The Survey of Student's Learning Interest in Multiple Teaching Method in Art Theory Course in College, China

Meifang Pu

A Thesis Submitted in Partial Fulfillment of Requirements for
degree of Master of Education in Curriculum and Instruction
June 2024

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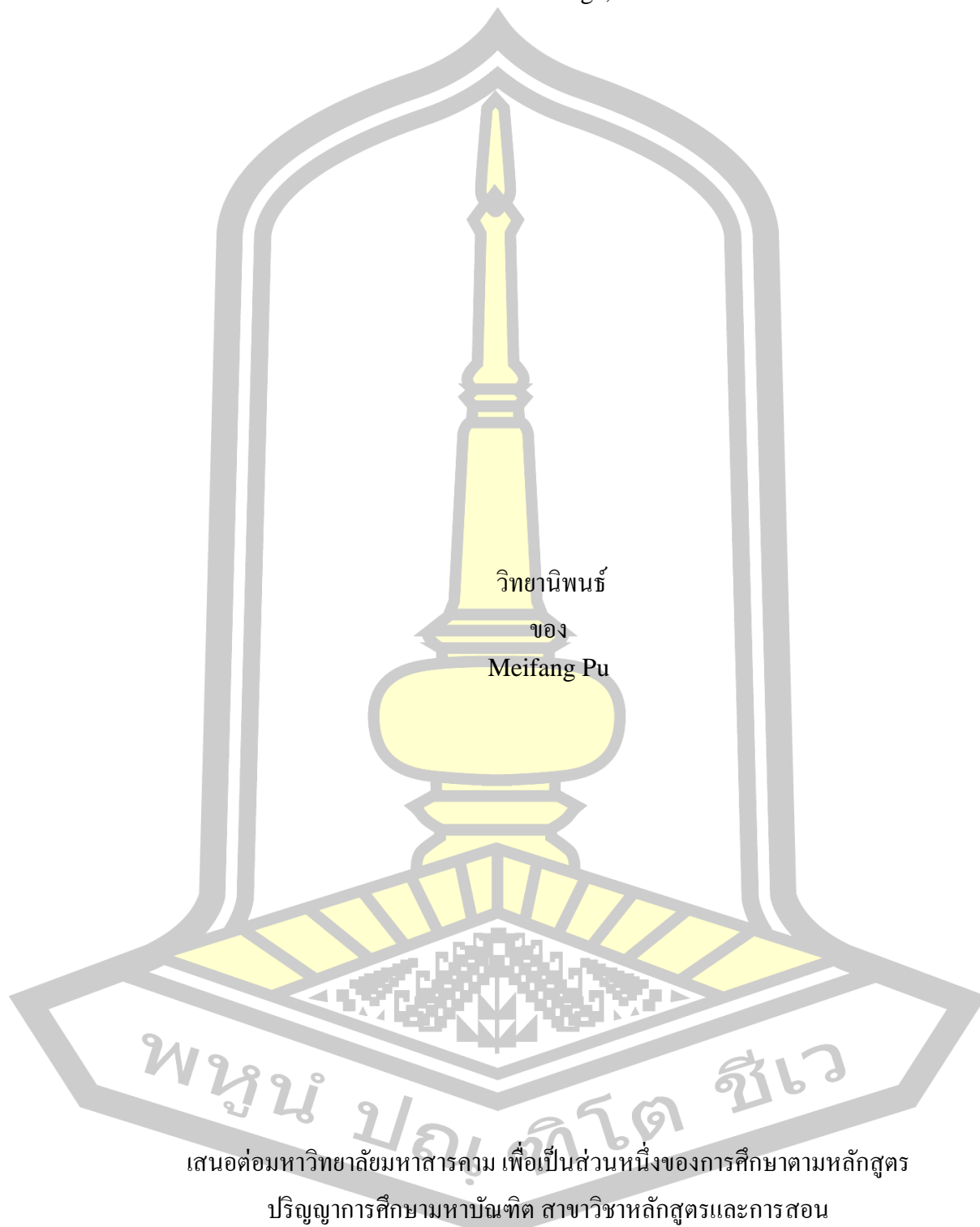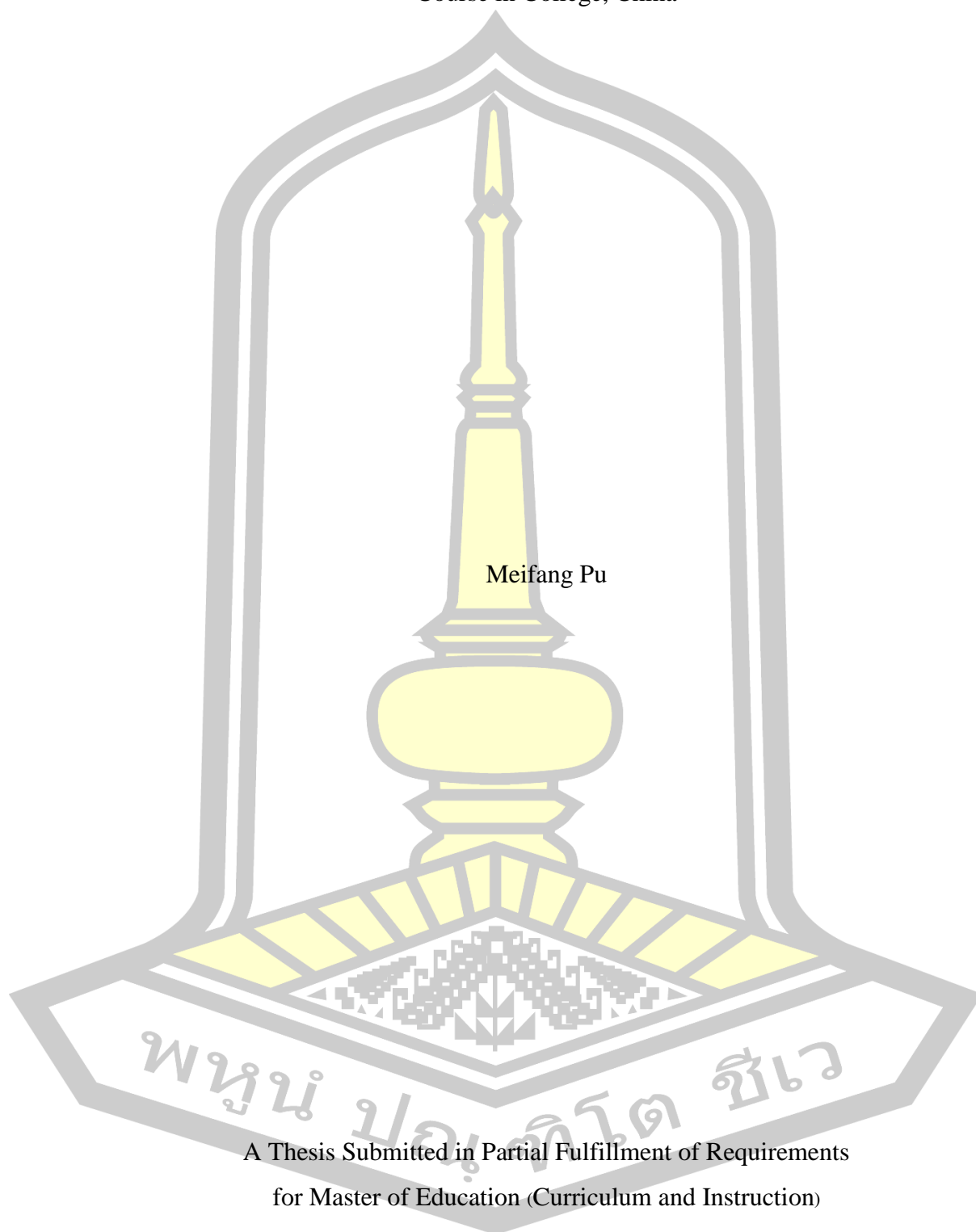Course in College, China

วิทยานิพนธ์
ของ
Meifang Pu

เสนอต่อมหาวิทยาลัยมหาสารคาม เพื่อเป็นส่วนหนึ่งของการศึกษาตามหลักสูตร
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The examining committee has unanimously approved this Thesis, submitted by Ms. Meifang Pu , as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction at Mahasarakham University

Examining Committee

....Chairman
(Asst.Prof Sampan Thinwiangthong ,
Ph.D.)

....Advisor
(Apiradee Jansaeng , Ph.D.)

....Committee
(Asst. Prof. Jiraporn Chano , Ed.D)

....Committee
(Asst. Prof. Prasong Saihong , Ph.D.)

Mahasarakham University has granted approval to accept this Thesis as a partial fulfillment of the requirements for the Master of Education Curriculum and Instruction

....
(Assoc. Prof. Chowwalit   (Assoc. Prof. Krit Chaimoon , Ph.D.)
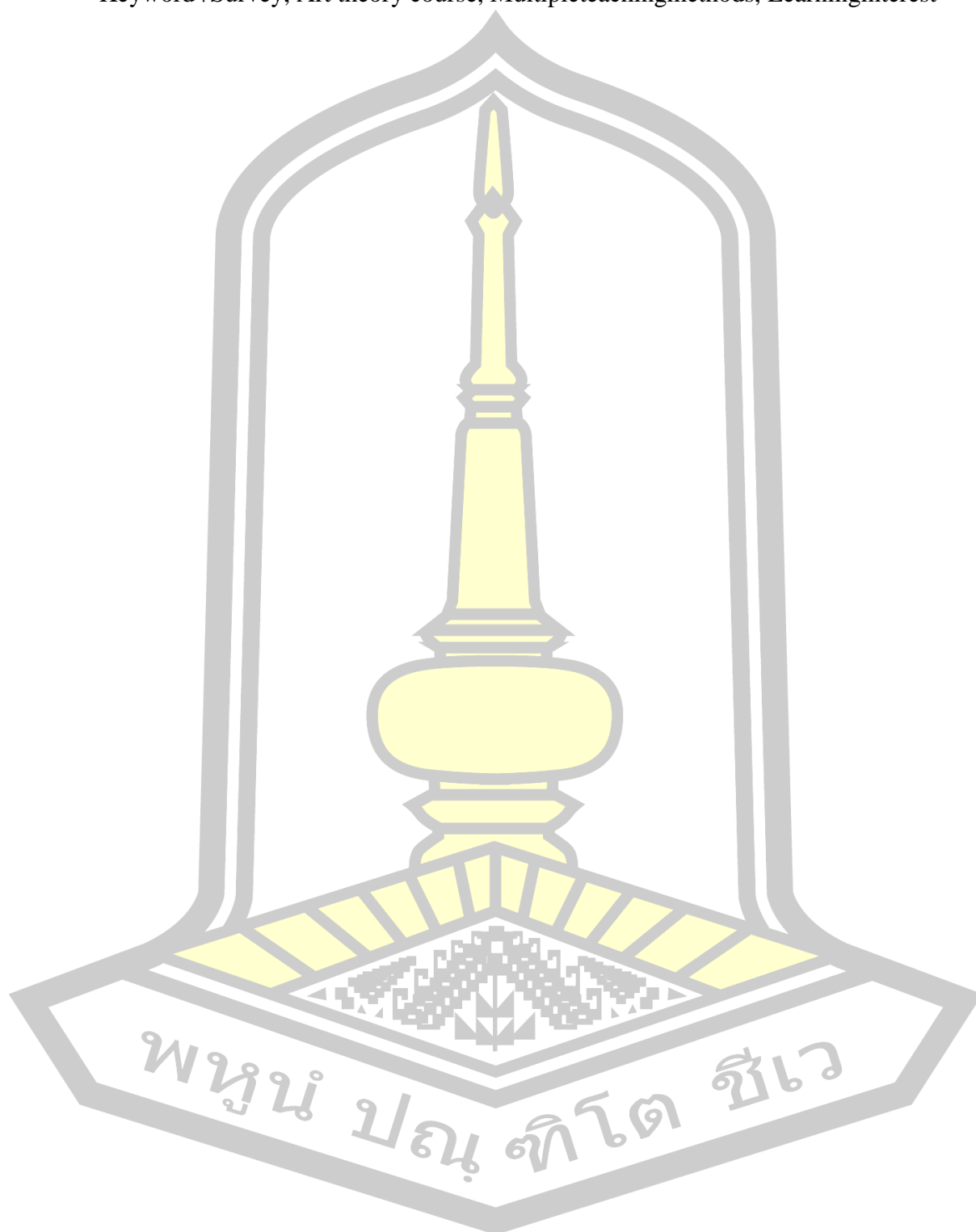Chookhampaeng , Ed.D)   Dean of Graduate School
Dean of The Faculty of Education

TITLE   The Survey of Student's Learning Interest in Multiple Teaching Method in Art Theory Course in College, China

AUTHOR   Meifang Pu

ADVISORS   Apiradee Jansaeng , Ph.D.

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ABSTRACT

This research makes a survey on the third-grade students majoring in art in the Art school of Guangxi Normal University for Nationalities by questionnaire, which investigates the problems existing in the present teaching method in Art Theory Course, and investigate student's learning interesting in multiple teaching method in Art Theory Course from gender perspective and major, at last to explore suggestion for Multiple Teaching Method. The finding are as follows: （1）the problems existing in the present Teaching Method in Art Theory Course: from the questionnaire, it is found that there are a total of 50 problems in the teaching methods of art theory courses, these problems can be summarized into three aspects: the course, teachers and students. The problem of the course is that the content is too abstract, monotonous and boring, and difficult to understand. The problem of the teachers is that the teaching methods is single, old and boring, the teachers did not adopt the suitable teaching methods. The problem of students is that they did not realize the importance of art theory classes, and the students' understanding ability, abstract thinking and theoretical thinking ability are not enough. （2）the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major: from the perspective of men, the experiential teaching method ranks first, the multimedia teaching method ranks second, and the guided reading method, task-driven method, and case teaching method rank third. From the perspective of female, the experiential teaching method ranks first, the case teaching method ranks second, and the multimedia teaching method ranks third. Different majors have different teaching methods that can stimulate students' interest in learning, on the whole, the top three students are the Experiential teaching method, the Case Teaching Method, and the Multimedia Teaching Method. （3）the suggestions for Multiple Teaching Method : Summarize the whole text, the author puts forward ten principles of multiple teaching method of art theory course. At the end of the article, the author design a new teaching method, mixed teaching method, that means in the specific teaching process, according to the teaching content to flexibly choose the teaching method, it can be a variety of teaching methods mixed together.
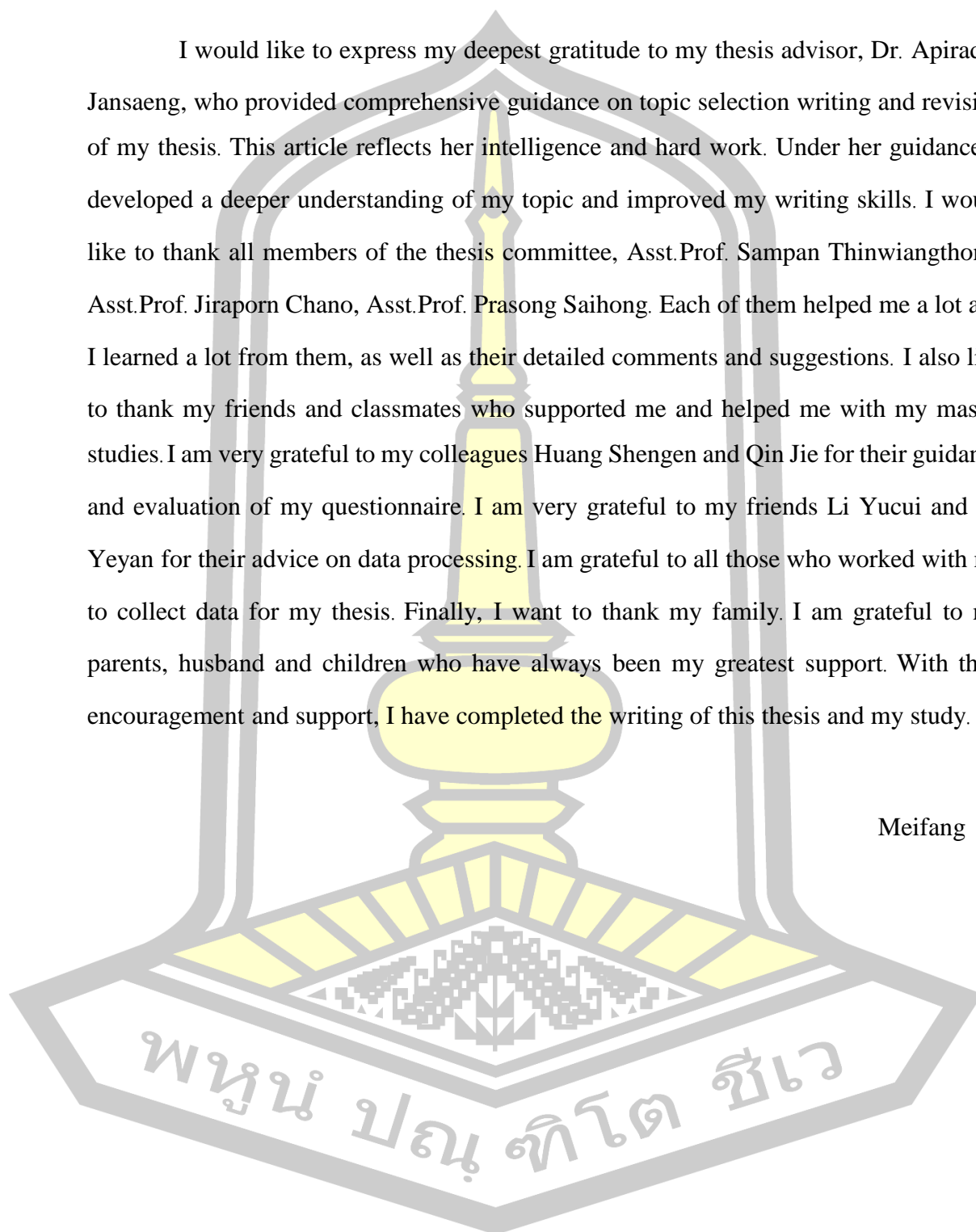
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CHAPTER I
INTRODUCTION

This chapter mainly introduces the background of the research, the purpose of the research, the hypothesis of the research, the scope of the research and the definition of terms.

1.1 Background

Art theory is an important content of art. It is not only the summary, experience and improvement of artistic creation, but also has a guiding role in artistic creation. The main content of the art theory course is about the basic principles of art, including the essence of art, the characteristics of art, the function of art, the development of art, the value of art, etc. In China, art theory courses are important part of the curriculum system of the art majors. They are the basic theoretical courses and are indispensable courses for all art majors.

Although the importance of art theory courses has been unanimously recognized, there are still some problems in actual teaching, such as the common phenomenon of emphasizing skill training and despising theoretical learning (GuoShumin, 2020). There is a problem of attaching more importance to knowledge infusion but despising the construction process, attaching more importance to intellectual development and despising personality shaping (ZhongAnqi & Cui Bin, 2022). Art theory courses are too theoretical and abstract in content, that making them difficult for students to understand. For example, Wang Xueqin (2013) pointed out that art theory courses tend to be subject-oriented and the content is too bookish and dogmatic. In terms of teaching methods, the traditional lecture method is currently the main method, resulting in students' low learning interest. GuoShumin (2020) pointed out that the traditional teaching model of art theory courses ignores student individualization, has rigid teaching methods, and single assessment methods. Li Nan (2019) also pointed out that the traditional "irrigation" teaching method of art theory courses puts students in a passive position. During the process of theoretical teaching,

there is very little interaction between teachers and students, which lacks interest and novelty. Guo Wenfang (2013) pointed out that students under traditional teaching methods are always absent and silent in teaching, and are in a passive learning position. It is difficult for them to be motivated to learn, and it is difficult for them to truly understand and apply the knowledge they have learned. These phenomena have led to students' low learning interest in art theory courses, which has affected the teaching effect of art theory courses.

I work at Guangxi Normal University for Nationalities, The School of Art has seven art majors. These majors all have some art theory courses. The above problems are also.

common. For example, teachers' teaching methods are mainly lecture methods, which are relatively mechanical and boring. Students lack initiative during the teaching process, and it is difficult for students to understand art theory knowledge points. Overall, students are not very interested in learning art theory courses. Against this background, we urgently need to find ways to change this situation and improve students' learning interest in art theory courses.

In order to improve students' learning interest, the most important way is to improve teaching methods, because "the only criterion to measure the appropriateness of a course's teaching methods is whether it can stimulate students' learning interest, because only teaching that can stimulate students' learning interest is effective teaching." (Wang Tong, 2015). Therefore, this article investigates multiple teaching methods to understand which teaching methods can stimulate students' learning interest and to find the teaching methods suitable for art theory courses.

This article investigates the current teaching methods of art theory courses, and investigates multiple methods by formulating questionnaire to understand which teaching methods can stimulate students' learning interest in art theory courses.

1.2 Purpose of the Research

(1) To explore the problems existing in the present Teaching Method in Art Theory Course.

(2) To investigate Student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major

(3) To explore suggestion for Multiple Teaching Method

1.3 Hypothesis of the Research

This paper makes the questionnaire for students to understand the differences of students' learning interests in multiple teaching methods in the teaching of art theory courses. And the hypothesis of this study are as follows:

(1) Found the multiple teaching methods that can most stimulate students' learning interest in art theory courses.

(2) Combined with the results of questionnaire and literature, summarize the most suitable teaching method for the art theory courses teaching.

1.4 Scope of the Research

1.4.1 Population

The population in this survey is the third-grade student in the art school of Guangxi Normal University for Nationalities, about 718 students, among them, there are 589 full-time undergraduates, and the others are secondary vocational schools promoted to undergraduate students, their level of expertise was inconsistent. In order to ensure the effectiveness of the study, namely, for students at the same professional level. and the object of this survey is mainly these 589 full-time undergraduates.

1.4.2 Sampling

For the survey of less than 1000, and based on the overall difference and the 5% significance level, the Sampling of the survey is 200 students, I get the sample by random sampling.

1.4.3 Variable to study

Independent variables: Gender, Major

Dependent variable:

(1) The problems existing in the present Teaching Method in Art Theory Course;

(2) Student's Learning Interesting in Multiple Teaching Method

1.4.4 Content

（1）The main teaching methods used in art theory courses at present.

（2）The teaching methods that can stimulate students' learning interest in art theory courses.

（3）The teaching method more suitable for the teaching of art theory courses.

1.4.5 Duration Time

The research time of this paper is about one year, and the specific arrangement is as follows:

The first stage: From July to October 2022, search and read relevant literature at home and abroad, carefully study the application of teaching methods in art theory courses, determine the writing plan, write a proposal report, and complete the proposal defense.

The second stage: From November 2022 to April 2023, the thesis will be redesigned according to the opinions of the opening defense. Continue to read relevant literature in depth, solicit opinions from teachers and students, go to front-line classrooms to learn about the situation, formulate a questionnaire on the basis of full research, and revise the questionnaire according to the opinions of experts. After confirming the questionnaire, the questionnaire will be distributed to Students conduct research.

The third stage: From May 2023 to June 2023, collect the data obtained from the questionnaire, use SPSS to process and analyze the data, continue to write the thesis

on this basis, and make multiple revisions and improvements to the thesis according to the teacher's opinions, finalize the draft and complete the dissertation defense.

1.5 Definition

Survey: Survey is an important research method of social science, about the connotation of the survey, different scholars from the different Angle put forward different views, some people survey as a practice of people know society, some people the survey as a study of social data collection method, some people to understand the situation in the society of different forms of activities all with the name of the survey, some people only in a very narrow scope of the questionnaire and structural access method, from a random sample data collection work called the survey. Robert M. Groves (2016) proposed that survey is a systematic method for quantitatively expressing the larger overall attributes, and a systematic method to collect information for the (sample) groups. This explanation is highly academic and can provide an important reference for people's research. Feng (2021) believes that the survey is a social research method that adopts self-filled questionnaire or structured visit. Through direct inquiry, we collect systematic and quantitative data from a total sample, and understand social phenomena and their laws through statistical analysis of these data.

Combined with the actual situation, we believe that the survey is a research method to collect data and information through questionnaires, interviews and observation, so as to provide a basis for decision-making and planning. Survey can be divided into random sampling survey, stratified sampling survey, key survey and case survey. In surveys, data analysis and interpretation are the key steps, including sorting, classifying, statistics and analyzing the collected data to reveal the data rules so as to draw conclusions. The survey in this paper is carried out in the form of questionnaire survey, collecting and sorting the data through the questionnaire star, and statistically and analyzing the data with spss, finally providing reference data for a variety of teaching methods of art theory course.

Art theory courses: Long Ze Ju. (2022) holds that art theory is an important part of art and is inseparable from artistic works. Guide the practice with the theory, and refine it continuously in the practice. It is believed that art theory is a basic theory course, which is an important course of comprehensive art theory accomplishment, and has an important practical role in the comprehensive promotion of art teaching and teaching practice.Zhang Xianguo (2019) believes that art theory courses are mainly basic theoretical courses for art majors, such as Chinese and foreign art history, Chinese and foreign music history, and introduction to art. Guo Shumin (2020) believes that art theory courses mainly include core courses such as "Chinese and Foreign Art History", "Chinese and Foreign Art Design History", and "Introduction to Art".

Summarize the above points, and we have come to the conclusion：Art theory course is a course that tells the basic principles of art, the main content includes the essence of art, the function of art, the characteristics of art, the origin and development of art, etc. Art theory course has the characteristics of theoretical and abstract. The content and nature of the art theory course make this course more boring, difficult to understand, and more difficult to learn, so it is difficult to arouse students' interest in learning. In order to change this situation, we need to start from teaching methods and find ways to stimulate students' interest in learning art theory courses.

Multiple teaching method: Zhong Anqi & Cui Bin (2022) mentioned the change in teaching methods, which refers to the full use of modern technology to realize the combination of pictures, sound and text to stimulate students' interest in learning. Or let the students really appreciate a variety of works of art, aesthetic experience, stimulate their perception, let the students better understand and master the art theory.Hu Qingfang (2014) believes that teaching methods are the general term for the behaviors adopted by teachers and students in teaching activities in order to realize the teaching purpose and teaching task requirements.In specific studies, different articles explore the application of various teaching methods in art theory courses, such as Zhang Xianguo (2019) discussed the teaching method of "flipped classroom" in the teaching of art theory

courses，Li Maomin (2012) discussed the application of multimedia in the course "Art Theory"， Luo Haochang (2018) explored the teaching of art theory courses from the perspective of research learning, which has very important guiding significance. Inquiry learning, also known as "inquiry learning", means that under the guidance of teachers, students use scientific thinking and critical thinking methods to independently analyze, think and discuss a certain learning topic under the guidance of teachers, oriented to discovering and solving problems.

Summarize the above points, and we have come to the conclusion: teaching method is the method used in teaching, and it is the way and means for teachers and students to complete teaching activities together. It includes teaching ideas, teaching methods, teaching means, teaching strategies, teaching skills, teaching effects, etc. It is the embodiment of teaching activities and the basic way to achieve the teaching objectives. In the actual teaching process, teachers often flexibly choose different teaching methods according to the course content, sometimes it is one teaching method, and sometimes it is a variety of teaching methods. This thesis analyzes and compares the student's Learning interest under the multiple teaching methods in art theory course, the multiple teaching methods include Lecture Teaching Method, Questioning Teaching Method, Discussion Teaching Method, Flip classroom Teaching Method, Guided reading Teaching Method, Task-driven approach Teaching Method, and so on, After the comparison and analysis this thesis provides the reference for the teaching of art theory course.

Learning interest: Many studies have found the phenomenon that students have little interest in learning in art theory courses, and put forward solutions in compliance with. Such as Li Nan (2019) believes that the current problems in the teaching of theoretical courses for art majors in colleges and universities are reflected in three aspects One of them is that students are not highly interested in learning due to backward teaching methods. Li Wenjie (2013) took the design major as an example to analyze the problems existing in the teaching of the current art theory course, think that

the content is relatively boring, the teaching content is out of touch with professional practice, and the teacher's teaching method is conservative, which leads to the students' lack of learning interest.

Summarize the above points, and we have come to the conclusion Learning interest refers to the psychological tendency and emotional state of students 'active learning, which is the internal power to promote people's pursuit of knowledge, including learning motivation, continuous learning motivation and final sense of gain. It is an important motivation and internal motivation for students' learning, and an important factor to achieve teaching goals. Because the art theory course is abstract and difficult to understand, the students lack interest in learning and have no internal motivation to learn, which eventually leads to poor teaching effect. The purpose of this thesis is to improve students' interest in learning and improve the teaching effect of art theory course by improving the teaching methods.

Questionnaire: it is the instrument, this study will obtain the survey data by handing out the questionnaires. The questionnaire title is Questionnaire on Students' Learning Interests in teaching methods of Art Theory Course. The survey object is Students of the third-grade (2020 grade) college students of art majors in the Art College of Guangxi Normal University for Nationalities. The purpose of the questionnaires is to investigate the current situation of teaching methods used in the teaching of art theory courses, investigate and understand the teaching methods that students like and need, and analyze the teaching methods suitable for art theory courses. The composition of the questionnaire: The questionnaire is divided into three parts: the first part is demographic data, including gender, profession and grade. The second part consists of a questionnaire consisting of 11 questions related to teaching methods. The questionnaire is made based on a five-point Likert scale. Each question has five options, namely 1 dislike very much, 2 dislike, 3 no opinion, 4 like, 5 like very much, to investigate and understand students Attitudes towards various teaching methods, as table 3. The third part is some open questions, to understand what teaching methods are

currently used by teachers in the classroom, what problems do they think there are in the current teaching methods of art theory courses, and what suggestions are there for the teaching of art theory courses.

CHAPTER II

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

In order to find teaching methods that can effectively stimulate students' learning interest in art theory courses, this chapter reviews relevant literature and research, and summarizes previous research results these research results provide the research basis and inspiration for this article. At the same time, there are some deficiencies in these research, and this article is conducting further research based on these studies.

The topic list are as follows:

2.1 Key word

    2.1.1 Art Theory Course

    2.1.2 Multiple Teaching methods

    2.1.3 Learning interest

2.2 Related research

    2.2.1 Research on the art theory courses

    2.2.2 Research on the students' learning interest in art theory courses

    2.2.3 Research on the multiple teaching method of art theory course

    2.2.4 Foreign research on multiple teaching methods in art theory courses

    2.2.5 Survey

    2.2.6 Summary

    2.2.7 The Innovations

2.3 Theory or Principle Used

    2.3.1 Experiential Learning Theory

    2.3.2 Humanistic Educational Theory

2.4 Conceptual framework

2.1 Key word

2.1.1 Art Theory Course

Meaning: The art theory course is a basic theory course for many art majors. It involves the basic theories and principles of each art major. Its purpose is to explore the inner essential characteristics of art and reveal the inner law of art development.

Components: Art theory courses include general education courses (such as art introduction, art aesthetics, art philosophy, aesthetic principles, etc.), art history courses (such as Chinese and Western music history, Chinese and Western art history, design history, art history, etc.), monographs courses (dance, musicology, design, fine arts, etc.), technical theory courses (such as color science, and acoustics), etc., these courses undertake the teaching task of cultivating students to form correct aesthetic and artistic views, although These courses do not guide specific art practice operations, but are full of wisdom of literature, history and philosophy, permeated with world outlook and methodology, infiltrated with humanistic feelings and artistic spirit, and are conducive to cultivating students' aesthetic ability, innovative consciousness, theoretical vision, broad-mindedness and The depth of philosophy, the realization of students' personality perfection and self-liberation, and the improvement of their life realm are an indispensable part of the curriculum system of art majors.

Judgment of art theory courses: In the course system of each art major, we can judge whether it belongs to a theoretical course by analyzing the class time allocation of these courses. At present, in the curriculum system of each art major of the Art College of Guangxi Normal University for Nationalities, the class hours of all courses include theoretical class hours and practical class hours. Some courses are all theoretical class hours and belong to art theory courses, and some courses have both theoretical class hours and practical class hours, belong to the combination of theory and practice courses, and some courses are all practical hours, which are practical courses. The so-called art theory courses in this paper mainly refer to courses that are all theoretical

hours, and the theoretical part of courses that combine theory and practice hours. See Table 1 for the distribution of courses in various art majors.

Table 1 distribution of the courses of the art majors

No.	Mjor	Theory course	Theory + Practice course	Practice course
1	Visual Communication Design	4	31	
2	Fine Arts	4	32	4
3	environmental design	1	39	
4	product design		40	
5	music	17	29	31
6	choreography	10	34	
7	Dance performance	4	39	

It can be seen from the above table that there are fewer pure theory courses in each art major, and more theory + practical courses. On the whole, it can be seen that each art

major pays more attention to practical courses. Table 2 shows the statistics of art Chen

pure theory courses in each art major.

Table 2 Statistical Table of Pure Theory Courses of Art Majors

No.	Major (Nmber of theoretical courses)	Pure theory course
1	Visual Communication Design (2)	Chinese and foreign design history, design introduction
2	Fine Arts (4)	Art Appreciation, Chinese Art History, Foreign Art History, Introduction to Art
3	Environmental Design (1)	Chinese and foreign architectural history
4	Product Design (0)	
5	Musicology (17)	Basic Music Theory I, Basic Music Theory II, Chinese Music History, Western Music History, Basic Harmony I, Basic Harmony II, Introduction to Art, Ethnic Folk Music I, Music Form and Work Analysis, Aesthetics and Aesthetic Education, Southwest Guangxi Ethnic Music Culture Topics , Topics on music education in minority regions in southwestern Guangxi, music appreciation, opera and musical theater appreciation, multi-part music writing, orchestration, advanced harmony
6	Dance Studies (10)	
7	Dance performance (4)	

Importance: The importance of the art theory course is reflected in the fact that it plays an important role in helping students understand the basic principles of art, art concepts, art history, and art criticism. It is an important task to develop basic skills and improve the book realm of its creation. Art theory courses can make art experience and aesthetic feelings more thorough and profound. If the support and promotion of practical teaching by art theory courses are neglected, it will be difficult to cultivate artistic talents with a sound aesthetic psychological structure, complete personality, unique personality, and rich thoughts and emotions.

Implication: The art theory course has its own characteristics, mainly showing that the nature of the course is a theoretical course, and the content is relatively abstract, boring, and difficult to understand. This will easily lead to students feeling bored and unable to understand, thus losing interest in the art theory course. Learning interest. At the same time, because the content of the art theory course is theoretical knowledge, the traditional teaching method is mainly based on the lecture teaching method, but this is a one-way indoctrination teaching method, and the teaching content is abstract, boring, and difficult to understand. As a result, students lose learning interest art theory. Therefore, these characteristics of art theory courses also put forward specific requirements for teaching methods, that is, to jump out of the traditional simple teaching method and find ways to enhance students' learning interest.

2.1.2 Multiple Teaching methods

Meaning: Teaching method is the method of teaching, and it is the way and means for teachers and students to complete teaching activities together. It includes certain educational concepts, teaching methods and means, teaching strategies, teaching skills, teaching effects, etc., and serves specific teaching goals and teaching tasks.

Components: The components of teaching methods include teachers, students, media, teaching concepts, teaching methods, assessment methods, etc.

Importance: Teaching method is the means of concrete implementation of teaching activities, is the concretization of teaching activities, directly related to the realization of teaching tasks and goals.

Implication: Teaching methods have a very important impact on students' learning interest. The appropriateness of teaching methods directly affects whether students are interested in learning the course, and thus directly affects the realization of course goals.

This survey investigates multiple teaching methods to understand the teaching methods currently used in art theory courses, investigates and understands the teaching methods that can stimulate students' learning interest, and summarizes and studies the teaching methods suitable for art theory courses.

Some of the more common teaching methods will be explained below, and the research will be carried out on this basis later, referring to Fang Ke (2002).

(1) Lecture Teaching Method

The lecture teaching method is a method for teachers to impart knowledge to students and develop students' intelligence through concise and vivid oral language. It is a teaching method that transmits information, imparts knowledge, clarifies concepts, guides students to analyze and understand problems, and master·s relevant knowledge through narration, description, explanation, and inference. This is a traditional teaching method. Although it has been criticized many times, it is still the most important teaching method.

(2) Questioning Teaching Method

The way the teacher organizes the teaching by asking questions. During the teaching process, teachers introduce questions into the classroom, organize the teaching process by asking questions, and arouse students' thinking by asking questions. The questioning teaching method can arouse students' thinking in the

classroom, improve students' attention in class, mobilize students' initiative in learning, and stimulate students' learning interest.

(3) Discussion Teaching Method

Discussion method refers to a teaching method in which, under the guidance of the teacher, students take the whole class or a group as a unit, focus on the topic or question given by the teacher, and through discussion or debate activities, express their opinions, acquire knowledge or consolidate knowledge.

(4) Flip classroom Teaching Method

This means that students watch literature, videos and other materials given by teachers before class or outside class, students learn independently, and then fully interact with teachers and students and between students and students in class, including answering questions and solving puzzles, and cooperative exploration complete their studies, etc., so as to achieve better educational effects.

(5) Guided reading Teaching Method

It is a method for teachers to guide students to read textbooks or literature, train students' theoretical thinking, acquire knowledge, consolidate knowledge, and cultivate students' self-learning ability.

(6) Task-driven approach Teaching Method

The teacher assigns exploratory learning tasks to the students, the students consult the information, sort out the knowledge system, and then select a representative to explain, and finally the teacher makes a summary.

(7) Experiential Teaching Method

The experiential teaching method is a teaching method that attaches importance to the perceptual experience of students. Teachers set up situations, or lead students into real environments, and enhance their understanding of theoretical knowledge through real perceptual experiences.

(8) Case Teaching Method

In the teaching, we use specific cases to teach, pay attention to the application of theoretical knowledge, integrate relevant knowledge into it, and let student's master relevant knowledge.

(9) Multimedia Teaching Method

Multimedia teaching refers to the integration of text, images, audio, video and other media forms in the teaching process with the help of computer technology, and the design of effective teaching links and courses with relevant auxiliary tools to achieve better teaching. As a result, the teaching method of carrying out teaching activities with a variety of media information has the characteristics of dynamic, interactive, and direct linking.

(10) Homework Teaching Method

The homework teaching method is a teaching method in which students consolidate knowledge under the guidance of teachers and use knowledge to complete certain operations repeatedly to form skills and skills. The usual practice is to assign homework to students for practice, including language practice, problem-solving exercises, practical operation exercises, etc. in this way to consolidate knowledge, master knowledge, and form abilities.

(11) Theme Teaching Method

Thematic teaching method is a teaching method that guides students into the learning situation, builds the knowledge system, and masters the learning methods under the premise of establishing the learning theme.

2.1.3 Learning interest

Meaning: It refers to an active, active and enjoyable learning emotional state of students, which is closely related to the teaching effect and learning effect, and is greatly affected by the teaching method.

Components: The components of learning interest include motivation, continuous motivation, sense of acquisition, etc.

Importance: Learning interest is directly related to the quality of the learning effect and whether the teaching objectives can be realized, and it is a very important element in classroom teaching.

Implication: Good interest in learning allows students to maintain an active learning attitude, which is an important guarantee for achieving learning and teaching effects.

Measure: Students' learning interests can be understood through questionnaires. In addition, students' attendance, answering questions, completing homework, and various tests can also reflect students' learning interests.

2.2 Related research

These studies have analyzed the problems existing in the teaching of art theory courses, analyzed the reasons behind them, and explored how to improve the teaching of art theory courses, and achieved certain results, laying the foundation for my research. The relevant research is mainly reflected in the following three aspects: the connotation and characteristics of the art theory course, the current situation of the teaching method of the art theory course, and the reform of the teaching method of the art theory course.

2.2.1 Research on the art theory courses

The art theory course is a course with a specific scope and direction. Some articles have studied the meaning, content, characteristics, importance, etc. of the art theory course, laying the foundation for further research.

Zhang Xianguo (2019) believes that art theory courses are mainly basic theoretical courses for art majors, such as Chinese and foreign art history, Chinese and foreign music history, and introduction to art. The importance of these theoretical courses is reflected

in the fact that they play an important role in helping students understand art history and master professional basic theories.

Guo Shumin (2020) believes that art theory courses mainly include core courses such as "Chinese and Foreign Art History", "Chinese and Foreign Art Design History", and "Introduction to Art". He mainly talks about it from the perspective of art majors. Regarding the importance of art theory courses, he pointed out that art theory teaching is an important part of art education in ordinary colleges and universities, and it undertakes important tasks such as improving the theoretical literacy of art students, developing artistic thinking, and promoting the development of basic skills.

Tan Xiaobei (2019) believes that the theory course of art theory is very important for higher vocational students, and its necessity for students to have a complete knowledge system and to enhance students' professional design concepts cannot be ignored. Although it cannot have an immediate effect in design practice, it plays a subtle role in the growth of students.

Wang Xueqin (2013) pointed out that the curriculum of art theory is more subject-oriented, the content is too book-based and dogmatic, and the teaching methods are pedantic and monotonous. These problems unconsciously build barriers to creative practice courses, and gradually lose the learning value of guiding creative practice. Regarding the relationship between art practice and art theory, he pointed out that intuitive experience and feelings play an irreplaceable and important role and are the basis for theoretical teaching. But there is no doubt that only by integrating theoretical analysis into the teaching of art courses can the experience and feelings be more thorough and profound. In-depth inquiry into relevant theories in the field of art not only helps to think about issues such as artistic beliefs and concepts, but also helps to grasp the overall macroscopic view of artistic production and operation mechanisms. This points to the importance of art theory courses.

Li Nan (2019) believes that the theoretical courses of art majors in colleges and universities are the basis for art majors to receive art professional education. Through

the study of professional theoretical knowledge, students can master the basic principles of art, and students will learn art more efficiently. The theoretical courses of art majors in colleges and universities cover a wide range of areas, including the characteristics, essence, development history, function and development law of art, artists, art works and art market, art appreciation, art creation and art criticism, etc. Explore the intrinsic nature of art and reveal the inner law of art development.

Tian He (2017) summarized the content and importance of art theory courses, and believed that art theory mainly studies the concept, category, form, basic principles of art and the common problems of various artistic phenomena, and at the same time studies the essence, characteristics, occurrence and development of art., the law of development, etc.

In the undergraduate teaching of art majors, the research objects of art theory are relatively extensive. The course design includes courses such as Chinese and foreign art history, art introduction, and Chinese and foreign design history corresponding to various professional courses. These are the basic art theoretical knowledge that students should master. Art theory courses can comprehensively improve students' art theory level, enable them to better appreciate, analyze and evaluate art, broaden students' cultural horizons, cultivate students' artistic thinking ability, and enable students to establish independent innovation and creativity awareness.

Liu Qingling & Liu Xuerong (2017) analyzed the important role of art theory courses in art practice. They pointed out that the learning and training of professional skills and skills is the main content of art courses, but if the support and promotion of practical teaching in art theory courses are ignored, it will be difficult to cultivate students with a sound aesthetic psychological structure and complete personality with unique personality and thinking. Emotional art talent. Because cultural literacy directly affects students' artistic expression, and cultural accomplishment can help students improve their creative realm as a whole. Therefore, students must not only have a solid foundation of professional skills, but also have a high cultural quality, so that they can

fully adapt to the society after graduation and calmly cope with professional requirements.

Deng Jing & Lu Jiayin. (2020) Interpreted the content and importance of art theory courses. Art theory courses have a lot of content and involve a relatively wide range. The basic course content mainly includes art history and art introduction, art criticism and art aesthetics, etc. The art theory course teaching is a comprehensive way for college students to fully understand the knowledge content of various important art disciplines. It is also the key way to promote the sustainable development of the art discipline itself.

2.2.2 Research on the students' learning interest in art theory courses

In various literatures, there are many studies on the current situation of teaching methods of art theory courses, pointing out the problems existing in the teaching methods of art theory courses, analyzing the reasons for these problems, and laying the foundation for our further research.

For example, Long Zeju (2022) pointed out in his article that art theory courses are abstract and boring, coupled with the lack of theoretical knowledge of art candidates, which leads to the lack of love for theoretical courses, and the comparison of practical and practical courses. Current status of interest.

Guo Shumin (2020) believes that due to the long-standing outdated concept of "emphasizing techniques and neglecting theory", as well as many bottlenecks such as outdated teaching content, rigid teaching methods, and single assessment methods, art theory courses have not been given sufficient attention In terms of teaching methods, the traditional teaching mode ignores the individualization of students, which greatly reduces students' learning interest art theory courses.

Wu Yanfa (2016) conducted a detailed investigation and analysis on the teaching status of "Introduction to Art" in colleges and universities of finance and economics, and believed that under the background of the construction of applied undergraduates, art majors generally emphasize skills and techniques while despising theory and humanistic qualities, and focus on utilitarianism and employment. The phenomenon of

selective learning. As a result, there are the following problems in the teaching of art theory courses: teachers' teaching quality is not high, there is a lack of interaction with students, and the classroom teaching is not interesting enough; students lack due knowledge and interest in "Introduction to Art", and their enthusiasm is not high. Classroom teaching satisfaction is low, so students are absent from class, absenteeism, and playing with mobile phones in class are more common, and students lack the spirit of diligence and hard work.

The author believes that the reasons for the above problems are as follows:

Firstly, student reasons. Since students enter the university through the art examination and college entrance examination, quite a lot of art candidates are forced to choose the art examination because of their unsatisfactory performance in cultural subjects, not out of love for art, and some art candidates even have weak artistic skills. Enter the university by attending short-term training courses before the exam. Moreover, these art candidates specialize in art examination subjects in high school, and their cultural courses mainly rely on "short, flat, and fast" methods to make up for them before the exam. Therefore, cultural courses are naturally easy to be forgotten after the college entrance examination. On the other hand, in terms of ideology, they pay attention to skills and skills before the college entrance examination. After entering the university, they continue this concept and awareness, ignoring the study of theoretical courses. Because they did not realize the importance of artistic theoretical cultivation for artistic skills, and it was difficult for them to realize the important role of theoretical cultivation in improving the overall artistic quality in a short period of time, so they did not pay enough attention to the study of the "Introduction to Art" course and were perfunctory.

Secondly, reasons for teachers. Teachers play a leading role in the teaching of the "Introduction to Art" course. Classroom teaching is not interesting enough, students' enthusiasm for class is not high, and students ·satisfaction with teachers' classroom teaching is low, etc., which are largely related to the teachers. Teachers must be

competent in all aspects of teaching knowledge, as well as correct teaching attitudes and scientific teaching methods, but in reality teachers are often unable to achieve the above aspects.

Because schools pay more attention to the introduction of art practice teachers, there is a shortage of art theory teachers, which further leads to the heavy teaching tasks of these art theory teachers, which affects the quality of teaching. At the same time, due to the relatively comprehensive knowledge required for the introduction to art, it is difficult for many teachers to do this. Since the teaching objects belong to different professional directions such as painting, calligraphy, sculpture, architecture, design, music, dance, opera, film and television, etc., teachers are required to have professional knowledge and humanistic qualities in different art categories. Due to the limitations of the teacher's own knowledge structure, it is difficult to be comprehensive and targeted in the teaching process. On the other hand, compared with the teachers of practical courses of art majors, the teachers of theoretical courses are good at systematic theoretical thinking training, their theoretical horizons are relatively broad, and their knowledge is more logical and systematic, but it is difficult to combine abstract art theory with sensibility. The combination of advanced art practice makes the teaching more targeted and effective, so that it can be explained in simple terms and easy to understand.

Thirdly, The reason for teaching materials. The author believes that, judging from the actual teaching effect over the years, although these textbooks have a complete system and a wide range of knowledge, they are highly homogenized, not strong in characteristics, not pertinent, practical, forward-looking and exemplary, and lag far behind the rapid development Art education cannot comprehensively explain the complicated art phenomena and adapt to the booming art market. The categories of knowledge involved in these textbooks are roughly similar, including the essence and characteristics of art, the origin and development of art, the function and value of art, types of art, artistic creation, works of art, artistic styles and genres, and the dissemination and acceptance of art. The introduction to art has a huge system and a lot

of content, and its writing style tends to be broad and expansive, with an emphasis on abstraction.

The theoretical elaboration of various theoretical viewpoints makes too many expressions of various theoretical viewpoints and too few visual descriptions, and often expresses some vivid and simple artistic phenomena or artistic facts in a boring and obscure way, which is not conducive to arousing the curiosity of beginners. Learning interest. Now the teaching materials of "Introduction to Art" are the Marxist theoretical research and construction engineering teaching materials compiled by the state, but there are still the above problems, which put forward higher requirements for how we use the teaching material.

Fourthly, Reasons for course scheduling. "Introduction to Art" is arranged in the freshman year, and students lack basic knowledge reserves, which leads to students' learning difficulties.

Wang Xueqin (2013) analyzed the current common problems in art education in colleges and Universities, that is theoretical contempt. The author pointed out that the confrontation between art theory and art practice is mainly manifested in the process of conversion between visual experience and language expression. Some students have resistance to theory, which stems from the thinking consciousness of anti-intellectualism. Thus, art seems to be a non-intellectual, separate from ideology, an act of dealing with material materials. The reason why people despise theory is that in the consciousness of most art creators, the improvement of artistic skills is not the result of theoretical teaching. This kind of thinking is the most important and direct reason for rejecting theory. On the other hand, many in School students lack the skills or background to read theoretical materials, and the lack of theoretical knowledge in reading and analysis failure, causing students to lose confidence and reject the theory.

Li Nan (2019) believes that the current problems in the teaching of theoretical courses for art majors in colleges and universities are reflected in three aspects: First, the teaching of theoretical courses for art majors is gradually marginalized, students

ignore theoretical learning, think that art theory is not important, skipping classes or not attending classes is more .Second, the teaching methods are backward, and the traditional "irrigation" teaching method is often the main method. In such a class, students are always in a passive position. In the process of theoretical teaching, there is very little interaction between teachers and students. Lack of interest and novelty; third, the positioning of the teaching content is not clear, and the art theory course is positioned as an aid to the teaching of creative skills, so many art colleges and universities are more casual in the arrangement of art theory courses, and the teaching content lacks internal logic. At the same time, it is relatively single, and the content is more patchwork. In addition, the teaching content of theoretical courses for art majors in colleges and universities is slow to update, unable to keep up with the development of the times, and has not followed up on some influential research results in the major, so that students cannot master the latest professional research results, which has a negative impact on the development of art majors. Orientation is also not accurate.

Li Wenjie (2013) took the design major as an example to analyze the problems existing in the teaching of the current art theory course, which is more typical and representative. He pointed out in the article that the current art theory courses have the following problems: First, the lack of interaction and connection between professional courses and theoretical courses, thus losing the important significance of theoretical courses guiding practice and guiding practice; second, the teaching effect of theoretical courses is not good. The content is relatively boring, the teaching content is out of touch with professional practice, and the teacher's teaching method is conservative, which leads to the students' lack of learning interest.

Xing Xiangju & Li Binjuan (2016) conducted a relatively comprehensive analysis of the problems existing in the teaching of art theory courses in colleges and universities: First, colleges and universities have insufficient understanding of the importance of art theory courses, and schools have insufficient understanding of the importance of implementing art education, resulting in unreasonable The artistic quality of students in art colleges is relatively low. However, some art colleges and

universities spend a lot of class hours on cultivating students' artistic practical skills and skills, often ignoring the teaching of basic art theories. The second is that students generally despise or lack interest in art theory courses. At present, college students generally have problems such as contempt or lack of learning interest art theory. The reason, on the one hand, is related to the monotony and boring nature of the theoretical class itself. The art theory courses focuses on the study of the universal law of art, and explores the common problems of all arts, which is relatively comprehensive and abstract. It is indeed difficult for students to understand and learn, especially for freshmen who have just entered the freshman year. On the other hand, there are deficiencies in students' understanding, attitude, and ability of art theory learning, which also become obstacles in the teaching of art theory. The phenomenon of students "emphasizing skills and ignoring theory" is obvious. The third is that the teaching mode of art theory classrooms is outdated, and the traditional teaching methods of art theory classrooms in colleges and universities are single. Teachers still impart theoretical knowledge in traditional teaching methods, adopting teaching methods of "full classroom irrigation" and "cramming ducks". Students still learn new knowledge by taking notes in class and memorizing notes after class. There is a lack of communication and interaction between teachers and students, and it is difficult to resonate. Teachers only pay attention to the teaching of theory, but do not pay attention to the effective interaction between theoretical courses and professional courses. Fourth, the teaching staff of art theory education is weak. The teachers engaged in the teaching of art theory courses are often not full-time art theory teachers, and it is often difficult to teach in depth.

GuoWenfang (2013) summarized the current teaching status of art theory courses in private colleges and universities, which is relatively representative. He believes that the current teaching of art theory courses in colleges and universities has the following problems: First, the traditional teaching mode is generally based on teachers giving lectures and students listening to lectures. Students under the traditional teaching method are

always absent and silent in teaching, and they are in a passive learning position. It is difficult to have the enthusiasm for learning, and it is not easy to truly understand and apply the knowledge they have learned. This kind of cramming teaching mode, coupled with the vicious circle of social utilitarianism and exam-oriented education, has already worn down the vigor, vigor, ambition and youthful vitality of college students. The second is that students do not have enough awareness of art theory courses. Since the college entrance examination, the erroneous idea of valuing skills and ignoring theory has been formed, which has led to students not paying enough attention to art theory courses. The third is that the teaching of art theory is out of touch with the teaching of art skills. Due to the disconnection between courses and majors, students think that theoretical learning has little to do with majors, and do not realize the importance of art theory courses, which also affects students' learning interest.

2.2.3 Research on the multiple teaching methods of art theory course

Aiming at the problems existing in the current teaching methods of art theory courses, many scholars have explored how to improve the teaching of art theory courses, and achieved a series of results, laying a solid research foundation for my research.

Long, Zeju (2022) improved teaching methods by using discussion teaching methods, questioning teaching methods, and emphasizing aesthetic experience to enhance students' learning interest. In the first class of art theory, he successfully aroused students' interest in the course of introduction to art by asking questions. In the process of lectures, students are also asked to find answers in the book by asking questions, so that students can learn actively. In addition, he also enriches the aesthetic experience of art appreciation in class, allows students to appreciate works of art, conducts an experiential teaching, and combines theory with practice.

Zhong Anqi & Cui Bin (2022) discussed the reform of the teaching of art theory courses from three aspects in the article, namely changing the teaching method, breaking the barriers of disciplines, and non-theoretical teaching of theoretical courses. Among them, changing the teaching method refers to making full use of modern

technical means to realize the combination of pictures, sounds and words, so as to arouse students' learning interest. Or let students actually appreciate various works of art, conduct aesthetic experience, stimulate their perception, and let students better understand and master art theory. Non-theoretical teaching refers to breaking through traditional teaching methods and making full use of website resources to carry out teaching activities.

Wang Lin (2022) specifically discussed how to carryout online teaching activities in art theory courses. The article points out that since the 1980s, the construction of application-oriented universities has become a trend, and people have begun to pay attention to the practice environment of strengthening learning in order to cultivate application-oriented talents. With the development of the Internet and the massive popularization of various mobile terminal devices, it provides technical support and rich learning resources for people to carry out online teaching. In the study, the author conducted a questionnaire survey on online teaching to teachers and students respectively. Through the survey of teachers, the author found that the teaching software most frequently used by teachers is QQ, MOOC and Chaoxing Xuetong. Nearly 60% of the teachers chose the live online teaching mode, and 26% of the teachers chose the mixed form of live broadcast, recording and broadcasting in the survey, most teachers fully affirmed the advantages of online teaching, such as "rich teaching resources", "flexible teaching time", "flexible teaching venue", "convenient attendance records", "clear learning records", etc. At the same time, the results of the questionnaire also reflected There are many problems existing in online teaching, such as "insufficient supervision of students", "some students have ineffective learning (punching in and not attending classes)", "platform network congestion, often stuck", "student communication is blocked", etc., so the author advocates art Theoretical courses should organically combine online and offline teaching. According to the survey of students, they prefer the two online teaching methods of Chinese universities MOOC and QQ. Regarding the various learning functions of online courses, the most popular functions among students

are "classroom synchronous video", "explanation on important and difficult points" and "online teaching". Answering questions" and "discussing and interacting", which reflect the emphasis and love of students on the interactive communication link in the process of online learning. In terms of learning effect evaluation, 45% of the students still recognize or are more comfortable with the original offline learning mode, and 37% of the students more agree with the combination of online and offline learning mode. In terms of personal preferences, more than 50% of students prefer offline learning, and only 20% of students prefer a combination of online and offline learning. According to these survey results, the author finally draws a conclusion and summarizes the principles and methods of online teaching, including three aspects: strengthening online platform management, enriching network resources, and improving the evaluation system. In the end, the author came to the conclusion that it is necessary to adopt a combination of online and offline teaching methods, and give full play to their respective advantages, so as to reflect the teaching effect of first experience, second learning, and strong absorption, so that online teaching can play an important role in the art theory courses of applied colleges and universities. The application in is more standardized, normalized and localized.

Jiang Tianliang (2021) introduced a new learning theory: Connectivist learning theory, and discussed the teaching reform of art theory courses on the basis of this theory. Connectivist learning theory believes that knowledge exists in connection and interaction, and the purpose of learning is not to understand knowledge personally, but to circulate knowledge, emphasizing the further creation of new knowledge on the basis of understanding knowledge. On this basis, the author believes that the teaching of art theory can carry out teaching reforms guided by the production of Internet knowledge products, and construct a new teaching model, which divides teaching into four stages: product design, product sample production and verification, and product testing. Release (production), product use effect feedback. In such a model, the curriculum resources realize multi-in-one and dynamic evolution, the teacher-student relationship is a relationship of collaborative competition and teaching and learning,

the product form is reflected in the characteristics of respecting expression and not sticking to one pattern, and the evaluation process is expressed throughout the whole process, The characteristics of participation of all parties.

Zhang Xianguo (2019) discussed the teaching method of "flipped classroom" in the teaching of art theory courses. The author pointed out in the article that in today's new era, the traditional theoretical teaching mode is difficult to attract students, coupled with the development of educational technology in the new era, such as the emergence of online classrooms such as virtual classrooms, open online courses, and MOOCs, the widespread use of intuitive educational technologies such as pictures, videos, models, and cloud data has forced us to carry out teaching reforms in art theory courses. "Flipped classroom" is a very important teaching mode with its own obvious advantages. The author believes that using the "flipped classroom" teaching mode in the teaching of art theory courses can inspire students, cultivate students' imagination and innovation ability, cultivate students' artistic personality and aesthetic ability, and realize real art education. The article explores the specific application methods of "flipped classroom" in art theory courses from four aspects: First, establish a set of models and methods suitable for students' active learning.

For example, teachers can combine MOOCs, micro-classes, and online classrooms, and teachers can select extracurricular materials for students to watch after class, so that students can understand the course content in advance; second, teachers can organize small art theory seminars after teaching; third, teachers to adopt an interactive teaching mode in the classroom, more in-class activities can be organized to reduce the time for theoretical lectures. Such as art debates, art speeches, etc.; the fourth is to carry out a variety of extracurricular practical activities, such as art salons, art performances, art appreciation and other activities.

Guo Shumin (2020) explored the teaching reform of art theory courses under the background of "double innovation". "Double innovation" refers to the "mass entrepreneurship and innovation" vigorously advocated by China, which aims to

cultivate a large number of innovative and entrepreneurial talents and promote China's high-quality innovation and development. In this context, the author discusses the teaching reform of art theory courses from four aspects: First, optimize the teaching content, explore the organic combination of art theory courses and art application subjects, take cultivating students' Innovative ability as the teaching goal, and focus on Coordinate the connection between the art theory course and the art technique course, let the art theory teaching serve art practice and art creation, truly improve students' artistic innovation ability from a theoretical level, and enhance students' learning interest; the second is to introduce folk art and cultural resources; The third is to create a diversified curriculum system. The author believes that in addition to the traditional art theory courses such as Chinese and foreign art history, Chinese and foreign design history, Chinese and foreign arts and crafts history, art introduction and design introduction, visual culture, art and so on should also be set according to the development of the times. Management, editing and publishing, cultural heritage protection, museology, collection and identification, art management, art technology, art anthropology and other new art theory courses, so as to create a three-dimensional and diversified art theory course system; the fourth is from teaching from the perspective of method, it is considered that a blended teaching mode should be carried out. This is a new teaching mode that combines traditional face-to-face teaching and online teaching. This teaching method can actively bring out the common advantages of online education and offline education, and complement each other to achieve better teaching. Effect. In the teaching of art theory, we should actively explore effective teaching methods, and pay attention to the mixed teaching that combines practical teaching such as art inspection and object observation with text teaching, so as to effectively strengthen the actual teaching effect of art and humanities courses, and truly realize the goal of art theory courses. Humanistic value, improve the innovation ability of art and design professionals in ordinary colleges and universities. Here, the author puts forward a diversified teaching mode, which is to comprehensively use new teaching methods such as comparative teaching, special-purpose teaching and topic-based teaching to enhance the vividness and interest of knowledge transmission. Pay

attention to the application of Internet, multimedia, image and audio data, or WeChat and other information resources in teaching, and use some new classrooms such as MOOC, flipped classroom, rain classroom, and video open classroom as the main direction of teaching reform to build a smart classroom for art theory teaching The new model improves the actual teaching effect. Carry out a blended teaching that combines online and offline, realize the complementary advantages of the two, and achieve better teaching effects.

Tan Xiaobei (2019) explored the teaching reform of art theory courses in art design majors in vocational colleges from the perspective of museum utilization. The author thinks that due to many reasons, such as high vocational art design major emphasizing practice and ignoring theory, a well as teacher training, equipment investment, teaching management, performance assessment, and outdated teaching methods, students are not interested in learning and the teaching effect is not good. In order to change this situation, he believe that if we can form a good interaction with museums and art galleries outside the classroom, and try our best to appreciate the original works, the teaching effect will be greatly improved. After Wu Yanfa (2016) full analyzed the problems and causes of the "Introduction to Art" in colleges and universities of finance and economics, he began to explore how to change this situation. The author points out that there have been many articles in the academic circles about the teaching mode and teaching method of the course "Introduction to Art", as well as related teaching reforms. However, no matter what kind of teaching mode and teaching method, no matter how teaching reform is carried out, the first task is to improve students' learning interest. How to do it? The author believes that teachers should use a large number of material examples to support students' learning interest, especially for those abstract and profound art principles and theoretical viewpoints, and express them with some visual language as much as possible. In fact, the process of teachers enumerating artistic examples is the process of developing a certain theoretical point of view. Only the more appropriate, more typical, and more thorough the art examples

can help students understand theoretical knowledge, and the better the teaching effect will be.

Li Maomin (2012) discussed the application of multimedia in the course "Art Theory". The article believes that multimedia computer-assisted teaching makes the teaching content both visible and audible, so that the amount of information obtained through multi-sensory stimulation is much stronger than simply listening to the teacher's lecture. At the same time, multimedia-assisted teaching makes the teaching content rich, interactive, vivid, vivid, and controllable, which greatly strengthens the audio-visual sensory stimulation for students, which is very conducive to students' acquisition of knowledge and memory retention. However, "Art Theory" is different from film and television appreciation, art appreciation, art history and other courses. It is a highly speculative theoretical subject and a relatively abstract course. Therefore, how to use multimedia needs to be designed in conjunction with the actual situation of the course. The article believes that in order to use multimedia in the teaching of the "Art Theory" course, we must have a good grasp of the nature, content and teaching objectives of the "Art Theory" course. Fully mobilize the initiative and enthusiasm of students in teaching, so as to produce better teaching effects and achieve the fundamental goal of teaching. The author believes that the teaching objectives of the "Art Theory" course include: First, the "Art Theory" course should cultivate students' theoretical thinking ability and improve their abstract thinking level; secondly, the "Art Theory" course should cultivate students' understanding of artistic phenomena and artistic Third, the "Art Theory" course should cultivate students' ability to evaluate and judge artistic works and artistic phenomena. This requires that in the process of using multimedia for teaching, the design should be carried out according to the above teaching objectives. Specifically, two aspects should be paid attention to: one is to scientifically design the teaching process and carefully produce multimedia courseware. When designing multimedia courseware, it is necessary to teaching should be carried out around several key issues: 1) The importance of the essence of art in the content of the "Art Theory"

course; 2) There are several representative views on the essence of art in the history of art theory; 3) The reference materials we use How to understand and answer this question; 4) The teacher's own understanding and answer to this question. When you have a clear grasp of these key issues, you can start to design teaching links and make multimedia courseware. When making multimedia courseware, firstly copy or link art works of different types and styles to the courseware in order, and then present one or two questions that need to be raised in eye-catching fonts. After that, it should be art theory Different answers to this question in history and our understanding of this question. It should be noted that multimedia courseware should be rich in pictures and texts, and the content of the text should not be too much. It is only necessary to present the knowledge points that need to be mastered, and it is not necessary to present the background of knowledge and the process of reasoning. In short, in the design of teaching links, we should take the work as the guide, the problem as the core, the knowledge points as the clues, and the students' understanding as the purpose, and the teaching should be carried out according to the principle of going from shallow to deep, from phenomenon to essence, and from concrete to abstract. In this process, multimedia courseware plays a role of threading the needle and reminding attention. Multimedia courseware is carefully produced and used properly, it will promote students' understanding, enhance students' learning interest, and achieve good teaching results. The second is to organize lecture competitions and multimedia courseware competitions among students to improve the initiative and self-consciousness of learning.

Chen Jing & Li Wenzheng (2018) based on the current situation of art theory course teaching, discussed the teaching reform mode of art theory course in colleges and universities under multiple backgrounds from four aspects: First, increase the publicity of the role of art theory course, so that schoolteachers and students are aware of The importance of art theory courses; the second is to strengthen the construction of art theory teaching staff, and build a professional art theory course teaching staff, instead of being concurrently held by teachers of professional skills courses; the third is to

break the barriers between art disciplines and try disciplines Collective teaching of interim art theory courses to improve teaching quality, increase students' enthusiasm and interest, and open up new teaching and scientific research ideas; Fourth, adopt advanced teaching methods to avoid the disadvantages of "bookish". The author pointed out that from blackboard writing, demonstration, hand drawing to courseware, and then to video, with the development of society, teaching methods have been continuously improved. The combination of pictures, text and sound and advanced teaching methods are more conducive to stimulating students ·interest, enhancing students' desire for knowledge, and bringing students more intuitive and stronger artistic shock. Teachers can also take students out of the classroom, visit art exhibitions around the world, watch art performances, competitions, etc., through these various teaching methods to fully mobilize students' sensory comprehension, and deepen students' understanding and mastery of theoretical knowledge; The non-theoretical teaching is carefully designed to let students go out of the classroom and enter the field of art practice, or let the society enter the classroom, combine art theory with professional courses and social practice, and take a path of directly applying theory to practice. Teachers can also use advanced technology to establish art theory teaching websites, arrange online homework and check, etc., so that teachers and students can share information, assist students in after-class learning and in-depth research, and it is also an important aspect of using modern network and information technology.

On the basis of summarizing previous studies, Wang Xueqin (2013) proposed a curriculum system with multiple teaching strategies, and believed that obscure and abstract theoretical courses can be taught from a single textbook system to a system composed of three links: learning, evaluation, and practice. Diverse teaching methods. The three links are interlocking and progressive one by one, linking abstract theoretical knowledge with specific works of art, and putting them into creative practice with further thinking and understanding of theory. The specific teaching strategy includes three aspects: one is to study theories in the original works, distribute reading materials to students before class, and assign reading tasks so that students can learn book

knowledge independently and grasp the passive instillation learning mode is transformed into an active thinking learning mode; the second is to acquire theories in the context, that is, let students enter the specific context to learn and understand the relevant theories. Understanding difficult theoretical knowledge in the context can transform the teaching method of traditional knowledge into away of questioning and thinking about practical problems. Through this active guiding method, students are further encouraged to connect the topics discussed with social phenomena and their own experiences The third is to use theory in practice, that is, apply the acquired art theory to art creation, guide art creation, truly combine theory with practice, and let students truly feel the closeness between theoretical study and professional practice connect.

LiNan (2019) believes that in order to change the current situation of the teaching of art theory courses, we can start from three aspects: one is to implement a situational and experiential teaching mode in the teaching of art theory, so that students' theoretical learning can be integrated into art practice activities , in the situational experiential teaching, the teacher should actively guide the students to combine the theoretical content with the actual art, so that the students can better experience the works of art and at the same time strengthen their understanding of the theoretical knowledge of art; the second is to use rationally Multimedia technology, teachers must actively apply multimedia information means to the teaching of theoretical courses of art majors in colleges and universities. Through teaching design, the teaching of art theory knowledge and multimedia information technology can be integrated. The form presents art theory content for students. In this way, students will not feel bored when studying art theory, and the effect of art theory has also been optimized; the third is to combine students' independent teaching and interactive teaching in the teaching of theoretical courses of art majors in colleges and universities. Let students collect information, conduct independent teaching, and change passive learning into active learning.

Luo Haochang (2018) explored the teaching of art theory courses from the perspective of research learning, which has very important guiding significance. Inquiry learning, also known as "inquiry learning", means that under the guidance of teachers,

students use scientific thinking and critical thinking methods to independently analyze, think and discuss a certain learning topic under the guidance of teachers, oriented to discovering and solving problems. A comprehensive learning model that acquires knowledge through the process of active acceptance, independent analysis, and critical criticism, and finally uses the acquired knowledge to solve a certain topic. The purpose of research-based learning is to change students ˙passive learning methods that simply accept the knowledge imparted by teachers, build an open learning environment for students, provide opportunities for students to acquire knowledge through multiple channels, and apply the learned knowledge to practice. Promote them to form a proactive learning attitude and good learning strategies, and cultivate innovative spirit and practical ability. Specifically, the author shared four inquiry-based teaching modes, which are very instructive: one is "small topic-based" research learning "small topic-based" research-based learning, that is, in the teaching of theoretical courses for art majors, teachers Talent training objectives and course teaching objectives, decompose and extract typical, important, and critical small topics from the knowledge system of specific art theory courses, and then carry out a study process and method for each specific small topic. Carefully designed to guide students to carry out independent research and study on each small topic according to the teacher's teaching ideas. "Small topics" usually have obvious target pertinence and typical content. The second is "social investigation" research learning "social investigation" research learning, that is, under the guidance of teachers, students aim at a specific artistic phenomenon, artistic problem, art event or art activity, and carry out social investigation. Specific and meticulous observation and in-depth research on art objects, and write a survey summary report as required, stating the object, content, method, process and conclusion of the survey. The third is "case-based" research learning. "Case-based" research learning is usually carried out with specific case studies. The research objects of case studies are generally artists (people), artists' creations (works), specific art events, etc. The research is highly targeted and has a clear purpose. The fourthis "creative practice" research learning. "Creative practice" research learning mainly refers to a specific "art creation theory",

or a certain artistic concept or concept, to experience through the students' own artistic creation practice. And verification, truly combining theory and practice. This teaching method really makes students change from passive learning to active learning, and also solves the problem of students ·low learning interest.

Xing Xiangju & Li Binjuan (2016) explored the teaching reform of art theory courses from four aspects: First, optimize the teaching content, use teaching materials rationally, and select, choose, and process the content of teaching materials. Teachers should choose teaching content according to students' cognitive ability and psychological characteristics, and design classroom teaching according to teaching content. The teaching of art theory should fully absorb the latest achievements in the field of art research, and constantly adjust and update the teaching content, so that the teaching of art theory can always keep pace with the times and broaden students' horizons. The second is to use heuristic and interactive teaching methods, and students are not interested in learning. One of the most important reasons is the problem of teaching methods. Using heuristic and interactive teaching methods can allow students to actively participate and fully integrate, and the teaching effect will naturally improve. In teaching, teachers should use mobilizing initiative-oriented teaching methods to convert traditional input-based teaching into heuristic and interactive teaching. In teaching, teachers guide students' interest in learning and mobilize their learning enthusiasm and initiative. The third is to pay attention to the connection between theory and practice, and the theory and practice are closely integrated in teaching. Since artistic creation contributes to the improvement of theory, teachers should get involved in artistic practice rather than become an empty theorist. The fourth is to strengthen the construction of teaching staff. The structure of art theory teachers in colleges and universities must be balanced, and the structure of age, education, professional title, and academic affinities must be optimized. Young teachers should continuously improve their professionalism. Teachers' professional quality refers to the characteristics that must be possessed in education and teaching work,

which mainly consists of four parts, namely professional spirit, professional knowledge, professional ability and professional practice. Young teachers must first establish a correct professional attitude. Professional attitudes play an important role in guiding and regulating teachers' behavior, and also exert a subtle influence on the formation and transformation of students' attitudes. Teachers should strive to establish a high degree of professionalism and sense of responsibility, have good professional ethics, love children like children, constantly improve and improve the quality of work, and teach students in accordance with their aptitude. In addition, they must continuously improve their scientific research capabilities in the field of art theory, so as to deepen their professional knowledge of art and make their foundation of art theory more solid. Handle the relationship between scientific research and teaching well, so that scientific research can promote teaching.

YanYan (2016) explored the application of WeChat platform in the teaching of art theory courses in colleges and universities. He first analyzed the interactive characteristics of WeChat, and then thought about the application of WeChat in art theory courses in colleges and universities: the information transmission of art theory, Teaching and learning exchanges between teachers and students, guidance of art and culture, etc. Gao Junling (2017) pointed out the value of the WeChat platform in the teaching of art theory courses, and believed that the WeChat platform can achieve comprehensive interaction between teachers and students, can transmit information conveniently and accurately, and can realize the freedom of teaching. These two people explored the application of WeChat in the teaching of art theory courses in colleges and universities. In fact, not only WeChat, QQ, Douyin and other social software are very suitable for teaching, and we need to further explore.

GuoWenfang (2013) explored the teaching reform of art theory courses in private colleges and universities, which is very inspiring to us: first, transform input-based teaching into interactive teaching, and require teachers to establish the concept that students are the main body of learning, and put themselves in teaching activities. The

intention, point of view, and emotion of students are connected together, and vivid teaching situations are set up to create an equal and harmonious atmosphere, so that every student can participate in classroom teaching activities. This teaching method is not only conducive to improving the efficiency of classroom teaching, but also conducive to stimulating students' learning interest. The second is to change students' passive learning into active learning. Theoretical knowledge cannot only help students understand art more deeply, but also broaden their horizons and enlighten their minds. Good knowledge accumulation is just one of the important ways to improve artistic skills. Students must be made aware of this in various ways. The third is to strengthen the integration of art theory courses and professional practice courses, which is very important. It is necessary for professional teachers to strengthen their theoretical literacy and be able to sum up new theories from practice. Theoretical teachers must learn professional knowledge and be able to use existing theories to guide practice. This will not only enable teachers to grasp the characteristics of art theory courses, but also enable students Apply what you have learned, and then use it to promote learning.

Wang Haiyan（2015）explored the teaching reform of art theory courses from the "thematic" teaching mode. The author pointed out that the "thematic" teaching mode focuses on the essence and quality of teaching, and can be used in various studios to guide teaching. "Theme" is its core, which makes the teaching content and plan have a very clear direction. All teaching behaviors serve the "theme", so that the research methods of the content can be diversified and interdisciplinary. Students can learn freely under the command of the teacher. Most importantly, this process enriches the various experiences of students, Cultivate students' "research" consciousness and the ability of independent research and exploration.

2.2.4. Foreign research on multiple teaching methods in art theory courses

Wang Haiyan（2015）summarized and reviewed the art theory education in western colleges and universities. The article points out that the Western higher education

tradition has paid great attention to the opening and teaching of art history and theory courses as early as the 18th century. Yale University and Princeton University, in addition to the University of Michigan, the University of Vermont, and the City College of New York University, have also successively established chairs of art history. By the beginning of the 20th century, American art theory had developed into a relatively independent discipline. Many colleges and universities across the United States, both public and private, offered art theory courses. The universities obviously realized that because students lacked art history in middle school basic training, so art theory courses for them should be more basic than science and mathematics courses. At a national art theory conference in 1958, James Ackerman pointed out that "art history is flourishing like never before. Art practice, art history, and aesthetics are already structured in American higher education. These formerly marginal, recreational disciplines have now become the respected humanities."

Wang Xueqin (2013) introduced the human exploration in the teaching of art theory courses in European and American countries. He mentioned in the article that the University of Paris 1 in France began to explore the educational reform of contemporary plastic art research in 1971, and developed a set of Courses and teaching methods related to basic methods of western social science research. Its course consists of three parts: synchronous research on the same topic of art practice and art theory, microscopic visual art analysis methods, art creation and creation process research, forming a complete teaching system. In the 1990s, Professor Helen Klebesader of St. Lawrence University in New York State was in charge of the studio teaching plan, engaged in teaching research combining art criticism and creative practice, and was committed to introducing new museum theory into creation. In the professional art criticism curriculum system.

Guo Shumin (2020) pointed out that the teaching and research of art theory has always been the focus of art educators in universities at home and abroad. The French higher art schools have developed the innovative teaching mode of "theme teaching",

that is to say, the research-style and scientific research methods are integrated into the offline teaching classroom; In the teaching practice of the history course of "History of Asian Design", the Royal Academy of Art brings specific research topics into the classroom, aiming to promote the practical teaching effect with the project.

2.2.5 Survey

Robert M. Groves (2016) proposed that survey is a systematic method for quantitatively expressing the larger overall attributes, and a systematic method to collect information for the (sample) groups. Feng (2021) believes that the survey is a social research method that adopts self-filled questionnaire or structured visit. Through direct inquiry, we collect systematic and quantitative data from a total sample, and understand social phenomena and their laws through statistical analysis of these data.

In order to improve the teaching of art theory course, many scholars have carried out many surveys, such as Zhong Anqi&Cui Bin. (2022) Investigated the current situation and existing problems of art theory teaching in colleges and universities, and pointed out that the teaching of art theory courses in colleges has problems such as emphasizing theory over understanding, Emphasis on knowledge indoctrination over construction process, and intelligence development over personality shaping.Wang Lin. (2022) investigated the current situation of online teaching of art theory courses in Wuhan Business School, and put forward the principles and methods of online teaching on this basis. Deng Jing & Lv Jiayin. (2020) Investigate the existing problems in the teaching of art theory courses in colleges， and find that there are problems such as the imbalance between theory and practice, the lack of innovative teaching mode, and the lack of teaching combined with the characteristics of students. Li Nan. (2019) Investigated the problems facing the teaching of theoretical courses of art majors in colleges, and concluded that there are problems such as gradual marginalization of teaching, backward teaching methods and unclear positioning of teaching content, and on this basis, improvement measures are put forward.Shan Yu Lan. (2013) analyzes the reasons why the teaching effect of art theory courses is not satisfactory, and believes

that there are two main reasons: the time of different arrangement, the majors of different courses, and the improvement measures: the first is the change of teaching content, the second is the change of teaching methods, and the third is the change of assessment methods.

The above literature makes an in-depth survey on the current situation of art theory course teaching in colleges and universities, and puts forward many suggestions on how to improve the teaching of art theory course, which lays a solid foundation for our further research. On the basis of the above research, this thesis make a survey of students 'learning interest in multiple teaching methods, hope that through these survey to further understand the problems existing in the current art theory course teaching, survey the students' learning interest in multiple teaching methods, and finally to put forward suggestions for multiple teaching methods of art theory course.

2.2.6 Summary

Summarizing the above research, we can find the scope and characteristics of art theory courses are well defined, the current situation and existing problems of art theory course teaching, especially the teaching reform of art theory course teaching is deeply discussed, which involves many teaching methods, these teaching methods include lecture teaching method, discussion teaching method, questioning teaching method, experiential teaching method, multimedia teaching method, online teaching method (MOOC, micro-class, WeChat, QQ, live class, Ten cent meeting, zoom and other technical means), "flipped classroom" teaching method, mixed teaching method (online and offline mixed, theory and practice mixed, etc.), case teaching methods, situational teaching method, interactive teaching method, inquiry teaching method, Heuristic teaching method, theme teaching method, etc. These explorations provide rich materials for the research of this paper.

On the basis of the above research, this thesis will investigate the differences of different teaching methods in mobilizing students' learning interest through questionnaire survey, combine the characteristics of art theory courses and students'

demands, and seek teaching methods that can fully mobilize students ·learning interest. This improves the current teaching status of art theory courses.

The object of this survey is the students of various art majors in the Art College of Guangxi Normal University for Nationalities. Through questionnaires to understand the current situation of the teaching methods of art theory courses, and to provide some suggestions for the teaching reform of art theory courses in this school.

2.2.7 The Innovations

There are three innovations in this thesis, as follows:

First, the overall comparative study of multiple teaching methods of art theory courses. The previous research often focused on the study of the teaching of art theory courses itself, or the application of certain teaching methods, but less on the overall comparative study of multiple teaching methods of art theory courses. This thesis makes a comparative study on multiple teaching methods (11 kinds), analyzes and compares the advantages and disadvantages of multiple teaching methods of art theory courses, so as to find more suitable teaching methods for art theory courses.

Second, the research from the perspective of students. The previous research is mainly based on the perspective of teachers or scholars on the teaching of art theory courses, but rarely from the perspective of students, with little attention to students' feelings and opinions. This thesis develops a questionnaire for students to understand students 'feelings and opinions on the teaching methods of art theory courses, listen to students' opinions and suggestions on the teaching of art theory courses, and reflect the thought of "student-oriented". On the basis of the actual investigation of the students, the thesis makes a full investigation of the students, and combines the previous research results, so as to find the teaching method suitable for the teaching of art theory course, and provide reference opinions for the teaching of art theory course.

Third, the research design a new teaching method, mixed teaching method, that means in the specific teaching process, the teacher can flexibly choose the teaching method according to the teaching content, it can be a variety of teaching methods mixed

together According to the full text, this mixed teaching method should be based on students' experience, which is determined by the nature of the art theory course. The content of the art theory course is abstract and boring, if the teaching method is also abstract, then it is difficult for the art theory course to stimulate student's learning interest. Therefore, when we choose the multiple teaching methods for the art theory courses, we should try to mobilize students' perceptual experience, let the teaching process relate to the students' experience, so as to stimulate students' interest in learning.

2.3 Theory about multiple teaching methods

    2.3.1 Experiential Learning Theory

The theory of experiential learning was put forward by David Cooper, a famous American expert on experiential learning. He believed that "experience is a process, not a result". Emphasis is placed on the role of experience in learning, and it is believed that students bring their original experience with them when they enter the experience, and constantly absorb and accept new ideas and new knowledge in new experiences. The theory of reform comes from the "experiential learning" of Dewey, a philosopher and educator. Dewey put forward the famous proposition of Learning by doing, thinking that to obtain true knowledge, you must rely on practical activities such as application, experimentation, and transformation. The basis of this learning theory can be traced back to Piaget's cognitive psychology, which believes that intelligence is formed in experience, and individual knowledge come from sensory experience. Through systematic situational design, learners are introduced into the learning situation, allowing them to experience learning "immersive", such as touching with hands, discerning with eyes, listening with ears, smelling with nose, thinking deeply with the brain, produce more specific and definite moving and understanding. David Cooper believes that experiential learning has four characteristics, which are: First, experiential learning is a process, not a result. Second, experiential learning is an ongoing process based on experience. Third, experiential learning is a process of continuously resolving conflicts using dialectical methods. Fourth, experiential learning is a complete process

of adapting to the world, and fifth, experiential learning is a continuous interactive process between individuals and the environment. He systematically studied various learning theories and learning strategies in human history, and creatively proposed the "experiential learning circle", which programmed and scientifically experiential learning. The so-called "experiential learning circle" is a complete learning system composed of four basic stages, namely concrete experience, reflective observation, abstract conceptualization and active experimentation. Cooper discovered and demonstrated four basic ways of experiential learning: convergent learning, divergent learning, assimilative learning, and adaptive learning. The experiential learning theory provides the theoretical basis and implementation basis for the experiential teaching method from a theoretical level. The situated learning that appeared in the 1990s is the development of Cooper's experiential learning. This theory believes that knowledge is an activity based on social situations, and learners need to form the ability of practical activities through the interaction process between the individual and the situation. It is advocated that teaching should place learners in complex social situations for learning. This is the theory we focus on learning and referring to, and it is the theoretical basis and source of this thesis.

Through this theory, we find the close relationship between experience and learning, and this theory has important implications for improving the teaching methods. The content of the art theory course is relatively abstract and relatively theoretical. In the teaching of art theory courses, teachers tend to ignore students' experience, which leads to the teaching content is too theoretical, difficult to understand, so that students lose their learning interest. In the process of research, we found that some teaching methods pay more attention to students 'experience, which can fully stimulate students' interest in learning, which is worthy of reference. Experiential learning theory attaches great importance to the important role of experience in learning. Experience Teaching Methods, Situational Teaching Methods and Multimedia Teaching Methods All attach importance to students 'experience and

can effectively stimulate students' interest in learning, which is the embodiment of this theory.

2.3.2 Humanistic Educational Theory

Another important theory is humanistic teaching theory, whose theoretical basis is humanistic psychology, and the representatives are A. Maslow and C.R. Rogers. This theory pays attention to the key role of emotion in experience, and advocates the combination of students ·cognitive education and emotional education, so as to cultivate each student into a "complete person", that is, the overall development of body and mind.

Through this theory, we understand that in teaching, we should pay attention to the subjectivity status of students, pay attention to students' emotion and all-round development. This kind of theory is consistent with the experiential learning theory, they all attach importance to people's emotion and experience, and see the close relationship between people's experience and learning. The above theories are conducive to improving the teaching of art theory courses, that is, they attach importance to the role of experience and emotion in teaching, is provides guidance for us to improve the teaching of art theory course.
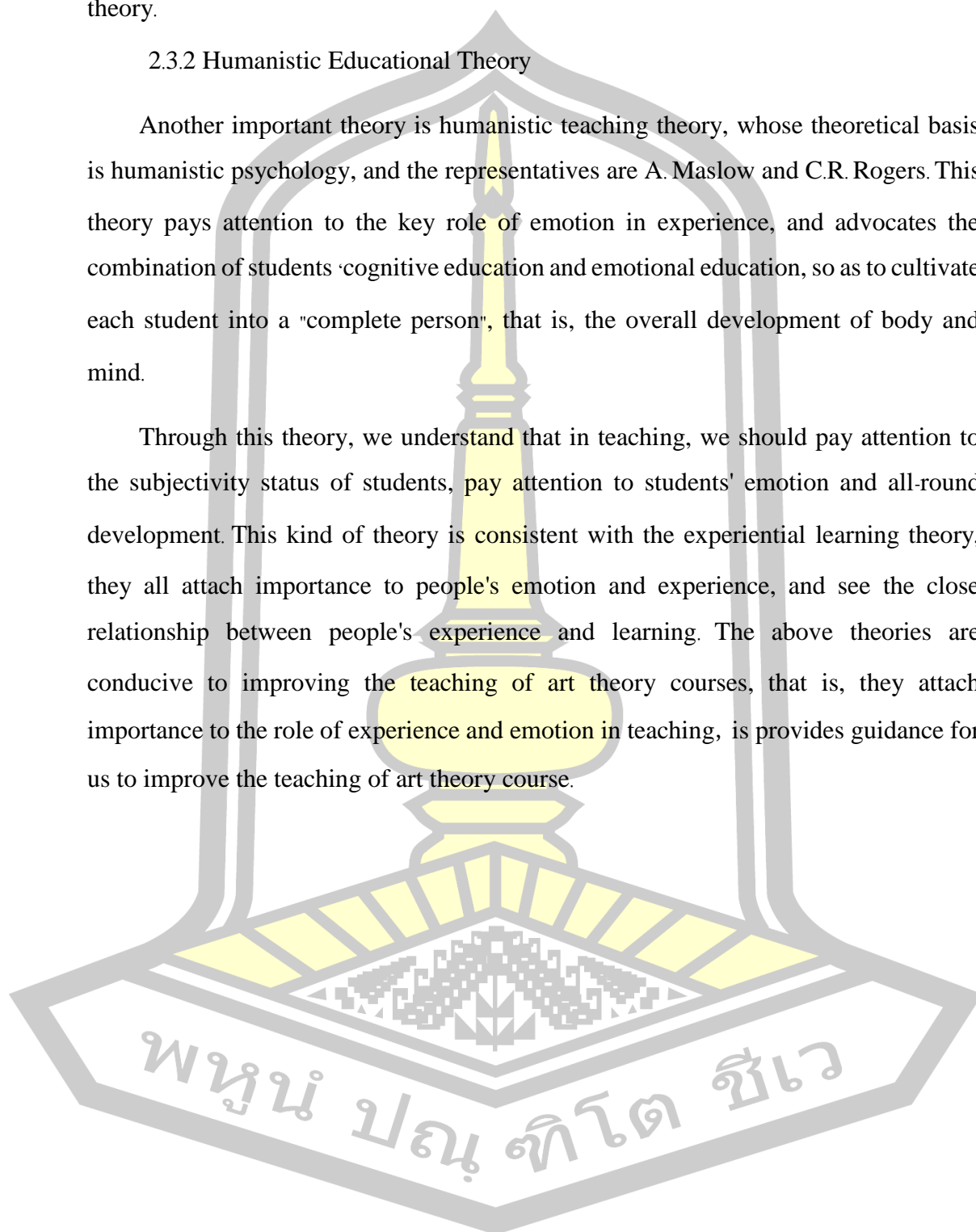
2.4 Conceptual framework

Background

Students are not interested in learning art theory courses very much, and the teaching effect is not good. We need to change this situation by improving our teaching methods.

Theoretical Basis

1. Experiential Learning Theory

2. Humanistic Educational Theory

Purpose of the Research

1. To explore the problems existing in the present Teaching Method in Art Theory Course.

2. To investigate Student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major

3. To explore suggestion for Multiple Teaching Method

Research Method

1. **Research Designs**

(1) understand the problems existing in the teaching of art theory course with questionnaire.

(2) Investigate student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major with five-point Likert scale.

(3) Summarize the suggestions for Multiple Teaching Method in Art Theory Course.

2 Population and Sampling

The opulation is the third-grade(2020grade) students of art full-time undergraduate major in the Art College of Guangxi Normal University for Nationalities, with a total of 598 students, and random sample of 200 individuals.

3. **Instrument**

The instrument is questionnaire

4. **Construction and Quality of Instrument**

Validity: After testing, the KMO sampling suitability of the questionnaire is0.907, the validity is good, and it can be implemented.

Reliability: After testing, the Cronbach's Alpha value of the questionnaire is0.951, which has good reliability and can be implemented.

5. **Measurement and Data Collection**

This paper uses questionnaire star to collect and count the questionnaire data.

6. **Data Analysis**

This thesis adopts the method of quantitative research, uses questionnaire survey to collect the data to be analyzed, distributes the questionnaire through the questionnaire star, and then uses SPSS software to analyze the collected data.

Result

1. Find out the teaching methods currently used in the teaching of art theory courses and the problems existing in the present the teaching methods in art theory courses.

2. Find out the teaching methods that mostly stimulate students' learning interesting in art theory courses.

3. Find out the teaching methods are suitable for art theory courses.

CHAPTER III
RESEARCH METHODS

This chapter mainly introduces the research method, including research design, research population and sampling, research Instrument, data Analysis, etc.

The topic list are as follows:

3.1 Research Designs

3.2 Population and Sampling

    3.2.1 Population

    3.2.2 Sampling

3.3 Instrument

3.4 Construction and Quality of Instrument

3.5 Measurement and Data Collection

3.6 Data Analysis

3.7 Statistic for Data Analysis

    3.7.1 Percentage Formula (Frequency Distribution)

    3.7.2 Average Score Formula (Mean)

3.1 Research Designs

The purpose of this thesis is to analyze and compare the students' learning interest in multiple teaching methods, find the teaching methods suitable for art theory courses,

and finally explore the suggestions for Multiple Teaching Method, the research design is as follows:

(1) Through the questionnaire survey, to understand the problems existing in the teaching of art theory course.

(2) Investigate student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major with five-point Likert scale.

(3) Summarize the suggestions for Multiple Teaching Method in Art Theory Course.

3.2 Population and Sampling

3.2.1 Population

The population in this survey is the third-grade student in the art school of Guangxi Normal University for Nationalities, about 718 students, among them, there are 589 full-time undergraduates, and the others are secondary vocational schools promoted to undergraduate students, their level of expertise was inconsistent. In order to ensure the effectiveness of the study, namely, for students at the same professional level. and the object of this survey is mainly these 589 full-time undergraduates.

3.2.2 Sampling

For the survey of less than 1000, and based on the overall difference and the 5% significance level, the Sampling of the survey is 200 students, I get the sample by random sampling.

3.3 Instrument

The purpose of this research is to investigate teaching methods that can stimulate students' learning interest in art theory courses. In order to achieve this research purpose, the instrument is questionnaire, this study will obtain the survey data by handing out the questionnaires.

The design of the questionnaires as follows:

Questionnaire Title: Questionnaire on Students' Learning Interests in Teaching methods of Art Theory Course

Survey object: Students of the third-grade (2020 grade) college students of art majors in the Art College of Guangxi Normal University for Nationalities.

The purpose of the survey: to investigate the problems existing in the present Teaching Method in Art Theory Course, investigate the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major, and at last to explore suggestions for Multiple Teaching Method.

The composition of the questionnaire: The questionnaire is divided into three parts: the first part is demographic data, including gender, profession and grade. The second part consists of a questionnaire consisting of 11 questions related to teaching methods. The questionnaire is made based on a five-point Likert scale. Each question has five options, namely 1 dislike very much, 2 dislike, 3 no opinion, 4 like, 5 like very much, to investigate and understand students Attitudes towards various teaching methods, as table 3. The third part is some open questions, to understand what teaching methods are currently used by teachers in the classroom, what problems do they think there are in the current teaching methods of art theory courses, and what suggestions are there for the teaching of art theory courses.

Table 3 The learning interests of students in the teaching methods of art theory courses (Likert scale)

Teaching method	1 Very Disinteresting	2 Disinteresting	3 No pinion	4 Interesting	5 Very Interesting
1. Lecture teaching method:					

The teacher imparts knowledge directly, guides students to analyze and understand problems, and imparts knowledge in the way that students listen to lectures.					
2. Questioning teaching method					
The teacher organizes teaching by asking questions (questioning teaching method)					
3. Discussion teaching method					
The teacher gives a question, and then the students discuss in groups in the classroom, the group reports the results of the discussion, and finally the teacher comments and summarizes, and the students gain knowledge.					
4. Flip the classroom teaching method					

Students read information before class, and teachers and students interact and exchange knowledge in class.					
5. Guided reading teaching method					
Teachers guide students to acquire knowledge by reading textbooks or literature, and train students to think theoretically.					
6. Task-driven teaching method					
The teacher assigns tasks, and the students complete the tasks by consulting information, conducting research, group division of labor, etc., and then report, and the teacher summarizes.					
7. Experiential teaching method					
Teachers guide students to appreciate art in class, or					

participate in art practice activities to fully mobilize aesthetic experience, learn and master knowledge.					
8. Case teaching method					
The teacher connects the knowledge in the form of cases to explain.					
9. Multimedia teaching method					
Teachers use computer technology to use text, images, audio, video and other media for teaching.					
10. Homework teaching method					
The teacher assigns homework after class, and students consolidate and master knowledge through exercises.					
11. Theme teaching method					
Teachers connect knowledge with related topics and organize teaching.					

In order to ensure the scientificity and rationality of the questionnaire, the questionnaire passed the item-objective consistency index (checked by three experts. The first expert is Xiang Xianqing, an art theory course teacher majoring in musicology, the second is Qin Jie, a teaching method teacher, and the third is Huang Shengen, a teaching method teacher).

In order to ensure the validity of the questionnaire, the author conducted the trial distribution, and tested the questionnaire before the formal distribution, and the questionnaire was officially issued to the respondents after the reliability and validity met the requirements.

3.4 Construction and Quality of Instrument

Validity: After testing, the KMO sampling suitability of the questionnaire is 0.907, the validity is good, and it can be implemented.

Reliability: After testing, the Cronbach's Alpha value of the questionnaire is 0.951, which has good reliability and can be implemented.

3.5 Measurement and Data Collection

This paper uses questionnaire star to collect and count the questionnaire data. Questionnaire Star is a professional online questionnaire survey platform, which focuses on providing users with a series of services such as powerful and user-friendly online design of questionnaires, data collection, and survey result analysis. It is convenient, fast, safe and reliable.

3.6 Data Analysis

This thesis adopts the method of quantitative research, uses questionnaire survey to collect the data to be analyzed, distributes the questionnaire through the questionnaire star, and then uses SPSS software to analyze the collected data. In order to understand which teaching methods can mobilize students' interest in learning, we use descriptive statistics to describe the central tendency and discrete tendency of the

data distribution (mean scores and percentages are used to analyze the data). The method of quantitative research is used to sort out the students' opinions and suggestions, and combine the previous data to draw conclusion: which teaching methods are suitable for the teaching of art theory courses

3.7 Statistic for Data Analysis

3.7.1 Percentage Formula (Frequency Distribution)

The calculation formula of the percentage: quantity $\div$ total number $\times$ 100 = percentage, the percentage is usually not written in the form of a fraction, but the symbol: %; since the denominator of the percentage is 100, that is, it is all 1% as the unit.

3.7.2 Average Score Formula (Mean)

(a1+a2+a3+)/N, where N represents the number of data. The sum in parentheses is the sum of all data.

3.7.3 SPSS

SPSS (Statistical Package for the Social Sciences) is a powerful and easy-to-use statistical software that can help users better understand and analyze data and provide a scientific basis for decision-making. It can help users analyze and process various types of data, including data mining, descriptive statistics, predictive modeling, and much more.

In this thesis, I formulated a Likert five-point scale to investigate students 'preferences teaching methods, and to compare the differences in students' learning interest in art theory courses under multiple teaching methods. In the process of implementation, this thesis investigates the students through the questionnaire star, an online network software, and then imports the data obtained from the survey into the SPSS system for statistics and analysis, and draws the conclusion. The results are shown in Tables 8-17.

CHAPTER IV
RESULTS

This chapter analyzes the results of the questionnaire survey, which answer the three research questions posed in the first chapter. Through the analysis of these data, we can determine the teaching methods currently used by teachers in the teaching of art theory courses, determine the teaching methods that students like, and investigate the problems existing in the teaching of art theory courses as well as the opinions and suggestions of students, and finally find a suitable art theory course. Teaching methods for theoretical courses. The data comes from questionnaires. A total of 201 questionnaires and 186 valid test papers were collected in this questionnaire survey.

The topic list of this chapter are as follows:

4.1 Research question 1: what are the problems existing in the present Teaching Method in Art Theory Course

4.2 Research question 2: what are Student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major?

4.2.1 Analyze student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective

4.2.2 Analyze student's Learning Interesting in Multiple Teaching Method in Art Theory Course from major perspective.

4.2.3 Analysis as a whole

4.3 Research question 3: what are the suggestion for Multiple Teaching Method?

4.4 summary

4.1 Research question 1: what are the problems existing in the present Teaching Method in Art Theory Course?

In order to answer this research question, I set a question in the questionnaire "Which of the above teaching methods did the teacher use in the teaching of art theory courses you have attended?" The results of this question are presented in the form of percentages. Generated, the findings are as follows:

Table 4 Which of the above teaching methods did the teachers use in the teaching of art theory courses you have attended?
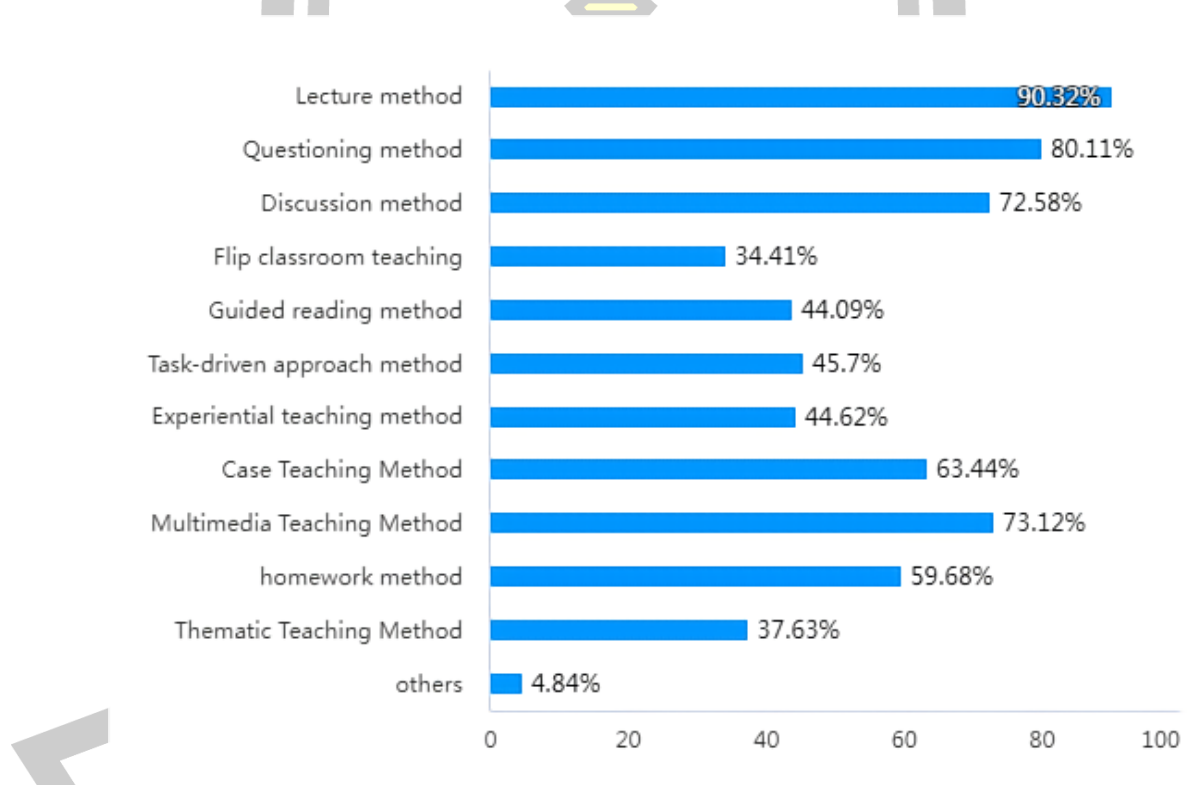
The result from the above data, it can be seen that the first teaching method used by the teachers in the teaching of art theory courses is the lecture teaching method, accounting for 90.32%; the second is the questioning teaching method, accounting for 80.11%, and the third is the multimedia teaching method, accounting for 73.12 %. The above statistics provide an important reference for us to understand the teaching method of the current art theory course.

In order to better understand the current situation of art theory course teaching, I also set another open question: "What problems do you think there are in the current art theory course teaching methods?" to ask students about the current situation of art theory course teaching methods See Table 5 for statistical results.

Table 5 Problems in the teaching methods of the current art theory courses

No.	Problems Existing in the Present Art Theory Course Teaching	Question Type
1	Case less	Case less
2	There are not enough cases to see	Case less
3	Not enough to attract students 'attention	Students can't be interested in learning
4	The enthusiasm of the classroom is not very high, and people's attention to the art theory courses needs to be improved	Insufficient awareness of the importance of the curriculum
5	In my opinion, the main thing is that the importance of classroom is not recognized enough. In contrast, compared with other similar practical courses such as solfeggio, ear training, vocal music and piano, students are not very interested in theoretical courses, so we suggest diversified teaching of theoretical courses	Insufficient awareness of the importance of the curriculum
6	The lecture style is a little boring	The lecture is boring, and the students cannot develop an interest in learning.
7	Only to the book knowledge, very boring, not a good mention of students' interest.	The lecture is boring, and the students cannot develop an interest in learning.

8	Classroom teaching is mainly based on the teaching method, relatively boring, failed to fully mobilize students' interest in learning, learning efficiency is low	The lecture is boring, and the students cannot develop an interest in learning.
9	Boring, the teacher did not motivate the students	The lecture is boring, and the students cannot develop an interest in learning.
10	Teaching is boring	The lecture is boring, and the students cannot develop an interest in learning.
11	Teachers lack theoretical experience and single method	Teacher's ability is insufficient
12	Professional teachers are not familiar with art theory, and their professional ability is not strong	Teacher's ability is insufficient
13	The teaching methods can be enriched somewhat	The teaching method is single
14	Less questions, most of the time is the teaching method	The teaching method is single
15	Single form	The teaching method is single

16	Always follow the textbook	The teaching method is single
17	Multimedia teaching method, most teachers do not update PPT and other materials, hope teachers follow up with The Times.	The teaching content is old
18	I think the course arrangement is unreasonable, many courses are too little time only to learn the fur, in the end the students can do nothing.	The curriculum arrangement is unreasonable and the class hour is too few
19	Either do not let students buy textbooks to see only ppt, or ppt and the textbook synchronization, or just a pure waste of hundreds of book costs	The courseware and the textbook are not fully combined
20	The class is not active enough	The class is not active
21	The classroom is not active, and the teaching method is not divergent thinking	The class is not active
22	The courseware is old, step-by-step, with no novelty, boring, and no interest	The content is old and boring, and the students cannot develop an interest in learning.
23	The theory is more boring	The theory is more boring
24	Some parts are far too abstract	Content abstract
25	A little bit boring	The content is boring, and the students cannot have an interest in learning.
26	It's a little boring	The content is boring, and the students cannot have an interest in learning.

27	Need to be more fun	The content is boring, and the students cannot have an interest in learning.
28	Most teachers do not cultivate the students' independent thinking, failed to make students understand the knowledge points, the classroom is boring and makes it difficult for students to invest	The content is difficult to understand, cannot let the students have an interest in learning
29	Teachers can use some understandable words to explain, and some difficult places need to be understood for a long time.	The content is difficult to understand, cannot let the students have an interest in learning
30	The content is not explained enough, difficult to understand	The content is difficult to understand, cannot let the students have an interest in learning
31	The knowledge is not easy to understand	The content is difficult to understand, and the students cannot have an interest in learning.
32	Lack of experiential teaching	Lack of experience
33	Lack of experiential teaching	Lack of experience
34	No personal experience	Lack of experience
35	Art students should be more experiential teaching	Lack of experience
36	Lack of practice	Lack of practice
37	Practical operation needs to be strengthened	Lack of practice
38	Relatively many theories, the lack of practical experience	Lack of practice
39	Lack of the combination of practice, should be theory and practice, easier to understand,	Lack of practice

	and direct and clear, more profound memory	
40	Lack of practical activities	Lack of practice
41	There are few practical activities	Lack of practice
42	Practice less	Lack of practice
43	Too little practice, the software teaching is too little, too much software is not fine	Lack of practice
44	Emphasis on theory over practical operation	Lack of practice
45	The feeling is not very memorable. Personal feeling may not combine life into knowledge, right? I have talked about some things in class, and I do not often encounter them in the later study and life, and people around them will not mention them (unless the students themselves have a high sense of art theory and will independently find the theoretical knowledge contained in the art works and understand them). After a year or two years, they will almost forget them. As a result, in the final feeling, learning as if I did not learn, he is still an empty shell, no artistic inner self-restraint.	Not closely related to life
46	Not particularly close to the actual, to the practical ability is relatively weak	Not closely related to life
47	The knowledge of art theory is very weak, and it is out of touch with the society	Not closely related to life
48	More practical theoretical knowledge should be added	Not closely related to life
49	For the dance major has not formed a systematic and perfect	Not closely connected with the profession

	teaching system, it is not particularly effective	
50	Less homework after class	Less homework

The result: Through sorting out the above problems, it is found that there are a total of 50 problems in the teaching methods of art theory courses, which can be summarized into the following three aspects:

(1) The problems about the course

From the perspective of the art theory course itself, there are four problems in the teaching methods of the art theory course at present, see Table 6:

Table 6 Problems Existing in Teaching Courses of Art Theory Courses

No.	Question Types
1	content abstraction
2	The content is boring, and students cannot generate learning interest.
3	The content is difficult to understand and does not arouse students' learning interest
4	Unreasonable course arrangement, too few class hours

(2) The problems about the teachers

From the teacher's point of view, there are 13 problems in the teaching methods of the current art theory course, as shown in Table 7:

Table 7 Problems Existing in Art Theory Teaching Teachers

No.	Problem Types
1	There are too few cases
2	The lecture is boring, and the students cannot develop an interest in learning.
3	Teacher's ability is insufficient
4	The teaching method is single
5	The teaching content is old
6	The courseware and the textbook are not fully combined
7	The class is not active
8	The content is old and boring, and the students cannot develop an interest in learning.
9	Lack of experience
10	Lack of practice
11	It is not closely related to the actual life
12	Not closely connected with the profession
13	Less homework

(3) The problems about the students

Judging from the questionnaire, the problems existing in the art theory course teaching students are mainly reflected in the lack of importance to the course. At the same time, the problems in the above course content also reflect from the side that the students' understanding ability, abstract thinking and theoretical thinking ability are not enough. These have affected students' learning interest art theory courses, and they are also issues that we should pay attention to when we improve teaching methods.

The above detailed and in-depth investigation and arrangement of the problems existing in the teaching of art theory courses provides a good research basis for us to understand the current situation of art theory course teaching and subsequent research. Later, we will formally think about how to improve on the basis of these problems The teaching methods of art theory courses, to explore which teaching methods are suitable for the teaching of art theory courses.

4.2 Research question 2: what are Student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major?

To answer this question, this thesis conducted a questionnaire, which used the Likert five-point scale. In the research, this thesis first designed the questionnaire of Likert five-point scale according to the research need, then investigated the students through the network software Questionnaire star, and finally imported the data obtained by the Questionnaire star into the SPSS system for statistical and analysis. The following tables 8-17 are the results of the statistics and analysis of SPSS.

In order to answer the research question "Students' favorite teaching methods in the teaching of art theory courses", I made a questionnaire based on the 5-point Likert scale to investigate students 'preferences for the teaching methods of art theory courses. Each question has 5 options: "1 very dislike", "2 dislike", "3 no opinion", "4 like", "very much like". Each student chooses according to their own preferences. In order to ensure the scientificity and rationality of the questionnaire, the questionnaire passed the item-objective consistency index (checked by three experts. The first expert is Xiang Xianqing, an art theory course teacher majoring in musicology, the second is Qin Jie, a pedagogical teacher, and the third is Huang Shengen, a pedagogical teacher. Perspectives and Overall Perspectives The collected scale data was analyzed to determine student preferences for teaching methods for art theory courses.

4.2.1 Analyze student's Learning Interesting in Multiple Teaching Method in Art

Theory Course from gender perspective

The result from the SPSS:

First, analyze students' preference for teaching methods of art theory courses from the perspective of male, as shown in Table 8. These data were obtained from the SPSS statistical software.

Table 8 Analysis of students·preference for teaching methods of art theory courses from the male perspective

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10 Empirical Teaching Method	50	1	5	210	4.2	0.83299	1
Q12 Multimedia Teaching Method	50	1	5	208	4.16	0.88893	2
Q8 Guide Reading Teaching Method	50	1	5	206	4.12	0.84853	3
Q9 Task-driven Teaching Method	50	1	5	206	4.12	0.89534	3

The Q11 case Teaching Method	50	1	5	206	4.12	0.82413	3
Q4 Lecture Teaching Method	50	1	5	203	4.06	0.93481	4
Q6 Discussion Teaching Method	50	1	5	203	4.06	0.91272	4
Q7 Flip Classroom Teaching Method	50	1	5	202	4.04	0.98892	5
Q5	50	1	5	201	4.02	0.89191	6
Q14 Thematic Teaching Method	50	1	5	200	4	0.88063	7
Q13 Homework Teaching Method	50	1	5	193	3.86	0.96911	8

According to the above data, from the perspective of men, the experiential teaching method ranks first, the multimedia teaching method ranks second, and the guided reading method, task-driven method, and case teaching method rank third. The above statistics can provide reference for the teaching of male art theory courses.

Secondly, analyze students 'preference for teaching methods of art theory courses from the perspective of female, as shown in Table 9.

Table 9 Analysis of students ·preference for teaching methods of art theory
Courses from the perspective of female

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10 Experiential Teaching Method	136	1	5	554	4.0735	0.79473	1
The Q11 Case Teaching Method	136	1	5	553	4.0662	0.80923	2
Q12 Multimedia Teaching Method	136	1	5	545	4.0074	0.80274	3
Q14 Theme Teaching Method	136	1	5	524	3.8529	0.82129	4
Q4 Lecture Teaching Method	136	2	5	520	3.8235	0.84224	5
Q8 Guided Reading Teaching Method	136	1	5	507	3.7279	0.8732	6

Q6 Discussion Teaching Method	136	1	5	502	3.6912	0.88204	7
Q7 Flip classroom Teaching Method	136	1	5	497	3.6544	0.90577	8
Q13 Homework Teaching Method	136	1	5	495	3.6397	0.86643	9
Q9 Task-driven Teaching Method	136	1	5	490	3.6029	0.99092	10
Q5 Questioning Teaching Method	136	1	5	475	3.4926	0.96606	11

From the above data, we know that from the perspective of female, the experiential teaching method ranks first, the case teaching method ranks second, and the multimedia teaching method ranks third. The above statistics can provide reference for the teaching of female art theory courses.

4.2.2 Analyze student's Learning Interesting in Multiple Teaching Method in Art Theory Course from major perspective.

The result from the SPSS:

Students of different majors have different requirements for teaching methods for art theory courses due to different course contents. Therefore, this paper also analyzes the preference of teaching methods from the perspective of students of different majors.

Table 10 Analysis of Teaching Method Preferences for Art Theory Courses of Musicology Majors

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q11Case Teaching Method	26	3	5	109	4.1923	0.80096	1
Q10 Experiential Teaching Method	26	3	5	108	4.1538	0.7317	2
Q6 Discussion Teaching Method	26	3	5	106	4.0769	0.74421	3
Q9 Task-driven Teaching Method	26	2	5	106	4.0769	0.9348	3
Q12Multimedia Teaching Method	26	2	5	106	4.0769	0.79614	3
Q14Thematic Teaching Method	26	3	5	106	4.0769	0.68836	3
Q4 Lecture	26	3	5	103	3.9615	0.8709	4

Teaching Method						
Q7Flip Classroom Teaching Method	26	3	5	101	3.8846	0.8638	5
Q8 Guided Reading Teaching Method	26	3	5	101	3.8846	0.76561	5
Q13 Homework Teaching Method	26	3	5	101	3.8846	0.76561	5
Q5 Questioning Teaching Method	26	2	5	99	3.8077	0.9389	6

From the above data, we can see that from the perspective of music major students, the case teaching method ranks first, the experiential teaching method ranks second, and the questioning teaching method, task-driven method, multimedia teaching method, and theme teaching method rank third. The above order of teaching method preferences can provide reference for the teaching of art theory courses for musicology majors.

Table 11 Analysis of Preferences of Art Theory Course of Dance Majors

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q11Case Teaching Method	31	1	5	130	4.1935	0.90992	1
Q10 Experiential Teaching Method	31	1	5	125	4.0323	0.87498	2
Q12Multimedia Teaching Method	31	1	5	125	4.0323	0.87498	2
Q14Thematic Teaching Method	31	1	5	122	3.9355	0.89202	3
Q4Lecture Method	31	1	5	121	3.9032	0.97826	4
Q8Guided Reading Method	31	1	5	121	3.9032	0.97826	4
Q6Discussion Method	31	1	5	119	3.8387	1.00322	5
Q7Flip Classroom Teaching Method	31	1	5	119	3.8387	1.06761	5
Q9Task-driven Method	31	1	5	118	3.8065	1.10813	6
Q13Homework Method	31	1	5	116	3.7419	0.92979	7
Q5Questioning Method	31	1	5	113	3.6452	1.11201	8

From the above data, we can see that from the perspective of students majoring in dance, Case Teaching Method ranked first, Experimental teaching method and Multimedia Teaching Method ranked second, Thematic Teaching Method ranked third,

Lecture method and guided reading method ranked fourth, questioning method ranked fifth. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for dance majors.

Table 12 Analysis of Teaching Method Preferences for Art Theory Courses of Fine Arts Majors

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10Experiential Teaching Method	21	3	5	84	4	0.83666	1
Q11Case Teaching Method	21	3	5	83	3.9524	0.80475	2
Q12Multimedia Teaching Method	21	3	5	82	3.9048	0.83095	3
Q9Task-driven Teaching Method	21	3	5	81	3.8571	0.72703	4
Q5Questioning Teaching Method	21	3	5	80	3.8095	0.81358	5
Q7Flip classroom Teaching Method	21	2	5	80	3.8095	0.87287	5
Q8Guided Teaching Method	21	2	5	80	3.8095	0.81358	5
Q13homework Teaching Method	21	3	5	80	3.8095	0.81358	5

Q14Thematic Teaching Teaching Method	21	3	5	80	3.8095	0.81358	5
Q4Lecture Teaching Method	21	2	5	78	3.7143	0.95618	6
Q6Discussion Teaching Method	21	2	5	77	3.6667	0.96609	7

From the above data, we can see that from the perspective of fine arts students, the Experiential teaching method ranks first, the Case Teaching Method ranks second, the Multimedia Teaching Method ranks third, the Task-driven method ranks fourth, questioning method, Flip classroom teaching method, Guided reading method, homework method, and Thematic Teaching Method ranked fifth. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for fine arts majors.

Table 13 Analysis of Teaching Method Preferences of Art Theory Courses for Students Majoring in Dance Performance

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10Experiential Teaching Method	35	1	5	142	4.0571	0.96841	1
Q4Lecture Method	35	3	5	141	4.0286	0.82197	2
Q11Case Teaching Method	35	1	5	141	4.0286	0.95442	2
Q12Multimedia Teaching Method	35	1	5	139	3.9714	1.01419	3
Q7Flip Classroom Teaching Method	35	1	5	136	3.8857	0.96319	4
Q14Thematic Teaching Method	35	1	5	136	3.8857	1.05081	4
Q6Discussion Method	35	1	5	135	3.8571	0.9438	5
Q8Guided Reading Method	35	1	5	134	3.8286	1.04278	6
Q9Task-driven Method	35	1	5	132	3.7714	1.08697	7

Q5Questioning Method	35	1	5	131	3.7429	1.01003	8
Q13Homework Method	35	1	5	131	3.7429	1.12047	8

From the above data, we can see that from the perspective of dance performance students, the Experiential teaching method ranked first, the Lecture method and Case Teaching Method ranked second, the Multimedia Teaching Method ranked third, the Thematic Teaching Method ranked fourth, and the Questioning method ranked the fifth place. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for dance performance majors.

Table 14 Analysis of Teaching Method Preferences of Art Theory Courses for Students Majoring in Environmental Design.

Teaching method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q11 Case Teaching Method	33	3	5	140	4.2424	0.70844	1
Q10Experiential Teaching Method	33	3	5	138	4.1818	0.68258	2
Q12Multimedia Teaching Method	33	3	5	136	4.1212	0.73983	3
Q4Lecture Teaching Method	33	2	5	132	4	0.79057	4

Q14Thematic Teaching Method	33	2	5	131	3.9697	0.76994	5
Q8Guided Teaching Method	33	2	5	130	3.9394	0.82687	6
Q6Discussion Teaching Method	33	2	5	124	3.7576	0.90244	7
Q7Flip classroom Teaching Method	33	2	5	123	3.7273	0.94448	8
Q13homework Teaching Method	33	2	5	123	3.7273	0.83937	9
Q9Task-driven Teaching Method	33	1	5	122	3.697	1.01504	10
Q5Questioning Teaching Method	33	1	5	118	3.5758	1.09059	11

From the above data, we can see that from the perspective of environmental design students, Case Teaching Method ranks first, Experimental teaching method ranks second, Multimedia Teaching Method ranks third, Lecture method ranks fourth, and Thematic Teaching Method ranks fifth. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for environmental design majors.
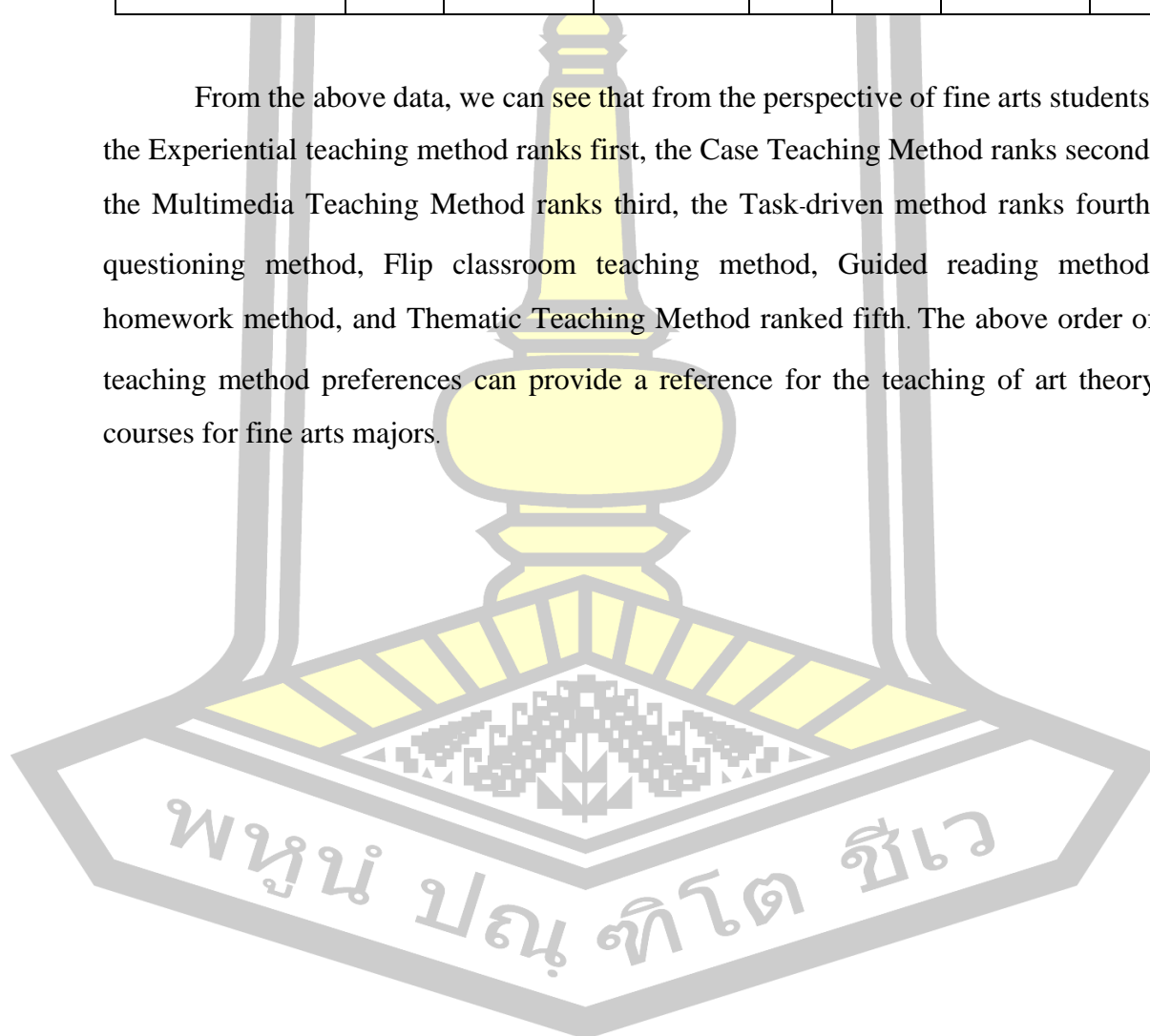
Table 15 Analysis of Teaching Method Preferences for Art Theory Courses of
Product Design Majors

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10 Experiential Teaching Method	18	3	5	75	4.1667	0.70711	1
Q12 Multimedia Teaching Method	18	3	5	75	4.1667	0.61835	1
Q6 Discussion Teaching Method	18	3	5	71	3.9444	0.63914	2
Q8 Guided Reading Teaching Method	18	2	5	70	3.8889	0.90025	3
Q11 Case Teaching Method	18	3	5	70	3.8889	0.58298	3
Q7 Flip classroom Teaching Method	18	2	5	68	3.7778	0.80845	4
Q4 Lecture	18	2	5	67	3.7222	0.89479	5

Teaching Method							
Q5 Questioning Teaching Method	18	2	5	66	3.6667	0.68599	6
Q 14Thematic Teaching Method	18	3	5	66	3.6667	0.68599	6
Q9 Task-driven Teaching Method	18	2	5	63	3.5	0.98518	7
Q13 Homework Teaching Method	18	2	5	59	3.2778	0.89479	8

From the above data, we can see that from the perspective of product design students, the Experiential teaching method and Multimedia Teaching Method ranked first, the Questioning method ranked second, the Case Teaching Method and Guided reading method ranked third, and the Flip classroom teaching method ranked second Four, Lecture method ranked fifth. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for product design majors.

Table 16 Analysis of Teaching Method Preferences for Art Theory Courses of
Students Majoring in Visual Communication Design

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10 Experiential Teaching Method	22	3	5	92	4.1818	0.79501	1
Q12 Multimedia Teaching Method	22	3	5	90	4.0909	0.81118	2
Q11 Case Teaching Method	22	3	5	86	3.9091	0.75018	3
Q14Thematic Teaching Method	22	3	5	83	3.7727	0.81251	4
Q4 Lecture Teaching Method	22	2	5	81	3.6818	0.83873	5
Q13 Homework Teaching Method	22	3	5	78	3.5455	0.73855	6
Q8 Guided Reading Teaching Method	22	2	5	77	3.5	0.74001	7

Q9 Task-driven Teaching Method	22	2	5	7 4	3.3636	0.84771	8
Q6 Discussion Teaching Method	22	2	5	7 3	3.3182	0.8937	9
Q7Flip classroom teaching method	22	1	5	7 2	3.2727	0.93513	10
Q5 Questioning Teaching Method	22	1	5	6 9	3.1364	0.83355	11

From the above data, we can see that from the perspective of visual communication design students, the Experiential teaching method ranks first, the multimedia teaching ranks second, the Case Teaching Method ranks third, the Thematic Teaching Method ranks fourth, and the Lecture method ranks fifth. The above order of teaching method preferences can provide a reference for the teaching of art theory courses for product design majors.
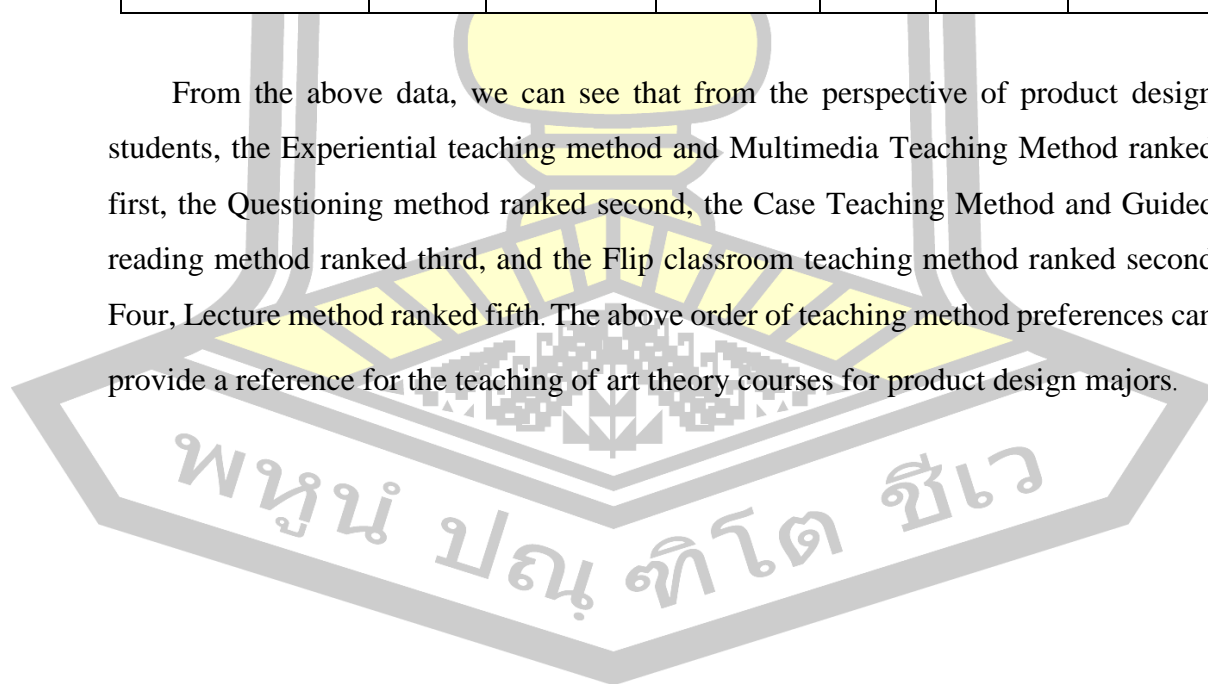
4.2.3 Analysis as a whole

The result from the SPSS:
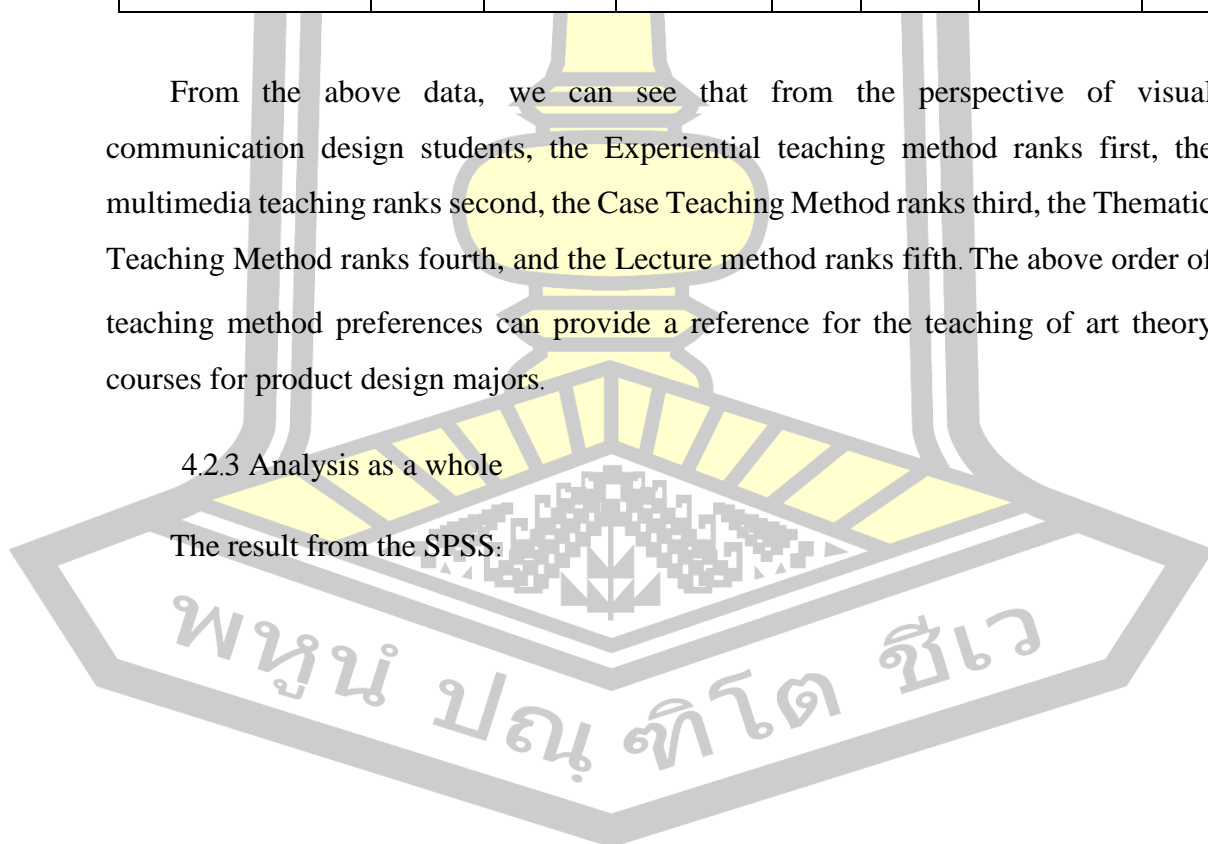
Table 17 Analysis of Teaching Method Preferences in Art Theory Courses as a whole

Teaching Method	Cases	Minimum	Maximum	Sum	Mean	Standard Deviation	Rank
Q10 Experiential Teaching Method	186	1	5	764	4.1075	0.80488	1
Q11 Case Teaching Method	186	1	5	759	4.0806	0.81137	2
Q12 Multimedia Teaching Method	186	1	5	753	4.0484	0.82712	3
Q14 Thematic Teaching Method	186	1	5	724	3.8925	0.83779	4
Q4 Lecture Teaching Method	186	1	5	723	3.8871	0.87187	5
Q8 Guided Reading Teaching Method	186	1	5	713	3.8333	0.88175	6
Q6 Discussion Teaching Method	186	1	5	705	3.7903	0.90292	7

Q7 Flip classroom Teaching Method	186	1	5	699	3.7581	0.94186	8
Q9 Task-driven Teaching Method	186	1	5	696	3.7419	0.9908	9
Q13 Homework Teaching Method	186	1	5	688	3.6989	0.89786	10
Q5 Questioning Teaching Method	186	1	5	676	3.6344	0.97299	11

The result: From the above data, we can see that from the overall analysis, among all teaching methods, the Experiential teaching method ranks first, the Case Teaching Method ranks second, the Multimedia Teaching Method ranks third, the Thematic Teaching Method ranks fourth, and the Lecture method ranks first five. The ranking of the above teaching method preferences reflects the students' preference for the teaching method of the art theory course as a whole, and it is an important reference for us to carry out the teaching of the art theory course.

4.3 Research question 3: what are the suggestion for Multiple Teaching Method?

According to the analysis of the above scales, we can see that students on the whole pay more attention to the participation and experience of perceptual experience. At the same time, the Lecture method is still ranked relatively high in the students' choice, which shows that the Lecture method is still indispensable in the teaching of art theory courses. Therefore, in teaching, it is necessary to achieve the unity of sensibility and

rationality. Overall, the top five teaching methods include: Experiential teaching method, Case Teaching Method, Multimedia Teaching Method, Thematic Teaching Method, Lecture method.

In order to better analyze the teaching methods suitable for art theory courses, the article designed an open question "What suggestions do you have for improving the teaching methods of art theory courses?" The statistical results are shown in Table 18.

Table 18 Students' Suggestions for Improving the Teaching Method of Art Theory Course

No.	Advice content
1	Adore Multimedia Teaching Method
2	Enrich the way of class
3	Multiple methods can be changed to attend the class, not limited to one way
4	Adopt the three-combination method of teaching, observation and discussion
5	Combined with the line
6	Practice modeling more
7	Can increase the teaching method of linking theory with practice
8	linking theory with practice
9	linking theory with practice
10	The combination of theory and practice will be better
11	Combine theory and practice
12	Combine theory with practice
13	It is suggested that teachers teach students to teach people to fish than to fish, let the students understand the point of strength and teach the knowledge of dance style, so that students can better grasp the dance style.

14	It is suggested that teachers with strong theories prepare their lessons well, explain the key points before class, and give the knowledge framework of this lesson.
15	Improve the enthusiasm of the class to promote the importance of their courses
16	Use Task-driven method to let students actively learn and experience the pleasure of completing tasks, cultivate the learning ability and cooperation ability and the ability to solve problems independently, and incorporate the usual task performance into the usual points to stimulate learning motivation and interest
17	After each class can be assigned a little small task
18	I hope the teacher will design more discussion links to mobilize the atmosphere
19	The students can ask more questions and interact with the teachers and students
20	Can be combined with questions
21	It is suggested that the teacher can also let the students to prepare for ppt class teacher finally summarize the end of the class let the students draw the key points
22	Art theory course is boring and thinking logic is strong, need students preview after class, after class do each chapter of mind mapping as homework, this is a necessary process to learn art theory course, the course should join the teacher's own understanding and practice, such as times and art policy "dance" and relative to the dance works, such as the green and so on keep pace with The Times dance art works conform to the trend of the development of contemporary art and aesthetic value
23	update ppt

24	Strengthen social exchanges and practice
25	Close to life, what you learn can be used in reality
26	Be more professional and improve the course quality. In the classroom is not just to master the book knowledge, there are other derivative things.
27	Carry out teaching activities combined with majors
28	Multi-point case
29	Talk more about cases
30	More columns, illustrated and more easy to understand
31	Add more examples to enhance students' understanding
32	Find more cases, and interact more
33	The knowledge points of the teacher need to be expanded and wider, update the courseware, you can use the existing examples to explain
34	More interaction
35	I hope there can be a teaching interaction in the classroom
36	I like our teacher very much, but I hope the teacher lesson preparation is more rich, don't read ppt. I think theoretical learning is very important for art students. If they learn theory well, they will also improve the ability of our art students. Only by combining theory with practice will they be fundamentally different from painting in high school.
37	Participate in more practical activities
38	More practical lessons
39	More practice
40	Learn more about software and practice more about it

41	Strengthen practical operation
42	Suggest more practice, go out of the classroom
43	Students can be organized to conduct art practice activities for teaching
44	Hope to develop the indoor classroom to the outdoor
45	Adjust the curriculum, can be divided into courses for teaching, hope the teacher to teach more practical things in class, rather than speak too much theory, teaching practical practice will be more useful.
46	Art pays attention to the classics, and many art theories are also born from the classic masterpieces. However, The Times are advancing, living in the modern era, have not experienced the complex life of students sometimes for some art theory understanding is very one-sided and superficial, and there is a high probability of learning to forget. Students think, want to carry out the purpose of art theory course, really let the students understand the theory of art, improve their artistic level and self-restraint, can organize some field works appreciation, go out exhibition practice, to the teacher's guidance and explanation, let the students truly immersive feeling of art and art disorder, can better deepen students' understanding of art and impression. Second, combining classic and rising star, give students some of a classic art theory applied in modern examples, joint actual let students can in the study in the future life, through the media, works, objects feel the ubiquitous life of art theory, on the basis of solid art theory rich students' art connotation, can let students produce independent knowledge consciousness and learning art theory of habit. Let the students really deeply study the art theory, understand the diversity of expression of art theory, and the practicality of art theory in life. Perhaps this theory can ignite the fire of inspiration for students, and let them find the direction that art can be implemented in the modern society. It is not some students learn four years, to the end even what

	they want to do, what they can do, don't know. The above immature suggestions, I hope that the leaders and teachers can adopt as appropriate.
47	Art comes from practice, and gives us more practice and experience
48	More video examples to help you understand
49	More experiential teaching
50	The class can be more vivid, add more pictures to explain

The result: Suggestions on the teaching methods of art theory courses have been sorted out, and there are a total of 52 suggestions. These suggestions reflect students' thinking on the teaching methods of art theory courses and students' demands on the teaching of art theory courses. They deserve our attention. To sum up, these suggestions mainly. It can be divided into the following aspects:

First, in terms of teaching methods, students directly proposed the teaching methods suggested by the teacher, such as Case Teaching Method, task-driven teaching method, Multimedia Teaching Method, Discussion method, homework method, Questioning method, etc.

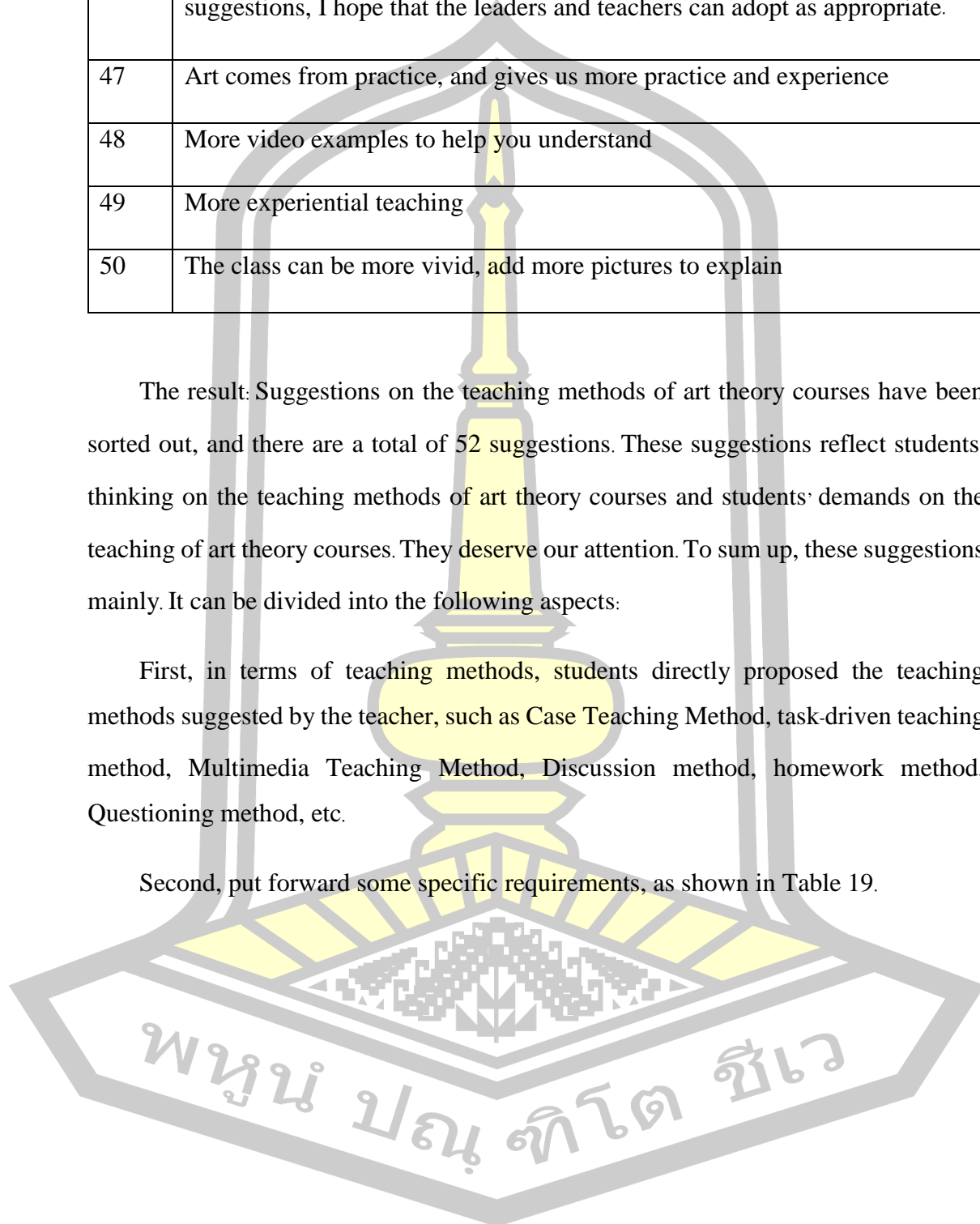Second, put forward some specific requirements, as shown in Table 19.

Table 19 Statistics of Students' Specific Requirements for Teaching Methods

No.	Specific Requirements		
1	Enrich teaching forms		
2	A combination of various teaching methods		
3	Combine online and offline teaching		
4	Carry out teaching in combination with majors		
5	linking theory with practice		
6	Highlight the importance of the curriculum		
7	Students should take the initiative to learn		
8	Combine it with reality		
9	Combine it with reality		
10	More cases		
11	More interaction		
12	More teachers' professionalism and teaching ability		
13	More practice		
14	Combine it with artistic practice		
15	More emotional experience		

The above suggestions reflect the students' demands for the teaching methods of the art theory course, and have very important reference significance for the application of the teaching methods of the art theory course. From these requirements, we can see that students pay more attention to the combination of theory and practice, and to the perceptual experience. The combination with rational analysis, attaches importance to the combination of various teaching methods, etc.

4.4 Summary

According to the above content, we combine the content of the Likert scale and the sorting of the answers to students' open questions, we can find that students pay more attention to the practicality of the teaching of art theory courses, the combination of teaching and art practice, and the sensibility of teaching Combination of experience and rational analysis, emphasis on examples, etc.

To sum up, the research found the following teaching methods are more suitable for the teaching of art theory courses: Experiential teaching method, Case Teaching Method, Multimedia Teaching Method, Thematic Teaching Method, these teaching methods well reflect the demands of students. At the same time, the traditional Lecture Method It is still a very important teaching method. It is also very important that teachers can clearly teach art theory knowledge to students through the Lecture method.

In addition, we must also pay attention to the combination of multiple teaching methods, the combination of online teaching and offline teaching, etc., and determine the appropriate teaching method according to the course content, rather than always using one teaching method.
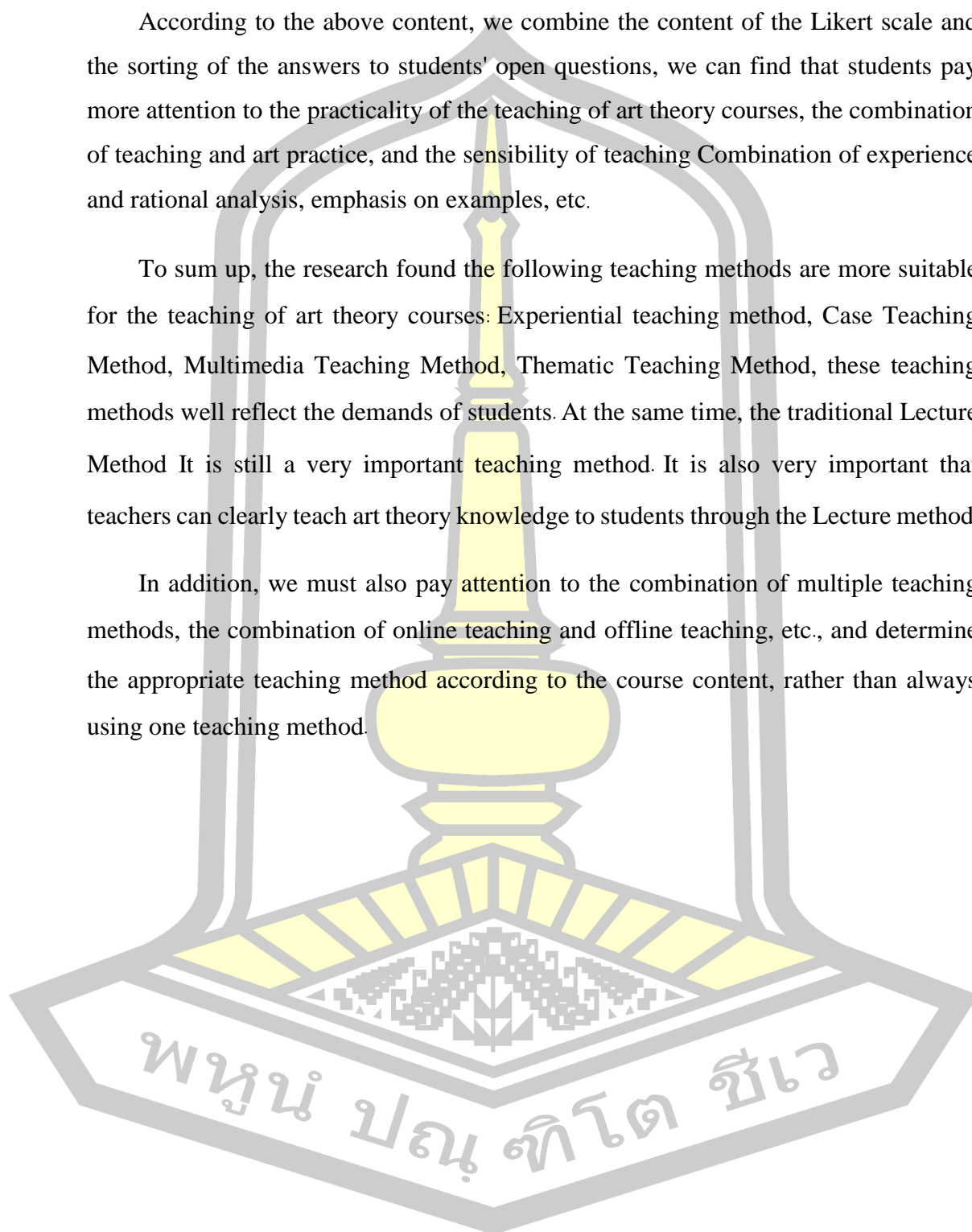
CHAPTER V
CONCLUSION AND DISCUSSION

This chapter organizes and discusses the viewpoints of the full text and draws conclusions. It also provides suggestions for the teaching of art theory courses in colleges in Guangxi, China, provides suggestions for further research.

The topic list are as follows:

5.1 Conclusion

5.2 Discussion

    5.2.1 What are the problems existing in the present Teaching Method in Art Theory Course?

    5.2.2 What are the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major?

    5.2.3 What are the Suggestions for Multiple Teaching Method for the teaching of art theory courses?

5.3 Suggestion for Implication

5.4 Suggestion for further research

5.1 Conclusion

Because the content of art theory courses is relatively abstract and difficult to understand, the art students prefer art practice courses and do not like art theory courses, which leads to students' low interest. In this thesis, in order to improve students' interest in learning art theory courses, the author explores it from the perspective of teaching methods. In the research, this thesis compares and analyzes the differences of multiple teaching methods in stimulating students' learning interest through questionnaire survey, and finds out the teaching methods that can effectively

stimulate students, interesting to learn art theory courses, so as to provide reference and suggestions for the teaching of art theory courses.

The conclusions are as follows:

Firstly, about the problems existing in the present Teaching Method in Art Theory Course. According to the questionnaire, we can understand the teaching methods currently used in art theory courses and the problems existing in the present Teaching Method in art theory courses. The top five teaching methods currently used in art theory courses are: Lecture method, Questioning method, Multimedia Teaching Method, Discussion method, Case Teaching Method. Judging from the questionnaire, the current teaching method of art theory courses is still dominated by the traditional teaching method, which seldom mobilizes the perceptual experience of students, so it will also affect students' interest in learning. Regarding the problems existing in the teaching methods of the current art theory courses, after investigation, the students think that they mainly include: From the perspective of the curriculum, students think that the content of the art theory courses is relatively boring, and the knowledge is relatively abstract and difficult to understand, resulting in low interest in learning art theory courses ;From the students' point of view, students' lack of understanding of the importance of art theory courses, students' lack of understanding ability, lack of abstract thinking and theoretical thinking ability, etc. have also affected students' interest in learning art theory courses; from the teacher's point of view Generally speaking, outdated teaching content and courseware, single teaching method, lack of practice, and lack of experience are common problems.

Secondly, about the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major. On the basis of a large amount of literature, the article organizes the teaching methods suitable for art theory courses (11 teaching methods in total), and then formulates a questionnaire about different teaching methods and students' learning interests based on the five-point Likert scale, To investigate and understand students' preferences for these teaching

methods. The survey found that students of different genders and majors have some differences in their preferences for teaching methods, but they also have something in common, that is, they are generally interested in Experiential teaching method, Case Teaching Method, and Multimedia Teaching Method. These three teaching methods are basically all in the top three. This shows that students hope that this course can enhance the experiential nature and pay attention to the perceptual experience of students, not just theoretical lectures, because these three teaching methods all attach great importance to perceptual experience of people, and the art theory course itself is very theoretical. It is relatively abstract and difficult to understand, so students hope that the teacher can avoid pure theoretical teaching in the course, add some perceptual content, add some cases, and achieve the unity of perceptual and rational, so as to better understand the relevant knowledge. The article also analyzes the total data as a whole, and the final total data shows that the top five teaching methods that students like most are: Experiential teaching method ranked first, Case Teaching Method ranked second, Multimedia Teaching Method Ranked third, Thematic Teaching Method ranked fourth, Lecture method ranked fifth.

Thirdly, about the suggestions for Multiple Teaching Method. The article formulates some open questionnaires to ask students for suggestions and opinions on improving the teaching methods of art theory courses, the students put forward 52 suggestions, which are summarized as follows: First, the students directly suggested that the teacher adopt some teaching methods that can arouse students' interest in learning, such as homework method, Case Teaching Method, task-driven teaching method, Multimedia Teaching Method, Discussion method, Questioning method, etc.; the second is to put forward some specific requirements for the teaching of art theory courses, such as increasing art practice, enhancing experience, increasing cases, increasing interaction, enhancing teachers' professional ability, enriching teaching forms, and matching with real life . Combine, combine theory with practice, and so on. According to these opinions and requirements of students, combined with the previous analysis, the research found that the following teaching methods can fully stimulate

students' interest in learning and are more suitable for the teaching of art theory courses: Experiential teaching method, Case Teaching Method, Multimedia Teaching Method, Thematic Teaching Method, etc.

Fourthly, we can design a new teaching method, mixed teaching method, that means in the specific teaching process, the teacher can flexibly choose the teaching method according to the teaching content, it can be a variety of teaching methods mixed together. Although Lecture method is relatively mechanical and boring, it is still an indispensable teaching method. In addition, task-driven teaching method, Flip classroom teaching method, questioning method, Discussion method, etc. can also be used in the teaching of art theory courses. Of course, in the specific teaching process, the teaching method should be flexibly selected according to the teaching content, and various teaching methods can also be used together. According to the full text, this mixed teaching method should be based on students' experience, which is determined by the nature of the art theory course. The content of the art theory course is abstract and boring, if the teaching method is also abstract, then it is difficult for the art theory course to stimulate student's learning interest. Therefore, when we choose the multiple teaching methods for the art theory courses, we should try to mobilize students' perceptual experience, let the teaching process relate to the students' experience, so as to stimulate students' interest in learning.

5.2 Discussion

The purpose of this paper is to discuss the relationship between multiple teaching methods and students' learning interests in the teaching of art theory courses, mainly from the following aspects:

5.2.1 What are the problems existing in the present Teaching Method in Art Theory Course?

This is actually a survey of the current state of the art theory course teaching methods. At present, there are many literature that have studied this issue. These literature point out the common problems in the teaching of art theory courses, such as

abstract and difficult course content, students do not pay attention to the course (Long Zeju, 2022), teaching content is outdated, Rigid teaching methods, single assessment methods, etc. (Guo Shumin, 2020), Wu Yanfa (2016) made a detailed analysis of the current teaching situation of art theory courses, and believed that the current teaching of art theory courses lacks interaction between teachers and students, students are not motivated, and students Absence of class, absenteeism, and playing mobile phones in class are relatively common, and the reasons behind it are analyzed from four aspects: students, courses, teaching materials, and course arrangements. Wang Xueqin (2013) analyzed the current phenomenon of underestimating theory courses in most colleges and universities. Li Nan (2019) analyzed the current existence of art theory courses from the aspects of marginalization of art theory, traditional teaching methods, and unclear positioning of teaching content. The problem. Li Wenjie (2013) took the design profession as an example to analyze the disconnection between art theory courses and professional courses in the current art theory course teaching, and analyzed the reasons behind it. Xing Xiangju & Li Binjuan (2016) conducted a relatively comprehensive analysis of the problems existing in the teaching of art theory courses in colleges and universities: first, colleges and universities have insufficient understanding of the importance of art theory courses, and second, students generally despise or lack interest in art theory courses. The third is that the teaching mode of art theory classrooms is outdated, and the teaching methods of traditional art theory classrooms in colleges and universities are single. Teachers still impart theoretical knowledge in traditional teaching methods, and adopt the teaching methods of "full classroom irrigation" and "cramming ducks". Fourth, the teaching staff of art theory education is weak.

In short, these documents have made a more comprehensive summary and analysis of the problems existing in the teaching of the current art theory courses, and let us have an in-depth understanding of the teaching of the current art theory courses.

In order to fully understand the current situation of art theory course teaching, the article also made an open questionnaire, setting up "in the art theory course teaching

you have attended, which of the above teaching methods did the teacher use?" "What do you think of the current art theory course What are the problems in teaching methods?" And so on.

Regarding the question "Which of the above teaching methods did the teacher use in the teaching of art theory courses you have attended?" The answers collected are: Lecture method is the most used teaching method, accounting for 90.32%, and the second is Questioning method, accounting for 80.11% %, the third is the Multimedia Teaching Method, accounting for 73.12%, the fourth is the Discussion method, accounting for 72.58%, the fifth is the Case Teaching Method, accounting for 63.44%, the sixth is the homework method, accounting for 59.68%; the seventh is Task-driven method, accounting for 45.7%, the eighth is the Experiential teaching method, accounting for 44.62%, the ninthis the Guided reading method, accounting for 44.09%, the tenthis Thematic Teaching Method, accounting for 37.63%, and the tenthis the Flip classroom teaching method, accounting for 34.41%. Here we can see that the traditional Lecture method is the most important teaching method.

The above statistics provide an important reference for us to understand the teaching method of the current art theory course.

Regarding the question "What problems do you think exist in the teaching methods of the current art theory course?" The collected situation is: the students listed 50 questions in total, and these questions are reflected in three aspects: First, the problems existing in the course itself, such as the content Abstract, boring, difficult to understand, unreasonable arrangements, etc.; the second is the problems existing in the students, such as insufficient understanding of the importance of the course, poor comprehension ability, and non-positive learning attitude; the third is the problems existing in the teachers, such as teaching methods Tradition, lack of interaction, single form, reading PPT or textbooks in teaching, boring, too few cases, insufficient ability, lack of practice, lack of experience, and not closely related to the major.

These survey results are basically consistent with the situation reflected in these literatures, that is, the teaching of art theory courses is indeed generally dominated by traditional teaching methods, and students are not interested in learning.

5.2.2 What are the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major?

The second research question of this thesis is to investigate the student's Learning Interesting in Multiple Teaching Method in Art Theory Course. This part of the content is mainly realized through the Likert scale questionnaire. After reading a large amount of literature, the article summarizes the teaching methods related to art theory courses, including Lecture method, discussion teaching method, questioning teaching method, Experiential teaching method, Multimedia Teaching Method, online teaching method (MOOC, Micro class, WeChat, QQ, live class, Tencent meeting, zoom and other technical means), "Flip classroom teaching method" teaching method, hybrid teaching method (online and offline hybrid, theory and practice, etc.), example teaching method, Situational teaching method, interactive teaching method, exploratory teaching method, heuristic teaching method, Thematic Teaching Method, etc. These explorations provide a wealth of information for the research of this article. On this basis, the article makes a Likert scale. Conduct research on students.

There are 11 questions in this scale, which are used to investigate the degree of students' liking for 11 typical teaching methods. Each question has 5 options: "1 I don't like it very much", "2 I don't like it", "3 I have no opinion", "4 likes", "very like", each student chooses according to his or her like. For a more precise understanding, the article also sets two variables, gender and profession.

The results of the survey show that from the perspective of men, the Experiential teaching method ranks first, the Multimedia Teaching Method ranks second, the Guided reading method, Task-driven method, and Case Teaching Method rank third, and the Lecture method and Questioning method rank fourth , Flip classroom teaching method ranked fifth; from the perspective of women, Experiential teaching method ranked

first, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Thematic Teaching Method ranked fourth, Lecture method ranked fifth ; From the perspective of music major students, Case Teaching Method ranked first, Experimental teaching method ranked second, Questioning method, Task-driven method, Multimedia Teaching Method, Thematic Teaching Method tied for third place, Lecture method ranked fourth, Flip classroom teaching method, Guided reading method, and homework method ranked fifth in a row; from the perspective of students majoring in dance, Case Teaching Method ranked first, Experiential teaching method, Multimedia Teaching Method ranked second, and Thematic Teaching Method ranked third , Lecture method and Guided reading method ranked fourth, Questioning method ranked fifth; from the perspective of fine arts students, Experiential teaching method ranked first, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Task -driven method ranked fourth, Questioning method, Flip classroom teaching method, Guided reading method, homework method, Thematic Teaching Method ranked fifth; from the perspective of dance performance students, Experiential teaching method ranked first, Lecture method, Case Teaching Method ranked second, Multimedia Teaching Method ranked third, Thematic Teaching Method ranked fourth, and Questioning method ranked fifth; from the perspective of environmental design students, Case Teaching Method ranked first, and Experience teaching method ranked first second. Multimedia Teaching Method ranked third, Lecture method ranked fourth, and Thematic Teaching Method ranked fifth; from the perspective of product design students, Experiential teaching method and Multimedia Teaching Method ranked first, and Questioning method ranked second , Case Teaching Method and Guided reading method ranked third, Flip classroom teaching method ranked fourth, Lecture method ranked fifth; from the perspective of students majoring in visual communication design, Experiential teaching method ranked first, and multimedia teaching ranked first Second, Case Teaching Method ranked third, Thematic Teaching Method ranked fourth, and Lecture method ranked fifth. After sorting out, we can find that all students are generally interested in Experiential teaching method, Case Teaching Method, and Multimedia Teaching Method, regardless of gender analysis or professional analysis.

These three teaching methods are basically in the top Three. We present it in the form of a table, which will be more clear, see Table 20.

Table 20 Statistical Table of Preferences for Teaching Methods of Art Theory Courses of Different Genders and Majors (from SPSS)

Teaching method / rank / item	Experiential teaching method	Case Teaching Method	Multimedia Teaching Method	Lecture method	Thematic Teaching Method	Guided reading method	Discussion method	Flip classroom teaching method	Task-driven method	homework method	Questioning method
male	1	3	2	4	7	3	4	5	3	8	6
female	1	2	3	5	4	6	7	8	10	9	11
Musicology	2	1	3	4	3	5	3	5	3	5	6
Dance major	2	1	2	4	3	4	5	5	6	7	8
Fine Arts	1	2	3	6	5	5	7	5	4	5	5
Dance Performance Major	1	2	3	2	4	6	5	4	7	8	8
Environmental Design Major	2	1	3	4	5	6	7	8	10	9	11
Product Design	1	3	1	5	6	3	2	4	7	8	6
Visual Communication	1	3	2	5	4	7	9	10	8	6	11

Design Major											
Total (total ranking score)	12	18	22	39	41	45	49	54	58	6 5	72
overall rank	1	2	3	4	5	6	7	8	9	1 0	11

In order to obtain more references, the article also made statistics on all the data as a whole. The statistical results show that: among all teaching methods, the Experiential teaching method ranks first, the Case Teaching Method ranks second, and the Multimedia Teaching Method ranks third. Thematic Teaching Method ranked fourth, and Lecture method ranked fifth. The ranking of the above teaching method preferences reflects the students ' preference for the teaching method of the art theory course as a whole, which is basically consistent with the statistics in Table 27 above, and is an important reference for us to carry out the teaching reform of the art theory course.

5.2.3 What are the Suggestions for Multiple Teaching Method for the teaching of art theory courses?

This problem involves the reform of the teaching method of art theory course. The teaching method is suitable for the teaching of art theory courses, and the teaching reform of art theory courses has been carried out.

Regarding the reform of the teaching of art theory courses, there are a lot of literature discussing this problem. These literature make a more in-depth analysis of the application of various teaching methods in the teaching of art theory courses, which provides great help to the research of this paper. For example, Long Zeju (2022) discussed the application of teaching methods such as discussion teaching method and questioning teaching method in the teaching of art theory courses. Mobilize the perceptual experience of students in teaching, so as to achieve the unity of perceptual

and rational. Zhong Anqi & Cui Bin (2022) emphasized the need to make full use of modern technical means to realize the combination of pictures, sounds, and text, so as to arouse students' interest in learning, which actually emphasizes the importance of Multimedia Teaching Method. Wang Lin (2022) specifically discussed how to carry out online teaching activities in art theory courses, and achieve the combination of online teaching and offline teaching, which is a popular teaching method today. Jiang Tianliang (2021) introduced a new learning theory: Connectivist learning theory, which provides a new pedagogical theory for the research of this paper. On the basis of this theory, the author discusses the teaching reform of the art theory course, and proposes a teaching reform based on the production of Internet knowledge products, that is, to construct a new teaching mode, and divide the teaching into four stages: product design, Product sample production and verification, product release (production), product use effect feedback, provide us with a new idea of teaching method reform. Zhang Xianguo (2019) discussed the use of the "Flip classroom teaching method" teaching method, which has become more fashionable in recent years, in the teaching of art theory courses, which gave us a lot of inspiration. Tan Xiaobei (2019) explored the teaching reform of art theory courses in art design majors in higher vocational colleges from the perspective of museum utilization. This actually explores how to integrate art practice into the teaching of art theory courses, which is of great significance to our research. Important revelation. Wu Yanfa (2016) discussed the use of the case teaching method, which is of great reference value. Li Maomin (2012) discussed the application of multimedia in the course of "Art Theory", which provided us with a reference. Wang Xueqin (2013) proposed a curriculum system with multiple teaching strategies, and believed that obscure and abstract theoretical courses can be taught from a single textbook system to a diversified teaching method consisting of three links: learning, evaluation, and practice. Important revelation. Luo Haochang (2018) explored the teaching of art theory courses from the perspective of research learning, which has very important guiding significance. Yan Yan (2016) explored the use of the WeChat

platform in the teaching of art theory courses in colleges, and also gave us important inspiration. We can further explore how to use QQ, Douyin, Kuaishou and other popular platforms for teaching reform. Wang Haiyan (2015) explored the teaching reform of art theory courses from the "thematic" teaching mode.

In order to find out which teaching methods are more suitable for the teaching of art theory courses, the article also sets an open question "What suggestions do you have for improving the teaching methods of art theory courses?" to solicit students' opinions and suggestions. Through sorting out the questionnaire, the students provided a total of 52 suggestions, which are of great reference value for our teaching reform of the art theory course. These suggestions from students include three aspects: one is to directly make suggestions, hoping that teachers will use some teaching methods, such as homework method, Case Teaching Method, task-driven teaching method, Multimedia Teaching Method, Discussion method, questioning method, etc.; These requirements are an important reference for us to choose teaching methods. These requirements include enriching teaching forms, combining multiple teaching methods, combining online and offline teaching, combining professional teaching, and integrating theory with practice, Emphasize the importance of courses, students should take the initiative to learn, combine with reality, increase cases, increase interaction, enhance teachers' professionalism and teaching ability, increase the combination of practice and art reality, increase perceptual experience, etc. From these specific requirements, we can see students' preferences and needs for experiential teaching methods, Multimedia Teaching Method, Case Teaching Method, and Thematic Teaching Method, because these teaching methods attach importance to students' perceptual experience, integration with majors, and case analysis. It can effectively overcome the abstraction and boring nature of art theory, fully stimulate students' interest in learning, and improve teaching effects.

Based on the content of the above literature study and questionnaire survey, the research found that teaching methods such as Experiential teaching method, Case Teaching Method, Multimedia Teaching Method, Thematic Teaching Method can fully

mobilize students' interest in learning, and are more suitable for the teaching of art theory courses. Of course, in the specific implementation process, we still have to flexibly choose the teaching method according to the teaching content and the situation of the students.

5.3 Suggestion for Implication

After the statistical analysis of the questionnaire, combined with the study of the literature, and summarizing the full text, on how to choose a better teaching method to mobilize students' interest in learning, and how to carry out the teaching of art theory courses, the author put forward the following ten suggestions, named "Ten Principles of art theory courses teaching":

(1) Combining theory and practice

In terms of the nature of the course, the art theory course is a typical theoretical course. It is its basic feature, so our teaching cannot be separated from this. At the same time, in order to stimulate students' interest in learning, we need to add some practical content to the teaching, such as some art practice activities, such as Tan Xiaobei's (2019) application of museums in the teaching of art theory courses. Under this principle, you can use Experiential teaching method or Multimedia Teaching Method.

(2) Concrete the abstract content

There are many philosophical or aesthetic concepts in art theory courses that are very abstract, and students are often difficult to understand, especially when students lack the corresponding theoretical foundation, they must explain and visualize related concepts. Some specific examples can be given, or even Carry out some art experience activities to allow students to have concrete perceptual experience of abstract concepts. Under this principle, you can use Case Teaching Method or Experiential teaching method.

⑶ Combining with artwork

Art theory comes from the process of creating and appreciating works of art. Art theory is a summary of art practice. Therefore, if you just talk about some pure theories, students will definitely not be interested in learning. However, if you can combine some specific works of art in teaching with analysis, the teaching effect will be much better. In actual teaching, these works of art should be works of art that students are interested in, so that students' interest in learning can be effectively stimulated. Under this principle, the Case Teaching Method can be used.

⑷ Combining with online and offline

During the COVID-19 epidemic, due to isolation, online teaching has been greatly developed, and the Rich in the form of teaching, it has its own advantages, such as rich resources, not limited by time and space, etc., but there are also some problems. And if the combination of online and offline can be achieved, these problems can be effectively overcome and students' interest in learning can be stimulated.

⑸ Combining with sensibility and rationality

Art theory belongs to rational content, but the understanding of these rational knowledge needs the support of perceptual experience. Therefore, in the teaching process, text teaching should be combined with artistic practice such as art appreciation, art performance, art creation, etc., so as to achieve a combination of sensibility and rationality, and use sensibility to help rational understanding.

⑹ Use of modern educational technology

In today's society, all kinds of modern educational technologies are quite developed. Teaching reform should make full use of these high-tech means, so that it can also be close to the actual life of students and fully mobilize students' interest in learning. Specifically include: QQ, MOOCs, micro-classes, WeChat, Douyin, Tencent conferences, zoom, TV documentaries, multimedia classrooms, etc., pay attention to

the application of Internet technology in teaching, and effectively integrate information resources such as multimedia, image and audio data.

(7) Combining with the major

Art theory courses some courses are aimed at all art phenomena, but the object of our teaching is a certain major. Art theory is somewhat general and abstract. It is understandable that students are sometimes difficult to arouse their interest. Once we combine the teaching of students' majors, students may be more interested. Students immediately feel that this course is related to their majors. Relevant, useful, and understandable. This is also what must be paid attention to in the teaching of art theory courses. Only in this way can students' interest in learning art theory courses be improved.

(8) Popularization of theoretical content

According to the survey, students generally reflect that the content of art theory courses is esoteric and difficult to understand, and is too abstract, which leads to incomprehension and lack of interest in learning. Then, as a class teacher, it is necessary to fully prepare the lesson before class, deeply understand and digest the relevant course content, and teach in a popular way so that students can understand the relevant content.

(9) Combining with Tradition and modernity

Although the traditional lecture method has obvious problems, students don't like it, and it is not conducive to mobilizing students' interest in learning, but the traditional lecture method also has its own advantages, that is, it can effectively build a complete knowledge system for students, which is very important Yes, if there is no traditional Lecture method, but only focus on experience or cases, students may get some fragments of perceptual experience instead of forming a complete knowledge system. Therefore, when reforming teaching methods, teachers should achieve an organic combination of traditional teaching methods and modern teaching methods, such as

Thematic Teaching Method and task-driven teaching method, which will reflect this principle.

(10) Combining with multiple teaching methods

In teaching, one teaching method cannot be rigidly used, but a combination of various teaching methods should be used. It is necessary to choose and adjust the teaching method according to the teaching content, the gender of the students, the major and other specific conditions, and "teach students in accordance with their aptitude", so that the teaching forms are rich and diverse, and the classroom atmosphere is active, thereby stimulating students' interest in learning.

## 5.4 Suggestion for further research

This study investigates the current teaching methods, investigates the teaching methods that students prefer, discusses which teaching methods are suitable for the teaching of art theory courses, and provides some ideas for the reform of the teaching methods of art theory courses. The research suggests the following:

(1) Expand the scope of the study. The main object of this thesis is the students of Guangxi Normal University for Nationalities, in further research, we can go to other universities to expand the scope of application of this research, and better promote the teaching reform of art theory courses.

(2) Carry out experimental research and obtain more data. Experiments are carried out on the specific application of some teaching methods, which will further push the content of this research into depth.
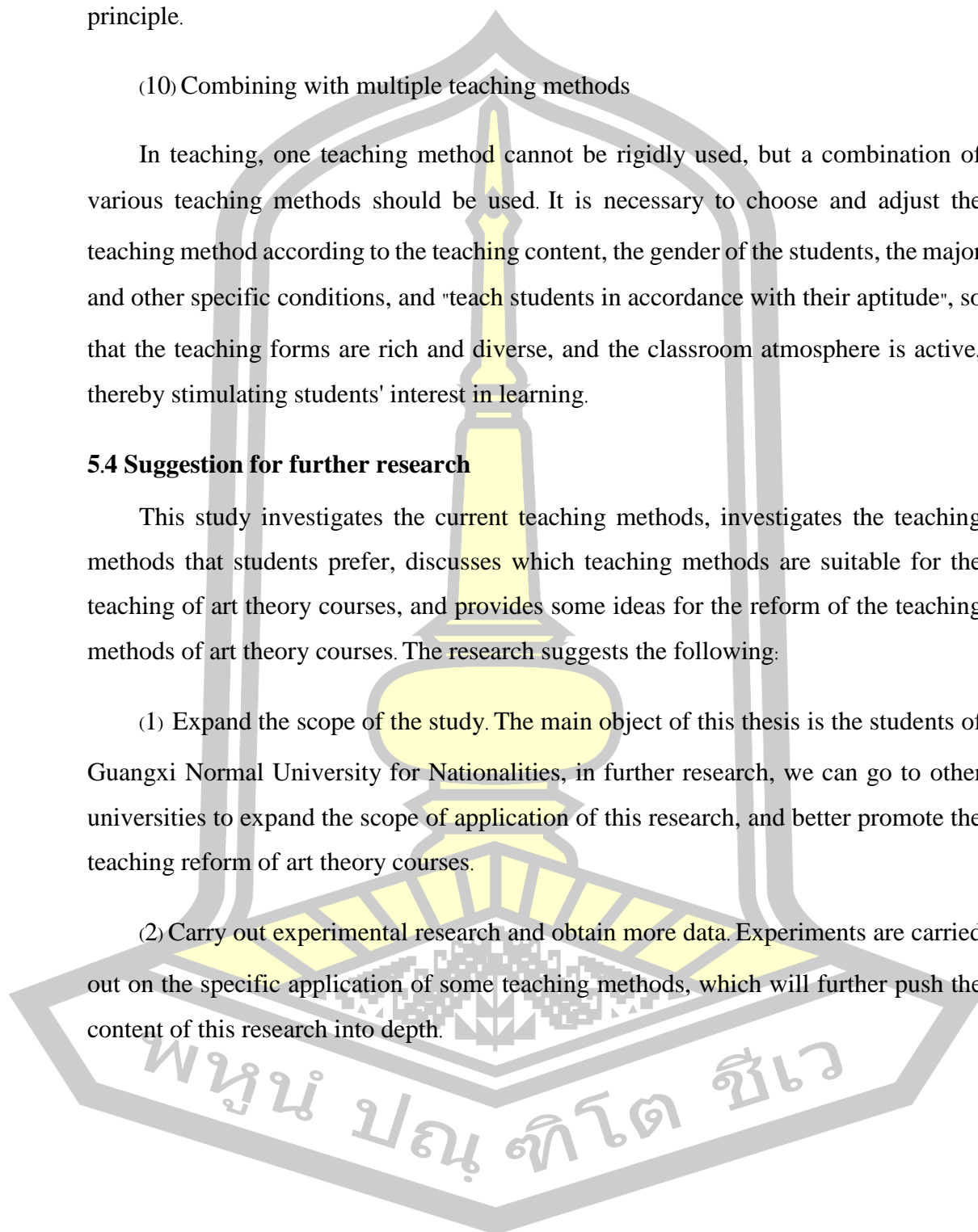
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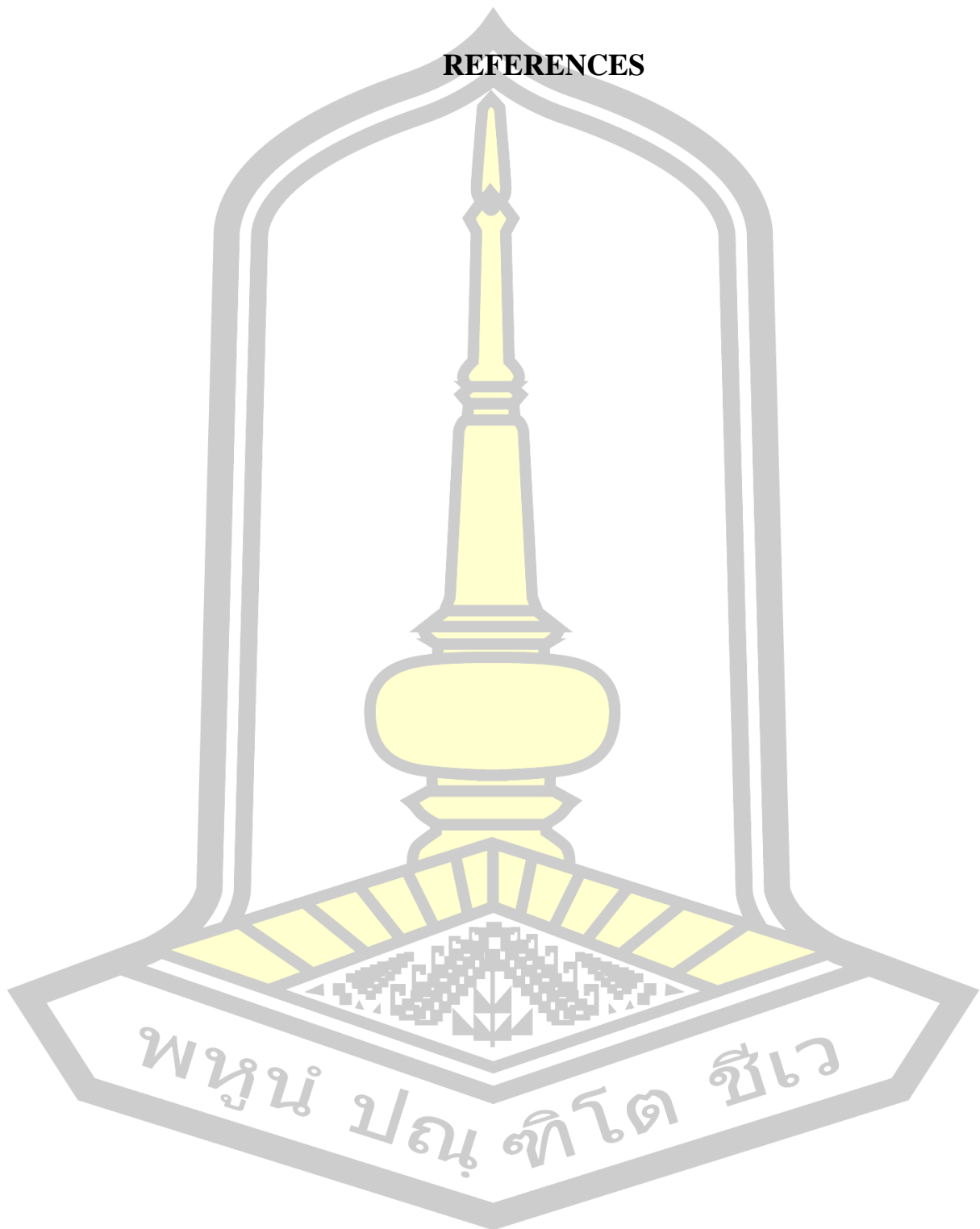
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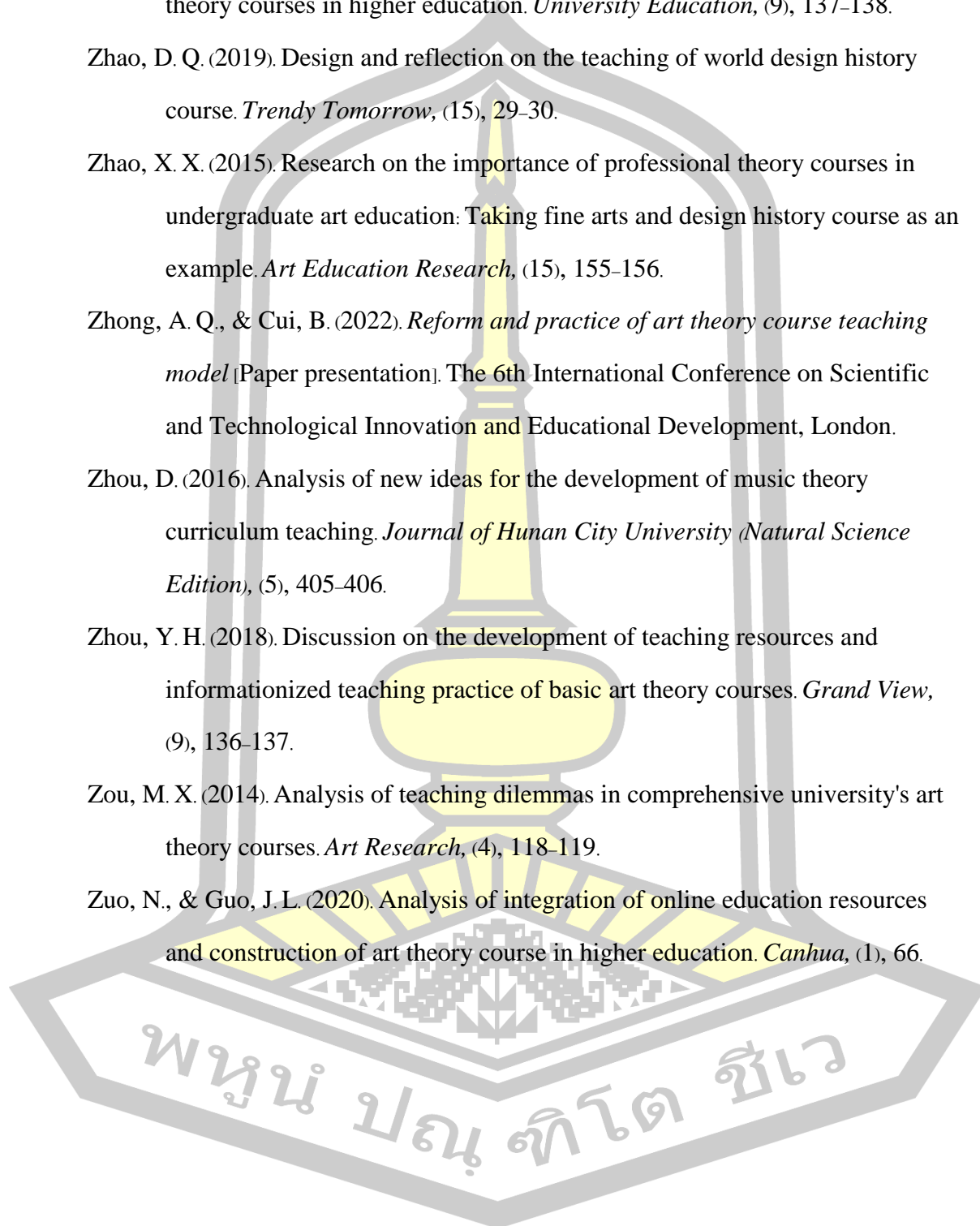
APPENDICES

Questionnaire on Students' Learning Interests in Teaching Methods of Art Theory Course

Survey object: Students of the third-grade (2020 grade) college students of art majors in the Art College of Guangxi Normal University for Nationalities.

The purpose of the investigation: to investigate the problems existing in the present Teaching Method in Art Theory Course, investigate the student's Learning Interesting in Multiple Teaching Method in Art Theory Course from gender perspective and Major, and at last to explore suggestions for Multiple Teaching Method.

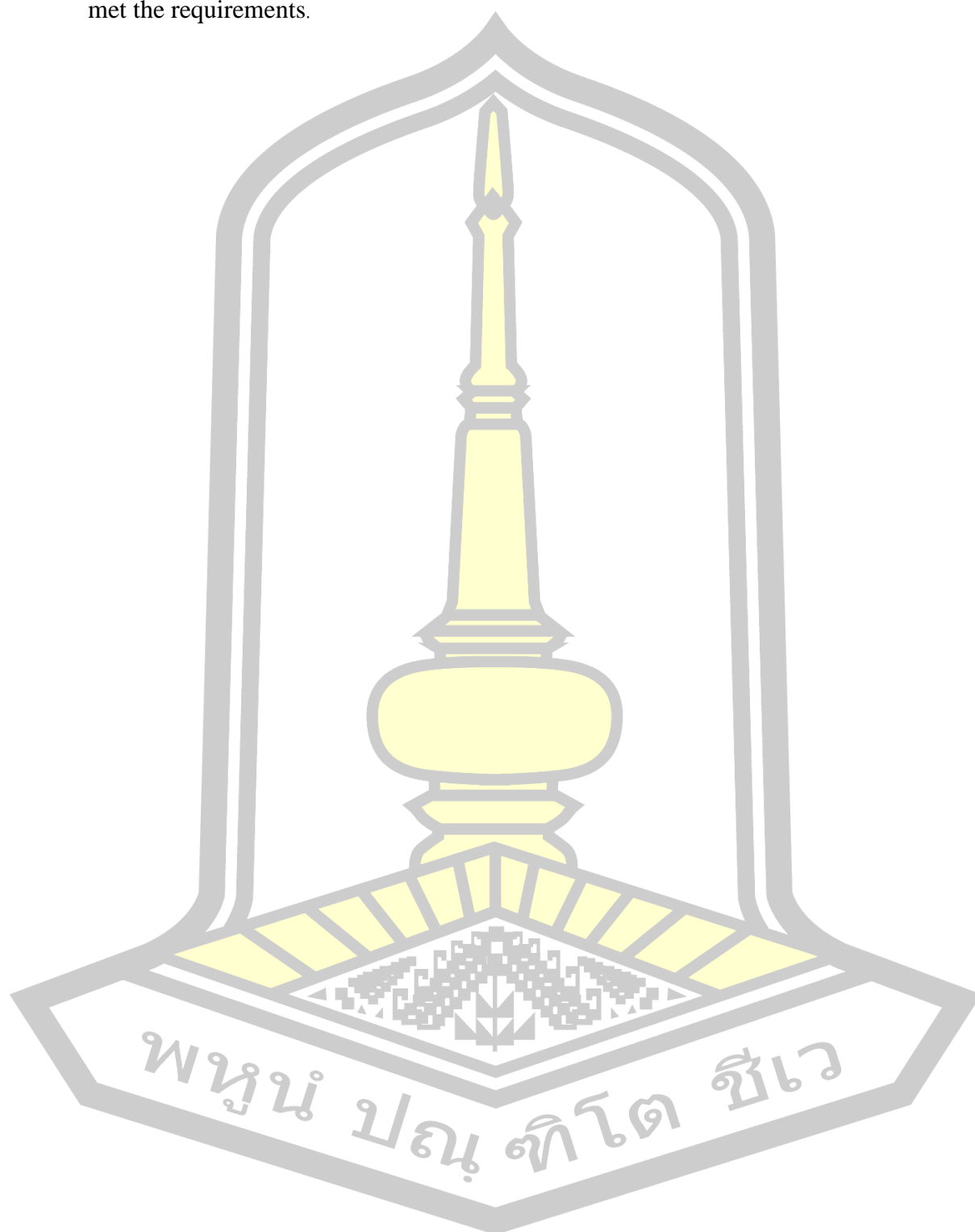**The composition of the questionnaire**:

The questionnaire is divided into three parts: the first part is demographic data, including gender, profession and grade. The second part consists of a questionnaire consisting of 11 questions related to teaching methods. The questionnaire is made based on a five-point Likert scale. Each question has five options, namely 1 dislike very much, 2 dislike, 3 no opinion, 4 like, 5 like very much, to investigate and understand students Attitudes towards various teaching methods, as table 3.. The third part is some open questions, to understand what teaching methods are currently used by teachers in the classroom, what problems do they think there are in the current teaching methods of art theory courses, and what suggestions are there for the teaching of art theory courses.

In order to ensure the scientificity and rationality of the questionnaire, the questionnaire passed the item-objective consistency index (checked by three experts. The first expert is Xiang Xianqing, an art theory course teacher majoring in musicology, the second is Qin Jie, a teaching method teacher, and the third is Huang Shengen, a teaching method teacher).

In order to ensure the validity of the questionnaire, the author conducted the trial distribution, and tested the questionnaire before the formal distribution, and the

questionnaire was officially issued to the respondents after the reliability and validity met the requirements.

Part I Personal Information

1. **Your gender**
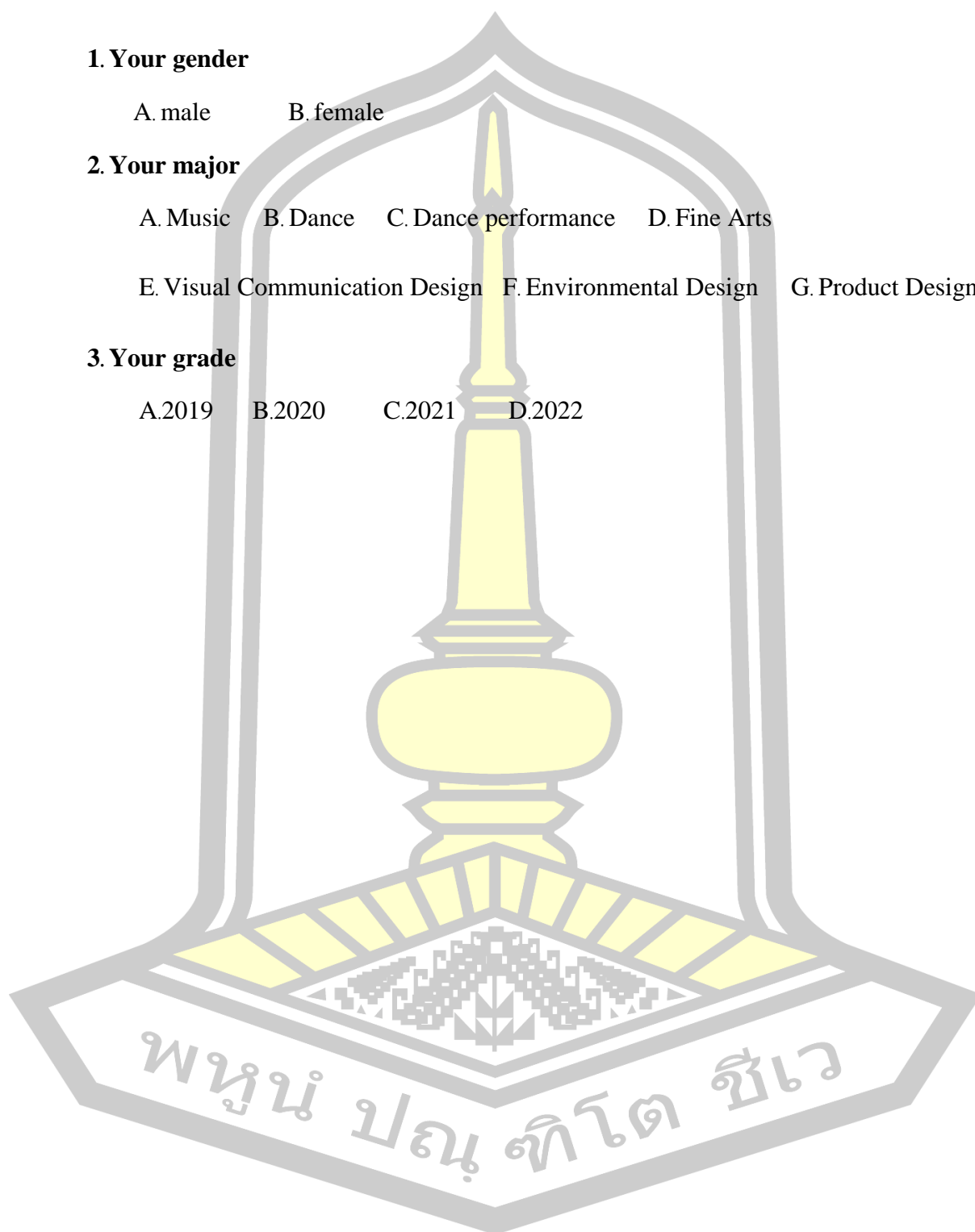
    A. male   B. female

2. **Your major**

    A. Music   B. Dance   C. Dance performance   D. Fine Arts

    E. Visual Communication Design   F. Environmental Design   G. Product Design

3. **Your grade**

   A.2019   B.2020   C.2021   D.2022

Part Ⅱ The teaching methods and learning interests of the art theory course

Teaching methods	1 Very disinteresting	2 disinteresti ng	3 no opinion	4 interesti ng	5 Very interesting
4.Lecture method					
The teacher imparts knowledge directly, guides students to analyze and understand problems, and imparts knowledge in the way that students listen to lectures.					
5.Questioning method					
The teacher organizes teaching by asking questions					
6.Discussion method					
The teacher gives a question, and then the students discuss in groups in the classroom, the group reports the results of the discussion, and finally the teacher comments and summarizes, and the students gain knowledge.					
7.Flip classroom teaching method					
Students read information before class, and teachers and students interact and exchange knowledge in class.					

8.Guided reading method					
Teachers guide students to acquire knowledge by reading textbooks or literature, and train students to think theoretically.					
6. Task-driven method					
The teacher assigns tasks, and the students complete the tasks by consulting information, conducting research, group division of labor, etc., and then report, and the teacher summarizes.					
10.Experiential teaching method					
Teachers guide students to appreciate art in class, or participate in art practice activities to fully mobilize aesthetic experience, learn and master knowledge.					
11.Case Teaching Method					
The teacher connects the knowledge in the form of cases to explain.					
12.Multimedia Teaching Method					
Teachers use computer technology to use text, images, audio, video and other media for teaching.					
13.homework method					

The teacher assigns homework after class, and students consolidate and master knowledge through exercises.					
14. Thematic Teaching Method					
Teachers connect knowledge with related topics and organize teaching.					
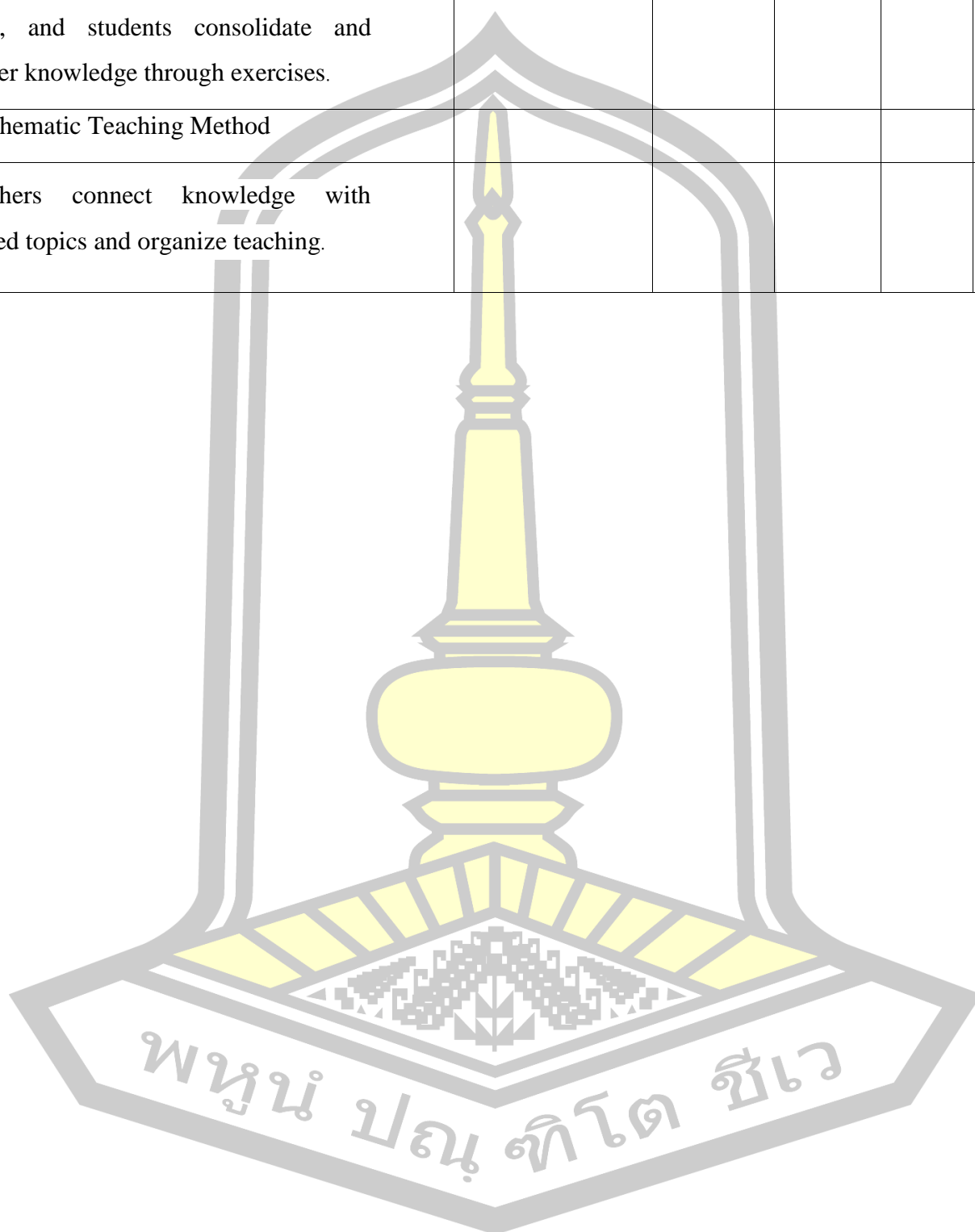
Part III Opinions and Suggestions on the teaching of Art Theory Courses

15. In the teaching of art theory courses you have attended, which of the above teachings did the teacher use method?

16. What problems do you think exist in the teaching methods of the current art theory courses?

17. Do you have any suggestions for improving the teaching methods of art theory courses?

BIOGRAPHY

NAME	Meifang Pu
DATE OF BIRTH	November 9, 1983
PLACE OF BIRTH	Hubei Province, China
ADDRESS	23 Fozi Road, Jiangzhou District, Chongzuo City, Guangxi Province
POSITION	23 Fozi Road, Jiangzhou District, Chongzuo City, Guangxi Province
PLACE OF WORK	Guangxi Normal University for Nationalities
EDUCATION	2000 Junior High School in Lichuan No.1 Middle School
	2003 College degree from Enshi Vocational and Technical College
	2012 Bachelor's degree from Guangxi Normal University
	2021 Master of Education in Curriculum and instruction(M.Ed), Mahasarakham University