

Reflections on Middle School Art Education under the Information Background

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Abstract: Fine arts education can promote the development of the comprehensive quality of college and middle school students, but under the current education system and information technology conditions, the traditional fine arts education has been far behind The Times, difficult to meet the needs of contemporary education. Therefore, in the current information age, high school arts education of our country must take the initiative to reform and innovate, to build a solid foundation for a good development of middle school arts education. Therefore, the article puts forward the problems facing the middle school art education, hoping to explore the reform and implementation of the middle school art education under the information age.

Keywords: Art Education; Middle School; The Information Age; Think.

1. Introduction

First of all, the application of modern information technology to art classroom teaching can effectively enhance students' interest in art learning, and increase students' initiative and enthusiasm in art learning. Generally speaking, in the actual teaching work should follow the corresponding teaching principals, teachers also need to fully explore the ideal teaching methods and methods, and the reasonable application of modern information technology is conducive to the teaching methods Improve and optimize.

Secondly, the reasonable application of information technology can fully mobilize students' senses, enrich the form and content of art teaching, help students concentrate their attention and better invest in art learning, so as to further improve the effect of art teaching and learning. Finally, reasonable application of modern information technology in art teaching can also effectively improve students' practical ability. Through the analysis of the current situation of art education, it can be found that students' creative ability is paid more attention in the process of art teaching. Therefore, reasonable application of multimedia teaching platform and equipment can present real art works, and create scientific and reasonable teaching situation by using sound, pictures and animation, so as to encourage students to integrate into the process of art learning. Let students in the context of better learning art knowledge.

2. Characteristics of Middle School Art Teaching under Information Background

2.1. Diversification

After entering the information society, the middle school education in our country presents an obvious pluralistic feature, taking art education as an example. In the concrete teaching process, not only the teaching goal is to teach students art knowledge and cultivate students' art ability, but also to cultivate students' innovative ability, practical ability and aesthetic ability. In addition, fine arts teaching also attaches great importance to shaping students' correct values

and good moral sentiments, aiming to further enhance students' comprehensive quality and promote their all-round development through fine arts teaching. With the rapid development of information technology, middle schools can carry out information and network teaching on the information and network teaching platform. At the same time, they can also fully combine the actual situation of students, art level and learning ability, and then make full use of the Internet to choose diversified teaching resources for students and improve the teaching quality. Every student can choose their own learning content on the basis of information, so as to improve their overall quality.

2.2. Spontaneity

The "indoctrination" art class, in which the teacher teaches and the students listen attentively, overemphasizes the teacher's teaching and learning while ignoring the students' practice, which leads to the low quality of art teaching. With the development of science and technology and the continuous progress of information technology, the effective application of information technology in art education has changed the way of high school art education. With the development of middle school art education, the middle school art education is more and more flexible and diversified, which can stimulate the enthusiasm of students to the maximum extent, so that it can get the best display in the middle school art education in the information age, and comprehensively improve the comprehensive nutrition of students.

2.3. Interactivity

The development of information technology of middle school art education is both opportunity and challenge for middle school art teaching. Middle school art teaching. Teachers can look for appropriate art teaching resources in the network before carrying out classroom teaching work, and then find the corresponding resources. The source is uploaded to the information network teaching platform, so that students can learn at anytime and anywhere in the network teaching platform, which can directly break through the restrictions of time and space, so as to improve the actual teaching efficiency. Through the information network teaching platform, teachers

and students can realize the purpose of mutual exchange and communication, which is conducive to the combination of classroom and online teaching, so as to achieve the purpose of further improving the teaching quality. In art teaching, students can also upload their art works to the information network platform for comparison and appreciation among classmates and discussion with teachers, thus strengthening the communication between teachers and students, which can not only promote the flow of knowledge, but also improve the effectiveness of art education in the new era. Therefore, art education in middle school has obvious interactive characteristics under the background of information.

3. Problems Existing in Traditional Art Classroom Education

With the development of the new curriculum reform, the defects of traditional art education gradually emerged, which severely limited students' exploration of beauty. First of all, in the conventional painting teaching, teachers impart knowledge to students through classroom teaching, blackboard writing and other forms, and they can only passively contact the theoretical knowledge of painting. This kind of "cramming" teaching method fetters their thinking, ignores their creativity training, resulting in students have little interest in art class. The teaching method is basically the traditional Chinese teaching mode of "taking teacher as the main center, taking classroom as the main center and taking art knowledge as the main center". However, these traditional teaching methods run counter to painting, an art field requiring high degree of individuality, so it is unable to educate truly dynamic and creative learners. In traditional Chinese painting courses, teachers mostly evaluate the grasp of students' painting ability by evaluating the effect of their homework, which relies on special theoretical knowledge of painting skills. "Like and unlike" has become an important scale to judge students' creative ability, and only requires them to draw like real things is the best. Such simple criteria lead to art education completely out of the development track of quality education and seriously hinder the normal development of art education. Secondly, in the process of painting education, the content of painting materials selected by teachers is often limited to the scope of painting knowledge and only focuses on whether learners have mastered the professional knowledge, while students have little dabble in the professional knowledge. The teaching content also deviates from the actual situation of students, which leads to the alienation of students from the art class. Traditional painting courses pay too much attention to the strict basic knowledge of painting, resulting in relatively small development space for students, unable to cultivate students' personalized interest, love and aesthetic ability.

4. Solution

In class teaching, art teachers should actively encourage students to create art works by themselves and let students express their true thoughts through creation, which is conducive to further improving students' independent creation intention and creation level. For example, in the process of art teaching, art teachers should not only explain the basic knowledge of painting to students by using multimedia equipment, but also lead students to appreciate excellent works of art, so that students can feel the ideological connotation contained in the works of art, so as to stimulate

their self-creation. In addition, guidance and encouragement should be given to students in the process of creation, so that students can proficiently grasp some relatively simple painting skills, help them to complete a complete work, so as to enhance the confidence of students. Teachers should also make full preparation for teaching before class, collect appropriate teaching materials using network resources, and then show the collected art works to students through multimedia facilities in class, and lead students to appreciate and analyze the works together. Students can also deepen their memory of basic knowledge learned in class through their own creation process, and exercise their own painting skills. In short, fully implementing art education into the art classroom teaching process can have a subtle influence on students, and students' artistic quality can be effectively improved over time. With the rapid development of information technology, fine arts education is facing unprecedented opportunities and challenges. Therefore, in the background of information society, art education must seize the opportunity, meet the challenge, fully make use of various information technology and information facilities, promote the reform and innovation of art education in the new era, further strengthen the information construction of art education, information technology as the carrier, so as to effectively improve the effectiveness of art education teaching in colleges and universities.

5. Conclusion

In order to further improve students' interest in art learning, teachers can adopt situational teaching method according to the actual teaching situation. The application of situational teaching in the specific teaching process can achieve good teaching effects. Through situational teaching, virtual life scenes can be successfully created. Knowledge can be generated from life, and leading students into virtual life scenes can make students feel immersive. In our country, because of the rapid development of computer technology, it has been widely used, especially in art class can get very good teaching effects. In order to improve the art teaching level, we must adopt advanced information teaching means and apply modern information technology to the art teaching. For example, the use of multimedia technology, teachers can use video, drawing and other ways to teach, which can effectively improve the teaching effect, better play the role of multimedia. Through the application of multimedia technology, students can be better integrated into the teaching, so as to deepen their understanding of art, which is of great help to improve their art appreciation and creation ability. Nowadays, with the continuous development of the information society, fine arts education presents a trend of information development, which is also a characteristic educational style. Online teaching is the teaching form that most teachers will adopt at present. In this case, it is necessary to establish a network education system based on art education, which can be an effective way to improve the level of art education and enhance the effect of art education through the network teaching platform. Art online teaching platform has a large amount of professional knowledge and information related to art, so that students can learn and communicate anytime and anywhere, which is conducive to expanding their vision. In addition, if you don't understand anything, you can also consult the teacher on the Internet. At the same time, teachers can also use the network teaching platform to conduct appropriate guidance for students, so that the teacher-student relationship is closer, so

as to improve the teaching effect.

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