

A Research on the Instruction of High School Art Oil Painting Based on the Perspective of Ecological Aesthetic Education

Chen Li^{1,a,*}

¹Central China Normal University, Wuhan, Hubei, China

^a124633923@qq.com

*corresponding author

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Abstract: Art is an important course for mental education and core literacy development. However, the traditional art classroom expression cannot meet the needs of art education in the new era. Diversifying classroom content, guiding students' interest in learning art, and creating an innovative art classroom is an effective way to break the conventional boring teaching content and further improve students' aesthetic and personal qualities. Ecological aesthetic education, focusing on thinking about the development of man and nature from an ecological and environmental perspective. In the high school art oil painting teaching classroom, the introduction of ecological and environmental protection perspective, so that students better understand the charm of nature, sketching the beauty of nature at the same time, to improve the life of environmental protection thinking, and call on human beings to protect nature. High school art oil painting teaching classroom introduction of ecological aesthetic perspective, to explore the creation of line type art ecological oil painting teaching classroom strategy.

Before the Fourteenth Five-Year Education Reform, the proportion of cultural content was rising, and the importance of the art classroom gradually diminished. However, for secondary school students who are not yet mentally mature, art as the key to quality education, art can be in the form of visual images, so that students can understand people, society, the world and nature. Therefore, for the boring and single teaching problem of art, incorporating diversified elements is the key to solving the problem. With the deepening reform of education, art teachers are constantly thinking about the content and form of teaching as well as making new attempts. Thus, for high school art oil painting teaching classroom, the introduction of ecological elements, inspire students to explore the desire for nature and thinking, drawing on natural means to open up the thinking of innovative, in addition, the natural heart full of a reverence for nature, understand the significance of coexistence between man and nature, and protect the natural home.

1. Problems in the Traditional Middle School Oil Painting Classroom

1.1 Teaching Content Is Homogenous

High school art teaching textbooks do not have targeted teaching, therefore, the traditional oil painting teaching is based on the content of the textbook, can be less and single learning materials. In addition, many teachers tend to test thinking, that teaching textbook materials to meet the classroom teaching, students do not need to get too much learning content outside the textbook or just, thus ignoring the quality of teaching in the classroom. This phenomenon reflects the teachers' lack of teaching innovation, the classroom content is dogmatic, the teaching method is simplistic, and the students' degree of learning oil painting is only kept at the introductory level^[1]. In such a course, the in-depth study of oil painting is not enough and insufficient knowledge, students keep three minutes of enthusiasm, they will lose interest in learning oil painting. In many surveys of course learning satisfaction, students' satisfaction with art as a non-main cultural subject is not high, which is largely related to the single art classroom content. Therefore, changing and enriching the classroom content is one of the effective ways to stimulate students' interest in learning. Teachers should include up-to-date teaching materials that are close to life, society and even the world when preparing lessons to increase students' desire to learn.

1.2 Monotonous Forms of Teaching

On top of the single teaching material content, the teaching form of oil painting classroom has certain limitations. Traditional oil painting classroom is mainly based on painting and appreciation, students just need to complete the art textbook in the classroom on the appreciation of drawings and paintings can be. Although, there are teachers outdoor sketching and painting, so that students really feel the physical painting, but not many opportunities for such activities, in addition, most high school students, with children's nature, that the outdoor classroom belongs to the free time, resulting in outdoor learning is not high concentration, the learning effect is not obvious. To improve the teaching method, we can introduce novel teaching methods, such as multimedia, human body color painting, etc., so that students can try different painting modes related to oil painting, break the boring teaching classroom, and mobilize the enthusiasm and initiative of students to obtain the painting skills, aesthetics, appreciation and theoretical knowledge of oil painting. Reduce students' rejection of learning art, improve the efficiency and quality of the whole art classroom, so as to achieve the goal of deepening the reform of education, intellectual education and moral education hand in hand^[2].

1.3 Teachers' Lack of Passion for Teaching

The inherent concept of teaching to the test is a hindrance to innovation in classroom teaching. Teachers with lower teaching level seldom realize the problem. Most of the art teachers think that art is not important for students and do not need too much in-depth study, and they are not passionate enough to teach in the classroom. Therefore, the art classroom is only superficial, art teachers have insufficient knowledge about themselves, their own professionalism is weak, the classroom attention is not enough, ignoring the quality and efficiency of teaching, ignoring the educational needs of the students, weakening the functional role of art aesthetic education^[3]. Art teacher, is an important classroom baton, grasp the progress and rhythm at the same time, to consider the teaching effect of the whole classroom, otherwise the whole classroom will be out of touch, the rhythm collapsed phenomenon. Teachers should change the mode of thinking of examination education, at the same time, improve their professional quality and cultivation,

continuous learning, constantly improve the classroom teaching content, and create a novel teaching method. Students' needs are the main focus, and the quality education function of aesthetic education is effectively utilized. The specific profiles are as follows(Fig.1).

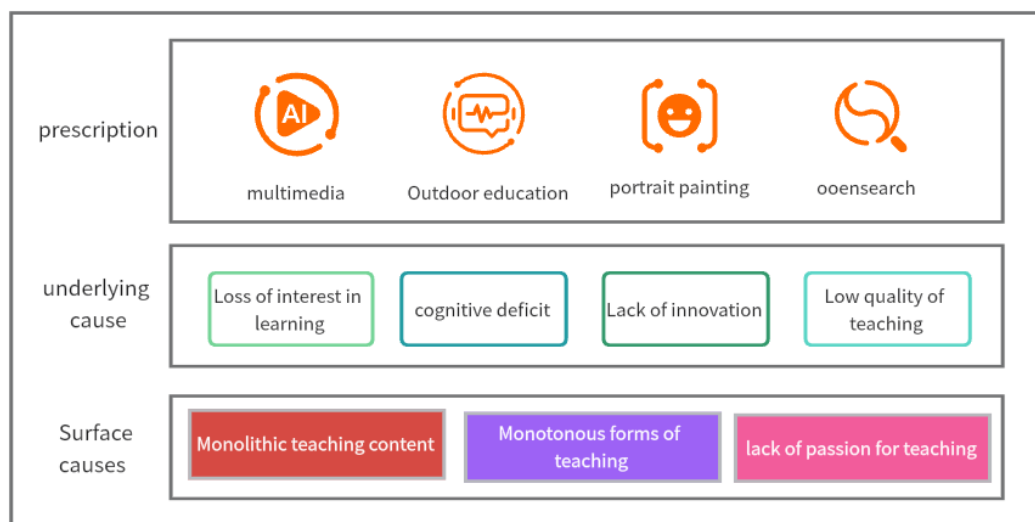


Figure 1. Analysis of problems and solutions in traditional high school oil painting classroom

2. Innovative Classroom Strategies for Integrating Ecology and Oil Painting

How to integrate ecology and oil painting to mobilize the classroom learning atmosphere, to achieve the purpose of aesthetic education, is the art from the educators need to think about the problem. The key to solving this problem lies in the following four points: 1) changing the traditional teaching mode, updating the teaching content, and stimulating students' interest in learning art; 2) expressing the concept of ecological and environmental protection in the form of oil paintings, and transferring positive energy to the students; 3) reasonably utilizing the resources to improve the teaching atmosphere; and 4) looking for an entry point to cultivate a sense of responsibility. Art oil painting classroom can focus on the above four strategies, refine the classroom teaching program to students' interests and educational purposes to start the classroom strategy to explore, in the process of exploring, and constantly learn from the effective teaching methods, learning new teaching concepts, and gradually sublimate the ecological and oil painting learning efficiency, to achieve the purpose of students happy to learn, the teacher easy to guide the teaching.

2.1 Changing the Traditional Teaching of Oil Painting to Stimulate Interest in Art

Oil painting, one of the visual arts using pigments rendered with highly saturated colors and rich imagery, has a strong appreciation, viewability, and collectability. Inking is the most common and one of the most traditional forms of expression for oil paintings portraying landscapes. Although the material of ink painting is classic, as classroom material, the meaning of literati writing is too obscure for many high school students, and students learn only in imitation and drawing skills. Therefore, art teachers should screen useful classroom teaching materials at the same time, add some paintings that are close to the life and cognition of middle school students In the process of art teaching, teachers use art materials and multimedia teaching visualization, through the appreciation of students' teaching materials and multimedia content to perceive the formation of the beauty of art and to understand the image and language of art^[4]. In the teaching process, teachers should be good

at using the language of art to disperse students' thinking, combining the connotation of art works with painting to realize the realization of beauty. Through association, the aesthetic image of art is sublimated, forming a strong interest in art and entering the same aesthetic realm^[5] .

With the deepening of the era of art education and teaching in China's education informationization, the education department has been continuously researching and promulgating new art education and teaching ordinances, resulting in significant changes in the concepts of art education classroom teaching. In order to better meet the requirements of the teaching policy of the national education department, teachers should change the traditional concept of art education classroom teaching as soon as possible, and expand the traditional and ecological concept of art aesthetic education and its introduction into the school application to the majority of junior and senior high school students in the school art education classroom, so as to encourage the majority of art students to come up to the school with a full attitude and enthusiasm for art education. Active participation in the organization of school art education teaching, which can effectively facilitate the majority of students to continue to create a harmonious and happy teachers and students living together in the school art teaching atmosphere, help the majority of students to continue to complete the goals of the art teacher classroom art teaching, art teachers to continue to improve the efficiency of their work in art education teaching. In the previous secondary school classroom art lectures, teachers will guide students how to teach traditional art teaching theory knowledge often as a focus of art classroom teaching process, ignoring the art theory for the practice of classroom teaching is extremely important, this kind of situation seriously and directly impede the art classroom to cultivate the students' art ability to develop as a whole, and is not conducive to guiding the teachers to master the use of the traditional art painting basic practical skills, affecting and improving the art teachers in the art education teaching efficiency. Such a situation seriously and directly hinders the development of students' overall ability in the art classroom, is not conducive to guiding teachers to skillfully master the basic techniques of traditional art painting, and affects and achieves the effective development of art classroom teaching. In guiding teachers to carry out new traditional painting art theory material courses as soon as possible, teachers must first of all carry out in-depth analysis and comprehensive research and summarization of the key knowledge of the content of the textbook that the students are studying in order to find out the important traditional art theory knowledge in a timely manner, which will help to guide the teachers to carry out the new classroom systematic propaganda art material teaching as soon as possible.^[6] .

In the ecological art education classroom, the teacher should first of all make use of the teaching concepts and methodological knowledge in the ecological art teaching aesthetic education program to carry out the ecological art aesthetic education teaching in a comprehensive way, so as to enable all the students in the school and the ecological art class to produce a close contact with the content of the teaching materials, and to help them fully and practically understand the deep level and cultural connotations of the ecological paintings, so as to fully and practically cultivate their students' rich imagination and stimulate their independent creativity, and to help them gradually improve their understanding of the aesthetic beauty. Deep and cultural connotation of these ecological paintings and art works, to fully and effectively cultivate his students' rich imagination and stimulate students' independent creativity, is conducive to the gradual improvement of his students' understanding of aesthetic beauty^[7] . In order to make students finally be able to accomplish this goal in the process of teaching ecological art and beauty education through better methods, teachers should first appropriately stimulate their students' interest in learning ecological painting and art, help them to develop ecological painting habits as soon as possible, set up their students' awareness of independent self-development, and make their students be able to fully independently and positively devote themselves and participate in the ecological art education classroom, which will help them to develop their students' ability to understand aesthetics and

beauty. In the art education classroom, it helps to guide the students to continuously improve their ecological painting education art level, so as to fully and effectively build up their ecological culture education art career self-confidence. Therefore, in the school art education classroom, teachers can usually use a variety of multimedia technology to record and play art videos, as a way to fully attract the attention of art students, to facilitate the active thinking of students, and help teachers to develop students' creative art thinking.

2.2 Ecological Aesthetics Concepts in the Oil Painting Classroom

Ecology is closely related to human beings, and the concept of ecological protection shows that people are beginning to realize the importance of ecological protection, reflecting the sense of mission of human beings to protect their homeland. Such a sense of responsibility, embodied in oil paintings, manifestation and expression have diversity. How to use oil paintings to depict the hundred states of nature, or oil paintings reflected in the harsh natural changes, evoking the desire to protect nature and sense of mission^[8]. Such a sense of mission should be implemented from the compulsory education stage. In addition, combining ecology with oil painting can not only inspire students to think about nature, but also stimulate their passion for creation. Through the guidance and methodological guidelines of secondary school art teachers, students make preliminary creations according to the models in their own minds. Although it is difficult to achieve the goal of a uniform standard for all students, students really realize their mastery of relevant skills and their understanding of the ways and means of expressing the things they want to outline.

Adopting natural ecological aesthetic education, first of all, we should study the natural ecological beauty involving multiple disciplines, through which we can help students better understand and appreciate the ecological beauty of natural landscapes. If a river or lake is polluted, destroying the original ecological beauty itself, we are willing to work for the restoration of the complex ecosystem, so that the river or lake can be filled with the beauty of vibrant life. After learning the knowledge in the textbook, it is more important to guide students to experience the natural beauty and feel the ecological beauty of nature^[9]. The conceptual integration of ecological aesthetics and oil painting is as follows (Fig.2).



Figure 2. The mind map for the integration of eco-beauty concepts and oil painting

2.3 Rational Use of Resources to Enhance the Teaching and Learning Atmosphere

Art teaching is a basic discipline of education, can effectively help the majority of students and teachers to ease the tension, so that their positive attitude toward life to actively complete the classroom teaching tasks, help teachers to improve the quality of classroom teaching^[10]. Because many secondary school students tend to be scattered thinking, lively and active, resulting in their interest in the classroom boring knowledge dare not be interested in the memory is easy to produce a kind of embarrassment away from the secondary school classroom mentality, this embarrassing

situation seriously hinder the healthy development of many secondary school students, is not conducive to the learning of their learning to absorb the knowledge. In order to effectively solve this embarrassing situation, teachers should carefully observe the classroom life, from which to obtain mining reasonable and fully important teaching practice resources, will be integrated as ecological teaching aesthetic material, in order to effectively enrich the content of secondary school textbooks, help teachers to produce efficient teaching courseware, for the majority of students to facilitate their daily learning and life^[11]. At the same time, it can effectively help more secondary school teachers to know more about the content of the teaching materials, and help teachers to accumulate more practical experience in life, which can help teachers to improve their teaching quality. In the construction of secondary school aesthetic classroom, teachers should implement the concept of classroom ecological teaching aesthetic education into the secondary school classroom, and with the content of secondary school textbooks, which can help teachers to explore the basic characteristics of classroom ecological teaching aesthetic education, and help teachers to create a good classroom atmosphere. Through this teaching method, it can effectively make the close connection between the secondary school life and the content of art teaching materials, facilitate the students to develop the aesthetic sense of observing the art life, help the students to establish a correct art outlook on life, world view and core values, and promote their training to become a comprehensive art talent^[12].

2.4 Finding Emotional Entry Points to Develop A Sense of Responsibility

Through this art teaching method is not only conducive to be able to effectively give full play to the primary and secondary teachers school ecological environment art aesthetic education of the role of the display of guiding and driving, help to effectively and fully enhance the primary and secondary teachers classroom painting and photography art level, to facilitate the effective and fully improve the efficiency of primary and secondary teachers school classroom teaching art work. In the process of teachers' classroom teaching and art teaching, teachers should fully utilize multimedia to play the content of these scientific teaching materials and their precious human remains of human painting and photography art, to guide them to deeply understand the discovery and full awareness of the aesthetic, historical and Chinese traditional art and culture intrinsic educational value of the valuable human remains of artworks embedded in these precious human remains of painting and art culture of our education, and to prompt them to fully understand the value of our education in protecting these precious human remains of human painting and art culture. To fully understand the urgency and importance of preserving these precious human remains in our education. In this way, I am able to deeply infect the students through subtle learning in various ways, so that they can fully feel the unique charm of traditional Chinese national culture in the process of appreciating the learning, and inspire their sense of social responsibility for the protection of cultural heritage^[13].

3. The Significance of Innovation in the Middle School Ecological Oil Painting Classroom

The so-called "ecological aesthetic education" classroom is a new classroom teaching model that embodies the status of teacher-led and student-led, and its core concept is to make the classroom efficient enough, and the way to be efficient is "ecological". The core concept is to make the classroom efficient enough, and the efficient way is "ecological". The so-called "ecological education" classroom, first of all, dynamic generation, dynamic spirit classroom, secondary school art classroom vitality, will not be carried out in accordance with the preset, but in the classroom to realize the teachers and students between the emotions, thinking, wisdom of the interaction between the inputs, each other's thinking collision, dynamic intertwining^[14]. Secondly, the true nature,

harmonious and smooth classroom, society is a rich and colorful composition of various elements, is naturally formed, secondary school art teaching to achieve the effect of art education, to achieve the purpose of aesthetic education, we must follow nature, all materials taken from life, expressed in life, so as to achieve the effect of classroom harmony and fluency. To build such a classroom, the teacher needs to enter the students, into the students, stand in the students' point of view, equal dialog with the students, let the students show their true nature, so as to promote the classroom effect of high-quality presentation. Finally eco-efficient classroom must return to nature, the object of classroom teaching is the students, the purpose is the students learn, this is the unchanging truth^[15]. However, many current classrooms, and even many public always appear "clamor" "claptrap" phenomenon, the basic model is the popular classroom reform "group discussion" The basic model is the popular classroom reform of "group discussion", "group display" and so on, most of the form is supreme, showing that they really "in the reform". However, the realization of art teaching "eco-beauty", is to cultivate students' aesthetic education, core literacy. As the saying goes, "the road is simple", secondary school art "ecological aesthetic education" classroom is the root of the return to nature, that is, the teacher is really guiding, in the infection, in the creation, the students are really learning to draw, understand the art knowledge, feel the charm of art, improve the ability to improve aesthetics^[16]. The significance of the integration of ecological aesthetics with the concept of oil painting is as follows(Fig.3).

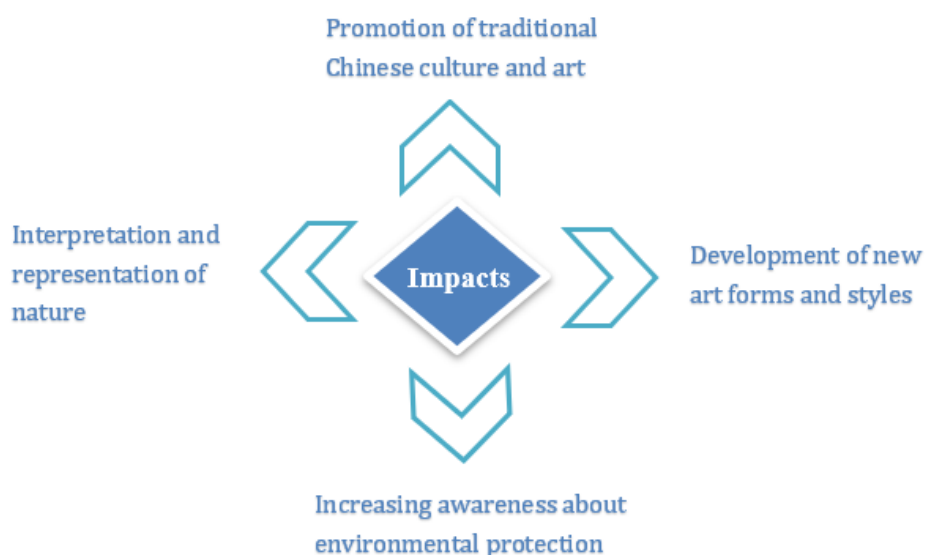


Figure 3. The significance of the integration of ecological aesthetics and oil painting concepts

4. Concluding Remarks

In today's aesthetic education is increasingly being emphasized, he has also become an important part of the evaluation of students' comprehensive quality education, secondary school art as an important carrier of aesthetic education, the need for continuous innovation, reform, and keep pace with the development of the times. Here I only on secondary school art "ecological aesthetic education" classroom construction to publish a little self-sophisticated overview, I hope to be able to resonate with the majority of art teachers, and jointly develop a more perfect, scientific secondary school art classroom and education and teaching methods.

In conclusion, the ecological environment lectures aesthetic art teaching theory is a novel secondary school art teacher lectures aesthetic teaching concept, can effectively make up for some shortcomings in the process of the current art teaching materials teaching design, and constantly

improve the students' ability to use the secondary school comprehensive art learning is also a great art learning effective help. In accelerating the construction of new secondary school primary art education classroom, teachers should actively explore changes in the traditional secondary school art teaching and learning, stimulate the interest of the majority of students in secondary school art teaching and learning, rational arrangements to make full use of the traditional art teaching resources, to create an atmosphere for the majority of students to appreciate the fine art, to look for the majority of students in the art of the emotional and cultural activities of the entry point to cultivate the majority of students in the art of social responsibility, the teaching method of art, that is, the use of art to effectively use the art of teaching. The teaching method is to use art to effectively cooperate with the students to carry out secondary school art teaching. Through this kind of art teaching method, it is also conducive to effectively and give full play to the advantages of art teaching theory of ecological environment teaching and aesthetic education of secondary school teachers in China, to facilitate the guidance of students to gradually carry out the organic art integration of secondary school art teaching and learning, to help to gradually increase the value of the teaching theory of aesthetic education of secondary school art teachers' lectures in order to gradually improve the theoretical level of art teaching and learning of students in secondary schools in China, to help to gradually improve the theoretical level of art teaching and learning of students in secondary schools in China. It is conducive to gradually improving the ability of students in secondary school to comprehensively utilize art teaching.

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Conflict of Interest

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