# THE METHOD OF APPLYING INNOVATIVE TECHNOLOGIES IN CHINESE ART TEACHING FOR PRIMARY SCHOOL STUDENTS

*Wang Linshan,*
*master's student, VSU named after P.M. Masherov, Vitebsk, Republic of Belarus*
Scientific supervisor – Bezhenar Y.P., PhD in Pedagogical Sciences, Associate Professor

With the advent of the Internet era, multimedia technology has been applied to every field of life, and education is no exception. Integrating multimedia technology into education and teaching can not only stimulate students' interest in learning, but also improve teaching efficiency. Lower grade students lack self-control and concentration, and they often lose concentration in class. The use of multimedia technology in learning can attract students' attention, create a multidimensional art class, and present teaching content in the form of audio, image, video, etc., to improve the interest of classroom teaching and fully stimulate students' interest in learning.

At present, in China's primary art education system, there are still some problems with the limitation of funds and materials. These limitations may be related to aspects such as course materials, teaching equipment, and campus environments. This article will explore the impact of these restrictions on the teaching of art to students.

The purpose of this paper is to study the relevance of the application of innovative technology in primary school art education. By studying practical examples of innovative technologies in elementary arts education, we can better understand how these technologies can enhance students' creativity and imagination, increase opportunities for interaction and collaboration, and increase their motivation and interest in learning.

**Material and methods.** The materials are well-known works abroad, Russian and domestic scientists in the announced subject areas. This paper uses a theoretical approach, particularly an analysis of scientific writings, to reveal ways of using innovative technologies in the teaching of art in primary schools.

**Findings and their discussion.** Art is a primary school subject that plays an important role in cultural exchanges and has a great impact on the educational development of students in all aspects. With the new curriculum reform and the continuous development of information technology, there are more and more learning methods of art teaching in primary schools. The integration of information technology is of great significance to the innovation of traditional art teaching methods in primary schools.

In traditional primary art education, students often face the problem of lack of participation and participation. The traditional art teaching is often based on the teacher's interpretation and the students' observation, and the students can not actively participate in it, but can only passively accept the knowledge and skills. This teaching method limits the development of students' self-expression and creativity, leaving them with a lack of enthusiasm and interest in learning the arts.

One problem is that in primary art education in China, the impact of learning is not intuitive enough. Traditional art education mainly relies on pencil drawing on paper, using limited resources and materials, students can only see their work on paper, so it is difficult to intuitively assess the effect of their drawings.

Primary art education in China faces many challenges posed by traditional teaching methods, including limited media and materials, lack of interaction and participation, and the influence of visual learning. To address these issues, more and more primary schools are trying to apply innovative technologies in fine arts education, such as digital painting tools and software, virtual reality (VR) and augmented reality (AR), 3D printing technology, and online art education platforms.

This research is important for the following reasons. First, through the application of innovative technologies to improve the traditional mode of primary school art education, students have more choices and play space in artistic creation to develop their creativity and imagination [1]. Secondly, innovative technologies can enhance students' ability to participate and cooperate, enable them to communicate and cooperate better in art learning, and foster a sense of teamwork. Third, innovative technology can provide a more intuitive and vivid learning experience, stimulate students' learning interest and motivation, and encourage them to actively participate in and invest in art teaching.

By analyzing and comparing the application examples of different innovative technologies in primary school art education, and collecting students' feedback and evaluation of these technology applications, we can better understand the actual impact and influence of innovative technologies on primary school art education [2]. This will help teachers and education decision makers better understand how to judiciously apply innovative technologies to primary arts education and improve the quality of education and teaching.

While innovative technologies have great potential in primary arts education, there are also some limitations and challenges. The study will also provide an in-depth analysis of these issues and make appropriate recommendations and prospects for further development. The purpose of this study is to provide theoretical support and practical guidance for the innovative development of art education in primary schools by discussing the purpose and significance of the study, so as to promote the comprehensive art education of students.

Digital painting tools and software are innovative applications of technology in primary art education. They offer different painting tools and functions to make it more convenient and flexible for students to create paintings. Using digital painting tools and software as part of introductory art instruction brings many benefits and implications.

First, digital painting tools and software can expand students' creativity and imagination [3]. Traditional art education is often limited by media and materials, and students can only use certain painting and paint tools to create. Digital painting tools and software offer more possibilities, greater flexibility and variability [4]. Students can achieve a greater variety of painting effects by adjusting the size, color and stroke effect of the brush, thus stimulating their creativity and imagination.

Virtual reality (VR) and augmented reality (AR) are innovative technologies that have been widely used in elementary art education in recent years. Virtual reality technology provides a completely exciting sensory experience by simulating real environments and scenes, allowing students to create and learn art with an immersive effect. Augmented reality technology combines virtual elements with the real world to create a new space for students to learn art.

Virtual reality and augmented reality are widely used in primary school art education, including painting creation, painting teaching, color selection, three-dimensional modeling, etc. With virtual reality devices, students can immerse themselves in the world of virtual art, interact with artists, view art works, and experience the entire process of art creation in real time. With the support of augmented reality technology, students can combine virtual art works with real environments, observe the effects of performing a work in the real world in real time, and practice and adjust their work [5].

3D printing is a rapid prototyping technique that uses computer design software to transform digital models into physical objects. The application of 3D printing technology has been extensively studied in the field of primary art education.

Therefore, the application of innovative technologies can significantly improve the creativity and imagination of primary school students. Digital painting tools and software enable students to express their creative ideas more freely and flexibly, thus stimulating the development of their creative abilities and imagination [6]. Virtual reality (VR) and augmented re-

ality (AR) technologies provide students with exciting artistic experiences and a wider space for imagination, further enhancing their creativity and imagination.

In addition, the application of innovative technologies has increased the opportunities for primary school students to interact and collaborate. Traditional art education is often based on students completing works alone, with no opportunities for interaction and collaboration [7]. However, thanks to innovative technology, students can communicate and collaborate through digital devices and Internet platforms to co-create works of art. In particular, the emergence of online art education platforms has enabled students to share works and experiences with their peers across the country, facilitating each other's learning and growth.

**Conclusion.** The application of innovative technologies can improve the motivation and interest of primary school students. The problem with traditional art education is that the teaching effect is not intuitive enough, and many students lack interest and enthusiasm for art subjects. Through the application of innovative technologies, students can learn in more diversified ways, such as watching teaching videos and participating in virtual practices, thereby stimulating students' learning interest and motivation and improving their learning results.

1. Wang Xiaojiao. A case study on the teaching status and implementation strategies of effective Chinese reading in middle and senior primary schools [D]. Capital Normal University, – 2014.
2. Wang Bo. A Study on Situational Teaching Model of English Vocabulary in Primary Schools [D]. Henan University, – 2014.
3. Zhang Yaping. Research on the Development of Teacher PCK based on Lesson Study [D]. East China Normal University, – 2014.
4. Ma Ying. Application Status and training practice of multimedia courseware for third-grade Chinese teachers in Haiyuan Primary School [D]. Ningxia University, – 2014.
5. Liang Yufan. Feasibility study on children's Fun Track and field project in Xingning District Primary School of Nanning City [D]. Guangxi Normal University, – 2016.
6. Chen Jianhui. Exploration and Reflection on English Extension Homework Design in Primary Schools [D]. Central China Normal University, – 2014.

# THE SIGNIFICANCE AND RELEVANCE OF DEVELOPMENT OF TEACHING ARTISTIC SKILL THEORY TO SENIOR HIGH SCHOOL STUDENTS IN FINE ARTS CLASSES IN CHINA

*Wang Yi,*
*master's student VSU named after P.M. Masherov, Vitebsk, Republic of Belarus*
Scientific supervisor – Bezhenar Y.P., PhD in Pedagogical Sciences, Associate Professor

With the rapid development of the Chinese economy and the great progress of social civilization, the contemporary art wave in the context of globalization continues to change people's ways of appreciation and update their aesthetic concepts. Faced with the reality of significant changes in social conditions, artistic conditions, and even the source of life, art education has also undergone a series of changes. Looking back at the development of Chinese art education, from the modern "Kuimao School System" to the contemporary change in the educational system of "drawing and handicrafts"[1], to the contemporary emphasis on human-centered, humanistic, and practical art education thinking, the concept and practice of teaching are in a stage of development after transformation.

The theory of art techniques is a fundamental theoretical course in the field of fine arts, and its foundational, applicative, and intermediary nature runs through the entire process of studying fine arts [2]. However, it has not been given sufficient emphasis in the teaching process.

Through the study of relevant literature, the author summarized the experiences and reflections on the learning of the "Theory of Artistic Skill " course. It was found that there is room for improvement in the practical teaching of the "Theory of Artistic Skill" course, mainly manifested as: simple teaching methods, dull teaching content, lack of teaching aids, insufficient reflection of students' professional characteristics, difficulty in connecting with other courses, and low application rate in practice.