

# Practice and Reflection on Situational Teaching Method in High School Art Classrooms

## Taking Appreciation of "Dwelling in the Fuchun Mountain" as an Example

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### ABSTRACT

In recent years, many schools have been vigorously promoting new teaching methods in their art classrooms. Compared to traditional lecture-based teaching methods, the new teaching methods place more emphasis on practicality and can better stimulate students' interest in learning. For example, using situational teaching methods, teachers can create interesting art classes through rich imagination and intuitive teaching aids, helping students better understand art works. The first is to define the concept of "situational teaching method" has been defined and provide an overview of the current situation of situational teaching method; The second is to analyze the characteristics of situational teaching method, and explain the uniqueness of using situational teaching method through case analysis; The third is to introduce one of the top ten famous Chinese paintings, "Dwelling in the Fuchun Mountain", into high school art classrooms for teaching practice, and reflect on the effectiveness of its classroom practice.

**Keywords:** *Situational teaching method, Art classrooms, Art appreciation.*

## 1. INTRODUCTION

The situational teaching method focuses on conducting learning activities in real and vivid situations, and effectively stimulates students' learning enthusiasm and enthusiasm by constructing scenes closely related to their life experiences. However, the current research on the application of situational teaching method in high school art classrooms mainly focuses on the exploration of theoretical strategies, and the listed teaching cases are relatively scattered, lacking a systematic and complete design. In the current era where traditional culture is increasingly valued, the teaching content on the appreciation of Chinese landscape painting is relatively scarce. In view of this, this article takes the "Dwelling in the Fuchun Mountain" in the third lesson of the People's Education Press High School Art Appreciation, "Beyond the Image | Traditional Chinese Landscape Painting", as an example to deeply analyze the characteristics and practical cases of situational teaching method. Finally, based on the

actual situation, the author of this article reflects on the possible problems in classroom teaching, aiming to transform theoretical achievements into practical applications, enhance the art appreciation ability of high school students, and effectively solve the difficulty of art appreciation teaching.

## 2. OVERVIEW OF SITUATIONAL TEACHING METHOD

### 2.1 *The Definition of Situational Teaching Method*

Situational teaching method refers to the process in which teachers use certain emotional colors and images as the main content in classroom teaching, purposefully introducing or creating vivid and specific scenarios to stimulate students' attitudes and feelings towards the course content, thereby helping students understand the textbook. The situational teaching method extracts and processes information on society, life, and other aspects, and constructs knowledge in the context. It

helps students understand and improve their learning abilities through textbook content, creating a relaxed and enjoyable learning environment, and having a positive impact on emotions and cognition. In this process, the key to situational teaching lies in creating a situation that is closely related to student life and contains problems, allowing students to have emotional resonance and quickly grasp new knowledge.

## **2.2 The Current Situation of Situational Teaching Method**

For the proposal of situational teaching method, Socrates first proposed the concept of "midwifery", which is to use the method of creating problem situations, constantly asking students questions to stimulate their deep thinking and exploration, then teachers can help students better understand and solve problems, thereby enhancing their learning enthusiasm and stimulating their thirst for knowledge. The famous American educator Dewey proposed the educational philosophy of "education is life" and "learning by doing", advocating the creation of educational contexts, starting from the actual situation of children, to raise questions, and solve difficulties in various real activities. Dewey believed that teaching should directly create situations, connect knowledge and situations, focus on students' experiences, pay attention to their psychological states and needs, so that students can have a deeper understanding of knowledge.

Li Jilin was the first to study situational teaching method, and the "realm theory" is a classic work in ancient Chinese literary theory, which contains rich nutrients. The research has gone through four stages: "creating context", "substituting context", "relying on context", and "controlling context". After countless attempts, situational education has been applied to language teaching, and has also formed a kind of emotional and profound situational education.<sup>1</sup> Kong Fancheng studied the development trend of situational teaching and found that various methods should be adopted when implementing situational teaching, with a focus on Chinese language teaching. This method can not only expand to Chinese language courses, but also extend to other disciplines, and even cover the entire field of primary and secondary education. Guo Yanfang proposed in her study "The Duality and Mediation

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1. Li Jilin, Exploration and Reflection on "Situational Teaching" to "Situational Education" [J]. Journal of The Chinese Society of Education, 1994(01): 24- 1994.

of Situations" that "Situations not only have a dual meaning of knowledge context and subject object interaction, but also have an important mediating role. It can not only help students construct new knowledge, but also promote thinking development, enhance personal identity, and make them mature."<sup>2</sup> China has conducted experimental research on "mathematical situations and problem posing" in the Southwest region, which has shown that exploring and posing mathematical problems from the context as a teaching starting point is more conducive to cultivating students' innovative and practical thinking abilities.

The situational teaching method was initially gradually applied from the Chinese language subject to other subjects, and the most commonly used by teachers are multimedia situations, problem situations, and story situations. Most teachers ask questions or explain stories to students in order to liven up the classroom atmosphere. But due to the poor classroom atmosphere, students are actually unwilling to answer. And situational teaching methods also include language situations, role-playing, physical situations, etc. Many teachers in the curriculum, due to the high academic pressure, use basic teaching methods, which are relatively easy to operate. However, role-playing and real-life situations are used less frequently, which require teachers to do a lot of preparation before class.

## **3. CASE ANALYSIS OF SITUATIONAL TEACHING METHOD IN HIGH SCHOOL ART CLASSROOMS**

### **3.1 Analysis on the Characteristics of Situational Teaching Method**

Situational teaching method plays an important role in art teaching due to its four prominent characteristics of "being vivid", "being immersed in emotion", "far-reaching artistic conception", and "integrating idea into teaching", providing students with rich knowledge and skills.<sup>3</sup> "Being vivid" emphasizes vivid and vivid images. Situational teaching emphasizes the feelings students gain in learning and the ability to immerse themselves in the created context. Therefore, when designing

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2. Guo Yanfang, Duality of Situation and its Mediation Effect:An Exploration of the Situational Teaching Approach to Promote Students Development [J]. Journal of Sichuan Normal University (Social Sciences Edition), 2021, 48(04): 126-131.

3. Feng Weidong, Full Volume of Situational Teaching Operations [M]. Nanjing: Jiangsu Education Press, 2010: 8-9.

teaching, teachers should pay attention to the teaching materials and the laws of student physical and mental development. The created scenarios can be experienced through real scenes or felt through virtual environments, allowing students to immerse themselves in appreciating paintings and achieve a genuine sense of the artwork.

"Being immersed in emotion" means that teachers should follow the principle of moving students with genuine emotions and feelings, allowing them to develop genuine emotions. Teachers focus on students' emotional experiences when creating situations, consciously mobilizing their emotions, and combining their grasp of textbook content and classroom language organization, allowing students to develop an interest in art appreciation and deepen their understanding of different art works in the created emotional atmosphere.

"Far-reaching artistic conception" originates from the artistic conception theory of Liu Xie's "Wen Xin Diao Long" during the ancient Northern and Southern Dynasties period in China. Chinese situational teaching theory is developed from this foundation. "Far-reaching artistic conception" means creating a profound artistic conception, allowing students to have broad imagination space in this situation. Teachers need to think from multiple dimensions, combine textbooks with practical life, add their own imagination to create a broad artistic conception, thereby triggering students to think deeply and cultivating students' creative thinking.

"Integrating idea into teaching" means that the context created should be integrated with the "idea", and teachers should design the teaching process based on the teaching content. The context in the teaching process must reflect value and conform to the correct values, allowing students to shape their own good character unconsciously.

### **3.2 Analysis of "Emotion" and "Context" in Situational Teaching Method**

The situation can be understood directly from the text. "Emotion" means thoughts and emotions, while "context" means environment. "Situation" refers to the specific environment in which a person takes a certain action, whether natural or social, will affect their decision-making. These "contexts" are not limited to daily life, but can also refer to the

environment or scenery created.<sup>4</sup> So when teachers create situations in teaching, they should not only consider emotions but also pay attention to the situation. The created context can be completed in various ways. Through the vivid language, teachers can use multimedia to create the context, and students can be brought to different real environments for learning. Just having "emotion" without "context" can make the content seem a bit empty, while having "context" without "emotion" can make people feel very boring. Therefore, when creating, it is necessary to consider the integration of emotions and scenery.

### **3.3 Case Analysis of Situational Teaching Method**

#### **3.3.1 Case Background**

The selected case is a high school art appreciation class titled "Chinese and Western Classical Gardens" by Zhang Ge, an education master from Shandong Normal University. The students are first-year high school students. And in high school, their interest in art actually declines significantly compared to middle school. As for the art appreciation courses offered in the first year of high school, the theoretical knowledge of appreciation is relatively complex for the students. Compared to senior two and senior high school students, it can slightly alleviate some of the pressure. This lesson is based on classical gardens in both Eastern and Western cultures, aiming to appreciate classical gardens from different countries and compare their respective characteristics.

#### **3.3.2 Case Description**

This lesson mainly aims to help students understand the characteristics and landscaping techniques of Chinese and Western classical gardens, as well as the relationship between garden landscapes and cultural traditions. Teachers guide students to appreciate garden pictures and stimulate their love for traditional architecture. The introduction part introduces the topic of "Chinese and Western Classical Gardens" by recalling tourist attractions. The teaching content compares and appreciates Chinese and Western gardens, with a focus on introducing the artistic characteristics and

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4. Zhou Dan, Situational Teaching Method - the Combination of Emotion and Context [J]. Software Guide, 2013, 12(12): 17-18.

landscaping techniques of the Humble Administrator's Garden and the Summer Palace. Students can experience the artistic conception of gardens through visiting gardens and appreciating poetry and couplets. They summarize the differences between royal gardens and private gardens. Finally, students learn the characteristics of Western gardens and collaborate to create small gardens, naming the gardens, which can be borrowed from ancient poetry.<sup>5</sup>

#### **4. ANALYSIS OF THE HIGHLIGHTS OF THE CASES**

##### ***4.1 Creating a Music Situation***

Music is an expressive temporal art that creates artistic images, conveys thoughts and emotions, and expresses life experiences through the flow of organized musical sounds over time.<sup>6</sup> Integrating music into the art appreciation class allows students to have multidimensional emotional experiences, divergent thinking, and improve their artistic cultivation while appreciating paintings. When Teacher Zhang Ge was explaining Suzhou gardens in China, he played Kunqu opera in class. In this created music atmosphere, students appreciate the pictures of Suzhou gardens to feel the beauty that Suzhou gardens bring. "Without the gardens, how can we know the spring scenery is like this?".

##### ***4.2 Creating a Problem Situation***

The problem situation is something that many teachers use in the classroom, which can inspire students to explore problems. However, the questions raised by teachers should be built within the cognitive scope of students, and the questions raised need to be specific and can be answered through thinking. Teacher Zhang Ge designed a series of questions in "Chinese and Western Classical Gardens". For example, when watching the gate of Humble Administrator's Garden, students can immediately feel that the gate is very small. The teacher will ask: "What would everyone feel?" Students can quickly answer their feelings. Seeing the big from the small is the unique charm of private gardens.

##### ***4.3 Creating an Intuitive Physical Situation***

Art teachers can bring many teaching aids to the classroom during teaching. Through intuitive teaching aids, students can better understand art works. In the lesson "Chinese and Western Classical Gardens", Teacher Zhang Ge prepared many props to help students better understand the design layout of gardens and let them design their own gardens. He included small trees, pavilions, small bridges, collected stones, colored cardboard, and ultra-light clay. After appreciating so many different gardens in class, students can make full use of these props and create a more realistic garden effect when trying to design these gardens themselves, allowing their creativity to be put into practice.

#### **5. APPRECIATION OF THE TEACHING PRACTICE APPLICATION OF "DWELLING IN THE FUCHUN MOUNTAIN"**

##### ***5.1 Design Ideas***

The author has selected the third lesson from the People's Education Press High School Art Appreciation, "Beyond the Elephant Realm | Traditional Chinese Landscape Painting". Given that there are many famous landscape paintings in a single class of high school art textbooks, in just a short 45-minute class, the author will focus on selecting one of China's top ten famous paintings, "Dwelling in the Fuchun Mountain", for teaching practice.

The main method adopted in this lesson is situational teaching. When designing this lesson, it is important to pay attention to the following points when creating scenarios. Firstly, when creating a situation, it is necessary to have fun. Students will feel a strong interest in unfamiliar things. In the classroom, by designing attractive classroom activities, teachers can stimulate students' interest in learning. For example, when introducing "Dwelling in the Fuchun Mountain", a video can be played to let students understand the experience of "Dwelling in the Fuchun Mountain" being burned into two parts, which can arouse their interest. Secondly, situation creation should be targeted. When designing teaching, the entire class content should serve the teaching objectives, and the key and difficult points of teaching should be clearly defined in the design. There are many methods for

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5. Zhang Ge, Research on Situational Creation in High School Art Appreciation Teaching [D]. Shandong Normal University, 2015: 42- 2015.

6. Qin Chunliu, Exploring the Classroom Integration of Music in Art Appreciation Classes [J]. Art Education Research, 2016, No.119(04): 49-50.

creating situations, but the method of selecting situations should not be based on the situation. Based on the teaching content of this class, appropriate situational methods should be selected to make the classroom more efficient. The creation of situations can also follow authenticity. When conducting art appreciation, teachers can use teaching aids to bring students a realistic view. So when explaining the "Dwelling in the Fuchun Mountain", the author brought a replica of the "Dwelling in the Fuchun Mountain" to the students for viewing.

## 5.2 Conception Process

To carry out teaching practice, starting from pre class preparation, teachers need to collect materials, and prepare teaching aids and materials such as brushes, ink, and paper.

- **Analysis of Textbook:** This lesson is from the third lesson of the People's Education Press High School Art Compulsory (Art Appreciation) Textbook, titled "Beyond the Image | Traditional Chinese Landscape Painting". The textbook selects many ancient landscape paintings that have been passed down, among which landscape painting has both meticulous and freehand forms of expression. The textbook explores the charm of landscape painting from three aspects: landscape sentiment, exquisite creation, and creating an environment based on one's heart. Students are introduced to painters, understand the basic knowledge of Chinese landscape painting, and experience the beauty of form and content in landscape painting. Therefore, they choose to appreciate the landscape painting "Dwelling in the Fuchun Mountain" ("Figure 1" and "Figure 2").



Figure 1 "Dwelling in the Fuchun Mountain" Shengshan Scroll.

a Image source: <http://xhslink.com/JwXEZp> Visit date: May 7th, 2024



Figure 2 "Dwelling in the Fuchun Mountain" Wuyongshi Scroll.

a Image source: <http://xhslink.com/JwXEZp> Visit date: May 7th, 2024

- **Analysis of Learning Situation:** Before studying this lesson, based on the second lesson "How to Appreciate Art Works", students can have a basic understanding of the methods of art appreciation and the categories of art works. However, Chinese landscape painting has specific programs and languages, as well as forms of artistic expression, making it difficult for students to appreciate the "Dwelling in the Fuchun Mountain" painting.
- **Knowledge and Skills:** By appreciating the masterpiece "Dwelling in the Fuchun Mountain", students can know the painter Huang Gongwang, understand the landscape sentiment contained in landscape painting, and catch on the creative law of "learning from nature outside and gaining inspiration from the heart" in landscape painting. Students will get a preliminary understanding of the composition and texturing characteristics of Chinese landscape painting, and understand the integration of landscape painting scenes, and the expression of subjective and objective unified landscape artistic conception.
- **Process and Methods:** Through diverse appreciation and evaluation activities such as creating scenarios, self-directed learning, and collaborative exploration, students can understand and analyze the composition, expressive techniques, and formal beauty of landscape painting.
- **Emotions, Attitudes, and Values:** Students can appreciate famous landscape paintings and appreciate the creative emotions of

painters who love their country and nature. In participating in the inheritance and exchange of excellent traditional Chinese culture, they will establish aesthetic values of landscape sentiment, experience the pleasure of aesthetic process, and cultivate aesthetic ability.

- Key points: Students should study Huang Gongwang's "Dwelling in the Fuchun Mountain", and explore the creative laws, composition, techniques, and artistic style of Chinese landscape painting by combining it with "learning from external factors and gaining inspiration from internal sources".
- Difficulties: Through in-depth research on "Dwelling in the Fuchun Mountain", students are required to understand the landscape sentiment and artistic conception contained in Chinese landscape painting, and deeply appreciate the charm of "Dwelling in the Fuchun Mountain" from the author's emotional perspective.

### 5.3 Application Instances

#### 5.3.1 Creating a Video Situation

The introduction section explains that "Dwelling in the Fuchun Mountain" has a long history, but unfortunately, it was destroyed and divided into two parts: "Shengshan Scroll" was collected in the Zhejiang Museum, and "Wuyongshi Scroll" has been preserved to this day, collected at the Taipei Palace Museum. By watching the video, students can know this experience. The teacher shows pictures to show the students that two paintings are being displayed together in Taipei City.

#### 5.3.2 Creating a Story Situation

The teacher briefly summarizes the history of Chinese landscape painting. Students can appreciate Chinese landscape paintings from different periods by the multimedia. The teacher uses storytelling to describe how Huang Gongwang, after experiencing different hardships in different periods, finally completes the creation of this painting at the age of 82. The "Dwelling in the Fuchun Mountain" is a painting by Huang Gongwang, who has visited the banks of the Fuchun River many times and often came to the river to sketch from life. It is hoped that students can learn from Huang Gongwang's fearless and

persevering personality, as well as his love for the scenery of his motherland.

#### 5.3.3 Creating a Problem Situation

The question can be set as: What are the characteristics of the expressive techniques in the painting "Dwelling in the Fuchun Mountain"? Through the comparison of Chinese and Western painting, students can feel that Chinese landscape painting is very broad and can depict a lot of beautiful content. While Western landscape painting is very realistic, just like what a camera captures, and it mostly depicts some local scenes. Teachers can summarize for students that in Chinese painting, scattered perspective is often used, and the techniques of expression are often changing steps and scenery, resulting in works that are in the form of long scrolls. Western painting, on the other hand, adopts focal perspective, which is usually more realistic.

#### 5.3.4 Creating an Intuitive Teaching Aid Situation

The teacher unfolds a replica of "Dwelling in the Fuchun Mountains" and plays the music of "High Mountains and Flowing Water", allowing students to enjoy the music together. The teacher asks the students to stand up from their seats, walk, stop, see from afar, or get close to each other.<sup>7</sup> Students are grouped to observe mountains, water, trees, and people, from which they can summarize the characteristics of landscape painting, such as being able to live, travel, and see. The teacher takes out a copy of the painting "Dwelling in the Fuchun Mountain" and enjoys it with the students ("Figure 3"). The teacher also needs to lead students to appreciate through the methods of description, analysis, explanation, and evaluation.

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7. Shao Ning, Teaching Design for Appreciation of "Dwelling in the Fuchun Mountain" [J]. Jiangsu Education, 2019(59): 66-67.



Figure 3 Facsimile of Excerpt from "Dwelling in the Fuchun Mountain".

a Image source: author self-shoot.

## 5.4 Reflection on Teaching Practice

### 5.4.1 *There Are Many Situational Teaching Activities, and Classroom Order Needs to Be Maintained*

When a large number of situational teaching activities are used, students will feel very novel. They will be more active in the classroom. For example, when telling their classmates about Huang Gongwang's life, they may be very touched by the hardships of his life journey and expressed their feelings. At this time, students should stand up and express their ideas, rather than allowing them to freely discuss. When allowing students to freely observe the copy of "Dwelling in the Fuchun Mountain" in the future, teachers should organize students in an orderly manner to avoid students being chaotic and communicating freely. Therefore, in order to maintain a stable classroom order, teachers will waste a lot of time rectifying discipline, which will actually affect the planning and effectiveness of course arrangements.

### 5.4.2 *The Knowledge of Art Appreciation Is Complex, and the Preparation Before Class Is Insufficient*

Due to the low emphasis on art courses in many schools, high school students lack sufficient knowledge of art in primary and secondary schools, and the complex content of high school art appreciation courses, when students receive this knowledge, they are required to have a certain knowledge foundation. However, in art appreciation classes, there are many paintings that need to be combined with the historical and

political background of that era. For example, "Dwelling in the Fuchun Mountain" requires students to explain the meaning of the works, and many students cannot connect with the historical background of that time. This requires students to collect information before class and teachers to assign preview tasks in advance, so as to improve classroom efficiency and enable students to better feel the artistic value contained in the art works.

## 6. CONCLUSION

In summary, it is necessary to offer an art appreciation course in high school and apply situational teaching methods to practice. By adopting situational teaching method, it can not only be used in the introduction part, but also be integrated into the entire teaching process. The created teaching context must be designed based on different teaching tasks, and should not be based solely on the context. This article aims to stimulate students' interest in learning, deepen their understanding of art appreciation knowledge, and enhance their art appreciation abilities by creating video scenarios, problem scenarios, story scenarios, and intuitive teaching aids.

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