

The Application Strategy of Graphic Combination in Primary Art Teaching

Yuanmei Wang

School of Wuhan Textile University, Wuhan Hubei, 430000, China

Abstract: Graphic teaching is a teaching mode that guides teachers to combine images and words in the course of teaching. This teaching mode enables art teachers to explain the course content to students in a more intuitive way, deepen their understanding of what they have learned, and promote the improvement of art level and aesthetic ability. At the same time, it also helps to cultivate students' good study habits and achieve their all-round development. After consulting that no matter which version of the current primary school art textbooks are composed of text and picture typesetting. They complement each other and are closely linked to guide the learners. This is enough to explain an important feature of the combination of pictures and texts in art teaching, that is, teachers should pay attention to the combination of pictures and texts in teaching, especially in PPT courseware, and try to avoid all words or only pictures. This paper will discuss the essay and drawing diary and the combination of illustration and text in the form of graphic combination. This paper demonstrates the significance of graphic combination to the primary school art teaching and puts forward the application strategy of graphic combination in the primary school art teaching. Finally, the importance of graphic combination teaching to the overall development of students and the cultivation of social talents is emphasized again.

Keywords: Graphic Combination; Elementary School Art; Apply.

1. Introduction

Graphic teaching refers to the teaching mode that teachers combine images and words in the teaching process. Through this teaching mode, art teachers can explain the course content to students more intuitively, help students deepen their understanding of the course content, promote the improvement of their art level and aesthetic ability, and help students form good learning habits, so as to realize the comprehensive training of students. In the modern education mode, the traditional theoretical teaching mode has been gradually replaced by a new teaching mode, such as the combination of pictures and images, which makes the learning atmosphere of students active, students' artistic thinking is no longer restricted, and their artistic level has been rapidly improved. Therefore, in the teaching process, art teachers should strengthen the use of the teaching method of combining graphics and text, and follow the teaching concept of "people-oriented", which will bring important influence to the future development of students.

2. Form of Combination of Text and Text

2.1. Essay and Drawing Journal

Elementary school students' cognition of the world is not mature, so they have different ways of expression. In the teaching process, teachers should cultivate students' learning habit of expressing their emotions by drawing, which plays a very important role in cultivating students' innovative thinking. Teachers can allow students to reflect their understanding of the world through drawing diaries. With the gradual growth of their age, their expression ability and way of thinking will be improved accordingly. Their strong curiosity and desire to explore unknown things will prompt them to express their experience through some ways. And painting is the best way to express. For the works of primary

school students, it is difficult for adults to understand their intentions, but primary school students can clearly understand the meaning of each part of the picture. Therefore, teachers should respect the ideas of primary school students, think from the perspective of primary school students, develop students' thinking ability, enable students to get close to life, develop the habit of independent thinking, and cultivate students' active participation in the spirit of division of labor and cooperation and the spirit of innovation.

2.2. Combination of Illustration and Text

With the development of modern education, illustration is no longer limited to the discipline of fine arts. In Chinese, mathematics, biology and other cultural courses, illustrations are needed to assist teachers in teaching. The combination of illustration and text can not only effectively stimulate students' imagination, cultivate students' logical thinking, but also make students more intuitive experience of the charm of subject knowledge, to help students deepen their integration into classroom teaching. Through this way of learning, students can effectively enhance the memory of the learned knowledge, and will not forget it for a long time[1].

3. The Significance of the Combination of Graphic and Text for Primary School Art Teaching

3.1. Deepen Pupils' Understanding of Emotion

The value of art is to awaken people's experience of emotion. For primary school students, their understanding of life is still very shallow, so it is difficult to experience the feelings of the author in the works. However, compared with adults, primary school students are more curious and can often study something with all their energy. Teachers should be aware of this phenomenon and guide students in time. The combination of text and text can effectively help teachers stimulate students' learning enthusiasm, protect students'

independent personality, and then spread students' innovative thinking. Therefore, in the teaching process, the combination of graphic and text teaching can further enhance students' interest in learning art, and enable students to more intuitively experience the emotional expression in art works, promote students' learning progress, and realize the comprehensive training of students.

3.2. Supplement the Teaching Content

In the traditional teaching mode, students' creation mostly floats on the surface, and teachers do not dig deeply into the creative process. As a result, some students with poor painting foundation cannot accurately understand the teacher's intention and gradually lose their interest in learning. The combination of images and texts can not only supplement the loopholes in traditional teaching, but also enable students to gradually develop the habit of observing life and collecting materials. In the teaching process, teachers strengthen the use of the combination of images and texts, which can effectively help students improve their innovative thinking ability, and gradually master the modern teaching concept of cultivating students' all-round development, so as to improve their practical ability and understanding level of things[2].

4. Application Strategies of Images and Texts in Primary School Art Education

4.1. Preparation Stage of Graphic Combination: Formulate Clear Teaching Objectives

In the process of art teaching in primary schools, teachers should first pay attention to reforming and innovating teaching methods, and establish the teaching concept of individualized teaching and the leading idea of people-oriented. The theory of multiple intelligences states that "there are indeed differences in intelligence between individuals, but this difference is due to the fact that each person has a different combination of intelligence."

Because of the differences in intelligence factors and emotional factors, pupils' learning ability and understanding ability of knowledge will also be uneven. The traditional art teaching mode in primary school is monotonous and boring, students' interest in learning is poor, and teaching often produces the teaching effect of "twice the effort and half the result". Under the new curriculum concept, primary school art teachers should pay attention to students' main position in teaching, enrich the content of primary school art teaching, expand students' art knowledge, increase pupils' emotional understanding of art knowledge, and meet the requirements of the new curriculum concept and quality education concept for primary school art teaching.

For example, before the combination of art and text teaching guidance, art teachers should first clarify the three-dimensional teaching objectives of this course, that is, knowledge and skills, process and method, emotion and values. In the process of guiding students to learn the art knowledge of "children's painting", we must first guide students to learn the elements of children's painting creation and color matching skills to meet the requirements of knowledge and skills[3]. Secondly, through painting practice and painting guidance, students can be guided to perfectly integrate the learned knowledge and skills, feel the fun of

children's painting creation and the meaning of combining words in practice, and meet the target requirements of the process and method. Finally, for the purpose of emotion and value concept, through the personal experience of students, students can enhance their love for art creation, form a certain art creation thinking and art creation ability, and fully feel the fun of art learning, so that the primary school art teaching has a teaching effect of "getting half the result with twice the effort", and lay a good foundation for students' subsequent art learning. In the process of art teaching in primary schools, teachers should pay attention to the actual learning ability and personality characteristics of each student, formulate clear teaching objectives, meet the needs of each student for art learning, so that students can feel the fun of art learning and the infinite charm of art.

In the process of using the teaching method of combining pictures with pictures, teachers should first clarify the teaching objectives, establish the teaching concept of individualized teaching, follow the principle of people-oriented teaching, and help pupils to complete. The traditional art teaching mode is boring for primary school students, and it is difficult to stimulate their enthusiasm for learning effectively. Moreover, primary school students are affected by age restrictions, and there is a big gap with adults in intelligence and emotion, so primary school students have different understandings of knowledge in the learning process, and the learning effect is often half the result with twice the effort. Under the guidance of the new curriculum reform, art teachers begin to pay attention to the subjectivity of primary school students in the classroom, expand the teaching content through the teaching method of combining pictures and images, broaden students' horizons, deepen their understanding of art knowledge, and achieve comprehensive training of primary school students' comprehensive quality, so as to meet the requirements of training students in the new era. First of all, teachers should clearly set the teaching objectives of this course for students, which can be divided into four points: First, students can have a preliminary understanding of cartoon images by enjoying excellent cartoons; Second, the teacher explains the characteristics and production process of cartoon images in detail, and stimulates the students' initiative to use what they have learned to design cartoon images; The third is to strengthen the students' modeling ability and improve their practical painting ability; The fourth is to help students master the ability to express their emotions in the works, so as to effectively promote students' image thinking and innovation ability[4]. Through these four goals, teachers can make the process of teaching clearer, the motivation of students to learn more, and the learning effect is twice the result with half the effort. In addition, in the teaching process, teachers should also master the learning situation of each student, and formulate teaching plans according to the learning characteristics of students, so as to meet the learning needs of students, so that students can experience the infinite charm of art knowledge in the learning process.

4.2. The Implementation Stage of the Combination of Graphics and Text: Stimulate Students' Enthusiasm for Learning

The famous French thinker and writer Romain Rolland once said: "Life is not the lack of beauty, but the lack of eyes to find beauty." Art exists in every detail of our lives, such as

the vivid patterns on the teacup, the colorful colors on the cover of the text, and so on. The application of graphic combination in primary school art teaching can make students observe life more carefully and integrate life elements into primary school art teaching activities. This method can fully stimulate students' interest in learning on the basis of improving the observation ability of primary school students, so that they get more activity experience.

Art teachers can guide students to learn art painting skills for a period of time, adopt task-driven teaching method, and assign students the task of "making your own personalized greeting cards" when the New Year is coming[5]. Teachers first use multimedia and other information technology means to play some pictures, videos or materials about the "New Year" for students to increase students' intuitive understanding of the New Year. Subsequently, students can create their own art according to the art knowledge and art skills learned in class, combining words and pictures, which can effectively show students' art skills, divergent students' thinking and show students' personality characteristics. In the process of students' creation, teachers should pay attention to go to the students, carefully observe each student's creation method and picture performance, for some students who have problems in the process of painting, teachers should timely guide and correct, guide students to develop in the right direction of thinking, and give students more creative inspiration. Just as Einstein said, "interest is the best teacher". The boring and single "infuse" teaching method cannot stimulate students' interest in learning, and students' enthusiasm and initiative in learning art are poor, while the combination of pictures and texts can make students feel the significance of learning art in the process of combining pictures and texts, and thus enjoy learning art more and form a good learning atmosphere.

Life is not the lack of beauty, but the lack of eyes to find beauty. In the teaching process, teachers should pay attention to cultivating students' habit of finding beauty in life. The patterns on teacups and the swaying trees in the forest are all part of the art. Therefore, teachers can strengthen the use of graphic combination in teaching, so that students can observe the changes in life from a more detailed perspective, find and master the elements of beauty in these changes, and apply these elements in the creation process, so that the quality of the works has been significantly improved. This not only helps to cultivate the aesthetic level and cultural literacy of primary school students, but also enables primary school students to effectively improve their observation ability in this teaching method, so as to obtain a fuller learning experience[6].

For example, in the teaching of "Retaining Autumn", teachers can focus on training students to use loose leaf rubbings and collages to re-create beauty, and enable students to have the ability to independently complete the memory and imagination painting of autumn tour activities. In class, teachers can show students the autumn scenery pictures of famous artists, let students analyze the brushwork skills and composition thinking of excellent painters, and lead students to discuss how to show the characteristics of autumn travel in painting. By discussing the process of painting with students, teachers can help students effectively deepen their understanding of art skills and promote the improvement of their painting skills. In addition, it can effectively help students achieve the learning goal of independent creation. In addition, when students have problems in the process of

painting, teachers should correct them in time, guide students to establish healthy and correct learning thinking, help students stimulate creative inspiration, so that students can create more high-quality works, and then students' self-confidence can be satisfied[7]. At the same time, teachers should pay attention to prevent the phenomenon of cramming teaching, and stimulate the learning enthusiasm of primary school students in a way that is more suitable for their learning habits, so as to deepen their understanding of art knowledge, develop good learning habits, and form a thinking consciousness that is more in line with the needs of social development.

4.3. Summary Stage of Graphic Combination: Evaluation of Students' Creative Works

Constructivism theory holds that learning is an active process of meaning construction. The application of graphic combination in primary school art teaching can generate a new image by means of recombination and mutual connection, and the method of graphic combination is actually a creative process rich in interesting and generative characteristics. The combination of pictures and graphics can create a platform for primary school students to develop their ability and show their personality characteristics, so that students can truly feel the fun of art learning through the combination of pictures and graphics, and show their art potential ability and thinking ability in the process of imagination and imagination, so that every student can become an invisible artist, and bring more experience and experience of art activities for students. Show the value and function of "teaching and educating" in primary school art.

In the classroom teaching, teachers should pay attention to the value of teaching guidance. After the completion of the graphic and graphic art teaching in primary school, teachers can organize students to summarize and sort out the art knowledge and skills of this class, encourage and comment on the performance of students in this activity, and evaluate the students' creative works. The teaching summary stage is an indispensable link in any course, and the evaluation can be carried out by teacher comprehensive evaluation or student mutual evaluation. For some excellent graphic works, art teachers can provide targeted encouragement and guidance, organize students to share their own creative experience and inspiration, and bring more activity experience to other students. Students can evaluate each other by voting for the "Best creative Award" and "Most beautiful Work Award" and other awards. At the same time, after the evaluation is completed, teachers can assign personalized graphic and art assignments such as "Make a personalized calendar", which students can complete by themselves or in group cooperation. This personalized assignment can effectively stimulate students' creative desire, so that students can truly integrate art learning with life reality, and truly show the value of generative classroom teaching construction.

The application of graphic combination in primary school art teaching can perfectly combine images and words, open up a more happy and free way for students to learn art, enable students to fully express their emotional understanding and opinions, and give students more space for learning and development. The combination of graphic and text can better integrate life elements into the primary school art teaching activities, expand students' art knowledge, meet the requirements of the new curriculum concept and quality education concept for primary school art teaching, and enable

students to constantly improve their own art level and comprehensive quality in the process of unrestrained and fantastical.

4.4. Evaluate Students' Performance from a Diverse Perspective

Art learning is more important for primary school students to improve their aesthetic level and cultural accomplishment, and the use of graphic combination can make primary school students more intuitive in the process of creation of art knowledge charm. However, because elementary school students are not mature in mind, the works they create are often unimaginative and difficult to be quickly understood by teachers. Therefore, many teachers did not give objective and detailed evaluation of students' works, so that students could not find their shortcomings from the teacher's evaluation, and thus their painting skills could not be improved and their learning enthusiasm could not be mobilized[8]. With the promotion of the new curriculum reform, the current teaching syllabus requires art teachers to give detailed evaluation to students' works, mainly to encourage students' self-confidence, and guide students with their own experience, so that students can effectively learn from the evaluation, improve their understanding of art knowledge, and then realize the overall improvement of their own comprehensive quality.

The significance of teaching evaluation to students is irreplaceable. Teachers need to fully sort out and review the teaching content before the end of each class, so that students can have a clear goal and direction in the review after class. At the same time, teachers should comment on students' performance in class and give certain material or spiritual rewards to the best students. For students' works, teachers should give more accurate evaluation from an objective perspective. Teachers can also use students' mutual evaluation to carry out evaluation activities, so that students can participate in the evaluation process of works, so as to effectively stimulate students' creative desire. In addition, teachers can assign corresponding homework for students after the evaluation, and let students complete it in a group way. This can not only effectively help students review what they have learned, but also enable students to experience the advantages of collective cooperation and deepen their sense of honor. This kind of homework, which needs to be completed by cooperation, can effectively stimulate students' creative desire, visualize the original abstract art knowledge, and help students develop the habit of treating life with art thinking, so as to truly cultivate students' comprehensive quality.

5. Sum up

All in all, under the background that people attach great importance to the quality of education, art teaching in primary schools should change the original teaching method and use the teaching method to combine pictures and words. In the

teaching stage, show the enthusiasm of the students. At the end of the teaching period, the evaluation method should be used reasonably. Therefore, the integration of graphics with teaching methods has played a positive role in promoting fine arts and achievement levels in primary schools, leading to inclusive development. An important feature of the combination of pictures and texts in art teaching is that teachers should pay attention to the combination of pictures and texts in teaching, especially in PPT courseware, and try to avoid all words or only pictures. This paper will discuss the essay and drawing diary and the combination of illustration and text in the form of graphic combination. This paper demonstrates the significance of graphic combination to the primary school art teaching and puts forward the application strategy of graphic combination in the primary school art teaching. Finally, the importance of graphic combination teaching to the overall development of students and the cultivation of social talents is emphasized again[9].

Compared with the traditional teaching method, the teaching method combining pictures and words is more free, and students' thinking and innovation ability can be improved. In the teaching process, teachers must make better use of this teaching model to follow the concept of people-oriented teaching, improve students' art and quality with the development of the whole student, and finally meet the professional training needs of social development.

References

- [1] Lu Yasu. Research on the Application of Chinese Elements in the character design of the animation *Monkey King: Hero Is Back* [J]. *Popular Literature and Art*, 2015, 21:133-134.
- [2] Fan Yang. The combination of art and text teaching in primary schools from the perspective of painting diary [J]. *Shanxi Education (Teaching)*, 2018 (12) : 23.
- [3] Yang Danqing. Elementary School Art Teaching combined with children's picture books [J]. *Chinese Youth*, 2017 (30) : 217.
- [4] Zhang Jinxiang. The application of graphic Combination in primary school Art Teaching [J]. *Shanxi Education (Teaching)*, 2017 (4) : 34.
- [5] Yao Wei. Research on the application of graphic Combination in primary school Art Teaching [J]. *New Curriculum (Primary School)*, 2017 (1): 77.
- [6] Zhang Ying. The Application strategy of graphic combination in primary school art teaching [J]. *New Curriculum Guidance*, 2019 (12) : 28.
- [7] Fan Yang. The combination of art and text teaching in primary school from the perspective of painting diary [J]. *Shanxi Education (Teaching)*, 2018 (12) : 23.
- [8] Yang Danqing. Elementary school art teaching combined with children's picture books [J]. *Chinese Youth*, 2017 (30) : 217.
- [9] Zhang Jinxiang. Application of graphic combination in primary art teaching [J]. *Shanxi Education (Teaching)*, 2017 (4): 34.