

Research on Teaching Strategies for High School Art Comprehensive Practice Activity Course from the Perspective of Constructivism

Jing Chen¹

¹ Huanggang Normal University, Huanggang, Hubei, China

ABSTRACT

Under the guidance of teachers, the art comprehensive practice activity course has transformed into a student-centered experiential learning model. In this process, students combine their mastery of art theory with personal experiences and social reality, and achieve the integration and application of knowledge through self-driven learning methods. This course design not only encourages students' curiosity, creativity, and teamwork spirit, but also enhances their skills in applying knowledge comprehensively. In addition, this activity deepens the interaction between students and society, promoting their cultivation of social responsibility and aesthetic literacy. Constructivist theory advocates a student-centered education method, emphasizing that students should learn through active participation, self-driven exploration, and deep understanding of knowledge. The research on teaching strategies from the perspective of constructivism has important practical significance in high school art comprehensive practice activity course. This article will explore the teaching strategies of high school art comprehensive practical activity course based on constructivist theory, in order to improve teaching quality and promote the development of students' art literacy.

Keywords: *Constructivism, Comprehensive practical activity course, High school art, Teaching strategies.*

1. INTRODUCTION

The art comprehensive practice activity course is a new curriculum type designed to meet the requirements of "integration and exploration" in the "Compulsory Education Art Curriculum Standards (2011 Edition)" issued by the Ministry of Education. It maximizes the integration of various art methods and relevant knowledge from various disciplines, effectively training and improving students' art literacy in practice, which is conducive to changing learning methods, improving independent learning ability, and cultivating innovative spirit. At the same time, it also encourages teachers to constantly update their teaching concepts, improve their professional knowledge and teaching level. [1]

2. RAISE OF THE PROBLEMS

On September 25, 2017, the Ministry of Education of China released the "Guidelines for

Comprehensive Practice Activities in Primary and Secondary Schools Curriculum". This is the first time in 23 years that China has included "comprehensive practical activities" in the curriculum plan, and it has been separately proposed and distributed in the form of a guiding outline to the education bureaus of various provinces, cities, and autonomous regions. [2]

Comprehensive practical activity courses play an important role in high school art teaching. They are an important teaching method for developing students' visual realism and hands-on abilities, and exercising their comprehensive artistic literacy. The courses not only play an educational role in cultivating students' basic methods and abilities in shaping, but also exercise their structural awareness and logical perception. They play a more important educational role in developing students' sensory organs, hand brain and limb training, cultivating their psychological qualities such as attention, observation, thinking, and memory, as well as

developing their intelligence. [3] The comprehensive practical activity courses are characterized by their flexibility and universality, and the teaching method follows a cyclical process from sensibility to rationality, and then from rationality to sensibility. However, research on the impact of such courses on students is still scarce, especially in high school. Due to the emphasis on exam oriented education, non-college entrance exam subjects such as art are often marginalized or even shelved in the second and third years of high school. Even in art specialty classes, comprehensive practical activities often deviate from reality and adopt a rigid model consistent with the relevant subjects of the college entrance examination, such as being limited to indoor sketching and copying assignments.

Therefore, this study aims to explore teaching strategies for comprehensive practical activities in high school art. By elaborating on various teaching strategies and applying relevant knowledge of art courses, this article will scientifically and meticulously demonstrate the specific impact of these activities on high school students, providing theoretical support for the implementation of comprehensive practical teaching of high school art.

3. CURRENT SITUATION AND PROBLEMS OF HIGH SCHOOL ART COMPREHENSIVE PRACTICE ACTIVITY COURSE

3.1 Teaching Status of High School Art Comprehensive Practice Activity Course

In the current educational environment, the development of comprehensive practical activities in high school art has received widespread attention and practice. However, the actual teaching situation presents a complex and diverse trend.

From the perspective of teaching objectives, high school art comprehensive practical activity classes aim to improve students' art literacy, cultivate their innovative spirit and practical ability through practical activities. While, in the actual teaching process, teachers often place too much emphasis on imparting skills and overlook the cultivation of innovative thinking in students. When designing a comprehensive practical course for high school art, the goal is to enhance students' artistic cultivation, stimulate their innovative consciousness, and exercise their hands-on skills by

participating in various activities. When observing the current teaching scene, it can be found that teachers often focus on teaching artistic skills, but fail to fully emphasize the cultivation of students' creative thinking. This deviation from teaching objectives, results in students lacking initiative and innovation in practice, and they are unable to truly experience the fun and value of art practice activities. [4]

From the perspective of teaching content, the content of high school art comprehensive practical activity classes should be rich and diverse, including painting, sculpture, design, and other aspects. However, in the actual teaching process, teachers often only focus on one aspect of teaching, such as training in painting skills, while neglecting other aspects of teaching. This one-sided teaching content setting not only limits students' knowledge perspective, but also affects the possibility of their comprehensive development.

From the perspective of teaching methods, high school art comprehensive practical activity classes should adopt heuristic and exploratory teaching methods, guiding students to actively participate and learn independently. [5] But, in the actual teaching process, teachers often adopt traditional lecturing teaching methods, ignoring the subjective initiative of students. This passive learning method makes students lack enthusiasm and initiative in practice, and cannot truly experience the fun and value of art practice activities.

Finally, from the perspective of teaching evaluation, the evaluation of high school art comprehensive practical activity courses should be diversified, including process evaluation and result evaluation. In the actual teaching process, however, teachers often focus too much on outcome evaluation and overlook process evaluation. This single evaluation method leads students to excessively pursue results in practice, while neglecting the importance of the process.

3.2 The Problems in High School Art Comprehensive Practice Activity Course

In the implementation process of high school art comprehensive practice activity course, many problems gradually become apparent. These issues not only affect the effective implementation of the course, but also hinder the comprehensive development process of students.

3.2.1 *Broad Course Offerings*

In high school art classes, the excessive emphasis on imparting theoretical knowledge is often an undeniable phenomenon in some school curricula. For students, practice is a very important and most helpful activity to enhance their personal abilities. It is essential to stimulate the interest and enthusiasm of students, especially high school students. At the same time, it is also important to avoid courses that lack a sense of life and practicality, as well as being boring and tedious. Without starting from interest, students should be gradually attracted to the course, and then teachers use teaching methods and techniques to complete interaction with students. This is crucial in high school art comprehensive practice activity course. On the other hand, due to the lack of targeted and systematic course content, broad knowledge points and teaching content can easily make it difficult for students to easily grasp the key points, and confuse the key and difficult points in the classroom, thus unable to grasp learning tasks and goals.

3.2.2 *Single Teaching Method*

The traditional teaching model still dominates. In this model, teachers are the transmitters of knowledge, while students are passive recipients. This one-way teaching method ignores the subjective initiative of students and limits their development of innovative thinking and practical abilities. Meanwhile, due to the lack of effective evaluation mechanisms, teachers often find it difficult to timely understand the learning situation of students, and thus cannot make targeted teaching adjustments.

3.2.3 *Insufficient Resource Allocation*

The resource allocation of high school art comprehensive practical activity course is often insufficient. This includes not only hardware facilities such as studios and tools, but also software resources such as teaching materials and lesson plans. The lack of these resources has greatly limited the implementation of the course.

In summary, there are many problems in the implementation process of high school art comprehensive practical activity courses. The existence of these problems seriously restricts the development and improvement of the course, and also affects the comprehensive development of students. Therefore, it is a must for schools and teachers to face these problems head-on and take

effective measures to reform and innovate, in order to improve the teaching quality and effectiveness of high school art comprehensive practical activity courses.

4. TEACHING STRATEGIES FOR HIGH SCHOOL ART COMPREHENSIVE PRACTICE ACTIVITY COURSE FROM PERSPECTIVE OF CONSTRUCTIVIST

4.1 A Teaching Model with Students as the Main Body and Teachers as Guides

From the perspective of constructivism, the teaching strategies of high school art comprehensive practice activity course should be centered on students and guided by teachers. This teaching model emphasizes the initiative and innovation of students, while also focusing on the guidance and support of teachers. In this model, teachers are no longer the transmitters of knowledge, but the guides and assistants of student learning. Their main task is to create an environment conducive to student independent learning, provide necessary learning resources, and offer assistance and guidance when students encounter difficulties. [7]

Firstly, under the student-centered teaching model, students need to actively participate in the learning process, as it not only emphasizes their initiative, but also requires innovation. Through this way of learning, students can enhance their thinking ability, solve problems and difficulties on their own, and their interest in learning and exploration motivation will also be enhanced. Similarly, in this teaching model, active guidance and lead from teachers are necessary. Teachers should have innovative teaching abilities and extremely high cultural literacy. Students need leadership and timely feedback in this process.

In addition, the student-centered teaching model also emphasizes the importance of cooperative learning. In this teaching strategy, students need to collaborate to achieve academic goals, which can not only improve learning efficiency but also promote team collaboration and the development of social skills. At the same time, teachers also work together with students to complete lesson plans, which can not only enhance teaching effectiveness but also help to establish harmonious teacher-student interaction.

Therefore, based on the constructivist perspective, the teaching strategy of high school art comprehensive practical activity course should be student-centered and guided by teachers. [8] This teaching model emphasizes the initiative and innovation of students, while also emphasizing the guidance and support of teachers. This teaching method helps to improve the learning effectiveness of students, cultivate their innovative thinking and problem-solving abilities, and also helps to enhance the teaching effectiveness and professional competence of teachers. [9]

4.2 Designing Challenging and Innovative Tasks

Designing challenging and innovative tasks is crucial in the teaching of high school art comprehensive practice activity course based on the constructivist perspective. Constructivism emphasizes that students construct their own knowledge system through active participation and practice, and this process requires teachers to carefully design tasks to stimulate students' learning interest and motivation. [10]

Firstly, designing challenging tasks can stimulate students' curiosity and exploratory spirit. For example, teachers can set complex creative themes and require students to apply their learned art knowledge and skills to create. Such tasks can not only test students' mastery of knowledge, but also encourage them to continuously explore and discover new forms of artistic expression in practice. Most importantly, designing innovative tasks can cultivate students' creativity and imagination. Teachers can encourage students to use non-traditional materials for creation, or integrate different forms of art. Such tasks not only broaden students' artistic horizons, but also stimulate their innovative thinking and cultivate their ability to think independently and solve problems. And when designing tasks, attention should also be paid to their operability and feasibility. Teachers should set reasonable task difficulty and time limits based on the actual situation and ability level of students, and provide necessary guidance and support to help students complete tasks smoothly.

In summary, designing challenging and innovative tasks is an important way to promote students' active learning and comprehensive development in high school art comprehensive practical activity course teaching based on the constructivist perspective. [11] Teachers should

carefully design task content and forms based on teaching objectives and student needs, providing students with a good learning environment to help them continuously grow and progress in practice.

4.3 Using Diverse Teaching Methods

Diversification of teaching methods is an important means to achieve teaching objectives in high school art comprehensive practical activity course based on the constructivist perspective. Constructivism emphasizes the subjectivity of learners, believing that knowledge is not passively received, but obtained through active exploration and construction [12]. Therefore, the selection of teaching methods should focus on encouraging students to actively participate and stimulating their learning interest and innovative spirit.

Teachers can adopt problem-oriented teaching methods. In the teaching process, teachers can guide students to think, stimulate their curiosity and thirst for knowledge, help students establish internal knowledge connections, and improve their thinking and problem-solving abilities through problems. Problem-oriented teaching methods can also promote critical thinking, independent thinking, and the formation of one's own viewpoints and insights. Secondly, teachers can use cooperative learning methods. Constructivism holds that learning is a social process in which students construct knowledge through communication and cooperation with others. This enables teachers to organize group discussions and work together to solve problems. This method can not only improve students' communication and teamwork abilities, but also enhance their learning efficiency.

Finally, teachers can also apply project-based learning methods. Project-based learning is a learning method that solves practical problems, emphasizing students' practical and innovative skills. In comprehensive practical activity classes, teachers can design projects closely related to daily life, allowing students to learn and master knowledge through practice. This method can not only improve students' practical ability, but also enhance their innovation ability. [13]

In short, teaching methods should be diversified in order to not only respect the subjectivity of students, but also exercise their practical abilities, truly achieving the completion of teaching objectives and the improvement of teaching height.

4.4 Establishing an Effective Evaluation Mechanism

From the perspective of constructivism, the teaching evaluation mechanism of high school art comprehensive practical activity courses not only needs to evaluate students' knowledge mastery, but also needs to pay attention to their practical ability, innovative thinking, and independent learning ability. Therefore, establishing an effective evaluation mechanism is crucial [14].

Firstly, it is necessary to clarify the objectives of the evaluation. In constructivist theory, students are the active builders of knowledge, and the role of teachers is to guide and support the learning process of students. Therefore, the goal of evaluation should be to evaluate students' initiative, innovation, and problem-solving abilities in practical activities, rather than just their mastery of knowledge [15]. Secondly, it is also necessary to adopt diversified evaluation methods. In addition to traditional written exams and product displays, teachers can use methods such as observation and recording, peer evaluation, and self-evaluation to comprehensively understand the learning situation of students. For example, by observing students' performance in practical activities, teachers can understand their practical and problem-solving abilities; Through peer evaluation, teachers can understand students' self-awareness and collaborative abilities; Through self-evaluation, teachers can understand students' self-reflection and independent learning abilities.

Besides, teachers need to pay attention to the evaluation process. In constructivist theory, the process is more important than the result. Therefore, teachers should pay attention to every step of students in practical activities, evaluate their thinking process, practical process, and reflective process, so as to understand students' practical and innovative abilities by evaluating their planning, problem-solving, and other processes [16]. Teachers also need to implement a feedback mechanism. The purpose of evaluation is not only to score students, but more importantly, to provide feedback, help students understand their strengths and weaknesses, and guide them to improve learning methods and strategies.

Overall, the evaluation mechanism for high school art comprehensive practical activity classes based on the constructivist perspective should focus on clarifying evaluation objectives, diversifying evaluation methods, emphasizing process

evaluation, and implementing feedback mechanisms. Only in this way can the goals of teaching evaluation be truly achieved and the comprehensive development of students be promoted. [17]

5. CONCLUSION

In the comprehensive practical activity curriculum, art education is an important component, and the effectiveness and scientificity of its teaching strategies are of great significance for improving students' comprehensive quality and innovative ability. At the same time, constructivist teaching strategies can also help students establish correct learning concepts, making them realize that learning is not only for exams, but more importantly, to improve their comprehensive quality and innovative ability. By allowing students to learn and explore through practice, they can better understand and master art knowledge and skills, thereby improving their artistic practical abilities.

In summary, future research needs to conduct in-depth research and exploration of high school art comprehensive practical activity course from multiple perspectives, in order to provide strong theoretical support and practical guidance for the reform of comprehensive practical activity course in China.

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