclusions of the investigation . For example, in the teaching links of “art acceptance”, “art dissemination”, “art criticism”, and “art market”, teachers appropriately organize and guide students to carry out relevant special investigations to enhance their true feelings and in-depth understanding of such artistic phenomena and artistic issues.

### ***3.4. Strengthen process evaluation and optimize classroom teaching evaluation system***

The fundamental changes in the internal and external environment of teaching have increasingly required art theory teaching to rely on modern teaching techniques such as the Internet and artificial intelligence, refer to constructivist learning theory, and explore and develop online and the interactive smart classroom teaching mode combined with offline teaching methods is becoming increasingly diversified. Therefore, in order to adapt to the procedural learning required by modern teaching methods, teaching methods and teaching models, it is urgent to reform the traditional evaluation model and establish a procedural evaluation system for student learning. At the same time, on the basis of result evaluation, comprehensive process evaluation and result evaluation advantages, adopt a diversified teaching evaluation system to improve the objectivity and fairness of course teaching evaluation.

## **4. Conclusion**

In essence, the internal and external environment of the teaching of art theory courses in Chinese colleges and universities under the background of the new era of aesthetic education has undergone fundamental changes. From the perspective of external environmental factors, the state’s strategic goals of new liberal arts education, curriculum ideological and political co-education, and promotion of Chinese excellent traditional culture, as well as the rapid development of the Internet and artificial intelligence, all urgently require art theory from the macro-strategic level. Curriculum teaching has been reformed in multiple levels including concepts, concepts, content, and methods to meet the needs of the national educational strategic goals in the new era. From the perspective of internal environmental factors, the long-standing traditional classroom teaching has formed many levels of contradictory relationships and current conditions between teachers, students, teaching materials, teaching methods and methods, and evaluation methods. It is urgent to reform traditional teaching concepts and models. To adapt to the new development and new changes of art education in the new era. Therefore, the fundamental changes in the internal and external environment of comprehensive art theory course teaching, when carrying out strategic thinking about the reform of traditional teaching mode, we must pay attention to the internal requirements of new liberal arts education and curriculum ideology, and make full use of the Internet and artificial intelligence technology platforms. Taking aesthetic education practice as the target path, strengthening the construction of the teaching staff of art theory courses, optimizing the art theory curriculum system, reforming traditional classroom teaching methods and evaluation systems, strengthening the concept of art aesthetics in the teaching process, and educating people with morals and cultures, cultivating a new generation of people with humanistic spirit and innovative thinking that meet the needs of the development of the times.

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