

Research and Exploration of Digital based Middle School Art Education

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Abstract:

At present, we have fully entered the digital age, and digital technology has been deeply applied to various fields, promoting the development of various industries and bringing many conveniences to people. For the field of junior high school education, it is also necessary to keep up with the trend of the times, comprehensively introduce new digital technologies, build new classrooms, and promote students to achieve comprehensive improvement in aesthetic education literacy through intuitive learning experiences, strengthen aesthetic abilities, and achieve comprehensive development. As a middle school art teacher, one should have a clear understanding of the digital background, comprehensively master various advanced digital technologies, integrate specific teaching content, present a new look, and promote the continuous progress and innovation of middle school art education and teaching work.

Keywords:

Digitalization, Junior High School Art Education, Research

1. Introduction

The teaching of junior high school art education requires the scientific application of digital technology and the construction of a new classroom. Through dynamic and vivid classroom video presentations, static images and textual descriptions in textbooks can be presented in a three-dimensional manner, deepening students' learning and understanding, while constructing a new aesthetic space, promoting students to unconsciously improve their aesthetic abilities and strengthen their comprehensive literacy. At this stage, teachers should not be too blind to the application of digital technology, but should consider multiple aspects and explore new directions of integration to ensure the construction of the most ideal classroom and achieve sustainable development. [1]

2. The Significance and Role of Digital Based Middle School Art Education

2.1. Change teaching media and methods

In the process of junior high school art education, the deepening implementation of digital technology has brought new teaching media and methods, which is a new innovation and breakthrough. Firstly, through the implementation of digital technology, diverse mathematical media can be fully provided, such as multimedia teaching software, projectors, and so on. Teachers can fully utilize these advanced media to showcase various excellent works of art. At the same time, they can visually present the lives and interpretations of some art creators, ensuring that students can stand at a macro level, have a deeper understanding of art, and generate greater interest; Secondly, it is the deepening implementation of digital technology, which can comprehensively change teaching methods and provide students with more space for practice and active learning from their perspective. For example, teachers can lead students to use computers, integrate relevant creative software, and create works. During the process of operation, students can break through the limitations of a single drawing and combine different painting methods to appreciate the mysteries of art learning. This teaching method can maximize the cultivation of students' imagination and expand their creative thinking; Finally, in the process of applying digital technology, students can quickly and efficiently retrieve and share various knowledge content they need. At the same time, more convenient resources and literature search methods can be provided to students in teaching. Students delve into the internet to search for different art materials and reference works, achieving a comprehensive enrichment of their own art material library. At the same time, teachers can also use online platforms to share their daily creations and communicate and interact with other students or teachers, constantly gaining new inspiration.

2.2. Inspire students' creativity and imagination

From a certain perspective, the comprehensive penetration of digitalization into middle school art teaching can fully stimulate students' creativity and imagination. For example, the implementation of digital technology can provide more flexible and diverse creative media. Students can use various advanced equipment and instruments to expand their creative direction, and can also apply different types of tools for precise processing and editing. The creation method in the pool can expand the original teaching limitations, provide students with greater space and direction, showcase their creative ideas, and create more innovative works; Secondly, the implementation of digital technology can provide students with diverse opportunities to explore resources. With the help of the internet, students can analyze different types of excellent work cases, continuously learn and expand their creative materials and inspiration directions by combining their own shortcomings in creation. Students can continuously absorb influence and improve their creativity and expressive abilities through appreciating and learning these excellent works; Finally, through the implementation of digital technology, more diverse display platforms can be provided to students, and students can be encouraged to fully showcase their daily creative works, communicate and interact with others, receive more feedback, and continuously improve their creative ideas in subsequent creations, achieving a comprehensive enhancement of their creative abilities. [2]

3. Digital Based Strategies for Middle School Art Education

3.1. Utilizing digital resources to effectively mobilize students' learning enthusiasm

For the discipline of art, it belongs to the category of art science, which fully utilizes elements such as points, lines, and surfaces to showcase a new form of artistic expression. This form of artistic expression can not only comprehensively cultivate students' inventory and artistic cultivation, but also promote the continuous divergence of students' artistic thinking. For traditional art teaching, it mainly means that teachers impart text based on specific teaching methods on the classroom podium, and explain the characteristics and styles of different types of art works in a uniform manner, which greatly reduces students' learning and understanding effects, and only stays at the level of single image learning, unable to expand their thinking. Over time, this teaching model may lead to varying degrees of student aversion to learning, making it difficult to achieve comprehensive improvement in various abilities. Middle school students, who are in their adolescence, have a constantly changing mindset and a strong curiosity about various things. Therefore, it is necessary to provide them with sustained attraction and strengthen their learning enthusiasm in order to achieve the expected goals. Therefore, teachers should comprehensively apply digital technology in the context of the comprehensive implementation of the new curriculum reform, and build diverse classroom spaces to encourage students to improve their enthusiasm and continuously broaden their learning horizons while visually viewing art works. Moreover, students can also strengthen their understanding and awareness unconsciously. With the deepening implementation of digitalization, teachers can display various art materials in videos or pictures, so that students can have a deeper understanding, learn a lot of new knowledge, and improve their enthusiasm for art learning. For example, in the process of teaching the lesson "Lighting Design and Production", teachers should integrate multimedia technology with textbook knowledge in the early stage of classroom teaching, display relevant pictures and videos of lighting design art, and combine different environmental changes to enable students to have a comprehensive understanding of the different prominent directions and functions of lighting art. The process of lighting design should be presented in a disassembled manner using digital technology to encourage students to master the way of lighting design while carefully observing. Subsequently, the teacher can loop through the video of the lighting design process and require students to engage in group cooperation. At the same time, design learning tasks can be set to encourage students to learn from the video and text content in a united state, continuously complete the tasks, and ultimately deepen their understanding and comprehension of the art knowledge in the class. It can also strengthen students' sustained learning interest and achieve the expected goals. [3]

3.2. Utilizing digital resources to enrich art classroom activities

In the process of junior high school art education, digital resources occupy an important position, which can expand students' knowledge horizons, help them better engage in art learning activities, and promote teachers to improve teaching. In the process of daily classroom teaching, teachers can integrate sound, text, video and other related content, and present various art knowledge in a digital form, which can stimulate students' greater learning interest and promote the efficient and smooth development of art classroom teaching activities. For example, in the process of teaching the lesson "Joyful and Auspicious Folk Art", teachers should combine specific teaching requirements and objectives, choose suitable traditional festivals, and organically integrate them with folk art content. At the same time, from the perspective of students, they should create practical activity content, guided by digital technology. The specific manifestation is that teachers find the intersection between

traditional festivals and art teaching content in advance, then create a photography exhibition and present it in the classroom, constructing a new atmosphere and mood for the activity, ensuring that students can actively participate in design activities, and use the exhibition to develop creative ideas and continuously improve their practical abilities and levels.

3.3. Using digital painting technology to build a creative platform for students

Firstly, teachers should integrate various digital painting software to provide students with creative platforms and opportunities. In daily classrooms, teachers need to provide a comprehensive introduction to digital painting software and give targeted explanations on some painting tools and materials that can be provided for students to create, ensuring that students can understand specific application methods and try to use electronic devices to carry out painting creation. For example, common software such as Adobe Photoshop should be explained in detail by teachers, and students should be actively guided to apply these software in a targeted manner. In the daily teaching process, teachers need to combine specific course teaching content to carry out digital painting activities. For example, in the process of teaching knowledge related to the use of color, teachers can guide students to use digital painting software and combine their own sensitivity to color to create a digital painting work. Throughout the process, teachers need to carefully observe students' performance and use of painting tools, provide timely guidance to students, ensure that they can master relevant painting tool skills, and subtly enhance their sensitivity to color matching, achieving a comprehensive improvement in digital art creation ability.

Secondly, teachers should further guide students to conduct in-depth research and exploration based on specific cases. For example, in the process of daily classroom teaching, teachers can comprehensively display some excellent digital painting works, ensuring that students can carefully observe and analyze the techniques and expressions in the works. Subsequently, the teacher can list different themes and give students only the space to choose, allowing them to combine digital software for painting and creation, and present them after the creation is completed. Teachers can invite other students to provide feedback. Through this practical case teaching method, students can fully understand and master the creative characteristics of some excellent digital art works, and at the same time, they can integrate their essence into their own creation, and express their unique feelings and ideas, creating unique digital art works. Through such practical creative activities, students' creative thinking can be maximized, their expression ability can be strengthened, and their creative skills can be continuously improved to achieve the expected goals. [4]

3.4. Using digital technology to provide students with a platform for display and evaluation

Teachers should use digital technology in the process of art teaching to provide students with a new platform for display and evaluation. For example, a public platform for displaying and evaluating art works in the class can be constructed to ensure that students can upload their created art works comprehensively. Through mutual appreciation, students can achieve interactive evaluation. Finally, the teacher conducts a summary evaluation to bring the distance between students and teachers closer, and students can objectively recognize their own creative shortcomings based on the evaluation, continuously improving their creative abilities and levels. Because in the past art teaching process, although students were given a lot of creative space

and presented many excellent works during the creative process, they were limited by the venue and space, and these works could not be displayed, and students could not receive feedback in a timely manner. However, through the construction of digital display and evaluation platforms, more opportunities can be provided for students' works to be displayed, and the feedback direction obtained by students is also broader. Students can continuously learn and achieve comprehensive improvement of their own abilities. [5]

4. Conclusions

In summary, under the development background of the new era, China's education and teaching work has achieved comprehensive development, especially in the middle school education stage, which occupies an important position. With the implementation of the new curriculum reform, emphasis has been placed on the comprehensive development of students' morality, intelligence, physical fitness, aesthetics, and labor skills, and the corresponding art teaching work has been elevated to a new height. As art teachers, we should keep up with the trend of the times and scientifically introduce advanced digital technologies. In the daily classroom teaching process, teachers need to integrate digital technology, build intuitive and vivid classrooms, promote students' intuitive understanding and appreciation of specific art knowledge and works, and expand their horizons in art learning. At the same time, teachers can also use digital creative software to guide students to continuously create, strengthen their aesthetic awareness, and provide a platform for display and evaluation, ensuring that students have an objective understanding of their creative achievements, constantly improve and enhance, and achieve greater development and breakthroughs. In the future stage, teachers should deepen the application of digital technology in art classroom teaching, provide students with more diverse and innovative learning spaces, and promote their comprehensive development [6].

Conflicts of Interest

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

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