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Exploring the Innovation Mode of Art Education in Vocational Colleges and Universities in Inner Mongolia Region

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Abstract: At the beginning of the 21st century, art education in regional vocational colleges and universities in Inner Mongolia has been better, and the use of a variety of innovative means in the implementation of the process, but also shows its own superiority. In the rapid development of regional vocational colleges and universities art education at the same time, art education in vocational colleges and universities in Inner Mongolia has gradually diversified, cultivated talents, so that the professional knowledge of art education in vocational colleges and universities in Inner Mongolia, the level of technical level has been greatly improved, with a strong comprehensive quality, which has important practical significance and value of the reform of vocational colleges and universities art education in Inner Mongolia. In such a general environment, the art of vocational colleges and universities in Inner Mongolia region in the curriculum, teaching mode construction, and strive to innovate in teaching methods, teaching methods, and actively carry out the reform of art teaching, and improve the overall quality of graduates of vocational colleges and universities in Inner Mongolia region in the field of art from all aspects, so that they can better integrate into the society, and to lay a solid foundation for the development of the cause of art.

Keywords: Vocational Colleges; Art Education; Innovative Models.

1. Introduction

1.1. The Practical Value of Strengthening Art Education in Vocational Colleges and Universities in Inner Mongolia Region

The results of all teaching work should be tested by practice in the end. The reform of art teaching in vocational colleges and universities in Inner Mongolia region must take art teaching as a carrier, and the practicality of art teaching is an important content of art teaching. Students of art majors in vocational colleges and universities in Inner Mongolia region, through a large number of art practice activities, so that they have a greater understanding of the basic knowledge and basic skills of art courses, and in a larger range of art practice activities to continuously improve their comprehensive quality. Art courses are highly practical subjects, which are closely connected with people's life and production. Therefore, when carrying out the innovative reform of art teaching in vocational colleges and universities in Inner Mongolia, art teaching in vocational colleges and universities in Inner Mongolia should continue to increase the proportion of practical teaching and increase the students' experience of art practice activities [1]. Since, every artist with profound professionalism is refined and becomes mature in the continuous art practice, they use the solid art course theory to guide their rich art practice, so as to create more works with artistic value. In the current art education in vocational colleges and universities in Inner Mongolia, art courses emphasize too much on the teaching of theoretical classes, ignoring the students' practical ability, not for a specific product to do the level of exploration, for example, the students do not know enough about the nature of the materials needed in the process of the art courses as well as the process procedures, and lack of feeling and experience of the finished products of the art courses, which results in the empty creativity of the art courses, but it is difficult to realize on the ground. It is difficult to realize. It can be seen that the practical teaching in the innovative reform of art education in vocational colleges and universities in Inner Mongolia region, its purpose is to make the concept of art education better concertized, so that students' innovative creativity to become possible, to make it possible, and through the practice of art to verify its feasibility and effectiveness. At the same time, in the process of exploring the practice of art education, it is necessary to enhance the diversity and richness of the art internship platform to create a more vivid and interesting teaching environment for the students, so that the students can obtain solid professional knowledge on the art internship platform.

1.2. Strengthening the Synergistic Development of Art Education in Vocational Colleges and Universities in Inner Mongolia Region

Compared with other modes of education, art education has greater openness and higher practicality. Therefore, the innovation and reform of art education in vocational colleges and universities in Inner Mongolia must be comprehensively planned from the perspective of coordinated development and take into account the practical needs of all aspects. In the traditional teaching mode of art education in vocational colleges and universities in Inner Mongolia, the phenomena of "theorizing" and "practicing" are common, which leads to students' art practice activities under the guidance of theorizing and the lack of communication and integration with another professional knowledge [2]. Aesthetics can stimulate students' perception and realization of art courses

from a deeper aesthetic level, and enhance the aesthetic connotation of art with more innovative creative techniques, so that it presents a unique artistic charm. Through marketing, the process and result of art creation can be made to have certain economic benefits, so as to increase the added value of art creation. In fact, through the knowledge crossover and technology integration between different disciplines, it can broaden students' artistic vision and artistic thinking, so that they are no longer limited to the theoretical aspects of art courses, and can stand in the perspective of development to create more excellent works with both cultural connotation, economic value and artistic taste. It can be seen that this is a kind of multidisciplinary cross-communication, forming a situation of complementing each other's strengths and promoting each other, which makes art education present a kind of vigorous vitality. The authors also found that many vocational colleges and universities in Inner Mongolia region integrate art disciplines with science and technology, culture, theater and other disciplines, so that students gain more knowledge and ways to create art, thus showing the good effect of coordinated development of art and other disciplines in vocational colleges and universities in Inner Mongolia region. For example, the knowledge of aesthetics and literature is integrated into the teaching of practice, breaking the professional box, so that the content has both aesthetic taste and cultural connotation, improving the value of art courses, thus achieving the purpose of art education reform. It can be seen that in Inner Mongolia, the coordinated development of art education in vocational colleges and other disciplines, and mutual integration, has been a new direction of development [3]. The mutual collision and collaboration between multiple disciplines can change the traditional teaching mode, broaden students' horizons, and broaden their thinking, so that they can explore their own professional fields from multiple perspectives and improve the effect of art teaching with creative thinking in art education in vocational colleges and universities in Inner Mongolia.

2. Ways and Means to Realize the Innovative Development of Art Course Education in Vocational Colleges and Universities in Inner Mongolia Region of China

As the social demand for art talents continues to increase, the education mode of this specialty has also changed. At present, the teaching system and methods of art courses that we use can no longer meet the requirements of modern education, so it is necessary to make changes to the traditional teaching methods of art courses under the guidance of the scientific development concept. When promoting the teaching reform of art courses in vocational colleges and universities in Inner Mongolia region, we should take quality education as the goal, focus on knowledge and practice, master resources, and strive to cultivate talents that meet the market demand, complete the teaching reform, and fulfill the teaching goals.

2.1. Strengthen the Basic Teaching

The teaching of basic courses for art majors should be in line with the current characteristics of the times, and should have its own professional characteristics in terms of teaching content, without being one-sided and patterned [4]. In the teaching of basic courses, emphasis should be put on cultivating students' thinking method and cultivating their design and modeling skills. On the basis of this, a new cultivation mode is proposed to improve the comprehensive quality of students and improve their comprehensive quality.

2.2. Strengthening Practical Teaching

The traditional teaching of art courses does not pay enough attention to practice, and the educational objectives, teaching modes and equipment’s formulated are relatively single and lack of openness, therefore, the education of art courses is not suitable for real life. If there is no awareness of the market and the concept of pioneering, there will be no good creative ability, which will lead to the art class majors cannot adapt to the market demand. In addition, in the process of education, more practical activities can help teachers to revolutionize the teaching mode and improve the teaching system, and also help teachers to improve their own ability and absorb new knowledge and transfer it to students.

In order to clarify how to enrich the classroom content, understand the needs of the market for artists, and build an educational system to cultivate professionals, we can set up a studio as another classroom for students to do internships, which can not only enrich the teaching content and improve the quality of teaching, but also improve the ability of students to work together.[5] At the same time, in the practice, students can also learn the art concepts of many famous experts and scholars at home and abroad. In this way, they can improve both their level and their academic level. This studio can combine education, research and business to make education more responsive to the needs of the times.

2.3. Focus on the Cultivation of Competence

Schools and teachers should work together to emphasize the development of students' knowledge and skills and to create a good environment for communication and learning. It is better to teach students to fish than to teach them to fish. Teachers should focus on good learning and thinking styles for students and tailor their teaching to the differences between them, so that each student can bring his or her potential into play. At the same time, students are more active and creative in the learning process, and can independently complete learning tasks and solve problems encountered in the process of practice.

2.4. Enhancing Students' Motivation to Study

During the first year of enrolment of new students, the school should introduce students to a particular specialization, so that they will have some knowledge of their specialization, understand the characteristics of that specialization and, in this way, increase their interest in it. Each class should have a teacher who can guide the students to a deeper understanding of the learning objectives and teaching plans of the specialization. Its main job is to make the students know more about the specialization, the structure of professional knowledge and the relationship between various types of courses in a variety of ways, and to select courses, choose directions and formulate study plans for the students in accordance with their actual situation so as to enable them to study in a targeted manner. In teaching, the team spirit of the students is developed so that they can improve their knowledge, skills and morals.

2.5. Strengthen the Construction of Teachers

In terms of teachers, regional vocational colleges and

schools in Inner Mongolia should develop a set of more detailed teacher training programs according to the age, education and experience of teachers, improve the theoretical level of teachers, improve the teaching level of teachers, and improve the overall quality of the teaching force. The regional vocational colleges and universities in Inner Mongolia are mainly based on classroom teaching, so carrying out teaching observation activities can effectively improve the overall quality of the faculty, while also promoting mutual exchanges among the faculty and promoting the development of the faculty [6]. In the process of carrying out teaching observation, teachers can discuss the language expression, teaching form, PPT production, etc., and give timely solutions to the problems in the classroom, so as to promote the development of education.

Centered on the main subjects, it is the mainstay of subject construction; therefore, it should be led by experienced, capable and excellent teachers, while paying attention to the class distribution of teachers and emphasizing the training of young teachers. Experienced teaching leaders should organize discussions on the way forward of the courses, the mode of delivery and the knowledge system, to create a teaching team that is concerned about the long-term development of the profession, but is also down-to-earth, and to enhance the team's sense of responsibility and crisis awareness.

3. Conclusion

Time is developing, only keep pace with the times, to ensure that the content of education is up-to-date, education methods are constantly optimized and innovative, and cultivate talents to meet the needs of the social environment. Education is an important part of improving the comprehensive strength of a nation, and it is vital to the cultivation of talents in various professions. Only by mastering a skill and possessing real talent can the new generation of college students inject new vitality into the development of China's aerospace and aviation, manufacturing industry, agriculture, art and other fields, win a place for our country in the fierce international competition, and provide the most basic impetus for our country's prosperity and development, wealth and strength. In the future, we can start with artificial intelligence and digital technology, and conduct in-depth research on new teaching tools under these technologies, so as to provide richer means for educational reform and innovation.

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