

# The Application of Inquiry Learning in Senior High School Art Teaching

Wenxing You<sup>1,\*</sup>

<sup>1</sup>Changchun Art Experimental Middle School, Changchun 130000, Jilin, China

\*Corresponding author: L55443311c@163.com

**Abstract:** *Inquiry learning has been a main content of the current basic education reform, and art teaching is the main part of ordinary senior high school teaching. For a long time, due to the single pursuit of enrollment rate, the art teaching methods in senior high schools in China are relatively simple, students are basically forced to learn. This makes students' logical thinking restricted, and makes them lack their own thinking and expression skills, which leads to rigid learning style and low learning efficiency of students. In this article, through the application of inquiry learning theory, the author explores the goals and significance of developing inquiry learning in senior high school art teaching. Combining with some existing problems in senior high school art teaching, the application countermeasures of inquiry learning in senior high school art teaching are proposed, this paper proposes how to apply inquiry learning in senior high school art teaching in order to improve the teaching effect of senior high school art drawing and color teaching.*

**Keywords:** *Inquiry learning, senior high school art, application of teaching*

## 1. Introduction

Teaching practice and art teaching at the original level have long sought the enrollment rate in senior high school art teaching under the background of examination education ideas. However, it is relatively simple in teaching and often takes cultural knowledge infusion as the teaching point. In this way, many students are in a passive state of acceptance, not well involved in classroom teaching, which results in students not having their own ideas and opinions. Therefore, the application of inquiry-based learning methods in art teaching of senior high school is particularly important.

## 2. The goal of art teaching in senior high school

Art teaching is the main part of ordinary high school teaching, the expansion and extension of art courses in compulsory education, the main step to connect basic art education with higher art education, and an indispensable part of higher art teaching. The ultimate goal of art examination teaching is to introduce good higher talents to colleges and universities, and coping with examinations is not the goal of teaching itself. Ordinary high school fine arts curriculum standards in the experimental draft repeatedly to cultivate students' humanized and creative spirit, in order to train students' logical thinking dexterity and strain and dispersion, greater efforts to stimulate students' innovation level ability, and also pay attention to the cultivation of practical level ability, so that students can better have the ability to transform innovative ideas into detailed results. And curriculum standards in terms of educational philosophy, training objectives, academic control and other factors are in line with the needs of examination art teaching, to better achieve this goal, you need to change the learning method.

## 3. The significance of inquiry study of art in senior high school

In traditional senior high school art teaching, simple, passive, and traditional learning methods have caused a major obstacle to the promotion of quality education in classroom teaching. In the past teaching and learning, the essence of learning was mainly presented in a conclusive manner. Students are the recipients of cultural knowledge. This teaching method affects the students' absorption and understanding of cultural knowledge in practice, and thus it makes students more likely to learn textbook knowledge, and also makes students a single, passive process of acceptance and memory learning. In the current art teaching in senior high schools, there are still some related phenomena that some teachers

practice indoctrination and forced acceptance. Teachers often provide short-term intensive training to students according to their usual test requirements. Such learning methods hinder students' logical thinking, as well as students' learning interest and mood. This not only fails to promote students' learning progress, it may also become an obstacle to students' progress.

"Education is not instilling, but lighting the flame." Inquiry learning emphasizes that "students acquire knowledge, skills, and attitudes through investigative activities such as discovering problems, investigating and researching, hands-on operations, expression and communication in real-life situations, and learning methods and learning processes." Teachers should pay attention to students. For independent learning, we also need to guide students to investigate, explore, understand, learn in practice, and promote students to learn independently and learn individually. Let the students experience it by themselves, reflect their initiative, and let the students learn independently and find and solve problems in their lives.

#### **4. Some problems in art teaching in senior high schools**

##### ***4.1 Students have a low art foundation***

In the past, students learn art because they have a strong interest in art major and have a certain talent in art. At present, some students transfer to art because of their weak academic performance. In some cases, students' parents force them to change their majors to fine arts in order to get them into their ideal schools. Still have school teacher to seek enrollment rate, will study the student with relatively weak achievement transfers fine arts major. Therefore, most of these students have no foundation in art, do not like art, and have no talent in art, which leads to the rapid increase in the number of students participating in the art major examination, but the rapid decline in the professional ability of students.

##### ***4.2 Students learn blindly***

There are some students who are not well aware of the method of art learning, but just blindly seek shortcuts and speed, with the idea of learning everything, and in the end they can't learn anything. Some students go to this studio to learn in the morning, and in the afternoon to learn in other studios, blindly following. As a result, these students have a poor foundation.

##### ***4.3 Students' learning becomes mechanized***

Although the current students have their own way of learning, but influenced by the test-oriented education thought, in the early stage of the exam, more students will continue to copy, memorize, and display the paintings they have encountered in a different way, etc. Using this method to deal with art exams, these students just want to pass the exam, regardless of their own style. There are also students who do not pay attention to the usual accumulation of learning and the consolidation of the foundation of art, but impromptu and unplanned learning and training. This kind of rapid learning concept and examination method has laid hidden dangers for students in higher-level art study. In the end, it may make students gradually struggle during art study, resulting in a decline in the rate of students studying art.

#### **5. The countermeasure of inquiry learning in art teaching in senior high school**

##### ***5.1 Situational teaching***

Situational teaching is a teaching mode that makes full use of images, creates typical scenes, arouses students' interest in learning, and combines cognitive activities with emotional activities. Teachers should pay attention to students' interest in learning, class participation and independent desire for exploration, and encourage and guide students in the research and practice of fine arts. Teachers should also stimulate students' thirst for knowledge and interest in learning. Moreover, teachers should conduct education for students through guidance during the teaching period, so as to stimulate students' interest in learning and stimulate their enthusiasm and curiosity in learning. In this way, students' classroom participation can be better promoted. For example, in the process of color teaching, combining the real life, teaching knowledge and life, through the daily life experience of students to improve students' interest in learning and creativity. For example, teachers lead students to the campus to do color painting, and then ask students to observe objects carefully. This way can greatly improve students' observation ability, and

students can integrate their own ideas into the study and express them in their own paintings.

### **5.2 Classroom demonstration**

In practice teaching, the teacher should implement the method of teacher demonstration and student simulation training, and the teacher should patrol in the classroom and correct the student's homework in time. The main purpose of this is to take into account the weak art foundation of the students and the fact that it would be impractical and relatively slow to practice a full examination form without the teacher demonstrating it. For example, in the practice of "sketch" teaching, first of all, the teacher should show the class students how to use monochrome lines of black, white and gray shading changes to reflect the three-dimensional sense of the painting image and the sense of volume. Secondly, the teacher also asked the students to observe carefully, and then asked the students to try to imitate the painting with the brush in their hands. Finally, the teacher should patrol in the classroom, check and summarize the students' learning and practice, and effectively give some correction and guidance.

### **5.3 Evaluation of works**

After the students have finished a practical lesson, the teacher should carry out a class-based work evaluation and summary. For example, in the homework evaluation of geometry sketch teaching, the teacher can group the students into groups and let the group members observe and self-evaluate the works of the group. The evaluation is based on the perspective law, structure and light and shade tone of the picture, so as to improve the students' vision and control level of the three-dimensional space, and urge the students to find the changing law of light and the rhythm of light and shade change, so as to make the sketch picture more harmonious. Such group cooperation can better help students to self-reflection, but also can effectively arouse students' interest in learning, so as to improve the learning efficiency of students.

## **6. Conclusion**

To sum up, inquiry learning is mainly a teaching model that focuses on students' independent inquiry learning, thinking, and practice. In the process of teaching, teachers should implement inquiry art teaching, which will help students lay the foundation of fine arts and improve their enthusiasm for learning, thereby enhancing their practice ability and arts quality in fine arts.

## **References**

- [1] YongvRen, *Application of independent inquiry learning in junior middle school art classroom teaching [J]*, *Wenyuan (Middle School Edition)*, 2019, (11): 583.
- [2] Xiaojian Yan, *Application of independent inquiry learning in junior middle school art classroom teaching [J]*, *Friends of Humanities*, 2019, (10): 230.
- [3] Jilin Li, *Situational teaching of chinese in primary schools [M]*, Nanjing: Jiangsu Education Press, 1996: 2-3.
- [4] Jinghua Li, *The application of cooperative learning model in high school art teaching [J]*, *Art Review*, 2020, (5): 135-136.
- [5] Hanling Wang, *The application of inquiry learning in high school art appreciation teaching [J]*, *Art education research*, 2019, (22): 140-141
- [6] Fanru Meng, *on the application of situational teaching method in high school art teaching [J]*. *China National Expo 2019*, (05): 26-27.