

Application practice of digital painting in basic teaching of fine art in colleges and universities

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Abstract: *It is the main goal of the basic art teaching to improve the learning level of fine arts in college students. Based on the current basic situation of basic art course teaching, introducing digital painting into the teaching of basic art course in colleges and universities has significant application value for upgrading the teaching mode and optimizing the teaching method. In the application practice of digital painting, by updating the teaching concept, enriching the teaching content and multiple teaching methods, the actual effect of the basic teaching of fine arts in universities can be effectively improved, and the university students abilities of sketching, Color cognition and appreciation can be cultivated, and reasonably stimulate students interest in learning.*

Keywords: *digital painting; basic course of college art; application value and practical strategy*

1. Introduction

Digital painting, recognized as an innovative form of artistic creation, has garnered significant acknowledgment from numerous art educators and has swiftly emerged as a vital pedagogical approach within the realm of art education. As essential institutions for developing professional talent in the arts, colleges and universities must acknowledge the intrinsic value of digital painting and strategically incorporate it into foundational art curricula and other educational initiatives to enhance students' proficiency in digital painting while fostering their overall artistic literacy.

2. The current basic situation of basic art course teaching

Many colleges and universities improve students art appreciation and creation level by offering basic art courses, export a large number of outstanding talents in the fields of game art and visual communication design to society, and obtain good educational results. However, after analyzing a large number of teaching cases of basic art in colleges and universities, it can be found that there are many universal problems in basic teaching in some colleges and universities.

2.1. The teaching concept is relatively backward

Limited by the comprehensive influence of various factors, part of the university teachers for art basic teaching education idea relatively lag, only think through conventional teaching mode, reasonably improve students painting ability, and require students through repetitive practice to gradually master painting skills so as to guide students to deep study of art discipline theory knowledge.^[1] However, the contemporary art education system within higher education institutions is undergoing significant transformations in materials and technology. Basic art courses, as a fundamental component of this system, must adapt to these changes by implementing effective innovation and optimization strategies. It is essential to integrate new pedagogical concepts thoughtfully, provide students with more accessible learning environments, and cultivate them into professional artists who meet societal demands. Additionally, comprehensive research is required to address the issue of outdated teaching philosophies in basic art course instruction.

2.2. The teaching content is relatively simple

In the basic art education at universities, teachers need to refer to textbooks to provide theoretical knowledge of the art discipline to college students and guide them to fully understand and apply the

theoretical knowledge. Currently, the faculty of our country's universities has undergone a long-term process of renewal and replacement, and research-type talents have become the backbone of the teaching staff in the fine arts discipline of universities, thereby contributing to the improvement of the overall level of fine arts education in universities. However, these research-oriented talents tend to focus on specific research in the field of fine arts, which can lead to a uniform teaching content in basic fine arts courses at colleges and universities. This can make it challenging to provide students with diverse teaching content, thereby limiting their ability to promote comprehensive development. For students, long-term exposure to a single type of teaching content may lead to an inaccurate assessment of their own professional abilities, which will have a negative impact on the cultivation of their artistic professional abilities. Therefore, in order to scientifically improve the quality of basic art courses, it is necessary to properly address the problem of a single type of teaching content.

2.3. Lack of innovation in teaching methods

When some college teachers teach the fundamentals of fine arts in colleges and universities, they organize various network resources and make them available to students in the form of multimedia. College students need to keep up with the teaching pace, record the teaching content, and understand the theoretical knowledge by taking notes. Research reveals that the "teacher teaching-student learning" teaching method is overly simplistic and lacks innovation, making it challenging for college students to comprehend the practical application of theoretical knowledge to their professional skills and to sustain their learning motivation over an extended period. Therefore, it's essential to systematically explore the innovative aspects of teaching methods.

3. The application value of digital painting in college basic art course teaching

Digital painting is a type of artistic creation developed using digital equipment and drawing software. Digital painting fully integrates traditional painting skills and modern digital technology, providing convenient conditions for improving the rapid dissemination of painting content, which is of great significance for promoting the renewal and iteration of the painting field.

3.1. Upgrade the teaching mode of basic art course

In the conventional teaching mode of basic art courses in colleges and universities, college students need to be familiar with various painting tools such as pen, paper and color materials, and the teaching cycle is long. The application of digital painting to basic art course teaching through mouse drawing software redefines the teaching mode. It breaks the conventional university art basic teaching mode, which relies on visual senses and visual rendering effects. It introduces breakthrough painting and creates two types of art spaces. Through digital painting, reasonable application of painting, people, and machine elements creates a new type of art space, effectively improves the visual effect, increases artistic performance, and uses science to reduce the cost of teaching time. In addition, digital painting will gradually influence the painting thinking of college students in a subtle way. In the teaching of basic art courses in colleges and universities, it will assist college students to build a complete logical framework of art theoretical knowledge, so as to comprehensively upgrade the existing teaching mode.^[2]

3.2. Optimize the teaching methods of basic art courses

To carry out the teaching activities of the basic art course in colleges and universities, it is necessary to guide college students to cultivate their composition ability, strengthen the color recognition ability of college students, form a good three-dimensional sense, and have a certain learning threshold. Reasonable application of fine arts in college teaching digital painting can use digital technology of procedural processing function, painting points, line, surface, content such as effective processing, according to the creative demand of college students, painting shape, color adjustment, assist college students in solving many problems such as color recognition, composition, and three-dimensional feeling, and reduce the difficulty of college students to absorb theoretical knowledge. At the same time, college students in digital technology can also gradually realize the mistakes in the university art course learning habits, properly correct composition errors, science improve the level of college students art creation, optimize the expected goal of the college art teaching method, and promote the university art teaching system. The updated iteration is more helpful.

4. Practical strategy of digital painting in the basic teaching of fine art in colleges and universities

If we want to give full play to the application value of digital painting, improve the comprehensive quality of basic art teaching in colleges and universities, and effectively cultivate the art discipline literacy of college students, we need to face up to the existing problems and solve them through scientific methods. From the perspective of teaching concept, teaching content, and teaching method, the digital painting practice strategy can be constructed to meet the teaching needs of basic art courses in colleges and universities.

4.1. Update teaching concept and improve teaching effectiveness

In order to ensure the reasonable practice of digital painting in the teaching of basic art in colleges and universities, it is necessary to update the teaching idea of basic art teachers through scientific methods, and to provide reliable help for improving the practical effect of basic art teaching in colleges and universities. In practice, the relevant work can be carried out from the following three aspects: First, to carry out regular university teacher training activities. According to the needs of updating and optimizing the art teaching system in colleges and universities, they should regularly organize college teachers to carry out special training activities, so that college teachers can systematically learn the theoretical knowledge and practical application of digital painting, and have a deep understanding of the real application of digital painting in the art teaching system in colleges and universities. Colleges and universities can invite professionals in the field of art education to sort out the teaching cases of basic art courses in other universities and analyze the application of digital painting in detail, guide the university teachers to break through the inherent cognition and examine the application value of digital painting in universities from a rational perspective; second, contact the new art creation skills. College teachers need to actively contact with the new art creation skills formed through digital painting, analyze the application value of digital painting from the perspective of art appreciation, so as to form a deeper understanding of the application of digital painting.[3] College teachers can go to large-scale art exhibitions, film festivals and other art activities in their spare time to closely appreciate the content of digital painting creation, and further update the teaching ideas of digital painting. For example, the dynamic version of Riverside Scene at Qingming Festival is based on the original version of Riverside Scene at Qingming Festival, with a reasonable application of digital painting technology to make the characters and scenery in the picture active, so as to show the grand situation of Tokyo in the Northern Song Dynasty. The film *Loving Vincent*(2017) combines digital painting with traditional painting, showing the integration of modern technology and traditional painting skills. College teachers can think reasonably according to the content of art appreciation; third, design the application scheme of digital painting. College teachers need to reasonably analyze the mode and method of digital painting from the perspective of college basic art course teaching, and design the application scheme of matching college art teaching system. College teachers can introduce diversity. The teaching method should reasonably stimulate the learning interest of college students, make college students change from the original passive learning to active knowledge, fully stimulate the subjective initiative of college students, and scientifically carry out the teaching work of basic fine arts in colleges and universities.

4.2. Enrich the teaching content and cultivate various abilities

When college teachers apply digital painting to the basic teaching of fine arts in colleges and universities, they need to enrich the teaching content through appropriate methods and scientifically cultivate various abilities of college students according to the ability needs of art professionals.

In practice, the relevant work can be carried out from the following three aspects: First, set up the teaching content of cultivating sketch ability. After the application of digital painting, college teachers can let college students use PROCREATE drawing software to reasonably solve the problem of conventional sketch teaching needs to find the appropriate observation Angle of teaching. When carrying out teaching activities, teachers can ask college students to display the sketch content and the reference model through the screen function of the tablet computer. College students can choose the right Angle to observe the reference model according to their sketch needs, and conduct sketch exercises. PROCREATE Drawing software can be according to the sketch content of college students, synchronous comparison reference model, timely prompt college students sketch problems, for college students to provide convenient sketch improvement conditions. Additionally, the PROCREATE drawing software includes several three-dimensional body models that college students can utilize based on their schedules. This software makes it easier for students to master the theoretical knowledge

of basic art teaching, thereby improving the quality of their sketches. Additionally, it sets up the teaching content to cultivate color cognitive ability.

In the basic instruction of conventional art courses, college educators must enhance students' color cognition skills through the use of gouache tools. This process requires considerable time for students to grasp the proportions of various pigments and necessitates financial investment in purchasing pigments and paper, thereby imposing a certain degree of economic pressure on them. College teachers can reasonably optimize the existing cultivation mode of color cognitive ability through digital painting. For example, PAINTER drawing software integrates more than 400 painting tools. For example, college students can choose the appropriate paper type in the painting area according to their teaching needs so as to simulate the painting results of gouache tools on different papers and remove the learning restrictions in the application of the material. College students can meticulously observe various colors on different types of paper through the color ratio feature of PAINTER drawing software. This method analyzes the color outcomes produced by varying proportions, effectively reducing the financial burden associated with purchasing painting supplies. Moreover, PAINTER drawing software has the function of retaining the original painting content, college students can restore the original content according to their own painting needs, and reset the color ratio for the original painting content, so as to carry out efficient color change training, greatly shorten the time cost of cultivating college students color cognitive ability; third, set the teaching content of cultivating appreciation ability. Cultivating the appreciation ability of college students is the core content of basic art course teaching in colleges and universities. Regular teaching methods need to guide college students to study for a long time, and colleges and universities have high learning requirements for students. After the application of digital painting, university teachers can show the excellent art creation content to university students, reasonably improve the vision of university students art creation, improve the accumulation of university students art creation materials, and successfully achieve the expected teaching goal of cultivating appreciation ability. For example, Eagle image software, which integrates the addresses of all kinds of picture websites, can download picture resources in batches and reduce the difficulty of picture resources retrieval. According to the teaching requirements of basic art courses in colleges and universities, college teachers can ask college students to input keywords in the Eagle picture software and browse the relevant art creation content. For example, in the design packaging course, you can input "packaging design" into the Eagle image software, and college students can get a lot of digital painting content about packaging design through the tablet computer. This means that in the process of learning, students from simple listening to active exploration, it is easier to stimulate the learning motivation of college students. Moreover, compared with the limited art creation content, Eagle image software can quickly retrieve a large amount of digital painting content, making it easier for college students to understand the specific application of theoretical knowledge in real life, and complete the cultivation of college students appreciation ability in a subtle way.^[4]

4.3. Multiple teaching methods to stimulate the interest in learning

If college teachers want to scientifically apply digital painting in the basic teaching of fine arts in colleges and universities, they need to configure multiple teaching methods, reasonably stimulate the learning interest of college students, guide college students to carry out more active learning activities, and create a closed-loop logic of art learning. In reality, we can execute pertinent tasks by focusing on the following two areas: First, establish activities for creating digital painting themes. College teachers can design digital painting theme creation activities that align with the theoretical knowledge of basic art courses, enabling students to fully utilize their theoretical knowledge for art creation. For example, college teachers can ask college students to observe the appearance and pattern of their mobile phone cases, think about the reasons for buying mobile phone cases at that time, and guide college students to design the appearance of mobile phone cases according to their own preferences and create mobile phone case patterns through digital painting. College teachers can reach out to the manufacturing factory to bring their students' creations to life, and document their achievements in digital painting on a mobile phone case. This approach encourages students to actively participate in the learning activities of basic art courses. This type of practical theme creation activity facilitates the development of creative enthusiasm among college students. College teachers should provide necessary teaching guidance tailored to the creative content of their students, enabling them to conduct deeper research on theoretical knowledge. Additionally, they should organize digital painting exhibitions. Based on the theoretical knowledge that college students have mastered in basic art courses, college teachers can showcase their students' digital painting works through campus exhibitions, and students from different classes or majors can provide valuable feedback.^[5] College students can discover the path to their own artistic creation through comments from other students on digital paintings, fully utilize the guiding

function of basic fine arts courses for the training of fine arts professionals, and pave the way for future study and employment.

5. Conclusion

The application of digital painting to meet the basic teaching needs of college art is being explored. College teachers are conducting a detailed analysis of college students, taking into account the demands of art teaching. This analysis involves improving the teaching effect, cultivating a variety of abilities, stimulating learning interest, and designing a perfect digital painting practice strategy. This strategy aims to ensure the reasonable application of basic college art teaching resources, enhance students' understanding and application of art theory, and guide them to become high-quality fine arts talents in society.

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