

Research on the Construction of Practical Teaching Evaluation System of Art Major in Universities

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Abstract—Compared with other majors in colleges and universities, art major has higher practicality. Therefore, in the process of carrying out teaching activities of art major, practical teaching plays a very important role in it. This paper mainly focuses on the construction of practical teaching evaluation system of art major in colleges and universities. It studies and analyzes the content and characteristics of practical teaching of art design, the basic principles of constructing practical teaching evaluation system of art major, the methods of practical teaching evaluation system of art major, and the specific construction of practical teaching evaluation system of art major. It is to build a scientific and reasonable evaluation system of practical teaching, and further improve the quality and effect of teaching.

Keywords: *universities, art major, practical teaching, practical teaching evaluation system*

I. INTRODUCTION

In recent years, the content of social practice teaching of art major in colleges and universities has been continuously reformed and optimized, but there are still some problems. In the process of reform, colleges and universities only make the teaching strategies more perfect, but they have not combined with the actual characteristics of students, nor carried out the reform from the perspective of students' actual needs, resulting in students not being able to fully adapt to the requirements of social development. Therefore, in order to promote the all-round development and progress of art major in colleges and universities, colleges and universities should build a perfect practical teaching evaluation system based on the actual needs of students and social needs. Through the reasonable evaluation, it can find the problems in the practical teaching in time, and further improve the teaching quality.

II. PRACTICAL TEACHING CONTENT AND CHARACTERISTICS OF ART DESIGN

A. Practical teaching content of art design major

As art major in colleges and universities include many categories, the forms of practical teaching are relatively rich, such as: design color, design composition, the collection of folk songs, creation and other internal and external work and social practice. Some practical teaching modes may be

distributed in related courses, and some may be separate courses, thus forming a staggered and independent practical teaching network system.

For art major in colleges and universities, the practical teaching module plays an important role. It can not only train students' practical ability, but also facilitate students to understand and master theoretical knowledge, promote students' overall development and progress, which is the main content throughout the teaching activities of art design major [1]. From the perspective of teaching time and space, this part of practical teaching content occupies more position in art major. Compared with other disciplines, the content of practical teaching is more abundant and diversified, while the content of practical teaching is more complex and comprehensive. With the rapid development and progress of modern network technology and the continuous optimization and improvement of teaching methods, the creation methods of art design specialty are more diversified, which further improves the practical teaching quality of art design specialty, but also makes the practical teaching evaluation of art specialty face great adjustment.

B. The characteristics of practical teaching of art major

1) *Diversification:* Due to the high practicality and comprehensiveness of art major in colleges and universities, colleges and universities should pay attention to the cultivation of students' practical ability and creative ability in the process of cultivating students. Because of the wide variety of practical courses and the large number of practical teaching hours, combined with the characteristics of the course, practical teaching can be divided into two types: non independent practical teaching and independent practical teaching. The practice teaching links that are not set up independently mainly include theory teaching, and most of the contents involved cannot be separated independently. While the practice teaching links that are set up independently are the practice links such as experiment, practice, sketching, and collecting folk songs, which can be separated independently to cultivate students' practical ability.

2) *Process:* Compared with the conventional theoretical teaching course, the practical teaching process is more obvious, so the teaching evaluation is more difficult. As for

the theory course, after the course teaching, there will have a basic understanding of the teacher performance in the classroom. After the practice course, it can't simply evaluate the teaching quality of teachers [2]. In the design of practical teaching content, there is great connection among links. Each link has its own characteristics. Only by tracking and understanding a teaching link from the beginning to the end, can colleges reasonably evaluate the teaching quality of this course.

3) *Complexity*: The practical teaching of art major in colleges and universities has many links and is more complex and comprehensive. Each link of practice has its unique laws and characteristics. The teaching methods adopted in each link of practice teaching are also quite different. In view of this, the practical teaching process is more complex and comprehensive.

III. THE BASIC PRINCIPLES OF CONSTRUCTING THE PRACTICAL TEACHING EVALUATION SYSTEM OF ART MAJOR

In order to ensure that the practical teaching evaluation system of art major in colleges and universities is more scientific and reasonable, and then improve the teaching quality, colleges and universities can follow the basic principles when designing the practical teaching evaluation system of art majors in colleges and universities. The following is a brief analysis of this part of the basic principles.

A. *Systematicness principle*

The principle of systematization mainly refers to that when constructing the evaluation system of practical teaching, colleges and universities should ensure that the evaluation viewpoint and method have systematization and comprehensiveness, and use dialectical concept to consider and analyze all aspects of practical teaching, such as: teaching conditions, practice categories and other contents [3]. It is necessary to give a comprehensive and dialectical consideration to this part of the content, so as to avoid the situation of neglecting the key content. Colleges and universities can fully combine their own characteristics to make a scientific and reasonable plan for the practical teaching evaluation system.

B. *Development principle*

In the construction of practical teaching evaluation system of art major in colleges and universities, it should attach importance to the combination of the actual development characteristics of the school. According to the practical training process of students, it is necessary to summarize and analyze the existing problems and potential of students, fully apply various concepts, adopt dynamic methods, and comprehensively evaluate the changes of students' cognition, emotion and attitude. From the content point of view, when constructing the practical teaching evaluation system, it is necessary to pay more attention to the process evaluation, instead of just relying on the results to evaluate the practical teaching, so as to help teachers to find

the problems existing in the course teaching, and finally promote the comprehensive development and progress of students.

C. *Two-way evaluation principle*

From the perspective of the traditional practical teaching evaluation system of art major in colleges and universities, most of them are teachers' evaluation of students, which makes students in a passive state to a certain extent, thus inhibiting the design potential of students. This is not conducive to the development of students [4]. The principle of two-way evaluation not only requires teachers to evaluate students, but also includes the mutual evaluation between students and teachers and students.

D. *Flexibility principle*

Compared with the evaluation system of theoretical teaching, practical teaching has great fluidity and uncertainty, and practical teaching has some unpredictability. Therefore, in the construction of practical teaching evaluation system for art major, colleges and universities should combine the practical teaching content, clarify the evaluation indexes involved, and carry out quantitative evaluation content. At the same time, colleges and universities should make a comprehensive and systematic analysis of the performance of teachers and students in combination with the specific development of practical teaching, and adopt a combination of quantitative and qualitative methods to make a scientific and reasonable evaluation of the performance, state and other contents of the evaluation object.

E. *Operability principle*

Most of the art major in colleges and universities have independent practical teaching evaluation system. However, in the process of practical teaching activities, this evaluation system is not fully applied, or influenced by other uncontrollable factors, which hinders the implementation of practical teaching evaluation system [5]. In view of this, the construction of the practical teaching evaluation system should guarantee the comprehensive, pluralistic and reasonable characteristics, and also have good operability characteristics. On the basis of guaranteeing the guiding characteristics of the practical teaching system, it should also guarantee the perfection of the practical teaching system, and provide favorable conditions for the smooth development of the practical teaching evaluation system.

IV. PRACTICAL TEACHING EVALUATION SYSTEM OF ART MAJOR

First, the method of analysis and summary is used. The application of this method is mainly to compare the implementation of the teaching effect and teaching plan of the theory course of the art major, whether it meets the requirements of the teaching effect in advance. The teaching conditions, teachers and other contents of various colleges and universities are comprehensively considered and analyzed. At the same time, the number of hours and the composition of the number of people in colleges and

universities are summarized. The existing teaching problems in the teaching link are summarized and analyzed, and reasonable solutions are formulated in time.

The second is the effective combination of teaching and learning. The evaluation of teaching in the practical teaching evaluation system of art major mainly refers to the comprehensive and systematic evaluation of the teaching plan of the practical teaching course for teachers, which not only analyzes the teaching methods and teaching skills adopted by teachers, but also summarizes the teaching results and effects. The main purpose is to further improve the practical teaching level and teaching quality [6]. And the evaluation of practical teaching evaluation of art major mainly refers to the evaluation of students' knowledge mastery, analysis of students' ability to solve problems, and judgment of students' learning achievements and effects, so as to lay a good foundation for the branches and teachers to understand the actual teaching situation of students.

Third, the effective combination of quantitative and qualitative methods is adopted. In the process of constructing practical teaching evaluation system of art major, it should include two aspects, namely, empirical evaluation and humanistic evaluation. Therefore, in the actual evaluation, the specific evaluation system should also include two aspects. In the evaluation of practical teaching, colleges and universities should choose a reasonable evaluation mode according to the actual characteristics of students, so as to ensure the scientificity and rationality of the evaluation.

V. THE CONCRETE CONSTRUCTION OF PRACTICAL TEACHING EVALUATION SYSTEM OF ART MAJOR

In the process of practical teaching, art major of each college has its own independent evaluation system of practical teaching, and is constantly improving and optimizing the evaluation system of practical teaching in combination with the characteristics of practical teaching. However, the specific implementation form is quite different. From the essence point of view, there are evaluation subjects, evaluation contents and evaluation objects and evaluation criteria. The evaluation subject is usually supervised and managed by the academic affairs office. The evaluation object is not only the students, but also the teachers and the management departments of the branch colleges. The evaluation content should be combined with the special characteristics of the practical teaching content of art major, and the practical teaching link should be divided into several links, such as practice, practical training, etc. According to the different characteristics of each link, the corresponding evaluation criteria should be formulated.

A. Teaching evaluation system of practical training courses

The practical teaching mainly refers to the practical courses included in the theoretical teaching, or the practical courses in the school. In view of these two aspects, the evaluation system of practical teaching should be significantly different from the evaluation standard of general theoretical courses, and a perfect evaluation system

of practical teaching should be established in combination with the actual teaching characteristics and students' needs [7]. At the same time, the teaching evaluation system should also focus on teaching mode and effect. For example, in terms of teaching methods, colleges and universities should strengthen cooperation and communication with social enterprises, hire professional staff to explain the actual project, and promote students' practical ability.

B. Teaching evaluation system of practical courses

The practical courses system of art major in colleges and universities mainly includes the practical courses and graduation design of various courses design. From the current situation of practical courses in colleges and universities of arts in China, there are still some problems and deficiencies. Most art major in colleges and universities think that this part of teaching link is lack of rationality and characteristics. Thus, the evaluation index of practical teaching can be divided into two parts: classroom management and students' practical achievements. For the development of teacher management, it should include three first-level indicators, namely, the organization of students, the supervision of practice process and the management of examination documents, as well as the content of second-level indicators. For the supervision of practice process content, it is mainly to evaluate and analyze the topics of practice content, judge whether they meet the training requirements of colleges and universities, and judge whether the score distribution is reasonable, and whether the archiving of achievement materials is clear. However, the development of teacher management should also include three first-class indicators, namely, teaching plan, practical teaching materials and linking courses. In view of the latter, it should also include three first-class evaluation indexes: students' topic selection, resolution ability and work quality. At the same time, the secondary evaluation index of topic selection should also include whether the comprehensive training requirements are reasonable, and whether the combination of topic selection and practice is reasonable.

C. Teaching evaluation system of practical courses

The practice courses of art major in colleges and universities mainly include two aspects: social practice and practice before graduation. The main review is the comprehensive professional ability of students' professional practice, which is the key process for students to enter the society. According to the current situation of practice courses of art major in colleges and universities in China, some of them are led by professional teachers, some of them are led by enterprise professionals, and some of them let students play their own role [8]. It can be seen that art major in some colleges and universities in China lack attention to practice. Therefore, when designing the evaluation system of practice teaching, colleges and universities can carry out assessment and analysis from the practice conditions, teaching quality and other contents, and focus on the practice process as the key evaluation content. In the process of student practice, colleges and universities should also analyze whether the division of labor is clear, whether the teacher guidance plan

is scientific and reasonable, and whether the student practice meets the requirements of colleges and universities.

VI. CONCLUSION

From the current situation of the construction of practical teaching evaluation system of art major in colleges and universities, there are still some problems and deficiencies. In view of these problems, the paper summarizes the principles and methods of the construction of practical teaching evaluation system of art major, and summarizes the evaluation indicators of practical teaching links. At the same time, there are great differences in the school-running conditions, teaching modes and other contents of art major in each university. When building the practical teaching evaluation system, colleges and universities should combine the actual characteristics and needs of students, and build a practical teaching evaluation index system suitable for the development of colleges and universities according to the needs of the society for talents, which not only highlights the teaching evaluation characteristics of the school, but also can promote the personalized development of students and further improve the teaching quality.

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