

Evaluation Study of FCT Type Art Design Course

Zhijie Ma^{1*}

¹ Academy of Art and Design, Zhixing College of Hubei University, Wuhan, China

Email Address

516972698@qq.com (Zhijie Ma)

*Correspondence: 516972698@qq.com

Received: 9 March 2021; **Accepted:** 26 March 2021; **Published:** 24 April 2021

Abstract:

The FCT type art course evaluation is one kind of critical, reflective and the investigative practice which is carried on independently by the students under the teachers guidance. The FCT type art course evaluation stressed student's investigative study, the social participatory study, the actual applied study and the experience study in practice. In China, it has obtained the mutual recognition that the fine arts education appraisal has been the indispensable part in the school art curriculum along with the implementation of the new art curriculum standards since 2001. But there have been still problems which are worth discussing on evaluation in art teaching concept, evaluation criteria and evaluation methods. Perhaps this phenomenon is due to the lack of research results in this area for a long time. It is one independent the discipline that the FCT type art course has its independent content and the method. Relying on classroom theory and enterprise training, Chinese art course evaluation cannot solve the problem of separating from the professional market. The talents of FCT mode can have the basis of rationalization and practical education, as well as the ability of innovation and practice. Art colleges and universities have tried to study some art design courses evaluation for reform. These colleges study to create various conditions to meet the needs of FTC talents' reasonable evaluation. Taking "reasonable evaluation" as the standard, art course will culture students' self-confidence and let students start their own businesses.

Keywords:

Design Course, FCT Type, Evaluation Study

1. Introduction

In teaching students, evaluation is an important direction. The correct orientation will allow students to master the skills faster, while the radical direction will give students confusion and students will lose interest in learning and lack of capacity. This is very scary. Especially in FCT Type art teaching, the teacher's evaluation is very important after the completion of design or painting. For the evaluation of student works of FCT Type art, an important principle is that we should pay attention to personality development of students. Art is not seeking "with", but to strive for "different" under the basic requirements in line with the aesthetic. We must protect

our student's creative passion, encouraging them to fully express their creative intentions on timely and appropriately guide. From the traditional aesthetic point of view, the work of students may have been a target of development. But the works have many ideas of the students, which are all that we must understand, guidance and encouragement. It does not matter that even if the students' art works are not very good and short of teachers' requirements. The students created the mental and physical work. They should be given more encouragement, which is the only way to develop their personality. Therefore, the art works of students are called "works" in the classroom. Open- FCT Type art teaching evaluation methods should be the appropriate choice according to different circumstances and not be fixed.

2. Research Goal and Content of Aesthetic Evaluation

In Chinese country art studies, there are several papers in this regard. However, these studies are one-sided views, not depth and are mainly some experience-based papers. These studies are only for the subject study of the research object. These papers are still in the empirical summary level, lack of corresponding evaluation system. [1] There is a lack of specific guidance for the evaluation of art teaching methods. However, the domestic part of the research on art education only focuses on the teaching content. [2] The research is not deep enough, for the process of art activities, evaluation and how to cultivate students' personality creativity, inquiry aesthetic education.

Since 2000, China began a new round of curriculum reform of basic education which have been carried out for nearly four years. At this point, many publishers also brought out several books on art education like the Southwest China Normal University Press. [3] In the past few years of art education reform experiments, China's art evaluation system should sum up valuable teaching evaluation experience, from top to bottom, from the command organization to the front-line teachers of art education. [4] At the same time of summing up the experience of teaching evaluation, teachers should correctly grasp the guiding ideology and theory of curriculum reform. Art education must combine the results of the first-line teaching evaluation, and respect the judgment and choice made by the practice of teaching evaluation. This can be conducive to further in-depth, more in-depth practice. After all, practice is the standard for testing truth. Therefore, it is also a very meaningful work that the first-line teaching and research personnel and excellent teachers bring out advanced and effective teaching evaluation experience and lessons, which play a guiding role in teaching.

In art education International, fine arts demands for teaching evaluation increasingly. [5] Because the evaluation is an important part of art creation and art appreciation teaching activities. If we do not attach importance to art teaching evaluation, it can not ensure that the arts curriculum in school education status. [6] Since 2001, it has become a consensus that the curriculum evaluation of art education in China is an integral part of art schools with the implementation of the new curriculum standard "art". [7] However, there are still some issues worth exploring in the view of art teaching evaluation, which due to the lack of long-term research in this area, evaluation criteria and evaluation methods

Art Education research is expected to achieve the establishment of a platform. Through this evaluation standard model, teachers can assess student art work, art attitudes, aesthetic value, which is helpful for the assessment and scientific evaluation

of chaotic phenomena. [8] Study will enable students and teachers to create a harmonious aesthetic in art platform. And The research makes the development of students' artistic ability and humanistic quality integrated. In order to establish this goal, we take the scientific aesthetic education as the breakthrough point, and construct the new curriculum of humanities education, scientific innovation education and knowledge practice ability education. Science and aesthetic values will be reflected. [9]

Art teacher education evaluation is carried out by students independently under the guidance of teachers. [10] It emphasizes the students practice in the research study, social and participatory learning, the practical application of learning, experiential learning. This way effectively enhances the students' aesthetic, humanistic and innovative, in the environment, diversity and scientific and technological literacy. [11]

The evaluation of the relationship between art and teaching enables students to understand how to connect art with daily life. [12] At the same time, students can master how to improve their ability and sense of art, how to observe life from the perspective of art and how to express life in the form of art. This relationship includes three aspects: the effect of correct evaluation on students, the effect of wrong evaluation and the comparative analysis between them.

3. Esthetic Evaluation Study Difficulty

Teachers are a leading factor in evaluation of art education. The key to the success of artistic quality is the teacher's own evaluation. Only teachers who can control students and have artistic quality can cultivate artistic talents. [13] All aspects of evaluation of art teachers have a direct impact on the growth of the students. Art education and teaching is a two-way activity of mutual learning and communication between teachers and students. [14] Modern education needs every art teacher to have an innovative idea of modern education evaluation. In teaching evaluation, teachers should be inclusive, pioneering and advanced. Art teachers should be like a nail to ferret out the potential for creative thinking of students. As a pioneer, teachers constantly guide the students thinking, learning methods. Good teaching guidance makes the students' creative thinking ability get greater development and improvement. [15] Not only teachers have true evaluation but also students can be have a clear direction for learning. Therefore, the evaluation of teachers is of guiding significance.

The traditional art evaluation mode only gives a few students excellent grades, while most students can only get lower grades. The evaluation of students is virtually transformed into a screening process. In this process, only a few students can be encouraged to experience the joy of success, but most students have become losers. This kind of evaluation not only fails to stimulate students to improve their learning methods and enthusiasm, but also makes most students lose confidence in their learning ability.

Most art teachers use "like", "not like", "right" and "wrong" words to evaluate students' works. To a great extent, students will always suppress the courage of practice and dare not innovate.[16] It was a terrible and sad things to imagine that all the students' works were the same. Some teachers will unrealistically evaluate the students' design, and accuse the students that the pictures can not achieve the realistic effect of the photos. Even some teachers think that "no realism, no art".[17]

How to find the right value of art? How to create a platform for the correct evaluation of the world standards? We need to study the effect of correct evaluation of students, the effect of wrong evaluation, and the comparative analysis between them. Then teachers know how to properly evaluate the ability of students and works.

4. The Research Significance of Aesthetic Evaluation

The fundamental spirit of the new "Outline" for the arts (art activities) is to challenge the traditional artistic experience and establish a new concept of art education. Under the guidance of new ideas, we should carry out new and scientific art education. Therefore, we should fully understand these two types of activities and value of their own about the art of teaching and evaluation.

We should try to evaluate the teaching and art combine to optimize the use of purposeful. By optimizing the use of purposeful and planned art activities, students will have a strong interest and sensitivity in the characteristics of art and aesthetics. And then reasonable evaluation can activate students' thinking, induce students' Association and imagination, and develop students' creative potential.[18] There is a theoretical basis that we will be better train students in art expression and creativity, and improve students' skills in art to inspire imagination and foster creative thinking.

From October 2000 to July 2001, in the short time of nearly a year, the art baton of teaching has made two pairs of clear evaluation instructions. These two evaluation instructions fully reflect the great importance attached by China's education administrative departments and art education circles to evaluation. It is urgent for art teachers to improve their evaluation techniques to adapt to the new situation.

5. Research Methods of Aesthetic Evaluation

The key of the flexible and colorful of art education evaluation is teaching students how to grasp the aesthetic eye, take flexible and appropriate for students in the teaching of psychological and physiological evaluation methods. The traditional art teaching mode is perfusion, which makes it easy for students to stifle their creativity. In the evaluation system, each part of the evaluation can cultivate students' art application ability. For example, teachers cultivate students' thinking ability in the design course and cultivate them to observe things with their own thinking and vision. Teachers create their own personality and ideas to create artistic works. In the "handmade course", students can create a story script based on their own creativity and show their creativity in front of other students. In the class of appreciating masterpieces and excellent works of art, some teachers will ask students questions such as "hypothesis, hypothesis, if", or ask: if you want to draw a theme, how would you draw it? All these will provide a good environment for students to create creative thinking.

Therefore, this issue is to study. We need to study step by step in the following ways:

5.1. Action Research Method

Under the guidance of a new concept of the new educational, we must change the measures of the content study into working practices. In FTC teaching, we will gradually adjust, modify and supplement according to the actual situation. The existing experience was screened to test its effectiveness. The formation of new teaching ideas, education evaluation can be committed to improving the status quo of

education. The steps are “plan - to take action - to observe - summation and reflection.”

5.2. Total Experience

Summary of regular phase of the subject will be more teachers in the educational practice in the preliminary understanding of fragmentary results summary. Regular periodic summary can make more teachers have a preliminary understanding and summary of the fragmentary achievements in educational practice. With the continuous strengthening of innovation and practice ability of art design students, the diversity of evaluation methods and the characteristics of subject specialization are constantly improving. The spirit of “reasonable development of art evaluation” has spread in different vocational colleges all over the country. More and more scholars actively participate in innovation and social practice.

5.3. Comparative Study

These should be compared to find out the similarities and differences. Then the differences between the experimental class and the non-experimental class before and after the experiment were compared and analyzed. Of course, the purpose of the study is to train college students to really master the design ability through comparative research. Through the comparison, teachers can get a reasonable evaluation model, which can improve students’ self-awareness. In the research of art evaluation, we can’t restrain students’ thoughts excessively and stifle their talent potential. Students’ participation in innovative activities also needs corresponding financial and material support.

6. Conclusions

As art teachers, we should understand that the art classroom teaching is the teacher-student exchange, the development process, the unity of teaching of teacher and learning of students. This unity is the essence of communication, interaction and common development. Teachers and students should have equal dialogue and communication in the process of teaching. They should share their thoughts, experience and knowledge. Students share their learning experience as same as teachers share their experiences and ideas. Such evaluation can enrich the teaching content and seek new fields.

In terms of teaching, communication means that everyone involved, which means equal dialogue and collaborative construction of meaning. A good lesson should allow students to actively participate in. The enthusiasm of students is fully mobilized. In this way, the teaching is full of vitality. Teachers should create the aesthetic and cultural contexts. Then every student has the opportunity to participate in experience of students and the joy in the course. They will get mental development after they feel the completion of the artistic creation process.

In the art classroom teaching evaluation, teachers will attention to student participation in art activities and study the effect of experience. It is concerned about the teachers how to promote student learning, such as the discussion of teacher organizations. Therefore, it is proposed the establishment of the new curriculum: “to study on the teaching, teaching in order to promote the study”. Education evaluation research must continue to work hard and improve the research methods. Through the

multi-channel evaluation ability education mode, the innovation ability of college students can be continuously strengthened.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This work was supported by the school level teaching reform project of Zhixing College of Hubei University, grant number xjy201901.

Acknowledgments

The authors would like to acknowledge all those who helped me during the writing of this thesis. My supervisor, Ms. Wu who has offered me valuable suggestions in the academic studies. In the preparation of this thesis, she has spent much time reading through each draft and provided me with inspiring advice. Without her patient instruction, insightful criticism and expert guidance, the completion of this thesis would not have been possible. The author also acknowledge to all the professors in my work unit, from whose devoted teaching and enlightening lectures the author benefited a lot and academically prepared for the thesis.

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