



Application Analysis of Flip Class in the Course of Hand-painted Fusion Model in Colleges and Universities

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Abstract: Hand-painting is a required professional course for architecture, art, design, visual expression and other major students. Solid hand-painted skills combined with innovative thinking expressions can enable students to learn from their professional studies, effectively improving their professional abilities. The traditional hand-painting teaching method is rigid and single, attaching too much importance to hand-painting skills and ignoring the cultivation of students' innovative thinking. The emergence of flipped classroom teaching methods can effectively improve the efficiency of hand-painted teaching in colleges and universities, and it is very helpful to enhance students' enthusiasm for learning and develop students' thinking methods.

Keywords: Flipped classroom; college education; hand-painted courses; application analysis

1. The concept and main features of the flipped classroom

The flipped classroom teaching method originated in the United States and is an excellent product of the current combination of information technology and education and teaching. Compared with traditional teaching methods, the teaching mode has undergone tremendous changes. It has changed the teaching method of teaching first and learning later. The content of the original teaching in the classroom is recorded by video or courseware to allow students to self-learn in advance. Teachers answer students' difficult questions in the classroom. This teaching method can effectively improve students' enthusiasm for learning, encourage students to form good self-learning ability, and effectively train students' thinking ability.

The teaching characteristics of the flipped classroom are also obvious. First, the content of the learning materials provided by the teachers is refined, the level of knowledge is clear and clear, and it is in line with the law of physical and mental development of students, which greatly improves the efficiency of student self-study. Secondly, flipping the classroom can encourage students to improve self-evaluation, make students' personal development more personalized, greatly improve students' autonomy in learning, amplify students' subjective initiative in learning, and effectively improve learning efficiency. Finally, flipping the classroom teaching mode can promote the reform of teachers' teaching methods, enhance the emotional interaction between teachers and students, help teachers to better understand the characteristics of each student, and make targeted changes to the teaching content, which greatly improves the effectiveness of teaching.

2. Analysis of the application of hand-painted flip classroom teaching methods in colleges and universities

Incorporating the flipped classroom teaching method into the hand-painted course teaching in colleges and universities is a kind of teaching innovation, which effectively improves the effectiveness of hand-painted teaching, and greatly enhances the professional ability of students. The specific implementation process can be divided into pre-

learning and class consolidation And three parts of self-improvement after class:

2.1 Self-study before class

Before the class, teachers should conduct a comprehensive analysis of the students' recent learning situation, sort out the short-term learning goals of the students, arrange the corresponding learning tasks, and combine the information technology to sort out the corresponding learning materials, so that the students can self-study before the class, but This process should pay attention to the following points: First, teachers should pay attention to the explanation of hand-painted basic knowledge. Hand-painting requires high practical ability of students, but the basic level of students is uneven. Teachers should consider peace and the acceptance of most students, Pay attention to the explanation of hand-painted basic knowledge and skills, when necessary, you can record hand-painted skills video in person, so that students can more accurately understand the key points of hand-painted skills. Secondly, the content of the pre-class materials must be streamlined and the content should be hierarchical. Focus on the difficulty of hand-painted knowledge, prompting students to establish a more complete hand-painted knowledge framework, and clarify their own shortcomings and learning goals. Finally, pre-class learning is not a 100% let-up by teachers. Teachers should also use the characteristics of network channels without geographical and time restrictions to communicate with students in a timely manner, accurately understand the learning status of students, and prepare for the consolidation of practice design in class.

2.2 Troubleshooting in the class and consolidation of foundation

In college hand-painted flip classroom teaching, class time is mainly to allow students to consolidate hand-painting skills and answer students' doubts and problems in the process of hand-painting practice. It is important to know that hand-painting skills are more professional and practical. Compared with traditional teaching methods, flipping the classroom weakens the teacher's teaching dominance and gives students more practice time. This is not to let students ignore, let students be like wild grass. Free development, but "external looseness and internal tension", shifting the focus of teaching to the cultivation of students' innovative thinking. First of all, teachers should consider the content of pre-class learning and the actual learning situation of students in the classroom, choose the appropriate training program in class, and use the time in class to integrate students' questions to the maximum extent. Secondly, choose certain open practice questions, so that students can freely play, while training students' hand-painting skills while maximizing students' thinking flexibility. Finally, teachers should encourage students to judge works, find their own deficiencies in the process of mutual discussion, and improve the effectiveness of classroom exercises. Among them, teachers should also select outstanding works for display, and use appreciation of outstanding works to improve students' aesthetic ability, which is of great help to students' further study.

2.3 Self-improvement and improvement after class

After the hand-painted classroom teaching is completed, the teacher should sort out the content of the classroom, summarize and analyze the new problems that were not solved in time or found during the practice, and put these contents in the forum or chat group that communicates with students, For students to use their free time after class to think and communicate with each other. In addition, teachers should combine students' basic hand-painting skills and arrange assignments of corresponding difficulty to allow students to further consolidate what they have learned. Teachers should strengthen the interaction with students after class, encourage students to display their works on the Internet, listen to the evaluation and suggestions of different people, and quickly improve their hand-painting ability.

3. Conclusion

In summary, the flipped classroom teaching method has a very good performance in hand-painted teaching in colleges and universities. Teachers should deeply study the core idea of flipped classroom teaching, give students more choices in practical teaching, cultivate students' independent learning ability and flexibility Innovative thinking. Teachers should combine the flipped classroom to further improve the current teaching methods, improve the quality of hand-painted teaching in colleges and universities, and lay a good foundation for students' professional learning.

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