

Analysis of "Internet + Art Teaching" Classroom Teaching -- Taking Handicraft Class "Origami Cherry Blossoms" as an Example

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Abstract. The Internet + teaching in the dual-teacher model provides good educational resources for Gansu and poor remote areas in the west. This study analyzes the Internet+ art remote teaching classroom teaching by taking the example of the handicraft class "Origami Cherry Blossoms" created by the teaching team members, and analyzes a complete art teaching classroom from the interplay between the near-end and far-end teachers before, during and after the class. The study finds that although there are certain problems in the current stage of Internet+ art teaching, the role it plays in making up for the shortage of teachers and solving the problem of educational balance cannot be underestimated.

Keywords: Internet+art teaching, Dual-teacher model, Origami cherry blossoms.

1. Introduction

"Since June 2019, Northwest Normal University has launched a new teaching model in the context of the original educational informationization in Gansu Province, based on a preliminary experiment, to support nine deep poverty-alleviation counties, including Dongxiang Nationality Autonomous County, Li County and Dangchang County. The "double-teacher classroom", in which the near-end and far-end teachers cooperate with each other, is the main teaching mode of the "Internet+" distance education poverty alleviation program of the School of Fine Arts of Northwest Normal University. The "Origami Cherry Blossoms" is a local painting school-based teaching material developed by the teaching team according to the specific needs of the teaching sites, painting teachers, painting equipment and children's conditions.

The far-end teachers are mainly sophomore, junior and senior art majors of the School of Fine Arts of Northwest Normal University, who participate in the "Internet+" distance education poverty alleviation program of the School of Fine Arts on the basis of their knowledge and theories of art education. The near-end teachers are the front-line teaching teachers of the counterpart schools, supporting the far-end teachers to conduct art classroom learning guidance and off-class homework tutorial follow-up. The "1+1" dual-teacher model, in which the near-end and far-end teachers cooperate with each other, helps the "Internet+ art distance learning support" to be carried out smoothly.

2. Pre-class preparation

The limitations of online distance learning on the Internet and the lack of material resources for teaching in poor areas restrict the normal development of art classes in the mission schools. With the help of multi-functional teaching tools and the realistic conditions of the local teaching classroom and the learning situation of the students in the poor areas, the far-end teachers conduct origami handicraft lessons for the students to make the art class colorful. "Origami Cherry Blossoms" is the teaching content compiled by the near-end and far-end teachers according to the requirements of the art curriculum standards, the core of online teaching services on the Internet, the current situation of art teaching resources in the teaching area and the actual learning situation of the third grade students.

2.1 Collective lesson preparation by near-end and far-end teachers

Compared with urban students, students in poor mountainous areas have a large gap in their acceptance of new things and their own sense of beauty and cognition. The far-end teachers and the near-end teachers carry out collective lesson preparation through WeChat video calls, WeChat messages and WeChat groups before the lesson. The far-end teachers provide suggestions on class design, and the near-end teachers, because they participate in the lesson preparation, have a more thorough grasp of the pre-class work and the knowledge points of this course, so that they can better guide the students in pre-study and provide practice equipment, and assist the students in providing adequate preparation for class exercises. Relevant instructors from the School of Fine Arts of Northwest Normal University, 3-5 distal internship teachers and front-line teachers from the corresponding teaching sites discuss and study the content of the course, discuss teaching pre-programs, analyze classroom objectives and important points, and grasp the collision of sparks between teachers and students in the classroom.

2.2 Network equipment inspection and use

The visual form of art carries and expresses people's ideology, emotional state of mind and aesthetic interest in order to enrich people's spiritual and material world. The activities of art education require a lot of reliance on photos and images to show the beauty in nature. The creation of beauty in art expresses beautiful emotions of people, allowing learners to perceive, feel, and understand beauty, and then to express, create, and comment on it. The educational visualization function realized by educational informatization through Internet video tools can maximize the advantages of Internet+ technology-assisted art education teaching, thus maximizing the effect of Internet+ distance education teaching.

Internet+ art teaching is an information-based classroom, and the network is a necessary factor to connect the near-end and far-end. Live remote classes are similar to "WeChat video calls", where students and far-end teachers interact in real time across space, which places higher demands on the network speed, broadband and configuration. The near- and far-end teachers must check the network usage of the corresponding classrooms before the class to avoid delays and lagging in the class, which greatly affect the teaching and learning effects.

3. Classroom Design

Traditional teaching support is constrained by time and space factors, and many high-quality resources cannot be developed to places where there are no resources. "Internet+Teaching" breaks through the constraints of time and space and improves the continuity of teaching, thus achieving the sharing of high-quality resources and overcoming the difficulty of insufficient teaching resources. Compared with previous teaching methods, Internet+Teaching has brought more high-quality resources to China's educationally backward areas.

3.1 Mutual support of near-end and far-end teachers' teaching

Internet+ remote teaching is an online teaching mode, in which two teachers at the near-end and far-ends work together to tutor students. In the classroom teaching, the near-end and far-end teachers play the advantage of "1+1 dual teacher mode" and cooperate with each other throughout the teaching. The far-end teacher and the students at the teaching site are in different spaces. If the discipline in the remote classroom is not good, it will definitely affect the interaction between teachers and students in the teaching classroom, which will inevitably affect the teaching effect. Therefore, the teacher at the near-end cooperates with the teacher at the far-end to maintain classroom discipline and create a high quality platform for students to draw and learn, so as to ensure that all students can concentrate on their studies.

Internet+ teaching is a teaching activity built on the Internet information technology. The information platform better connects the teachers at both ends of the computer and strengthens the

communication between the near-end and the far-end teachers. The near-end teachers respond to the teaching needs provided by the far-end teachers and provide guidance to some students who have learning difficulties to ease their academic difficulties, thus enhancing students' motivation to participate in classroom teaching and communication. At the end of classroom teaching, the near-end teacher summarizes the learning effect of the students at the teaching site and gives feedback to the far-end teacher, summarizes and sends classroom assignments and drawings to the far-end teacher, synchronizes the teaching process results in real time and reflects on them together, thus improving the teaching quality of the Internet+ remote art teaching classroom.

3.2 Teaching design of "Origami Cherry Blossoms" for handicraft class

3.2.1 Teaching objectives

Basic knowledge and skills: to master the basic concept of origami art; to appreciate the aesthetic characteristics of the artists' works by watching their origami works in different materials; to recognize the basic structure of cherry blossoms and learn to fold the petals; to learn the basic expression method and theme creation of origami.

Process and method: to learn the characteristics of the art of origami by studying the origami works of various artists in various materials, and to express their own experience; to master the folding method of the cherry blossom petals by splitting, observing carefully and trying, so as to learn to combine the cherry blossoms.

Emotion, heart degree and value: to cultivate quality consciousness and aesthetic ability by trying to explore and organize participation. In the appreciation, learning to feel the beauty of the combination of symmetrical shapes, experience the fun of origami art, cultivate the awareness and ability to pay attention to life, beautify life, infiltration of conservation and environmental protection awareness, cultivate the sense of inquiry and the spirit of innovation.

3.2.2 Teaching focus and difficulties

Key points: to learn the folding method of cherry blossom petals.

Difficulty: the folding method of cherry blossom petals and the combination method of cherry blossom and cherry blossom hydrangea.

Corresponding strategy: PPT + video + live origami teaching, far-end teacher pull close to zoom camera detailed step by step origami teaching, near-end teacher cooperate with help corresponding to students who can't follow the video. The teacher encourages and explains more, and guides students step by step in detail to fold, paste and cut. Individual/group cooperation to folds the same cherry blossom petals and combine them into a beautiful and wonderful cherry blossom hydrangea.

3.2.3 Teaching and learning aids preparation

Teacher: multimedia, physical projector, multimedia teaching video, origami display products (cherry blossom, cherry blossom hydrangea), scissors, colored paper, double-sided tape, colored rope.

Students: scissors, colored paper, double-sided tape, colored rope. 4.

3.2.4 Blackboard-writing design

Table 1. Blackboard-writing design

Far-end teacher Blackboard-writing design	Near-end teacher Blackboard-writing design
Cherry blossom origami A. Method: Folding, spreading, folding, pasting B. Requirements: fold flush and compact. C. Tips. a) Folding standard, paste neatly and beautifully b) Group division of labor, fast and quiet c) Finish in the specified time, clean up the table	Cherry blossom origami (paste origami physical cherry blossom / cherry blossom hydrangea) A. Origami materials are not limited: tin foil, napkins, kraft paper, chicken skin paper. B. cherry blossom characteristics: 5 petals and stamens, petals with flower cracks. C. method: fold, spread, fold, paste. D. Requirements: folded flush and flattened, overall beautiful.

4. Post-lesson Reflection

According to the analysis of the actual situation, there are still many problems with the current teaching activities. For example, the implementation supervision of the teaching staff is not in place, the collection and storage of students' classroom art works are not timely, and the quality of aesthetic education in poor areas needs to be improved In the Internet + teaching support, we should focus on both synchronous interaction and independent teaching, and by using networked educational resources to reduce the participation of teaching staff, we can realize the transition from "not having all classes" to "having all classes" due to the delay of the Internet.

4.1 Problems in the Internet+ support classroom

4.1.1 Single form of teaching content

The ordinary Internet+ teaching can only teach in the teaching area, and the content is in a single form. far-end teachers focus too much on teaching content in the teaching classroom, and the classroom presents fewer forms and lacks activity innovation. Teachers should skillfully analyze the teaching materials, childish the learning content, deep problems and shallow output, create a contextualized educational environment, and let students construct their own art level and aesthetic level.

4.1.2 Students are not active in class

Due to the problem of information technology education network, the school and far-end teacher's communication is inconvenient, the teacher should conduct diversified classroom activities for students. The teacher can improve the teaching effect of the support classroom by introducing the classroom introduction with vivid teaching from the students' perspective and introducing films, pictures, and games into the classroom. Vivid and interesting teaching introduction, concise teaching questions, and colorful activities are ways to seize students' attention, mobilize teaching interest, and improve the subjective consciousness of art learning.

4.1.3 Lack of teacher-student communication

The interactive effect of live webcast classroom is not as obvious as that of traditional classroom, and sometimes it is even difficult for learners to grasp the interactive teaching content because of the lack of flexibility in the teacher's teaching strategy or the ambiguity in the classroom instructions. Far-end teachers must adjust to their own classroom situation, optimize their teaching strategies, and create a healthy and positive classroom learning atmosphere. Teachers communicate in a variety of forms and in an unconventional manner, but teachers should also pay attention to students' psychological state and give them the truest appreciation that will help them explore their own potential and recognize their own value in life.

4.2 Solutions to problems in the classroom

4.2.1 Increase offline meetings

In order to shorten the emotional distance between teachers and students, in addition to conducting online courses, far-end teachers can also regularly visit teaching sites to conduct field teaching and face-to-face teaching activities with students. In addition to teaching, far-end teachers can also play lively and fun games with students and give them gifts such as books and stationery. "Be close to the teacher, believe in the teacher", A cordial relationship between teachers and students is a necessary prerequisite for good interaction between teachers and students.

4.2.2 Develop local art school-based curriculum

The teaching team should innovate and develop local art school-based curriculum by using local humanities characteristics. The traditional teaching is raised from simple skill practice to the mastery of art culture, thus making the traditional teaching more rich in regional characteristics and more relevant to students' daily life, thus fully mobilizing students' interest in learning and thus improving

the teaching effect. For the study of art school-based teaching materials, we should start from reality and explore local teaching resources in depth.

5. Summary

Due to the rapid development of social economy, the level of urban basic education has gained a more comprehensive improvement, but in many remote places often due to the news blockade, inconvenient transportation and other factors, and the rural and poor areas can not effectively improve the level of education. To a certain extent, Internet + distance education can improve the education level in remote areas, and bring the outside educational information to more remote mountainous areas, so as to promote the long-term development of children in remote areas.

Although there are certain problems in the classroom teaching of Internet+ art teaching, such as the classroom rhythm is out of tune and the invalid waiting time is too long. It is undeniable that its role in solving the balanced distribution of teaching resources, making up for the shortage of teachers, and narrowing the micro-level educational balance cannot be underestimated.

Internet+ education is a product of the progress of education in contemporary society, which has more advantages than disadvantages than offline traditional education, solving the difficulties caused by the lack of capacity of teaching teachers in remote rural areas, making students in rural support sites share the classroom teaching resources of excellent schools, and effectively feeling the attractiveness of classroom teaching.

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