



Research Report on the Effect of Network Teaching Mode of Art Courses under the Concept of Ideological and Political Education

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ABSTRACT

Since the National Conference on ideological and political work in Colleges and Universities, the Party Committee of Beijing United University has closely focused on the fundamental problem of “what kind of person to train, how to train and for whom to train”, and regards the course of ideological and political thinking as the fundamental measure to carry out the fundamental task of building up people by virtue. In 2020, in the event of the new epidemic situation, the school actively implemented the work plan of “stopping classes and not stopping learning” in Beijing, and opened the historic revolution of the whole school network teaching in education and teaching.

In recent years, Beijing Union University in the “curriculum ideological and political” construction is constantly open up. In order to promote teaching practice and teaching research, the school teacher teaching development center set up the first teaching promoters of Beijing United University in 2019. The project team was set up by the school teaching promoters to study the effect of the online teaching mode of art courses under the concept of ideological and political education.

1. Introduction

Since the national conference on ideological and political work in colleges and universities, the party committee of Beijing United University has closely focused on the fundamental question of “what kind of person to train, how to train and for whom to train people”, and has taken the course of ideological and political thinking as the fundamental measure to carry out the fundamental task of creating people by virtue. Beijing Union University, as a municipal university in Beijing, has been exploring and

studying the work of educating people. In recent years, in the “curriculum ideological and political” construction is constantly open up. Since (2017)199” opinions on the implementation of promoting the Construction of “Curriculum ideological and political “(2017-2018)”, a series of systematic theoretical guidance has been formed for the construction of “Curriculum ideological and political”. From “curriculum thinking and politics” to “professional thinking and politics” to “three full education”, Beijing United University consciously insists on building up people by virtue, consciously insists on taking students as the

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center, and closely revolves around the fundamental problem of “what kind of person to cultivate, how to cultivate and for whom to cultivate people”, and has carried out a series of training and study work.

In 2020, in the event of the new epidemic situation, the school actively implemented the work plan of “stopping classes and not stopping learning” in Beijing, and opened the historic revolution of the whole school network teaching in education and teaching.

Under the guiding ideology of the course ideological and political construction of Beijing Union University, and combining the characteristics of the course ideological and political construction of the College of Art “tracing back to red” and “Beijing flavor”, the project team applied to the school teachers’ teaching development center and approved the project under the theme of “the effect study of the network teaching mode of the art course under the concept of the course ideological and political education ‘How to fully excavate the ideological and political elements of the course in the traditional ‘oral teaching’ teaching mode, And in the face of network teaching how to effectively, orderly, quality, quantity of education and teaching research.

First, do a good job in the “Internet + curriculum ideological and political education” art curriculum teaching work

The members of the project team are involved in vocal music, film, performance, lines, shapes, digital images, clothing design and so on. Members fully consider and practice the network teaching mode of art courses, summarize and comb on the basis of the achieved results, and explore how to establish a more stable teaching activity structure framework and activity procedure under the concept of ideological and political education in the curriculum. At present has practiced and sorted out certain data.

In the first half of 2020, the school urgently adjusted the curriculum to online teaching, using network resources and technical means to ensure the development of teaching work. According to the guiding ideology of the construction of “curriculum ideological and political” in the school, the project team gives full play to the role of “Internet + curriculum ideological and political education”, and does a good job of network teaching. It is carried out through a series of steps, such as adjusting the teaching content, changing the teaching mode, reshaping the learning style, and feeding back online and offline. Among them, adjust the teaching content, the new crown pneumonia epidemic related content into the classroom. The epidemic war between China and the world is the best patriotic education element of curriculum politics. To change the teaching mode, teachers go to the cloud head

to become anchors, but also part-time to do “customer service”. To some extent, the participation of online students is stronger and the attention to individual students is higher. And online feeding line, is, education is ultimately student-oriented.

2. Development of Network Teaching of Art Courses under the Concept of Ideological and Political Education

2.1 Optional Course Film Analysis

The course is a professional optional course in the performance course of the College of Arts. The teaching of theoretical knowledge is carried out by the way SPOC online teaching. At the same time, the teaching reform is carried out in combination with the course “Light and Shadow Story-narrative Art in Film”, multimedia video created independently, live broadcast online and so on. In the practice link, observe the propaganda film of the major media to fight the epidemic situation, combine the knowledge of the film technology means learned in the classroom, start shooting the video short film, carry on the patriotism education (the theme “I praise the motherland with youth”). In the learning and testing link to change the teaching model, broaden the knowledge dimension, classroom questions for voice questioning, students in the enterprise WeChat group text exchange; students in the enterprise WeChat group text questions, lectures in the process of communication and answering questions. Reshaping learning style, transparent academic evaluation, SPOC, MOOC each unit of course test questions in homework and examination; SPOC, MOOC weekly course discussion area questions; SPOC the objective questions of the platform question bank final examination; reserve practice time in class after class, students make micro-film video post-mail.

Film courses, while teaching film technology, narrative art, sharing and watching the classic film clips for detailed explanation and analysis, such as: through the domestic film *Wolf Warriors 2* scene explanation, Iran film “Little shoes” composition explanation, Indian film “evacuating Kuwait” music explanation, so that students feel “behind us has a strong motherland —— China”; through the domestic film “Red Lantern hanging high “sound knowledge points to teach” feudal society persecution of women, cherish today’s beautiful life “; By teaching the narrative art through the British and American films “Three Billboards” and the Korean film “Parasites”, the students feel that “the false evil ugliness of the film reaction is to call out the true, good and beautiful”..... of the audience. At the same time, observe the propaganda films of the major

media to fight the epidemic, combine the knowledge of the film technology and means learned in the classroom, let the students start shooting video clips and carry out patriotism education (the theme of the video short film “I praise the motherland with youth”, A total of 32 micro-film production and production).

2.2 Cross-major Elective Course Introduction to Art

The course is a cross-major elective course at the school level. It is studied through the application of multimedia information technology and network curriculum resources, and the traditional teaching methods are replaced. Through practice, it can promote the improvement of students' learning effect and teaching quality.

The course is taught on the “Blue Mo Yun Class” platform, Upload online teaching resources a total of 83, Including learning task book, teaching plan, teaching video, multimedia courseware, audio-visual resources, knowledge expansion link resources, and so on, 120 students, Online resource learning participation accounts for about 96. After class quizzes, brainstorming, group discussions, answering questions, Total 34, Student participation is about 100. Give full play to the superiority of the platform, Integration of teaching resources according to teaching needs, lay a good foundation for students to learn independently. Students can express their views on learning content in the discussion area, Students can communicate with each other, Student participation in each class is over 95%, Students here make up for the reluctance and initiative of classroom teaching, Even set a record of 90 minutes and hundreds of discussions, The teacher gives the experience value according to the student's speech and the complementary speech, Here students speak with thought and exploration, And communication sparkles innovation, The whole teaching is orderly, enthusiastic, lively, Online communication inspires enthusiasm, Dig out their ability to learn and express, All this happens to be what art courses need.

Take “Tao Yuanming's Secret Love of Peach Blossom Source” as an example. It is necessary to master the influence of philosophy on art, understand the philosophical spirit contained in Peach Blossom Source, and Tao Yuanming's philosophical temperament. Such as “life is as open as clear water, will see the most beautiful things”, this is the curriculum of ideological and political education with beauty. Finally, we recommend Lai Shengchuan's “Secret Love Peach Blossom Source”, so that students can continue to appreciate the impermanence and waiting of life in the art classics, and share it with you through discussion. The good effect of teaching can not

only promote the full play of students' learning ability, but also ensure the development and promotion of students^[1].

2.3 Major Elective Course “Design and Production of Film and Television Advertising”

The course is an elective course for digital media art majors. From the target post backward ability requirements, adhere to 80% theory + practice, practical content modularization. Pay attention to the students to design and serve the motherland to serve the capital, dissemination and development, the curriculum pays attention to our country, especially the Beijing area characteristic cultural heritage excavation, the record, the inheritance. By means of teaching methods such as teaching method, discussion method, task-driven method and case teaching method, the emphasis is on teachers' demonstration and analysis of relevant domestic and foreign award-winning film and television advertisements and MV works to enable students to understand and master the creative methods, performance means, lens use, post-processing and other links of creative theory and methods. Then the teacher assigned the simulation task to the students (National College students Advertising Art Competition), and the students completed the creation of the works by means of discussion and teamwork according to the requirements of the competition^[2].

The first goal of the course is to enable students to master the relevant theoretical knowledge of the creation of film and television advertising works. This goal is mainly achieved through teaching by teachers and case teaching. The second goal is to enable students to have the practical ability of film and television advertising creation. This goal is mainly achieved by tutoring students to complete creative and sub-lens creation through group discussions according to the requirements of the strategy sheet, and through hands-on shooting and later creative practice. Most of the students in this class achieve better results; The third goal: to develop students' language expression ability, this goal is mainly achieved through the creative elaboration of students' drawing analysis of classroom speeches and film and television advertising works. The fourth goal: to cultivate students' team work spirit and professionalism, this goal is mainly achieved through team group works, most students achieve better, a small number of students (about 20%) more selfish, poor sense of teamwork^[3].

3. The Effect of the Net Education of Art Courts

Through the network teaching, with the help of the four

advantages of the network, we can break the space limitation, broaden the knowledge dimension, transparent academic evaluation, and help research learning. By breaking space constraints, teaching resources and related content can be viewed on the server at any time. By broadening the knowledge dimension, teachers can update the content of the online learning platform at any time and continuously expand the amount of knowledge. At the same time, teachers and students can discuss, communicate and broaden the knowledge of teachers and students. Through transparent academic evaluation, learning self-test, homework submission, examination scores are completed online, with the help of online sharing function, teachers, students, educational administration, supervision experts can participate in academic evaluation, so that the evaluation is fairer and more transparent. Through the help of research-based learning, students choose courses and teachers on the Internet according to the needs of learning, evaluate themselves at any time according to the learning effect, and can get comments from teachers and students at any time, and go deep into research-based learning^[4].

The project team will continue to study in the follow-up courses, combing how the role of teachers can be transformed from “teacher” to “guide”, how “teaching

emphasis” can be transformed from “how to do” to “how to learn”, how to transform “student status” from “teaching object” to “teaching subject” and how to change “learning style” from “passive learning” to “active learning”. I believe that these four aspects of combing will have greater significance and gain for the development of online teaching of art courses under the concept of ideological and political education.

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