

## **Research on the Countermeasures of Applying "Project Teaching Method" in the Teaching of Art Management Major**

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**Abstract:** Under the guidance of the Ministry of Education's "Opinions on Deepening the Reform of Undergraduate Education and Teaching and Comprehensively Improving the Quality of Talent Training", as a specialty with highly practical characteristics, the art management specialty of colleges and universities must break through the introduction of innovative teaching methods. Limitations of traditional teaching models, comprehensively improve the quality of curriculum construction, deepen the reform of innovation and entrepreneurship education, and effectively develop students' practical application ability. Project teaching method is a teaching method that uses project as the teaching content organization method and is oriented to the cultivation of practical ability. Through the introduction of project teaching method, art management teachers can effectively achieve the teaching goals of strengthening student professional quality and improving student employment quality. Based on this, this article mainly analyzes the important value of the project teaching method applied to the art management specialty teaching, and discusses the specific strategies of the art management specialty using the project teaching method to complete the teaching reform to solve the teaching problems and improve the level. Carry out teaching activities to provide useful reference.

### **1. Analysis of the Significance of "Project Teaching Method" in the Teaching of Art Management Specialty in Colleges and Universities**

Project teaching method is a teaching method that is different from curriculum teaching method. Under this teaching method, teachers organize teaching in the form of projects, and scientifically refine the project topics by analyzing the target teaching content specified in the syllabus. Reconstruct the relevant theoretical knowledge around the project theme, integrate practical cases that are closely related to the project theme, and design project practical tasks, and then establish learning groups to promote students to exchange and discuss integration materials in the group to form specific project practice solutions. And personally complete the project practice and exploration. The introduction of project teaching method to the reform of teaching mode and method in the art management specialty of colleges and universities has the following important values: First, it is conducive to the improvement of the teaching quality of the art management specialty. The project teaching method oriented to the cultivation of practical ability can promote the connection between the teaching of art management specialty and the actual needs of the job market, and then push the teaching of art management specialty to break through the limitations of past teaching methods that focused on knowledge and light capacity, and effectively improve the teaching level; Is conducive to restore students to the subject of learning. Under the project teaching method, students complete project tasks through independent thinking, interactive cooperation, and practical inquiry. Their subjectivity is fully mobilized, and their enthusiasm for learning and exploring professional knowledge in art management will increase accordingly. Third, it will help strengthen students' practical application the ability of art management professional knowledge and skills and the cultivation of employment quality, promote students to truly "combined with the truth," and help students better realize the value of personal employment.

## **2. Second, the "Project Teaching Method" to Reform The Specific Countermeasures of Art Management Teaching**

(I) Scientifically determine teaching projects and rationally design project practical tasks

Scientifically determining the teaching project is the first step for teachers to effectively use the project teaching method [2]. For this reason, teachers of arts management in colleges and universities should conduct in-depth analysis of the syllabus of their major courses, and clarify the teaching scope, teaching goals and important and difficult contents of the major. At the same time, teachers of different courses should jointly conduct teaching seminars to explore the internal connections between different courses, so as to better integrate the knowledge of various courses under the art management specialty, and further enhance the scientificity and effectiveness of project teaching. In addition, teachers should comprehensively understand the current status of the art management industry and the job content and work requirements of art management-related jobs in the enterprise. This should be used as the most important basis for determining the theme of the project to ensure the practical application of the project teaching [3]. After the project theme is determined, the teacher should design a number of project tasks reasonably for the students based on the determined project theme, so as to provide clear directions for students' thinking, exploration and practical activities, and effectively cultivate students' autonomous learning ability and practical application ability [4]. For example, teachers can take "the development status and trends of variety shows" as the theme of the project and design the following project tasks for students: (1) complete 3-5 variety case production, promotion, and management practice analysis through group discussions; (2) Optimize and perfect the collected practical cases with professional knowledge, and explain the reasons; (3) Select a fixed variety show, analyze its development history and current status, and analyze the advantages and disadvantages and this type based on this Future trends of the show.

## **3. Scientifically Divide Project Groups to Promote Students' Common Progress**

After determining the project teaching theme and completing the project task design, the teacher needs to reasonably divide the students into several project groups with scientific standards in order to effectively promote the students to complete the project practice [5]. To this end, teachers should comprehensively understand students, grasp the characteristics of individual students in various aspects such as personality characteristics, learning ability, learning basis, hobbies and other aspects, and use these characteristics as the main basis, combined with the students' learning conditions to reasonably divide the project group. Attention should be paid to ensuring the differences between members within the same group, and also to ensure the consistency of the overall learning level of different groups, so as to effectively complement the advantages of members in the group and promote equal exchanges and discussions between the groups. Teachers should select a team leader and a learning recorder for each project practice group. The team leader is responsible for organizing each project group discussion, and the learning recorder is responsible for recording the results of each group discussion and the progress of project practice. This will effectively ensure that students complete project practice in a timely manner according to the established teaching progress. Teachers can also design and carry out "Project Practice Contest" and "National College Student Art Project Creative Planning Contest" with different competition topics held at the annual meeting of the Chinese Academy of Art Management Education. Ways to promote students to participate in groups as a unit to enhance students' enthusiasm for participating in project practice.

(2) Deepen the integration of production and education, school-enterprise cooperation and expand the space for project teaching

For college art management majors, the most important goal of introducing project teaching methods is to reverse the teaching tendency of over-emphasis on the theory to help students achieve practical improvement [6]. To this end, teachers of art management majors in colleges and universities should promote schools and art management-related enterprises to reach active cooperation at different levels and levels, promote the full participation of cooperative enterprises in

project teaching, effectively expand the space for project teaching, and enhance the effectiveness of project teaching. Specifically, school-enterprise cooperation in art management majors can carry out project teaching from the following three aspects: (1) Establish a "dual mentor system", that is, each project practice group is equipped with a school teacher mentor and a corporate employee mentor. The two mentors will jointly guide the students' project practice, and promote the regular teaching exchange meetings between the two mentors. Enterprise employees will provide school teachers with real work experience and enrich the teacher's project teaching case library. At the same time, the two mentors are encouraged to jointly evaluate the students' project practice results and allow students to gain more comprehensive feedback on the project practice results; (2) Promote corporate employees to enter the campus to share art management experience and experience with students, and improve the richness of teaching content; (3) After students have accumulated certain project practical experience, the school can promote the enterprise to complete the delivery of art management projects to be carried out Completed by students. In the "Internet +" education era, school-enterprise cooperation can be carried out in more ways, such as establishing a remote project communication platform, using the Internet's real-time interconnection function to exchange project progress and practical solutions, and actively exploring new forms of intelligent education [7].

(3) Improve the assessment and evaluation mechanism, and give students comprehensive and comprehensive evaluation

Project teaching method also needs to be matched with the assessment and evaluation mechanism to provide protection. To this end, teachers of art management majors should change the practice of evaluating students with the final exam as the only result assessment method, and adopt the following two measures to improve the evaluation mechanism and strive to give students a comprehensive and comprehensive evaluation and assessment: (1) Establishment The comprehensive assessment model of "10% attendance rate of course + 10% of usual performance + 40% of project practice + 40% of theoretical test" fully utilizes the important role of process assessment and phased results testing, and puts practical teaching in Theory teaching is equally important; (2) After students complete each project practice, promote students to carry out process evaluations such as self-evaluation and mutual evaluation of group members, and also include dual-mentor evaluation into the evaluation standard system for measuring student project practice In the middle, let students adjust their learning and practice behaviors and habits in time according to the evaluation content.

#### **4. Conclusion**

The based is on the important value of project teaching method in improving the teaching quality of art management majors in colleges and universities, giving play to the role of students 'learning subjects and cultivating students' practical application ability, teachers of arts management majors in universities should implement their own teaching ideas, and actively accepting and learning is innovative Based on a comprehensive and in-depth grasp of the teaching content, the project teaching method scientifically determines the theme of the project and rationally designs the project tasks, reasonably divides the project practice group, and promotes the in-depth school-enterprise cooperation to expand the project teaching space. Establish an assessment and evaluation mechanism suitable for project teaching, and effectively improve the effectiveness of project teaching methods.

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