

Reform and Practice Exploration of Computer Fundamentals Teaching in Art Universities

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Abstract. Based on the current situation of computer basic teaching in art universities and the characteristics of art majors, teaching reform methods are proposed in terms of course ideology, teaching content, teaching methods, and assessment methods. The teaching process is listed, and through specific teaching exploration and practice, the quality of teaching can be effectively improved, with good teaching effects.

Keywords: Art Category; Fundamentals of College Computer Science; Teaching Reform.

1. Introduction

With the rapid development of computer technology, basic computer courses in universities have become a public course that must be offered in various majors. With the increase of art majors in schools, it has been found in teaching practice that basic computer courses in universities do not have targeted teaching plans and cannot be combined with majors. Art students generally have the idea of "emphasizing majors but neglecting culture", So students do not attach enough importance to the basic computer courses in university during the learning process, with strong emotional thinking and weak logical thinking. Therefore, through specific teaching practices, this article combines the needs of art talent training programs with computer basic courses, combines teaching reform with art majors, combines teachers' teaching with scientific research, and constructs a new model of computer basic teaching for art majors. To cultivate students' ability to master certain basic computer knowledge, techniques, and methods, as well as to use computers to solve problems in their professional field, and to cultivate students' awareness and ability to apply computers to solve problems in the field of art. [1-2]

2. The Current Situation of Computer Fundamentals Teaching in Art Universities

Firstly, the integration of ideological and political education into university computer foundation courses is not sufficient for art majors. In recent years, there has been a strong promotion of ideological and political education in the curriculum, emphasizing the importance of moral education to enhance students' civilized qualities, social responsibility, and practical abilities. Art major students often only focus on their professional fields and have low attention to fields such as ideological and political education.

Secondly, the integration of basic computer courses and art majors in universities is not close enough. There is no teaching plan or plan specifically for art majors. In terms of teaching content, there are few teaching cases that combine with majors. In terms of teaching methods, teachers mainly focus on teaching and classroom indoctrination, with a relatively simple teaching method that uses theory first and then computer application. The basic teaching content of computer science in universities is not updated in a timely manner, and the development of computer technology is very rapid, especially the hardware and software updates are very fast. If not updated in a timely manner, students will not be able to learn the latest knowledge, which will reduce their learning enthusiasm. The practicality of computer basic teaching in art universities is not strong enough. The university computer basic course is a highly practical course, which can lead to poor practical ability of students and inability to effectively apply computer technology to solve practical problems. [3-5]

Finally, the assessment method for basic computer courses in universities is too single. Our school's computer foundation exam mainly consists of a daily score of 30% and a final score of 70%. Previously, the daily score was mainly based on the submission of homework, which was relatively general and could not form a comprehensive evaluation.

3. Reform and Practice of Computer Fundamentals Teaching in Art Universities

This article aims to reform through specific teaching practices, mainly through the following aspects:

Firstly, effective integration of ideological and political aspects in the curriculum should be carried out based on the characteristics of art students. Integrate excellent Chinese culture into the teaching process, improve the ideological and political abilities of the curriculum through traditional Chinese aesthetic education, and quietly integrate the ideological and political content of the curriculum into teaching. Art students have a strong understanding of beauty. By guiding students to appreciate, discover, and create beauty, they can cultivate their comprehensive literacy, enhance their cultural confidence and ideological realm, and effectively integrate ideological and political education into the classroom. In the teaching of each chapter, there should be clear moral education goals and content, truly integrating knowledge goals, ability goals, and moral education goals into the teaching. The knowledge goal is to cultivate students to master a certain level of computer basic knowledge, technology, and methods. The ability goal includes practical ability, summary ability, thinking ability, and innovation ability. The goal of moral education is to integrate ideological and political elements, so that students have the correct values, scientific attitude, and exploratory spirit.

Secondly, the reform of teaching content and methods. By combining the teaching experience of frontline teachers for art students, changing the traditional teaching mode and guiding ideology, focusing on students, and cultivating their practical application and innovation abilities. In terms of teaching content, corresponding case teaching is mainly adopted based on the characteristics of art majors. The teaching cases used should be based on the different focuses of different majors, and the course content settings may vary. Therefore, corresponding teaching outlines and plans should be formulated for art majors. For example, for students majoring in photography, some techniques of image processing can be added, and for students majoring in visual communication, some elements of graphic design can be incorporated. In terms of teaching methods, the combination of online teaching and offline teaching, combined with information technology, can break the tradition of putting theory before practice because art students emphasize practice and ignore theory. Through Flipped classroom teaching, use the network platform, make micro class videos, so that students can preview. In classroom teaching, carefully design the teaching process and teaching situation, combine professional example teaching, and adopt group discussion, To improve students' interest in learning, we can set up a question answering area on the WeChat official account platform after class. In the practice class, we will arrange more design assignments in combination with the characteristics of art majors, and require each student to design different effects in combination with their majors. For example, in the design of presentation assignments, students in the visual communication major can use their good art skills to insert their beautiful pictures into the PPT, Photography majors can use their professional photography skills to take beautiful photos or insert videos, etc. This can easily stimulate students' enthusiasm and lead to innovative works. When viewing students' works, teachers can select some innovative works and show them to students, or show them through some public platforms such as WeChat video number and TikTok, which can more stimulate students' enthusiasm, interest and innovation in learning. [6-7] Integrating the online and offline blended teaching mode throughout the entire teaching process allows for the extension of classroom teaching in both time and space, fully mobilizing students' learning enthusiasm, and cultivating their innovative and practical abilities. The entire teaching process is shown in Figure 1, including micro lesson preview

and task guidance; Hands-on practice, demonstration and guidance; Ask questions and explain knowledge; Display and summarize works; Assign homework to expand and extend.



Figure 1. Teaching Flow Chart of Computer Fundamentals in Art Universities

Thirdly, adopt a diversified comprehensive formative evaluation system for assessment. The evaluation of the teaching process is also a very important part of teaching. In order to improve the quality of teaching, when evaluating the learning achievements of art students in university computer basic courses, we no longer only focus on the final exam results, but more on the classroom teaching process evaluation of students in the learning process, optimize the score evaluation method, divide by knowledge module, set up moral education observation points, and combine the characteristics of art majors, Increasing the proportion of assessment for design assignments, formulating assessment requirements, and forming a complete and diversified student evaluation system can more effectively promote classroom teaching.

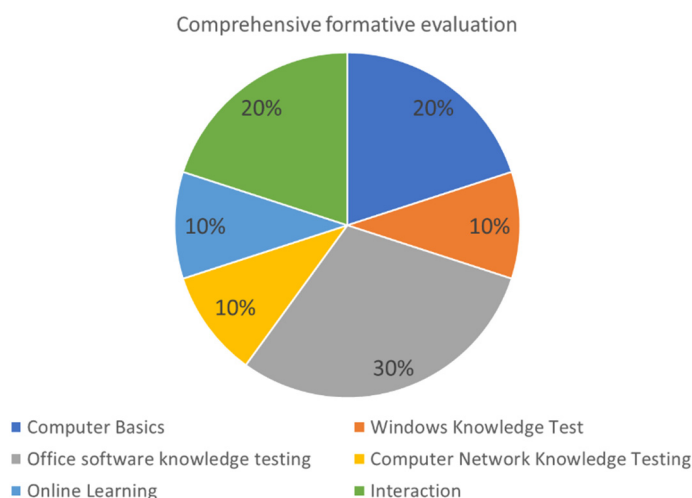


Figure 2. Comprehensive Formative Evaluation of Computer Fundamentals in Art Universities

The comprehensive formative assessment is an objective evaluation of students' learning throughout the entire semester. The assessment and evaluation of computer basic courses in art universities mainly revolves around the teaching philosophy of stimulating interest, imparting ideas,

teaching people to fish, and applying knowledge. By adopting a diversified student evaluation system, it provides a basis for comprehensive formative evaluation. The comprehensive formative assessment is shown in Figure 2. The comprehensive formative assessment scores are composed of six parts: basic computer knowledge test (20 points), Windows knowledge test (10 points), office software knowledge test (30 points), computer network knowledge test (10 points), E-learning (10 points), and classroom interaction (20 points).

4. Summary

The reform of computer basic teaching in art universities aims to address the current shortcomings in teaching, combining the teaching experience of frontline teachers for art majors, breaking the traditional teaching mode, and reforming and practicing various aspects such as curriculum ideological and political education, teaching methods, teaching content, and assessment methods. In terms of curriculum ideological and political education, combining the characteristics of art majors, aesthetic education is integrated to improve the ideological and political ability of the curriculum. In terms of teaching methods, online and offline mixed teaching and Flipped classroom are adopted to highlight practical application ability. In terms of teaching content, case teaching is adopted according to the characteristics of art majors, and more design assignments are assigned in practice, greatly mobilizing students' learning enthusiasm. In terms of assessment methods, comprehensive formative evaluation is adopted, which is more reasonable and provides a more comprehensive evaluation of students' assessment results. In short, the reform of computer foundation in art universities is student-centered, and forms autonomous and exploratory learning based on professional characteristics, which can effectively improve teaching quality and liven up the teaching atmosphere.

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