

Research on the Strategies of Cultivating the Pre-service Teachers' Ability of Art Normal Students under the Background of Contemporary Cultural Context

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Abstract: The research on the pre-service teacher's ability training strategy of art normal students in the contemporary cultural context is of great significance for improving the practical ability and teaching satisfaction of art normal students. This study adopts the methods of questionnaire survey, observation and practical teaching, and analyzes the changes of practical ability and teaching satisfaction of art normal students who participate in the experiment through investigation and practical evaluation. The results show that after the experiment, the average score of participants' practical ability has increased to 76.43%, while the average score of teaching satisfaction has increased to 4.28. These data show that the implementation of the pre-service teacher ability training strategy for art normal students in the contemporary cultural context has effectively improved the practical ability and teaching satisfaction of art normal students, which has a positive impact on improving the overall professional quality and professional ability of art normal students, and also provides an effective reference for future art education and teaching.

Keywords: Art normal students, Contemporary art education, Pre-service teachers' ability training, Cultural context.

1. Introduction

In contemporary society, with the cultural diversity and highly developed information, the relationship between school education and social culture is increasingly close, and the requirements of the education industry for teachers are correspondingly improved [1-2]. Especially in the field of art education, art normal students are required to have excellent aesthetic literacy and professional literacy, as well as certain pre-service teacher ability and practical experience. Therefore, how to effectively cultivate the pre-service teacher ability of art normal students has become an urgent problem in the current education field [3-4].

The development of pre-service teachers' cultural ability is a key issue in teacher education. Denson N, discusses the influencing factors and feasible methods of pre-service teachers' cultural ability development at different levels. It is found that educational background, interpersonal relationship, subject knowledge, professional identity and other factors will have an impact on the development of pre-service teachers' cultural ability. In view of these factors, some feasible methods are put forward, such as cultivating the cultural connotation of the course, establishing an interdisciplinary cooperation platform, carrying out cultural experience activities and creating a cultural atmosphere. These methods can promote the development of pre-service teachers' cultural ability and improve their comprehensive quality [5]. Service learning and cultural ability development of pre-service teachers is an important field in teacher education. Drouin M A discusses the influence of service learning on the development of pre-service teachers' cultural ability. It is found that service learning can improve the cultural awareness, cross-cultural communication and social participation ability of pre-service teachers. With the diversification of social culture, these abilities have become the qualities that pre-service teachers must possess. Inclusive democracy is one of the important concepts of modern education, and its application in pre-service education has

been paid more and more attention. Fearnley L discussed how to develop inclusive democracy in pre-service teacher education. Research shows that pre-service education contains many different components, such as teaching objectives, curriculum and teaching practice, which are the key to the development of inclusive democracy.

The purpose of this paper is to explore the research on the pre-service teacher ability training strategy of art normal students based on the contemporary cultural context. Through the comprehensive analysis of the existing literature and practical experience, this paper will discuss the connotation of the pre-service teacher's ability of art normal students and its training strategies, in order to provide useful reference for the pre-service education of art normal students.

2. Characteristics and Challenges of Art Education in Contemporary Cultural Context

2.1. The characteristics of art education in the context of contemporary culture

Contemporary art education has the following remarkable characteristics in the cultural context:

1) Intersection. In contemporary art education, art and technology, humanities and society, nature and environment are intertwined. This comprehensive subject context reflects the diversity of human civilization, which requires art normal students to have corresponding interdisciplinary ability in teaching practice [8-9].

2) Diversity. Art education is different from other disciplines, and it has the characteristics of diversity. Different places, different cultural backgrounds and different students will affect the practical process and effectiveness of art education. Therefore, art normal students are required to have the ability to respond to diverse needs in teaching practice.

3) vitality and innovation. In contemporary art education, students' autonomy and individuality are emphasized, and

innovative thinking and artistic perception are emphasized. Art education cultivates not only artistic skills, but also the aesthetic, creative and speculative abilities of teachers and students. Therefore, in contemporary art education, art normal students must have the teaching concept of breaking traditional teaching methods and paying attention to students' innovative ability.

2.2. Challenges faced by contemporary art education

Facing the characteristics of contemporary art education, the pre-service education of art normal students also faces the following challenges:

1) Bound by the influence of traditional teaching ideas [10-11]. For many years, art teaching has overemphasized skills and norms, ignoring the diversity of disciplines and the characteristics of interaction and intersection with culture, which is not enough to meet the needs of contemporary art education. Therefore, art normal students must break the traditional teaching methods.

2) The structure and quality of the teaching staff are different. However, there are some problems in the pre-service education of art normal students, such as the different structure and quality of teachers. Some pre-service education institutions lack teaching experience and teaching skills, so it

is necessary to further strengthen teacher training and teaching management [12-13].

3) The theoretical study and practical ability study are unbalanced. In contemporary art education, both theoretical learning and practical ability learning are very important, but many art normal students tend to focus on the theoretical level and ignore the accumulation of practical experience. This imbalance is contrary to the characteristics of multi-disciplinary and cross-disciplinary, and the cultivation of students' autonomy and creativity.

2.3. Art Normal School Pre-service teacher capacity-building needs

With the development of society, education needs more and more high-quality teachers, and as a higher education institution in the field of art education, it is particularly important to cultivate the teachers' ability of art normal students. The essence of education is the education and development of human beings, cultivating socialist builders and successors with all-round development in morality, intelligence, physique, beauty and labor [14-15]. This requires art normal students to master certain theoretical knowledge and practical experience of education and teaching, and form certain pre-service teacher ability. As shown in Figure 1:

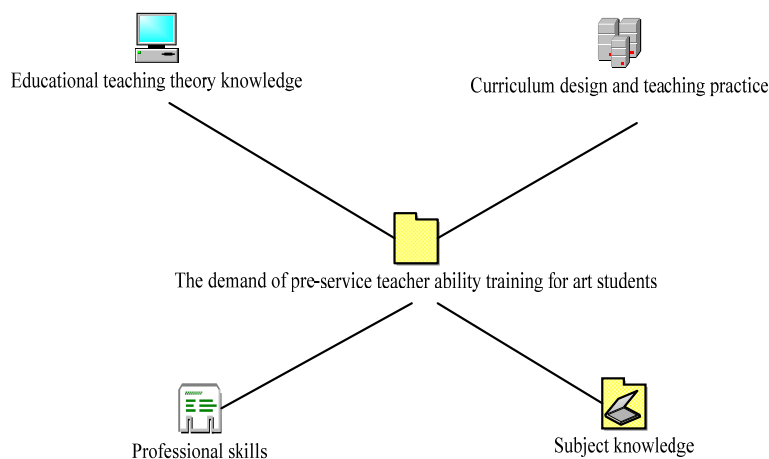


Figure 1. Flow chart of pre-service teacher ability training needs of art normal students

As can be seen from the figure, the demand for pre-service teacher ability training of art normal students mainly includes the following aspects:

1. Theoretical knowledge of education and teaching

Art normal students need to master some theoretical knowledge of education and teaching, such as educational psychology, pedagogy, art, art pedagogy, etc., so as to better understand and grasp the essence of education and the characteristics and laws of art education, and form their own educational and teaching concepts and methodologies.

2. Professional skills

Art normal students need to have certain art professional skills, including painting, handcrafting, design, art history and other skills, so as to better guide students' practical operation and skill improvement in teaching, and at the same time, they need to constantly learn and master new art skills and subject knowledge to maintain their professional competitiveness and teaching quality.

3. Subject knowledge

Art normal students need to have a good reserve of subject knowledge, understand the importance and function of art, be

familiar with all kinds of artistic expressions, master the basic theory and analysis methods of art, and understand the art works and main representatives of various periods and schools, so as to better carry out art education and teaching.

4. Curriculum design and teaching practice.

Art normal students need to have certain curriculum design and teaching practice ability, design practical and creative courses according to different students' characteristics and learning situation, master different teaching methods and skills according to different teaching goals and tasks, and better organize and guide students' growth and development.

In a word, there is an increasing demand for high-quality teachers in modern society. For art normal students, the cultivation of pre-service teachers' ability is particularly critical. Only through continuous study and practice, deepening the knowledge and understanding of art education and mastering the practical method of combining art and education can we better shoulder the heavy responsibility of art education.

3. The Experiment of Cultivating the Pre-service Teachers' Ability of Art Normal Students in The Context of Contemporary Culture.

3.1. Under the background of contemporary cultural context, the purpose of cultivating the pre-service teachers' ability of art normal students.

The purpose of this experiment is to explore the training strategy of pre-service teacher ability of art normal students in the contemporary cultural context. The specific purposes include: 1) To explore how to cultivate the innovative thinking and practical ability of art normal students according to the needs of contemporary culture. 2) Study the role-playing and teaching path of pre-service teachers in contemporary cultural education. 3) Analyze art teachers' educational skills and teaching methods to improve the effectiveness of contemporary art education.

3.2. Analysis of pre-service teachers' ability training of art normal students in the context of contemporary culture

In order to grasp the teaching mode of contemporary culture and art, this experiment adopts questionnaire survey, joint observation and practical teaching to analyze the present

situation of pre-service teacher ability training strategies of art normal students under the background of contemporary cultural context. The questionnaire survey asked the subjects to provide their views on contemporary cultural and artistic education and put forward suggestions for improvement. At the same time, the practical ability of art normal students will be assessed to determine the direction of teachers' ability training. The observation focuses on the problems encountered by art normal students in teaching practice, and analyzes the performance of excellent teachers in teaching. Practice teaching is to carry out practical operation for art normal students, check their mastery of contemporary cultural concepts and technical means, and understand the effectiveness of the training program.

3.3. Under the background of contemporary cultural context, the results of pre-service teacher ability training of art normal students

After sorting out the experimental data, Table 1 shows the changes of practical ability and teaching satisfaction of art normal students. Among them, A-G respectively represent seven art normal students who participated in the experiment. The number is the percentage of the corresponding evaluation score, and the data shows that the practical ability of the participants has increased to some extent, and the teaching satisfaction has generally improved.

Table 1. Changes of Practical Ability and Teaching Satisfaction of Art Normal Students

(full) name	Initial practice (%)	End practice (%)	Teaching satisfaction
A	60	80	4.2
B	55	75	4.0
C	70	eighty-five	4.6
D	50	65	3.8
E	65	80	4.3
F	75	90	4.8
G	45	60	3.5

Table 1 shows the changes of participants' practical ability and teaching satisfaction. In terms of practical ability, the average initial score of participants was 62.86%, and after the experiment, the average score of practical ability increased to 76.43%. This means that the practical ability of the participants has been significantly improved. Among them, students C and F scored the highest in practical ability, reaching 85% and 90%, indicating that they performed well in practical operation. In addition, all the students who participated in the experiment have improved their scores of practical ability to varying degrees, with the biggest improvement being student F, which increased by 15%. In terms of teaching satisfaction, the average initial score of participants was 3.97, and after the experiment, the average score of teaching satisfaction increased to 4.28, which also means that the satisfaction of participants with teaching strategies improved significantly. Among them, student C and student F scored the highest in teaching satisfaction, with 4.6 points and 4.8 points respectively. In addition, all the students who participated in the experiment improved their teaching satisfaction scores to varying degrees, and the student who improved the most was student F, which increased by 0.8 points. It shows that the pre-service teacher ability training strategy of art normal students in the contemporary cultural context can effectively improve the practical ability and

teaching satisfaction of art normal students, and has a positive impact on improving the overall professional quality and professional ability of art normal students.

4. The Results and Discussion of Pre-service Teachers' Ability Training Strategies for Art Normal Students in The Context of Contemporary Culture

4.1. The current situation of pre-service teacher ability training for art normal students in the context of contemporary culture

In today's fast-developing information age, it is becoming more and more important to cultivate the pre-service teachers' ability of art normal students. The teacher's role is not only to impart knowledge, but also to be a guide and role model for students' learning and growth. However, in real teaching, many teachers lack professional teaching ability and knowledge reserve, which affects their teaching effect and quality. The traditional educational model lacks the understanding and grasp of contemporary cultural context,

and does not have differentiated teaching methods and skills for different students.

4.2. Verification of Pre-service Teachers' Ability Training of Art Normal School Students in the Context of Contemporary Culture

In order to verify the strategy of pre-service teacher

training for art normal students in the context of contemporary culture, by comparing two groups of art teachers, one group accepted our training plan, while the other group followed the traditional teacher training model. By evaluating the teaching effect, teaching quality and student satisfaction of the two groups of teachers. As shown in Figure 2:

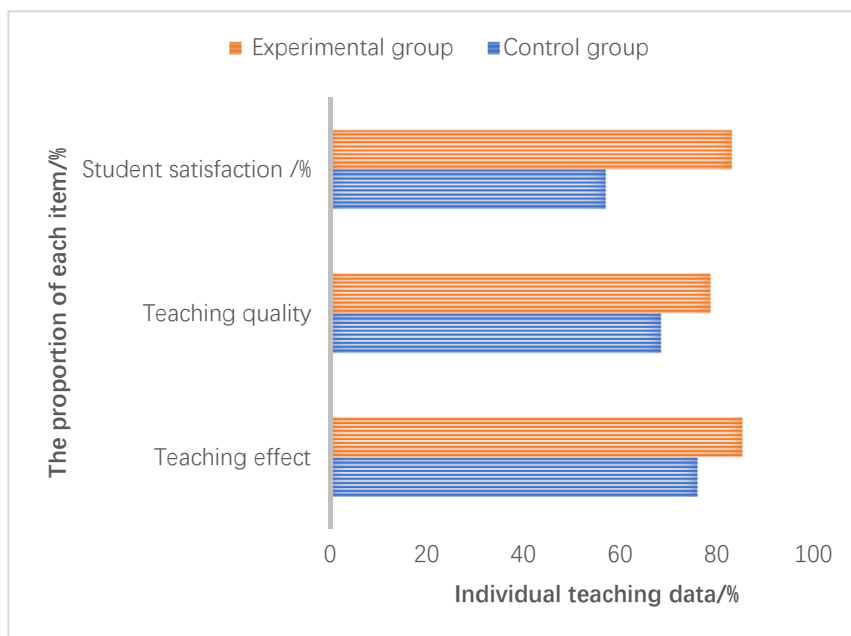


Figure 2. Summary of verification data of pre-service teacher ability training for art normal students

In Figure 2, the scores of the experimental group and the control group on three indicators are measured: teaching effect, teaching quality and student satisfaction. These data are all numerical data, which helps to better understand the differences between the two groups. In terms of teaching effect, the score of the experimental group who accepted the pre-service teacher ability training scheme for new art normal students was significantly higher than that of the control group, with the score of 85.2 in the experimental group and 75.8 in the control group. This shows that the teaching effect of the experimental group is better than that of the control group. In terms of teaching quality, the experimental group scored 78.6 points, while the control group scored 68.4 points. Finally, the students' satisfaction was evaluated. The satisfaction of the experimental group was 83%, while that of the control group was only 57%. These data show that the pre-service teacher ability training program for new art normal students can significantly improve the teaching effect, teaching quality and student satisfaction.

4.3. Pre-service Teachers' Ability Training Strategies of Art Normal School Students in the Context of Contemporary Culture

In view of the contemporary cultural context, this paper puts forward the following pre-service teacher ability training strategies for art normal students:

1. Cultivate comprehensive professional quality: with creative thinking, critical thinking, communication and expression ability, teamwork spirit and practical ability as the main goals, improve the teaching ability and professional accomplishment of art normal students.

2. Construct differentiated teaching mode: provide teaching methods and methods suitable for different students. For example, for students with learning difficulties, strengthen practice classes and personalized counseling.

3. Promote practical teaching: combine theory with practice, strengthen the content and form of practical teaching, encourage students to participate in educational practice and social practice, and improve their practical ability and practical skills.

4. Introduce new technologies: Improve the experience and effect of art classroom teaching by using new technologies, such as VR technology and teaching games. These technologies will help improve students' interest and participation in learning and promote the educational innovation of pre-service teachers of art normal students.

5. Conclusion

In the contemporary cultural context, the strategy of cultivating the pre-service teachers' ability of art normal students can effectively improve their practical ability and teaching satisfaction, and has a positive impact on improving their overall professional quality and professional ability. This study reveals effective contemporary art education strategies and provides new ideas for promoting the reform and development of art education in teaching practice. At the same time, improving the educational skills and teaching methods for art teachers also provides an effective reference for future art education and teaching. Therefore, we should continue to pay attention to the cultivation of art normal students and the reform of related education in order to improve the effectiveness of contemporary art education.

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