

Exploration on the Application of Digital Resources in High School Art Appreciation Teaching

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Abstract: With the progress of science and technology, China's society has entered the era of digitization and informatization. Applying digital resources to high school art appreciation teaching can enrich art-teaching resources, make teaching forms more vivid and intuitive, greatly improve the teaching efficiency of art appreciation, and build an efficient art classroom. In addition, this can also create a relaxed teaching atmosphere and cultivate students' aesthetic appreciation ability. The application of digital resources in high school art appreciation teaching is an inevitable trend of teaching reform and development in the new era. Based on this, this paper first analyzes the application value of digitalization in high school art appreciation teaching, and then specifically elaborates on the innovative application path of digital resources.

Keywords: Digital Resources; High School Art Appreciation; Application Value; Application Path

1. Introduction

The so-called digital resources mainly refer to the collection of digital resources used in the field of education and teaching. It covers teaching videos, digital courseware, online courses, and learning software. With the development of society, digital resources have become a commonly used form of resources in the field of modern education and teaching. Adding elements such as text, pictures, sound, and videos to high school art appreciation teaching can greatly enhance classroom fun and stimulate students' enthusiasm for learning. Therefore, digital resources have gradually been widely used by educators and have become one of the trends in the innovative development of high school art teaching.

2. The Application Value of Digital

Resources in High School Art Appreciation

The application of digital resources in subject teaching is becoming increasingly common. Art appreciation, as an important content of quality education, has also achieved innovative development in the digital wave. The following will elaborate on the application value of digital resources in high school art appreciation teaching from three aspects.

2.1 Being Able to Break the Limitations of Traditional Art Teaching Methods

Digital resources include media materials, courseware, test papers, teaching cases, literature, online courses, and other content. Digital teaching refers to the use of modern information technology in teaching, cultivating and enhancing students' innovative awareness. The use of digital means in high school art appreciation teaching has a positive effect on improving the quality of classroom teaching and constructing efficient classrooms. Firstly, high school art appreciation classes should use a large number of artistic works to present certain artistic effects to students. The content of textbooks can usually only be briefly explained to students from a theoretical perspective, while the application of digital resources can present art works in a more flexible way. [1] For example, teachers can use high-precision image data, virtual technology, simulation technology, and other means to display their works, which can make up for the lack of high fidelity in the presentation of textbook works. Secondly, high school art appreciation teaching usually focuses on lectures. In fact, if teachers only explain theoretical knowledge blindly and do not guide students to appreciate art, it will lead to dull classroom teaching, resulting in students only passively accepting knowledge. It is not conducive to exerting students' initiative. By using digital methods such as animation demonstrations and video playback, teachers can present art works in a more

three-dimensional manner in the classroom, thereby improving the appreciation effect.

2.2 Being Able to Improve the Efficiency of Art Appreciation Teaching

The presentation of digital resources relies on the Internet, which is more diverse and colorful compared to traditional teaching resources. Teachers can use the Internet to showcase and share excellent art works, thereby enriching the content of appreciation. Among them, the art resource database can help teachers quickly search and organize the required teaching resources. At the same time, the art resource database enables students to no longer be limited to textbooks and obtain more diverse knowledge materials online. In addition, the use of digital resources can break regional limitations, promote teacher-student communication, enhance interaction between teachers and students, and also create a good resource environment for students' autonomous learning. More importantly, the application of digital technology can help teachers monitor and analyze students' learning status in real-time, making it convenient for teachers to provide personalized services for students. This can help students lay a solid foundation for learning and gradually improve the effectiveness of art appreciation teaching.

2.3 Being Able to Improve Students' Artistic Appreciation Ability

Appreciation is an important component of high school art teaching. Teachers usually analyze specific art works and guide students to analyze similar art works for independent exploration. High school art appreciation courses should focus on cultivating students' abilities such as self-directed learning and independent thinking, and promote their individual development. The content of art appreciation has spatial and visual characteristics, and the use of digital resources can visualize abstract theoretical knowledge, helping students to appreciate art more intuitively and gain a deeper understanding of the uniqueness of art works. For example, in the appreciation course of "Simple and Innocent, Visual Presentation of Strong Hometown", Chinese folk artists neither follow the traditional point perspective of the West nor follow the scattered point perspective of literati painting. Instead, they use the concepts of yin

and yang, five elements, and transcendence of time and space in traditional culture to guide the shape and color combination in their creations. Therefore, the artistic forms of folk art often use deformation and exaggeration to express, causing some students to be confused and confused about the patterns, colors, and forms of traditional folk art. At this point, teachers can use forms such as micro videos and animations to demonstrate the process of pattern evolution.

2.4 Being Able to Effectively Enhance Interaction Between Teachers and Students

Another important value of using digital resources is the ability to promote communication and interaction between teachers and students. Digital teaching has the characteristics of interactivity and collaboration. On the one hand, in high school art appreciation teaching, teachers can use digital tools such as multimedia, video conferencing, and electronic whiteboards to carry out remote teaching interactions and improve students' classroom participation. At the same time, in terms of teaching format, teachers can also interact through online Q&A, video courses, homework assignments, and other methods. On the other hand, digital art appreciation teaching resources help students jointly explore and summarize the artistic style and cultural connotations of art works, while improving students' language expression ability and strengthening their artistic understanding and appreciation level. At the same time, this is also conducive to cultivating students' awareness of cooperative exploration and creative thinking.

3. The Application Countermeasures of Digital Resources in High School Art Appreciation Teaching

3.1 To Integrate Digital Teaching Resources and Build a Digital Teaching Platform

Digital resources include online resources such as electronic lesson plans, multimedia courseware, and question banks. For high school art teachers, they need to accumulate and learn more resources, and increase the development of such resources to improve their utilization rate. In the lesson preparation stage, teachers should select a variety of art appreciation works based on the classroom teaching content, and prepare materials for

students to engage in art appreciation. When guiding students to appreciate traditional Chinese painting and study the development process of Chinese ink painting, teachers can choose classic works of ink painting masters such as Qi Baishi and Zeng Mi. For schools, they can build online teaching research platforms, achieve the co construction and sharing of art appreciation resources, actively explore the application forms and fields of new media technology, and organize art teachers to carry out online teaching research. At the same time, teachers can also use this teaching platform to communicate with experts and famous teachers, and maximize the resource advantages of online teaching platforms. [2]

3.2 To Optimize Classroom Teaching Mode and Increase Students' Classroom Participation

The teaching and learning mode of traditional art appreciation teaching is relatively single, mainly manifested as unilateral teaching by teachers and passive acceptance by students. To better utilize digital resources, it is necessary to grasp the essence of art appreciation and establish a scientific classroom interaction mechanism. Only in this way can the effectiveness of art appreciation teaching be improved. Firstly, a good classroom teaching effect cannot be achieved without the close cooperation of students. In daily teaching, teachers should be good at discovering and summarizing students' concerns, using interesting and ideological art appreciation works as carriers, conducting exploratory teaching, maximizing guidance for students to engage in independent thinking and exploration, and cultivating and exercising students' thinking abilities. Secondly, teachers can carry out situational teaching, set specific themes, and organize students to preview and consolidate using online platforms before and after class. In the process of art appreciation, teachers can use virtual art resources to build a specialized digital resource library of art works. For example, when studying the appreciation of bronze art, teachers can use digital technology to create three-dimensional models of images and patterns on bronze vessels, breaking the limitations of two-dimensional planes. At the same time, this can also activate the classroom teaching atmosphere, stimulate students' enthusiasm for cultural relic protection, and

improve the effectiveness of aesthetic education teaching. [3]

3.3 To Transform Teaching Concepts and Thinking, and Improve Teachers' Information Technology Level

Some high school art teachers have cognitive biases in the use of digital resources in appreciation teaching. They believe that digital resources can only assist classroom teaching and fail to recognize the important role of digital technology and resources in art appreciation teaching. On the one hand, teachers need to change their teaching philosophy. The 21st century has entered the information age, and various information technologies have also been widely used in education and teaching. Teachers should establish information-based thinking and learn to use digital resources for situational creation, information acquisition, and collaborative learning activities, in order to promote the integration of digital technology and art appreciation teaching. On the other hand, schools should organize educational and training activities related to information technology. Schools should follow the trend of promoting modern and information-based teaching such as mobile learning, MOOC, and flipped classrooms in the new era, regularly carry out information technology training, and improve the professional literacy and informatization level of art teachers.

3.4 To Expand Extracurricular Digital Resources and Improve the Efficiency of Art Appreciation Teaching

Firstly, schools should establish a digital resource community to create opportunities for students to engage in extracurricular communication. The application of digital resources in art appreciation teaching is not limited to classroom teaching. Reasonably expanding and utilizing extracurricular digital resources can help students engage in after-school communication and knowledge consolidation. The digital resource community includes two parts: building a digital resource community and normalizing operations. [4] In terms of digital resource community carriers, teachers can choose social media that are close to students' lives, such as QQ groups, WeChat groups, etc. The main construction subjects of the digital resource community are art teachers

and students. Teachers can actively share digital resources related to classroom teaching within the community through email, short videos, and other forms, including displays of art works, biographies of authors, and creative backgrounds. From the perspective of normalized operation of digital resource communities, teachers should first clarify that the purpose of creating this community is to help students expand their knowledge. Any learning activity should be carried out based on this as the starting point, and it is important to remember not to compete with others. Next, we need to establish community rules in a democratic manner, allowing students to take turns in management, enhancing their participation and sense of ownership, while also creating a learning atmosphere of mutual assistance. The third is that managers should regularly share digital resources and organize students to communicate and discuss. Finally, different forms of themed activities should be regularly organized, such as inviting experts, parents, or outstanding student representatives to conduct online knowledge popularization or share learning experiences. It can bridge the gap between teachers and students, as well as between students and parents.

4. Conclusion

Digital resources not only have a profound impact on public life, but also point out new directions for the development of China's education industry. In this context, the

application of digital resources in high school art appreciation teaching is a trend. In the future, art teachers need to better integrate art teaching with digital resources, and urgently need to continuously learn and improve their professional literacy and information technology level. At the same time, teachers should be based on reality, scientifically integrate digital resources, actively build digital teaching platforms, expand extracurricular teaching resources, and bring students a unique artistic experience. While improving students' core artistic literacy, it also promotes the innovative development of the art discipline.

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