

## Research and Practice on the Reform of College Art Classroom Teaching Based on “PBL”

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**ABSTRACT.** *By practicing the exploration and application of PBL teaching mode in art classroom, based on the experience of classroom teaching reform in overseas universities, the new teaching mode and traditional teaching mode are compared and analyzed, which promotes the cognitive structure of learners. The transformation, from Informational Learning to Conformational Learning, goes further to Transformational Learning. At the same time, it expounds the “active classroom” as the core concept of classroom reform and the corresponding teaching methods and means innovation, explores the effective classroom teaching mode based on “PBL”, improves the quality of classroom teaching, and provides positive promotion for cultivating innovative applied talents.*

**KEYWORDS:** *PBL; Teaching Reform; Art Classroom*

With the continuous development of science and technology, people have rapidly evolved from a large-scale industrial era to a high-tech information age. The initiation of artificial intelligence and the reform of online and offline mixed teaching modes have affected us in all aspects of teaching. The more I realize that as a qualified teacher, I have to face various challenges, especially how to guide the teaching and let students learn the ability to learn is the primary problem that teachers should face now. The PBL problem-driven approach to teaching is Problem-Based Learning. “Question-based learning” can also be called “project-based learning,” which requires a problem-oriented approach that truly enables students to learn the ability to solve problems rather than the ability to answer questions. Therefore, we can also know that it is not important to be good at how much information is stored. It is possible to obtain important information according to real problems in the real world and to solve problems in a collaborative manner with others. At the same time, in the process, we truly understand our own learning. Understanding the society and ultimately mastering the ability to learn for life is the focus of our education. This is also the reason why PBL teaching methods are increasingly recognized by people.

## **1. PBL research content**

### ***1.1 Positioning and Analysis of “Problem” in PBL***

1) Question: It is a question that needs to be “answered”. It is more focused on the theoretical knowledge answer. It is a question about the general knowledge point. It can be directly answered by others or after searching. The answer is basically It is standard information, and of course it may be different in expression.

2) Problem: We are talking about the difference between Problem and Question, which is a problem that needs to be solved. This solution is more inclined to think about the problem. It analyzes the problem through the existing knowledge points, and is more inclined to know. Disagreements, differences in personal understanding and different scenarios to solve the problems currently faced require learners to provide “own” answers after theoretical knowledge analysis, problem combination, and exploration and practice. As written in “From the Cliff to the Beggar”, “The role of the educator is to throw a stone into the pond, throwing the stone to the right place, and the learner begins to ask one question after another - inspired A string of self-deprecating.” And Professor Perkins of Harvard University in his book “Teach for the unknown, learn for the future” also proposed learning for better growth, growth is to better let children learn The ability to learn. “Learning to learn” is the foundation and premise, and then it is to provide continuous assistance and support in the process of self-exploration in learning. Another example is “The Brief History of Humanity”, “The reason why Homo sapiens can survive in a harsh environment is because language opens up the possibility of collaboration, and humans have developed various collaborative tools, rules, and even social systems. Collaboration, no single individual can survive.”

The Germans once filmed a documentary called “Possible Success”, and the award-winning international education documentary opened the heat of the cities. The film shows an innovative teaching model PBL in detail through examples, and describes the more possibilities of the educational changes brought about by this. This is a very good example and innovation. This teaching model is currently being tried by some educational institutions in China. Most of the experimenters are very excited. In this way, they feel a new realm of “teaching and learning” and truly experience the charm and passion of “student-centered, exploratory learning”. It can be seen that if each stage can be properly supported in cognitive structure and mental development, our learning and change will be more comprehensive and proactive.

### ***1.2 Analysis and induction of “Learning” in PBL***

As for the analysis of correlation in PBL, we can divide Learning into three modules: Informational Learning, Conformational Learning and Transformational Learning. The points that each module focuses on. Differently, in the process of organizing students' learning, teachers need to guide according to the students'

situation, so that they can realize transformation and constructive learning.

(1) Informational Learning

The information reserve mainly refers to continuously increasing the amount of students' knowledge reserves, constantly improving the basic knowledge of the course, and adopting a large amount of information input form, so that students can carry out a large amount of information memory in a short time. Of course, in today's colleges and universities, the teaching mode is basically the use of information-based teaching methods. Therefore, teachers generally use a large number of classroom indoctrination to improve students' knowledge and memory. Teachers can make students remember through classroom assessment, examination or other forms of learning. In essence, they can be said to be the one-way input and memory process of Information.

(2) Conformational Learning

The combination mastering refers to the students through the information storage points that have been mastered, through the modification of the knowledge points to understand and learn the logical relationship between a certain thing, the event and even the finishing behind the world, and understand the law of its formation. Conformation can be interpreted as "structure, form, combination, conformity, corresponding, consistent". Of course, this is also affecting our teaching style and education model more and more. At present, with the continuous development of technology and information and the popularization of artificial intelligence, the author finds that the form and test of education is more and more profound. In the process of teaching, we find that "mastering information" is more important than "memory information". It has a far-reaching impact on the education and life of students. Of course, some teachers believe that mastering a lot of knowledge, a certain amount of information is also indispensable, but how to use this knowledge to truly become the student's own knowledge, you need teachers to constantly think and guide. When students are able to deal with all kinds of problems in a very flexible way, it proves that our education is successful, which is the reform and innovation of the teaching model we propose. Through the guidance and application of the PBL teaching method, students can learn from "information storage" to "combination mastery" and learn to use tools to solve problems, such as information in the information search engine, we do not need to remember, but first need Learn how to search, how to distinguish its effectiveness, and how to combine the ability to apply. This is also the importance of the educational literacy that needs to be improved in our teaching.

(3) Transformational Learning

Transformational construction, as the name implies, refers to the methods and techniques that can transform one's own learning into a solution. Here I interpret Transformation as: "The ability to understand and redefine the complex world." That is to say, in the pedagogy, the construction of the theory of development is concerned with the" personal construction of the unique meaning of things, the ability and process of the Making-Making". Throughout the ages, all innovators,

explorers, and innovators have demonstrated such outstanding transformation and restructuring capabilities. Therefore, as a university teacher, we should change our teaching ideas and methods, constantly improve our teaching philosophy, make full use of problem-oriented, convert indoctrination into guidance, and convert cramming learning into active exploration learning. Through the mode reform of “project guidance, task-driven, industry-university integration, school-enterprise cooperation”, the theory of classroom teaching is combined with the actual needs of enterprises, and guided by “projects” and “problems”, teacher-led, Students are the main mode, the enterprise is the platform, and the new mode of art practice teaching adapts to the needs of the society and the development of the discipline. The acquisition of practical credits is obtained through classroom lectures, teacher and student seminars, implementation of design and research-oriented practical projects, and competitions, to realize the transformation of students' constructive learning methods.

## **2. Exploring the “PBL” Reform Method in Art Class**

The PBL teaching method is promoted in the art profession. It has its particularity and necessity, and it just confirms the original intention of the PBL learning model. If we want to be a good designer, we must learn to deal with many different challenges:

First of all, as a designer, there will be different customers. The background of the customer's education, the appreciation of the graphics color and the positioning of the products required are different. Therefore, it is not enough to back the concept and knowledge. Ability to transform for different knowledge and flexibility;

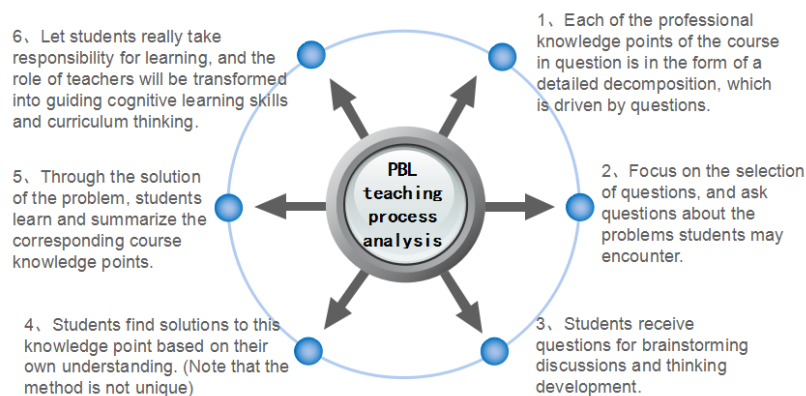
Secondly, a qualified designer must rely on his good communication skills, decisive decision-making ability, comprehensive thinking ability and teamwork ability to give a reasonable creative solution for each design case;

Finally, the design world is a preface to fashion. It is a world of rapid change and never-ending. New problems and new technologies are constantly emerging and developing. Therefore, if you want to be a good designer, you must be self-study, study for life, and need to communicate with your peers to keep abreast of the latest developments in the industry.

### ***2.1 Analysis of the six-step reform of the art class***

From the aspects of teaching tasks, teaching objectives, curriculum characteristics, and characteristics of textbooks, the author has made many useful discussions on teaching content, teaching methods and curriculum assessment. And from the aspects of knowledge guidance, thinking guidance, method guidance, consciousness guidance, literacy guidance, etc., we will carry out reforms and explorations, and learn by teaching and learning. Through the exploration of the PBL classroom teaching mode, the teaching process is gradually transformed into the teaching starting point. This is also the ultimate goal of our education, and

realizes the starting point teaching. The teaching starting point will be changed from teachers and teaching materials to students and problems. Attention should always be paid to students' learning needs and corresponding questions will be raised. At the same time, teachers can cooperate with enterprises to guide each child to play their own advantages according to the relevant requirements of the enterprise. Through teamwork and corporate training, the students will have a broader space for thinking. At the same time, learn the required knowledge in the process of proposing and solving problems. Teachers follow the principle of “exploratory, problematic, and life” to design teaching content, and help students to carry out deep “dialogue” with the teaching content, thus building a “scaffold” for students' learning, and supporting students' thinking ability through the support of the bracket. , learning interest, recognition level, etc. are raised to another new level of development, that is, to achieve creative “teaching.” Based on this, during the design reform of the art curriculum, the author used the PBL teaching method to subdivide the reform of the art curriculum into six steps. Figure 1 shows the six reforms of the art class.

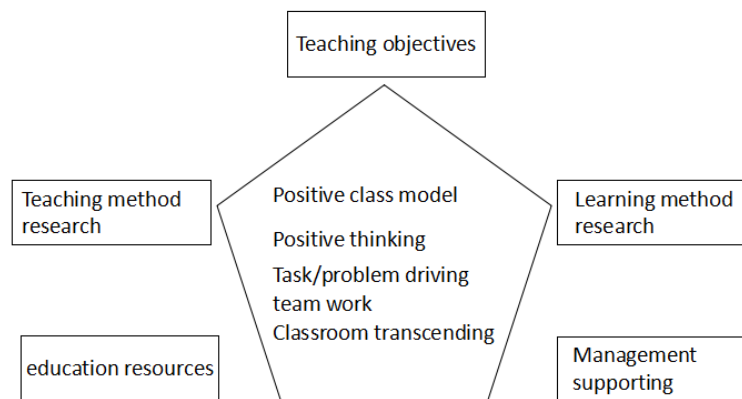


*Figure. 1 Shows the six reforms of the art class*

## **2.2 Construction of the teaching framework of PBL active classroom**

As an open teaching mode, PBL has high requirements for teachers' own quality and teaching skills. Teachers are required to master not only the professional and the content of this course, but also to master the relevant subject knowledge and have questions. Ability to solve problems, the ability to use knowledge flexibly, rigorous logical thinking skills and good organizational management skills. Be good at mobilizing students' enthusiasm, teaching and learning, and controlling the rhythm of the classroom. In the process of teaching, teachers can learn according to the different subjects and set a question every day. When preparing a lesson, the teacher needs to design a question based on the content of the subject and the actual situation. At the beginning of each day of the course, the course teacher should

communicate with the students in depth, explore carefully, and strive to find solutions to problems. In the implementation of the PBL method, the design of the problem is critical. The problem is the starting point and starting point of the learning. The instructor should let the students get the teaching objectives to be achieved in the classroom teaching in the process of solving the problem, and learn new professional knowledge or skills in the process of exploring the answers to the questions, and at the same time The combination of learning and law, through



task-driven, teamwork, to achieve classroom transcendence. Figure 2 shows the teaching framework of the active classroom.

*Figure.2 Shows the teaching framework of the active classroom*

### ***2.3 Exploring the lifelong learning mode of guided guidance***

The successful development of PBL teaching requires the active cooperation of students. From the preparation of the materials, it is necessary to consult a large number of documents in conjunction with the teachers' problems and actual cases, and actively communicate with other students. Students search for information, answer questions, and discuss and share information. Teamwork leads to the best conclusions. Such learning, spending more time and energy in the preparatory work than in ordinary classroom learning, therefore requires students to have the initiative to learn, otherwise it is difficult to achieve the expected teaching results and goals. However, because Chinese students have long accepted "cramming" education, they have a certain dependence on the traditional education model, lacking the initiative to find problems, and the enthusiasm and ability to solve problems. Therefore, how to lead students to start from their own and complete the role transformation, from passive learners to masters of learning also requires continuous thinking and reform of teachers. The ultimate realization of education 3.0, to achieve the socialization goal of teaching: the ability to learn to achieve the goal of lifelong learning.

#### ***2.4 PBL's role in guiding and guiding the art classroom***

1) The PBL teaching mode can effectively cultivate students' cognitive desires, improve students' interest in professional courses, and cultivate scientific thinking ability, innovative ability, and analytical problem-solving ability. According to the academic situation, it is proposed to meet the requirements of the certification of art education, including comprehensive examinations such as face examinations, classroom reports, essays, teamwork and other assessment methods. Through discussion, we can deepen our understanding of the correct theory, and we can continue to discover new problems, answer new questions, shorten the learning process, and have a deeper impression.

2) Highlight the classroom teaching reform of the practical teaching mode of "project guidance, task-driven, industry-university combination". PBL gives full play to the initiative of students and achieves a good prospect of "joint training of schools and enterprises". Through PBL, students have created an easy and active learning atmosphere, which enables them to express their opinions independently and actively, and to fully express their opinions. It is also very easy to obtain information from other students and teachers. Through the PBL teaching method, students feel interesting and practical, and let students start learning by solving real problems in life. Achieve a "teaching factory"-style pragmatic education, with problems to promote teaching, so that enterprises can participate in classroom teaching reform, while improving teachers' classroom practice ability.

3) Improve students' sense of teamwork. PBL not only benefits the theoretical study, but also trains students' multi-faceted abilities. Through the free combination of students or grouping of differences, the group will complete the topic discussion topics in the theoretical class and the design class items in the experimental class. Through cooperation, the communication and collaboration skills of students have been greatly improved, and the enthusiasm for learning has been greatly promoted. In practice, the ability to improve literature search and access to materials, inductive summarization, comprehensive comprehension, logical reasoning, verbal ability, and ability to lead learning and lifelong learning.

#### ***3. The Promotion Value of PBL Teaching Reform in Art Class***

Through the promotion of PBL teaching mode in college art classrooms, we will take quality education as the starting point and further enhance the overall quality of the younger generation. Guide students from "survival orientation" to "efficiency orientation" to "capability orientation" to encourage teachers and students in the school to carry out classroom reforms. Let the students truly become masters of learning. Step-by-step development of students' unique talents and interests, especially the flexible teaching method of PBL mode, maximizes the development and development of students' potential, which is also an important part of our research and promotion.

In "Learning", "the teachings of the gentleman are also; the Tao and the sorrow

are strong, but the sorrow is strong, and the sorrow is swayed. The sorrow and the sorrow are the same. Harmony, can be described as good and good.” This sentence indicates that teachers should be good at inspiring students in teaching, open their ideas, in order to leave room for students to think, so that students develop the habit of independent thinking, Make wisdom and thinking truly develop. It can be seen that less education and multi-learning as a kind of teaching thoughts and methods, its proposal is not accidental, it is a teaching proposition that educational researchers have deeply thought about the teaching relationship.

In summary, in the future teaching reform, we will continue to pay attention to the guidance of students' interest in learning, realize the pragmatic integration of classroom revolution and practical curriculum teaching mode, and hope to pass the series of reform measures for the continuity of classroom teaching and curriculum. The design of structural integration provides a pilot example of reference value, which is then promoted and applied among universities in Shaanxi Province.

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