

Exploration of the Reform of the Teaching Model of History Theory in Art Majors under the Perspective of Expectation

Linlin Wang

Caofeidian College of Technology, Tangshan, Hebei, China

Abstract: *The "National Conference on Undergraduate Education in Higher Education Institutions in the New Era" emphasizes the need to "accelerate the construction of high-level undergraduate education and comprehensively improve talent cultivation capabilities". In current higher education, students' subjective initiative has become more prominent, especially for art students. Their weak foundation in literature and history, as well as a greater emphasis on technology in employment, have led them to prefer practical courses, and their indifference to historical theory courses has become a common phenomenon. This requires major universities to build high-level undergraduate education, It is necessary to reform and innovate the teaching mode of historical theory courses in art majors with students as the main body. In the perspective of "expectation", more attention is paid to the aesthetic expectations of the audience, and as a guide, attention is paid to students' "expectations". Only in this way can historical theory courses take on a new look, and art students' acceptance and initiative of historical theory be improved to the best state, achieving an effective combination of theory and practice.*

Keywords: Art major; History theory course; Expecting vision; Practical teaching.

1. INTRODUCTION

History and theory courses in higher education are the foundational courses in professional courses, and are also the leading courses in core courses. They are important courses for cultivating awareness of branching and specialized courses, introducing theories, and establishing aesthetics. However, history and theory courses have always been regarded as relatively scarce courses by students, becoming the most difficult one. In the eyes of students majoring in art, the curriculum division has become more clear, and all courses seem to be divided into two categories: historical theory courses and practical courses. Most of them do not hesitate to invest more experience and enthusiasm into practical courses, which puts historical theory courses in a more difficult situation. Therefore, it is necessary to improve the teaching of art majors in overall higher education, The research on the current situation and problems of the teaching mode of historical theory courses in art majors has become an important part of the reform of the teaching mode of historical theory courses in art majors, and the "expectation perspective" provides us with the most practical method. Henan belongs to the Central Plains region is the birthplace of Chinese civilization, Henan Province has a national - level Urban Agglomeration - the Central Plains urban agglomeration, most of the cities in Henan Province are small, relatively concentrated population. Regional logistics should be based on the central city, focusing on radiating the city, expanding the scale effect of urban clusters, reducing logistics costs, thus stimulating economic development. The relative concentration of population provides effective conditions for developing shared economy. Enterprises and individuals with qualifications should be encouraged to carry out the distribution mode of "everyone distribution" and activate the idle resources in the market so as to solve the "last kilometer" problem. Develop shared logistics to improve the efficiency of operational vehicles and further enhance economic vitality.

2. THE CURRENT SITUATION AND PROBLEMS OF THE TEACHING MODE OF HISTORY THEORY COURSES IN ART MAJORS UNDER THE PERSPECTIVE OF EXPECTATION

The important concept of "horizon of expectation" proposed by German reception aesthetics theorist Jauss has made people fully realize the importance of the audience in the process of dissemination. "Specifically, it refers to a comprehensive appreciation requirement and level of literary works formed by readers' various experiences, interests, qualities, ideals, etc. in literary reception activities, which is manifested as a potential aesthetic expectation in specific reading. So if the transmitter wants to enter the "aesthetic expectation field" that the receiver has already established, it needs to understand the receiver's existing appreciation requirements and level.

This theory is also applicable to university teaching, and the traditional recipients in the classroom teaching process are students. Develop modern logistics, we must establish corresponding information platform. The establishment of information platform is not only to establish information exchange sites, but also with information collection and induction, information processing, information feedback and other functions. It can introduce current market information to logistics practitioners and customers in real time, avoid blindly expanding production scale and reduce unnecessary waste of resources caused by incomplete information in logistics. The government should transform the existing information platform. The coordination among departments should be strengthened to monitor the information, eliminate the distorted information, prevent the occurrence of false information and reduce the loss caused by information distortion. Good communication can reduce the resistance in system integration. The relationship between logistics industry and economy is a feedback regulation relationship.

Looking at the current employment market situation of art students, the era of all media has arrived, and the integration of media has become a reality. This requires art students to fully adapt to the all media environment, have strong practical operation ability and excellent innovation ability, which also puts higher requirements on teaching. However, the current situation of teaching history and theory courses in art majors has not kept up with the pace of development of the times, and the problem is obvious.

2.1 Simplification of teaching methods

In traditional teaching, teachers tend to focus on preaching style teaching. The most common way of conducting classroom activities is to say you listen, and I read you remember. However, what you say and read is mostly simply about the content in the introduction book. Although it is not based on the textbook, the expansion content is relatively less involved. On the one hand, the early teaching design adheres to tradition, and on the other hand, there is a one-sided concern that art majors have a weak cultural and historical foundation, which is not conducive to acceptance due to excessive diffusion, Completely setting aside students' expectations for the classroom. At the same time, always maintain a one-way communication from teachers to students in the direction of dissemination. The mode, as for students' acceptance status, feelings during the acceptance process, and specific communication effects, has not been timely paid attention to. This also leads to a dull classroom atmosphere, where the teacher speaks endlessly, while the students are unable to truly translate the content into their own feelings and insights. The classroom truly becomes a stage for the teacher alone.

It's time to think carefully about the teaching of historical theory courses: should we start from improving cognition, stimulating emotions, or starting from behavioral training?

2.2 Programmatic teaching implementation

The biggest characteristic of art students is their rich imagination. They always look forward to things presenting different styles, and look forward to showcasing themselves and creating exciting moments independently. However, looking back at the teaching mode of traditional historical theory courses, it is not difficult to find that from the ringing of the class bell, the process of each class seems to have become a copy of the previous class. Students are familiar with every aspect of it, which is a programmed teaching process that they have been accustomed to since middle and high school. There are no accidents, no accidents, and it has become the safest and most smooth process, but it has also become the process with no waves, no passion, and no expectations.

2.3 Henan Logistics Development

Most of Henan Province is located in the North China Plain and the middle and lower reaches of the Yellow River plain, with flat terrain and fertile soil. Therefore, Henan has become the most important food producing province in China. Henan Province has the most complex highway system in China, with the freeway ranking first in the country in terms of traffic mileage. The two major arteries of the Chinese railway, the Beijing-Guangzhou line, intersect with the Longhai line, Zhengzhou. All these have brought unique conditions to Henan's logistics.

2.4 Problems of Agricultural Logistics in Henan

2.4.1 Supply Chain Is Too Long, Middle Links Are Too Many

In America, Europe and other developed countries and regions, the supply chain is "supplier- product distribution center-retailer-user" direct order product supply chain, suppliers directly contact with large wholesalers, large retailers (supermarkets). Circulation is mostly a few rings, and specific orders can be queried. The supply chain form of Henan products is "individual supplier - purchaser of origin - regional purchaser - primary distributor - Secondary distributor- customer" mode. Because the circulation link is too long, the price of the products entering the consumer market will rise obviously due to the price increase of the intermediate link layer by layer, thus harming the interests of consumers.

2.4.2 Low Degree of Specialization of Logistics

At present, the logistics cost of manufacturing industry is high, which accounts for more than 50% of the total cost. Taking agricultural products as an example, the average damage rate of agricultural products in Henan can reach about 30%. This data is far from the average level of the world advanced level in North America and Europe. France is similar to the area of Henan in terms of its territorial area. The damage rate of agricultural products in France is only about 5%. There are two basic reasons. One is that the supply chain of agricultural products in Henan Province is too long, resulting in the increase of intermediate links and long product turnover time. The second is the low specialization of agricultural products logistics. Agricultural products are different from other products. As a kind of fresh products, it needs specialized cold chain logistics to carry out logistics operations. In developed areas such as Europe and the United States, agricultural products need to be pre-cooled at the beginning of the supply chain, and then refrigerated, transported, stored, refrigerated wholesale until they enter the final refrigerator for sale. Nowadays, logistics in Henan province is mainly carried out under normal temperature, resulting in a high rate of product damage.

2.4.3 Fragile of Agricultural Logistics Informatization

Although Henan has the Central Plains urban agglomeration as a national-level urban agglomeration, most areas are still in rural areas with weak infrastructure. Because of the low level of information development and the imperfect agricultural information exchange network, the vast rural areas are difficult to collect and process agricultural products related information. The vast number of users' information acquisition ability and information discrimination ability are inadequate, unable to grasp effective information in a timely manner. Because the information transmission is not smooth, amplifying the lagging effect of the market rule. In developed countries, the probability of such a situation will decrease significantly. The supplier can inform the purchaser in time through the hotline network, and the purchaser can make his inventory information public through the network to minimize the loss of this part.

2.5 Lack of Logistics Coordination

In order to improve the efficiency of logistics, in developed countries and regions, local governments and central governments have special personnel and organizations to coordinate the production and sales of suppliers. It is a non-profit cooperative organization representing the interests of farmers, combining scattered farmers through alliances. It plays an important role in organizing production, sales and circulation. Although similar institutions exist in China, the coverage area and coverage intensity of coordination mechanism in Henan Province are inadequate because of the different receipts. Because of its small size, it has weak power to speak in the face of powerful buyers. Under the current "big market small customer" pattern, we can not effectively guarantee the interests of suppliers.

2.6 Low-Carbon Logistics Development Lagged Behind

The implementation of low carbon logistics needs green and low-carbon environment, and it needs the dual efforts of the government and enterprises. At present, because of the difference in population and economic development level, Henan province can not achieve low carbon logistics environment. There are many problems in Henan agricultural logistics, such as no load, repeated transportation and so on. In a considerable number of areas, due to inadequate infrastructure, the actual load rate is only 20%-40% or even lower. In some areas where cold chain logistics is established, the supply chain is broken because of the incomplete connection of supply chain, and the economic benefits can not be achieved. That part of enterprises can only choose to abandon the advanced logistics operation means, exacerbating the waste of energy.

3. REFORM OF THE TEACHING MODEL OF HISTORY THEORY COURSES IN ART MAJORS UNDER THE PERSPECTIVE OF EXPECTATION

Yao Si believes that the "horizon of expectation" is not completely passive in the process of reading and acceptance. The subject will choose the aesthetic objects in front of them based on their existing "horizon of expectation", and choose those that are close to their taste, cultivation, cognition, and other aesthetic objects. The 'horizon of expectations' as a selection criterion is not fixed, and every choice is based on. The process of recreating objects through "aesthetic expectations", and the aesthetic content after recreating will also affect the formation of new "aesthetic expectations". Therefore, in the face of students from different specific majors and grades at different stages, the teaching mode of history and theory courses in art majors also needs to be adjusted to approach the "horizon of expectations" of different students, so that acceptance is no longer dull and obscure. Metals are good conductors with high electrical conductivity. At present, copper, copper and nickel are used as thermoelectric materials. However, the ratio of thermal conductivity to conductivity of metallic materials is constant, so it is almost impossible to further increase the conductivity while reducing the thermal conductivity. On the other hand, the Sebeck coefficient of most metals is very small, only about $10 \mu\text{V} / \text{K}$, and the corresponding generation efficiency is very low, so the application of metals as thermoelectric materials is not extensive.

3.1 Lesson preparation guided by student needs

Firstly, the teachers of historical theory courses have excellent self construction. As the saying goes, "To forge iron, one must be hard on their own." As a teacher of history theory, one must have detailed and refined professional theories, continuously improve one's professional literacy, in order to present various professional theories and development regulations of history theory in the most appropriate depth, reasonable and understandable structure. Classroom has never been a simple way to express text in textbooks, and teaching has never been simply a matter of rote instruction. It requires teachers to reorganize their knowledge structure and provide more diverse and attractive new presentations without changing their meaning. It requires teachers to have strong professional accumulation to complete further Q&A and problem-solving.

At the same time, teachers should also be familiar with the current state of cutting-edge art development, in order to combine theoretical knowledge with social practical needs, use more advanced teaching methods and methods, make history more dazzling in real-life cases that students are more interested in, and mobilize students' participation enthusiasm.

Secondly, teaching design is moving towards a comprehensive and multi-dimensional approach. The traditional meaning of lesson preparation is very simple, which is to prepare textbooks and have little understanding of students, especially for some historical theory courses that cover multiple majors and involve more students. However, if you want to truly achieve student-centered understanding of students' "expectations and perspectives," lesson preparation should not only include "preparing textbooks," but also "preparing students," fully integrating and connecting professional characteristics and course features with students' professional advantages and interests. Most art students have a high acceptance of sound and painting auditions, a strong understanding of emotional content, and a good grasp of trends and new technologies. Based on this, teachers can present celebrity stories and classic historical facts in historical theory courses in a visual, diverse and diverse way, such as courseware PPTs, charts, audio and video image materials, etc. Let the teacher leave the past alone. Pure knowledge infusers transform into leaders in the ocean of knowledge, leading students to understand independent thinking

Test, understand teamwork, and value innovative spirit.

3.2 Classroom Implementation Attempt Rights Transfer

The teaching process is transitioning towards emphasizing theory and strengthening practice. As the two fulcrums of mass communication activities, the relationship between the transmitter and receiver largely determines the operational form of mass communication. In recent years, various industries have begun to shift from "transmitter centered theory" to "receiver centered theory", which reflects people's continuous thinking on the relationship between transmission and reception. This transformation is also applicable in the history theory courses of art majors. Theoretical interpretation is the foundation of course development in historical theory courses, but the process of theoretical explanation and analysis can be completed through practical demonstrations, allowing students to fully participate in this process, and even temporarily transferring the podium to students, giving them a stage to fully utilize the strong practical abilities of art students. Giving students full trust in practical operations,

enabling flipped and smart classrooms to be implemented, allowing them to analyze, explain, form groups, and perform. This process can greatly enhance their learning enthusiasm, enhance their confidence, and also enhance their development. The ability to engage in divergent thinking and innovation has been further improved, and student-centered approach has truly become a reality.

3.3 Innovative Teaching Evaluation System

The examination of history and theory courses in art majors does not necessarily follow the traditional mode. In recent years, the process based examination advocated by universities is a very suitable assessment method for the characteristics of art courses and student styles. The combination of process examination and final examination can more comprehensively examine students' theory and professional quality. During the semester, different forms of exams can be conducted multiple times according to the teaching progress, such as small papers, which can assess students' ability to discover and analyze problems, and cultivate their ability to combine theory with practice and think independently; PPT presentation can examine students' organized and confident self-expression; Group discussions, debates, and performances can assess students' team fighting ability, critical thinking ability, and expressive power. This is also an important opportunity for students with strong practical abilities but slightly weaker theoretical memorization to fully demonstrate their own abilities. In addition, the theoretical exam at the end of the term, regular discipline, attendance, and other comprehensive aspects can provide students with different strengths with the opportunity to showcase themselves, and effectively reduce cheating impact of copying, laziness, etc.

3.4 Prospects for the Effectiveness of the Teaching Model of History Theory in Art Majors under the Perspective of Expectation

Regardless of the major, history and theory courses are regarded as the cornerstone of basic education, but due to the different characteristics of students, it is more difficult to lay a solid foundation in art majors. Nowadays, students majoring in art are more lively, have a stronger acceptance of new things, and have more channels to get in touch with new things. However, the luxury of life and the complexity of society also make the problems of self, impatience, and weak cultural history more apparent to them. The teaching mode of traditional historical theory courses is no longer applicable to students majoring in art at present. Pay attention to the "horizon of expectations" of art majors under the new development trend, and adjust the teaching mode of history theory courses accordingly, strengthen students' subjectivity, enhance their subjective initiative, unleash their innovation, combine theory with practice, and cultivate innovative talents with strong professional abilities in the era of all media.

4. THE THEORY OF ECOLOGICAL ENVIRONMENT

4.1 Brown Points Brenner's Profile

Brenner Brown: born in Russia, moved to the United States at the age of six, received a doctorate in psychology from the University of Michigan in 1942, served in the U.S. Army and then taught at the University of Michigan. Brown Brenner was the first to focus on "the interplay between child research and child policy." he believes that policy encourages natural research and research to be applied in practice to promote research on children. The United States is the founder of the Pre - school Children's Enlightenment Program for National problems, and has put forward the famous ecological environment theory: microsystem, intermediary system, outer system, macroscopic system, time system. [4]

4.2 Brown Divides Brenner's Ecological Environment Theory

Brown - Brunner's model of individual development, which emphasizes that developing individuals are nested in an interactive environmental system, [5] where these systems interact with individuals to influence their development. Brown points out Brenner's ecological environment theory. Microcosmic system: it is the innermost layer of the environmental level, the closest layer to the individual, the direct environment of the individual communication and activity, and the continuous development, which mainly refers to the family environment in the early stage and the school environment in the later stage.

Intermediary system: the relationship and interaction between micro systems. In his view, if there is a good

relationship between the microsystems, development can be optimized, on the contrary, if the link is not good, it will have a negative impact. Outer system: a system in which the individual is not directly involved but has an impact on the individual. For example, parents who work, if they don't like what they are doing, may often complain about work at home, bring bad emotions home, and remain in a grumbling environment. So the outer system also affects individuals.

Macro system: at the outermost of the environmental system, refers to the social and cultural values, customs, laws and regulations, to provide support for the inner system.

Time Dimension: also known as a diachronic system, he emphasizes that any change in the ecological environment affects the direction of an individual's development, such as changes in family structure, residence or parental occupation, and the occurrence of major events.

5. DESCRIPTIVE STATISTICAL ANALYSIS OF INTERVIEW RESULTS

(1) 89% of the secondary vocational students think that the procrastination is caused by their own laziness, and 70% of the secondary vocational students think that the homework assigned by the teacher is competent but they do not want to do it.

(2) When asked about the external causes of learning delays, the respondents came up with the following answers: the use of mobile phones affects learning, parents ignore the learning situation of students, their minds do not want to complete the game in learning, parents do not want to learn in order to escape from their parents and do not want to learn, to see other students do not learn themselves do not want to learn, The teacher has no requirement for the quality of homework and so on.

(3) Sixty - eight percent of the secondary vocational students felt guilty about not completing their homework in time. 42 percent of the secondary vocational students said they should finish the homework in time. After the next assignment, 22 percent of the students said they could not be sure. The remaining students said they refused to answer the question.

(4) Fifty - seven percent of secondary vocational students said that in addition to showing procrastination in their study, there was also procrastination in life, and 30 percent of the secondary vocational students who wanted to rely on others said that there was less procrastination in life than in study. The remaining students said they were not sure if there were any procrastination in their lives. Then, based on Brown's sub - Brenner structure, students are asked about the reasons for procrastination (take a few questions for example).

(5) What do you think are the effects of school or family on your procrastination?

Typical Investigator 1: Anyway, I just don't want to study at school and no one else does homework. I don't want to do it. There are only those girls in our class who do their homework carefully. Most of us copy them. And I'm not at home. In what direction do you think the career of your parents and the relationship between them affect your study procrastination?

6. SUMMARY

The "40 Principles of Higher Education" in the new era of China point out that with the basic principle of "returning to common sense, returning to responsibilities, returning to original aspirations, and returning to dreams", universities should actively guide teachers to devote themselves to teaching and educating people, and strive to motivate modern young students to work hard in reading and learning. Universities should make good use of modern information technology and continuously innovate the methods of educational work. Method: By exploring and utilizing information network resources, we can efficiently integrate learning style construction activities with information technology, construct effective campus cultural practice activities, and integrate education into the activities. This can enable college students to receive education unconsciously and fully utilize the educational role of practical activities in participating in the activities, thereby achieving the expected results of promoting learning style construction.

REFERENCES

- [1] [Germany] H·R·Yaosi, [America] R · C · Horab. Translated by Zhou Ning and Jin Yuanpu. Reception Aesthetics and Reception Theory [M]. Shenyang: People's Publishing House, 1987
- [2] Morley. educational psychology [M]. Beijing: Educational Science Press, 2007
- [3] Liu Boxian. Dominance: The Soul of Mass Communication -- Rethinking the "Receiver Centered Theory" [J]. Academic Forum, 2005 (10)