

An Analysis of the Interdisciplinary Infiltration of English and Fine Arts in Fine Arts Colleges

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Abstract:

With the continuous recommendation of teaching reform work, the society and enterprises at this stage put forward higher requirements for the comprehensive literacy of college students, the traditional teaching mode pays more attention to the cultivation of theoretical knowledge of college students, can not adapt to the current development needs, interdisciplinary infiltration teaching is a new type of teaching mode, can achieve the integration of different disciplines, is conducive to cultivating more comprehensive talents, the current teaching mode has been applied in a number of specialties and disciplines. This paper mainly takes art colleges as an example, after clarifying the basic connotation and implementation necessity of interdisciplinary infiltration teaching, after visiting and investigating the current situation of English teaching in this art school, it will conduct in-depth analysis of the current situation of English teaching in this art college, and at the same time construct an interdisciplinary infiltration teaching model between English and art for college students in art colleges and universities through literature review and experience summary, and verify the application effect of the program by evaluating the English, art assessment results and teaching satisfaction rate before and after the implementation of the new teaching. In this way, it provides a certain theoretical and practical basis for the reform of the teaching model of other professional disciplines.

Keywords:

Art Schools, University English, Fine Arts, Interdisciplinary Infiltration Teaching, Program Architecture, Effect Analysis

1. Introduction

At present, China is in the stage of rapid development of the socialist market economy, in order to fully adapt to the development background of the times, all social institutions and enterprises have put forward higher requirements for talents, which brings new development opportunities and challenges to college students in various majors, whether it is undergraduate college students or students of higher vocational colleges, in addition to better grasping the professional related theoretical knowledge, more need to cultivate their own comprehensive literacy. Taking art

college students as an example, in order to cope with the trend of gradual internationalization of the future society, in addition to learning and mastering the artistic skills and cultural knowledge related to the art major, they should also have good English listening, speaking, reading and writing skills, but unlike ordinary college students, most of the students in the art college have distinct personalities, and when they are admitted to the art colleges, the requirements for English scores are not high, and the English foundation of most art students is very weak. Moreover, the importance of university English courses in art colleges and universities has always been insufficient, which has led to the poor English theoretical level and application ability of most art college students, coupled with outdated and single teaching methods, resulting in poor learning enthusiasm of students. All of the above will adversely affect the teaching quality of institutions and the future development of students. Interdisciplinary infiltration teaching is a new teaching model that can realize the integration of different disciplines, based on the theoretical basis of this teaching model, this paper constructs an interdisciplinary infiltration teaching mode between English and fine arts students for art college students. [1]

2. An overview of Interdisciplinary Infiltration of Teaching

2.1. Interdisciplinary Permeates the Basic Connotations of Teaching

The interdisciplinary theory was first proposed by American scholars in the 1920s, and the interaction and interaction of multiple disciplines formed an integrated research result as the basic connotation of the theory. The infiltration teaching based on interdisciplinarity refers to the teaching mode that takes one discipline or major as the main body of teaching content and one or more other disciplines as auxiliary to carry out comprehensive teaching activities. The main purpose of this teaching model is to cultivate comprehensive talents, in addition to improving the basic theoretical knowledge level of students' corresponding majors, pay more attention to the cultivation of their comprehensive literacy, so as to achieve the all-round development of students. [2]

2.2. The Necessity of Interdisciplinary Penetration of Teaching Implementation

In recent years, the research results of the “Core Literacy of Chinese Student Development” issued by China have made it clear that having a variety of qualities such as humanistic background, scientific spirit, learning to learn, healthy life, responsibility, and practical innovation are the core of cultivating talents for all-round development, and are also the main goals of the current education reform. However, at present, the interdisciplinary teaching of many disciplines in China is still in the exploratory stage, and the penetration process of interdisciplinary courses is relatively slow. Traditional English teaching still regards university English as an independent discipline, believing that the knowledge system of this discipline is relatively perfect and independent, and does not associate it with other disciplines, and the same is true for art schools. Secondly, perhaps in the teaching work of other ordinary college students or English majors, the application of this independent discipline teaching method can help them obtain a higher level of English theoretical knowledge, through the language of the classroom listening, speaking, reading and writing can also improve their ability to apply English to a certain extent, but for art college students, the traditional English teaching method or more boring, due to the lower requirements of art college students on the assessment of English, but also led to the professional

students for English learning is not strong interest, College English is also not taken seriously in the teaching of art students. Combining university English teaching with the teaching of art professional knowledge, the integration and penetration of the two teaching contents may enhance the interest of art students in learning English to a certain extent, and at the same time, it is of great significance to enhance the application understanding and application ability of art students and promote the improvement of personal comprehensive literacy. In addition, at this stage, many scholars have proposed that language itself is interdisciplinary, in the traditional language teaching, the discipline is poorly related to other disciplines, most of them are independent teaching systems, and most of them are in a closed state when teaching students in various languages. But now people to fully enter the information age, in the continuous development of the Internet, but also to achieve global information exchange, which also for the language of interdisciplinary penetration of teaching provides a certain implementation of the foundation, for art college students, the future of the country will have more and more international art exchange conferences and activities, which also requires art students to have the ability to communicate with international friends in English, only the art expertise is fully integrated, infiltrated into english classroom teaching, in order to significantly improve students' interest in learning English, and ultimately, the ability to understand and apply what has been learned. Finally, at present, all countries have gradually carried out the stage of global development, and improving the university English teaching methods of art students and improving their teaching effect can better adapt to the development of our society and meet the needs of future students for international exchanges. Combining English teaching with the professional knowledge of art students is the fundamental purpose of interdisciplinary infiltration of teaching, and it is also an important way to achieve the teaching reform of art colleges. Only the implementation of simple English theoretical knowledge teaching can not stimulate the learning interest of art students, only by combining the two with each other, so that the two penetrate each other, can make art college students in the new form of teaching, to obtain a new learning content. [3]

3. Analysis of the Current Situation of English Teaching in Art Colleges

In order to further clarify the necessity of implementing interdisciplinary infiltration of English and fine arts for art students in art colleges, the author has conducted relevant visits and surveys for art students and teachers of our college, and the results of the survey will be presented from the two levels of teachers and students. [4]

3.1. Faculty-Level Survey Results

At present, there are 25 in-service English teachers in our institute, and after conducting surveys and visits, the results show that English teachers believe that the current problems of art students learning English are mainly reflected in the small number of course hours, outdated teaching materials, poor enthusiasm of students, and unsatisfactory academic performance, etc. The proportion of specific problems is shown in Figure 1. [5]

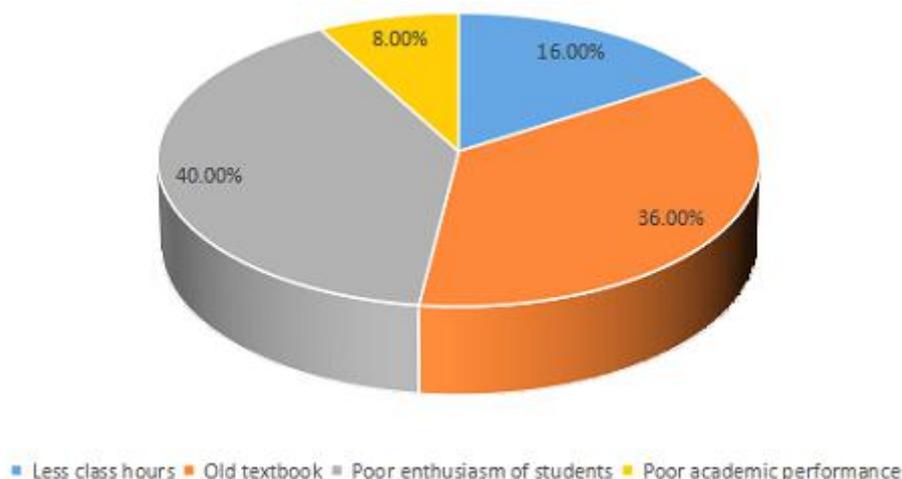


Figure 1. Statistics of teaching problems at the teacher level.

3.2. Student-Level Survey Results

This survey only randomly selected 240 art students in the second year of college to conduct a visit survey, the results show that the current poor English learning effect of students mainly includes boring teaching content, rigid teaching methods, poor correlation between theory and major, single assessment form and other aspects, the proportion of specific problems is shown in Figure 2. [6]

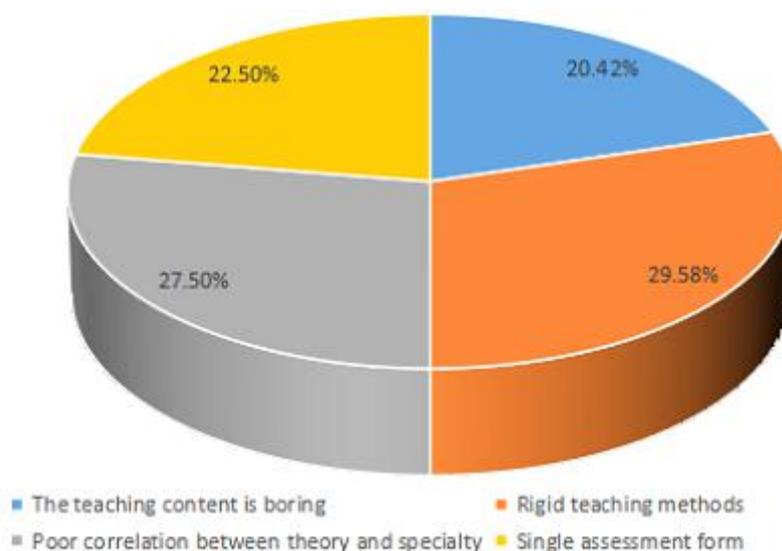


Figure 2. Statistics of teaching problems at the student level.

4. The Construction and Application of Interdisciplinary Infiltration Teaching Models in art Colleges

4.1. Interdisciplinary Penetration of Teaching Model Construction Methods

In order to effectively solve the teaching problems shown in the above survey results, combined with the basic connotation of interdisciplinary infiltration teaching, after consulting a large number of literature and summarizing experience, it is proposed that in the construction of the interdisciplinary infiltration teaching mode of university English and art for students in art colleges, it is necessary to start from the following aspects: (1) English teachers and art teachers together to form a special

interdisciplinary infiltration teaching team, and the two sides clarify the teaching key content in their respective disciplines through exchanges and communication, and list the content points. For example, in the English classroom, when explaining a word and grammar to students, they can explain it by means of the English translation version of relevant art articles, and when teaching art majors, they can also popularize the corresponding English translation when explaining relevant professional knowledge to students; (2) Teachers occupy an important position in the interdisciplinary penetration of English and art. If the teacher only has the ability to teach English or to have the ability to teach art is not conducive to the construction and application of this teaching model, therefore, after determining the teaching focus of the dual discipline, the English and art teachers in the school should also be systematically trained and assessed, and the transformation from traditional teachers to compound teachers is an important basis for achieving interdisciplinary infiltration of teaching, which is complementary to the updating of teaching content and teaching materials, and the teaching reform is not only the reform of students' learning ability but also the reform of teachers' teaching ability; (3) The traditional English textbooks and the art students' professional relevance is not high, most of them follow the teaching content of ordinary college students, but the English textbooks for ordinary college students cannot fully adapt to the art students with a weak English foundation, and only explain the words, grammar, translation, etc. in linguistics, which will also make the art students feel bored, so it is necessary to optimize the existing English textbook content, and update the corresponding articles in the reading comprehension section of the textbook through the above methods. At the same time, it can also be added to the art professional textbooks to pay attention to the English translation of professional terms; (4) change the traditional classroom cramming teaching, in the English classroom for students to build art professional scenarios, such as the establishment of art forms such as painting exhibitions in classroom teaching, so that students can immerse themselves in English to exchange professional knowledge, so as to enliven the classroom atmosphere and enhance students' interest in learning; (5) eliminate rigid English teaching effect assessment forms, such as word dictation, article translation, etc., in addition to assessing students' English learning effect through written tests (6) In the art professional classroom, teachers can also build English practice scenarios for key artistic skills when assessing students' grades, which can test students' professional skills and test their practical English application ability. [7]

4.2. The Effect of the Implementation of the Interdisciplinary Penetration Teaching Model

Before constructing the above interdisciplinary infiltration teaching model for art college students, the author investigated and counted the test scores of the participating students in English and fine arts, and the results showed that among the 240 students, the average score of English theory assessment score was (62.74 ± 2.43) points, and the average score of art major assessment score was (90.36 ± 2.45) points, it can be seen that the English score is far lower than the art score, the assessment scores of each subject of the college are set according to the college entrance examination full score of 150 points, converted into a percentage system score, the English score of art students is only about 40 points, and the art score is generally reachable About 70 points. Classroom reform is not achieved overnight, after the improvement of English and art classrooms through the above methods, in order to test the application effect of this interdisciplinary penetration teaching model, the

author and teachers have evaluated the effectiveness of Students' English and Art teaching again half a year after the implementation of the program. The results show that six months after the implementation of the teaching reform, the English scores of the same 240 students increased to (94.75 ± 5.23) , while the art scores also increased to (95.36 ± 5.17) points, the assessment scores of the two courses are basically the same. After statistical analysis, the author concluded that the difference between the two assessment results is significant, and the results after the reform are significantly better than before the reform, as shown in Table 1.

Table 1. Comparison of English and art assessment scores of 240 students before and after the teaching reform ($\bar{x} \pm s$, scores).

Different times	Number of studies	Fine arts grades	English scores
Before the reform of teaching	240	90.36±2.45	62.74±2.43
After the teaching reform	240	95.36±5.17	94.75±5.23
t	-	13.539	85.989
P	-	0.000	0.000

Concentrate: $P < 0.05$ The difference between the two indicators was considered to be statistically significant.

In addition, in order to further verify the application effect of interdisciplinary penetration teaching, the author also conducted a satisfaction survey of 240 students who participated in the survey, of which 85.00% (204/240) of the students said that they were very satisfied with this teaching model, 12.50% (30/240) students expressed satisfaction, and only 2.50% (6/240) expressed dissatisfaction, which shows that the reform of the teaching model is more successful.

5. Conclusions

At present, China's major colleges and universities are still in the initial stage of exploration of language teaching under the interdisciplinary infiltration teaching model, but with the acceleration of the globalization process, how to improve the quality of English teaching for non-English majors and improve the teaching results has become a common consideration of educators of all majors. This article learned through the investigation and visit that the current English teaching of art college students still has short teaching hours, boring teaching content, teaching materials and professional relevance is not high, teaching methods are rigid, students are not active, teaching performance is not good, single form of assessment and many other problems, the above are not conducive to the improvement of the personal comprehensive literacy and future development of art college students, on the basis of clarifying the basic connotation of interdisciplinary infiltration of teaching, it is imperative for art students to build a new teaching model oriented by the theory. Experience summary and other methods have summarized some basic methods for realizing the interdisciplinary infiltration of English and fine arts teaching between art colleges and universities, hoping to provide a certain theoretical and operational basis for the implementation of linguistics teaching reform in colleges and universities in the future, so as to cultivate more comprehensive talents that meet the development needs of the times for society.

Conflicts of Interest

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

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