

The Reform of Teaching Mode in Art Colleges under the Internet Thinking

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Abstract: *With the continuous development of Internet technology, people's living habits have undergone earth-shaking changes. Internet technology not only changes the way people consume, but also subtly affects the ways of people's work, education, and study. In recent years, China has paid more and more attention to moral education. Compared with ordinary colleges, art colleges not only require students to have a corresponding level of cultural knowledge, but also focus on developing students' artistic expertise. Teaching skills is different from teaching theoretical knowledge. Teaching skills is more about face-to-face teaching and practice, which is also a special feature of art schools. In order to better adapt to the development of the times and improve the classroom efficiency of art colleges, this paper starts with the Internet thinking, and conducts an in-depth exploration of the reform of the education model of art colleges, hoping to better use the Internet for teaching and promote the overall development of students while improving the efficiency.*

Keywords: *Internet thinking; art colleges; teaching reform; art education; micro-lecture education*

1. Introduction

In order to better improve students' artistic ability, small class teaching and one-to-one guidance are the most effective educational methods. However, influenced by traditional educational ideas, the development of art education has always been far behind cultural education, both in terms of teaching faculty and teaching level. The lack of teachers makes it difficult for our country's art colleges to carry out small-class teaching in a true sense, and it is even more difficult to carry out one-to-one inheritance guidance. However, with the advent of information technology and the Internet era, the teaching mode of art colleges has also begun a new transformation. Teachers can use the Internet to achieve resource sharing and better teaching with the help of micro-lectures. Internet technology allows teachers to communicate with students better by breaking through time and space constraints. In teaching under the Internet thinking, students are the main body, and they have more initiative, and teachers have truly become the ones who solve the confusion, and can better guide students according to their problems. This is the best way to improve the efficiency for students in art school, and it is of great significance to improve the teaching quality of art colleges.

2. The main problems existing in the teaching mode of traditional art colleges

The biggest problem of traditional teaching is that teachers teach in class and give guidance in class, and the classroom efficiency is extremely low. The teaching mode of traditional art colleges is face-to-face teaching. Teachers use the time in class to explain and guide students. Taking the major of art painting as an example, art painting is very particular about painting skills and methods. If there is no professional teacher to guide, students can easily develop wrong painting habits by learning by themselves, which is not only not conducive to later correction, but also wasted time and energy. Although art is about practice, practising in the wrong way will not help students in any way^[1]. Therefore, when teachers explain in class, they often give drawing demonstrations first, and after informing the students of the skills, the students will practice by themselves, and the teachers will guide them one by one. This will lead to a lot of teaching pressure in the class, and often students have just entered the state and the time is up. In order to avoid such problems, teachers can only divide the explanation and practice guidance into multiple sections to complete, resulting in extremely low classroom efficiency and slow teaching progress. The slow pace of teaching can make the classroom boring, students gradually lose interest, and ultimately hinder students' progress and development. In addition, traditional face-to-face teaching cannot better carry out individual differences teaching. Each student has individual differences,

and the degree of understanding of the teacher's explanation is also different. Although the traditional face-to-face teaching mode also provides teachers with the opportunity of one-on-one guidance, there is still no way for teachers to fully understand students' problems during the limited time, which can also hinder students' development and progress. This leads to passive learning of students. In order to improve the quality of teaching results, teachers only pay attention to outstanding students and pay little attention to other students, which will cause gaps among students and is not conducive to the overall development of the class.

3. Teaching advantages and innovative strategies under Internet thinking

With the advent of the Internet era, the integration of information technology into teaching not only reduces the pressure on teachers in class, but also makes better use of the time after class to allow students to develop an independent learning and inquiry model. The efficiency of the classroom has been greatly improved, so that these personalized, flat and fragmented learning methods have become the most powerful supplementary methods for college art education^[2]. Under the Internet thinking, teaching more adheres to the people-oriented educational idea, completely abandons the idea of traditional education of what teachers teach and what students learn, and fully conducts teaching based on students' own needs to make students' learning mode more abundant and teachers' teaching guidance objectives more clear. Therefore, major art colleges must pay attention to the development and progress of the times, attach importance to Internet thinking teaching, and actively innovate and reform teaching models. The specific directions are as follows:

3.1 Guiding students into self-organization management mode

The so-called self-organization management mode is the self-organized learning and participation activities by students. The teacher is no longer the main planner and the person in charge of the activity, and the main body is returned to the students, and the teacher only needs to assist and guide the students to perform better. This teaching mode gives full play to the dominant position of students and implements the national education policy of people-oriented. The self-organization management model is very suitable for the students of art colleges. Art needs innovation and creativity, and students organize and explore themselves, which can better stimulate students' innovative thinking, and make students dare to take actions and think more. After explaining the relevant art skills, teachers can set up the after-class exercises more openly, allowing students to freely use the knowledge they have learned to arrange programs and classroom exercises. Students spontaneously form a group, cooperate with each other, and combine freely. This combination form can make students more acceptable and more proactive. For example, students majoring in dance can freely choreograph dances for practice after learning the relevant basic skills, students majoring in painting can organize life-writing activities on their own, and students majoring in choreography can cooperate with the department of performance to choreograph short video clips. According to students' own hobbies and knowledge, they can free play and create, present colorful works, so that teachers can not only understand the students' skill mastery in the process of assistance, discover the students' shining points, deepen the understanding of the students, but also better of teaching.

3.2 Developing personalized learning methods for students and carrying out personalized education

Apart from basic courses, schools should set up a personalized education model. Other categories are set flexibly, except the required courses. For example, a compulsory course in dance is basic skill training. However, students can choose to study modern dance, folk dance, classical dance, etc. according to their own preferences. The school should arrange the course time scientifically, and students can choose and study freely^[3]. This can better promote the individual development of students. Diversified teaching resources and teaching methods in accordance with their aptitude have always been the subjects of continuous exploration in major art colleges. However, rational use of Internet technology can better carry out teaching in accordance with aptitude. Teachers should learn to use the flipped classroom method to make the classroom a place for discussion and sharing of results, so as to better answer students' questions. To achieve this, the school must first improve its own smart campus system. In smart classrooms, teachers can upload the recorded teaching software to the class group, and students can choose to study according to their own preferences, and practice independently and upload the results of the exercises recorded in the form of videos. During the class, teachers can give corresponding guidance based on the videos of the students, and recommend that the students should focus on those contents. In

this way, a personalized learning plan is formulated to better meet the developmental needs of students. In addition, big data can better record students' information, learning process and learning stage. These tracking records can allow teachers to understand students' situation more intuitively and provide professional advice in a timely manner. In this way, students are no longer passively accepting learning, but more actively participating in learning and inquiry. Schools should fully integrate students' self-development and self-realization with teachers' teaching guidance. Then students should be encouraged to keep moving forward through regular assessments and other means.

3.3 Improving teachers' guiding function through decentralized cooperative teaching method

In the era of Internet, our country's art colleges should make positive efforts. The majority of art colleges should appropriately change their teaching goals, not just limited to the cultivation of knowledge and ability, but should focus on cultivating students' innovative ability and thinking ability, and examinations should not be the only standard for measuring students. There are a lot of teaching and learning resources on the Internet, which puts teachers and students in the same knowledge dissemination environment. Therefore, teachers can completely carry out decentralized cooperative teaching with students. In this teaching mode, students can flexibly arrange their own study time according to their own needs and situations, rationally plan their key learning points, and use the fragmented time after class to conduct decentralized learning through the Internet. This will fundamentally change the status of teachers. For students, teachers are no longer the only person of imparting knowledge, but gradually become participants and guides of students' learning. In this way, although teachers' classroom authority is challenged, students' learning efficiency and quality will be significantly improved. But it is worth mentioning that although the online teaching resources are rich and colorful, this does not mean that teachers have become a dispensable existence. The significance of teachers is to help students understand that the content is correct and suitable for them, so that students can better receive systematic training. It can also be that online teaching resources assist teachers to complete the guidance work, but cannot replace the guidance function of teachers. After all, teachers have a wealth of experience and knowledge, and can know better than students what content is good for them.

3.4 Displaying students' learning achievements on the Internet and improving students' interest in learning

One of the biggest advantages of Internet thinking teaching is that it can display learning results faster. Let students understand their own strengths and weaknesses. And students can always keep their enthusiasm and improve their learning interests through self-exploration learning^[4]. Every time a student learns a new skill, it can be directly reflected in the results of the homework, and the teacher can provide professional guidance and comment in the class, which can allow students to quickly find problems and make corrections. Through this method, students can be aware of their progress every day, so that they can better build self-confidence and become more active and positive in learning. In addition, students can also record and display their learning achievements anytime and anywhere through the Internet and other platforms, not only can they find more like-minded partners, but also allow more people to see their learning achievements, encourage and comment, students can better adjust themselves through various evaluation, so as to continuously improve their professional level. In addition, schools and teachers should also pay attention to the use of the Internet to encourage students to make continuous progress, such as publishing excellent student works on the school's official website, which not only better demonstrates the teaching level of learning, but also allows students to see their own values, and have more confidence in their professional level, so as to better carry out follow-up learning.

4. Conclusion

To sum up, the development of Internet technology in China brings new development opportunities for the vast number of art colleges. In order to improve the teaching quality and level of art colleges, it is necessary to reasonably apply Internet technology in the teaching process, use the Internet thinking to enrich teaching methods, innovate teaching concepts, develop personalized learning methods for students, carry out personalized education, and use decentralized teaching, change the role of teachers, widely participate in students' learning, and show students' learning results on the Internet to stimulate students' interest in learning. Also, students can be guided to organize and manage, carry out independent inquiry learning and development, and be better stimulated the subjective initiative and innovative spirit, so that students dare to think, dare to take actions and dare to innovate. Only in this way can teachers effectively

promote the teaching reform of art colleges under the guidance of the Internet thinking, avoid cultivating homogeneous talents, and promote the healthy development of art colleges.

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