

A Study on the Cultivation of English Learning Interest of Art Students in Colleges and Universities

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Abstract: With the development of globalization, people from all walks of life have higher and higher requirements for talents' English ability. College art students, as an important force for the communication of culture and art in the future, have good English ability to help them absorb the international frontier art concepts and promote Chinese culture and art to the world. Therefore, college art students need to learn English. As an important factor affecting students' learning quality, how to cultivate students' interest in English learning has become an important topic for English teachers of art majors to study. Based on this, this paper first analyzes the reasons for the lack of interest in English learning among art students in colleges and universities, and puts forward the corresponding training path, hoping to provide some reference.

Keywords: Universities; Art students; English; Interest in learning; Training path

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1. Introduction

In the tide of globalization, English as an international language, its importance is self-evident. However, in the learning process of college art students, English often becomes an insurmountable gap. The lack of interest in English learning among art students not only affects their academic performance but also may become a key factor restricting their international vision expansion and comprehensive quality improvement. Therefore, it is particularly important and urgent to explore ways to cultivate art students' interest in English learning.

2. An analysis of the reasons for the lack of interest in English learning among college art students

2.1. Weak English foundation

Before college art students enter college, due to the particularity of art major study, their time and energy are heavily invested in the training of artistic skills such as painting, music, and dance. Although this high-

intensity and specialized training mode lays a solid artistic foundation for them, it also sacrifices the learning of cultural courses, such as English, to a certain extent. In the growing process of art students, the status of cultural courses is often marginalized, especially in the high school stage, art students' English courses are often not systematic and in-depth, resulting in their English foundation being generally weak ^[1]. After entering the university, art students often feel powerless in the face of more complex and diversified English learning requirements. Their vocabulary is insufficient, which makes it difficult for them to cope with the extensive reading and deep understanding requirements in college English courses; Their lack of grammar knowledge makes it difficult for them to construct and interpret complex sentence structures. This weak foundation not only affects their learning efficiency in class, but also makes them easily frustrated and frustrated when facing new English knowledge and challenges, and then gradually lose their interest and confidence in English learning ^[2].

2.2. Single teaching method

At present, English teaching in many colleges and universities still follows the traditional teacher-centered teaching mode. In this mode, the teacher becomes the absolute protagonist of the class, while the students are in the passive position of receiving knowledge. This one-way way of imparting knowledge lacks the necessary interactivity and interest, which makes it difficult to attract the attention of art students, let alone stimulate their enthusiasm for learning. For art students with strong creativity and imagination, they are eager to have more participation rights and discourse rights in class. However, in the traditional teaching mode, their demand is often ignored. For example, in the teaching of English reading, teachers often simply explain the passage sentence by sentence, requiring students to memorize vocabulary and grammar rules, and lacking the exploration and discussion of the deep meaning of the passage. This mechanized way of learning not only fails to make art students gain the fun of learning, but may make them feel bored, and then have a mood of weariness ^[3-5].

2.3. The teaching content is out of line with the profession

The content design of college English teaching materials often attaches too much importance to the generality and universality of language, but ignores the relevance to the professional learning of art students. For art students, they want to see the actual connection with their major in English learning. However, the existing English teaching materials often lack the professional vocabulary in the field of art, the English introduction of artworks, and the relevant content of international art exchanges, which makes art students feel confused and helpless in the process of English learning. The lack of English learning content closely related to their major makes art students lack a clear sense of goal and motivation in English learning ^[6]. They are unable to integrate English learning with their artistic pursuits, and fail to see the direct help of English learning for their future development. This disconnect between content and majors not only reduces art students' interest in learning but may also lead to their misunderstanding and neglect of English learning.

2.4. The campus English atmosphere is weak

The campus English learning atmosphere of colleges and universities is very important to stimulate students' interest and motivation in learning. However, the atmosphere of campus English in many colleges and universities is not strong, and there are few opportunities for English communication and practice. Activities such as English corners and English clubs are often not carried out frequently enough and the number of

participants is limited, which cannot meet the diversified needs of art students for English learning. In addition, signs and publicity boards on campus are mostly in Chinese and lack English signs and content. This makes art students less exposed to English in daily life and unable to feel the practicality and interest of English in daily life. This double lack of environment and opportunity not only limits the breadth and depth of art students' English learning, but also may lead to their neglect and rejection of English learning ^[7,8].

3. The cultivation of interest in English learning for art students in colleges and universities

3.1. Understand the basis of students and implement stratified teaching

There are differences in the English basis of each art student, which requires teachers to fully understand the actual situation of students in the teaching process and implement stratified teaching. In this regard, first of all, teachers should fully understand students' English foundation through various ways. On the one hand, students' vocabulary, grammar mastery, listening, speaking, reading, and writing ability can be comprehensively assessed through entrance tests, classroom performance and homework completion ^[9]. On the other hand, we can have in-depth communication with students to understand their difficulties in English learning and the learning goals they expect to achieve. After fully understanding the basis of students, teachers should classify students into different levels according to their English level, learning ability and learning goals. For students with weak English foundation and relatively weak learning ability, the focus of teaching at this level should be on the consolidation of basic knowledge and the training of basic skills. Teachers should slow down the teaching process, adopt more detailed and patient teaching methods, help students consolidate the foundation of vocabulary and grammar, and gradually improve their listening, speaking, reading and writing ability. For students with a good English foundation and strong learning ability, besides consolidating basic knowledge, they should also pay attention to expanding their scope of knowledge and cultivating their comprehensive language application ability. They can be provided with more challenging learning tasks, such as English academic paper reading, English writing competitions, etc., to stimulate their learning potential. In the teaching process, teachers should formulate personalized teaching objectives and teaching content according to the characteristics and needs of students at different levels. For example, for students with a weak foundation, the teaching goal may be to master basic English vocabulary and grammar knowledge, to be able to carry out simple daily communication, and to read short English articles. The teaching content focuses on the explanation and practice of basic vocabulary and simple sentence patterns. For students with a good foundation, the teaching goal may be to have a strong, comprehensive English application ability, be able to communicate fluently in English, and read and write complex English articles. The teaching content can add some depth and breadth of English knowledge, such as an appreciation of English literary works, English business writing, etc. Stratified teaching is not static, but should be dynamically adjusted according to students' learning progress and actual performance. Therefore, teachers are expected to assess students on a regular basis to understand their progress and shortcomings in the learning process. For students who have made significant progress in the learning process, they can be adjusted to higher-level classes and given more challenging learning tasks to further stimulate their learning motivation. For students who have difficulties in learning, timely help and guidance should be given, and they should be adjusted to lower-level classes when necessary to ensure that they can keep up with the teaching progress and gradually improve their English level ^[10].

3.2. Enrich teaching methods and make learning more interesting

Traditional teacher-centered teaching methods are difficult to stimulate art students' interest in learning. Therefore, teachers need to constantly enrich teaching methods to make English classes livelier and more interesting. First of all, as a kind of teaching method favored by students, the game teaching method can effectively activate the classroom and enhance students' learning interest. In English class, teachers can design a variety of English games, such as English word solitaire, English riddles, English role playing and so on. For example, in the English word solitaire, students need to say a new word according to the last letter of the word spoken by the previous student, which can not only help students consolidate their vocabulary, but also increase the interest of learning; In the English role playing game, students can simulate various real scenes, such as shopping, traveling, interviewing, etc., and improve their oral expression and practical use of English through role playing. Secondly, the situational teaching method can create a real language environment for students, so that students can learn and use English in situations. Teachers can make use of multimedia technology, such as pictures, videos, audio, etc., to present students with various vivid situations. When explaining the English knowledge related to tourism, the teacher can play a video of a beautiful tourist spot to make the students feel as if they were there. Then, the teacher can guide the students to describe the spot in English and discuss the experience and feelings of traveling. In this way, the students can feel the charm of English more directly and improve their interest in learning ^[11]. In addition, the group cooperative learning method can cultivate students' teamwork spirit and independent learning ability. Teachers can divide students into groups and let them work together to complete a learning task, such as English project planning, English drama performance, etc. In the process of group cooperative learning, students need to communicate with each other and cooperate to solve problems together. In the English project planning, team members need to work together to collect data, design plans, and write reports, etc. Through this process, students can not only improve their English level but also cultivate the ability of teamwork and innovative thinking.

3.3. Optimize the teaching content and highlight the professional characteristics

In order to improve art students' interest in English learning, the content of English teaching should be closely combined with their major and highlight their professional characteristics. First of all, for students of different art majors, teachers should have a deep understanding of their professional characteristics and needs, and organically integrate English teaching content with professional knowledge. For example, for students majoring in music, the teaching content can add professional vocabulary in the field of music, such as instrument names, music genres, music terms, etc. The English introduction and appreciation of classical music works can be introduced, so that students can understand foreign music culture and improve their English level. For students majoring in fine arts, the teaching content can include English knowledge of art history and art criticism, so that students can express their understanding and appreciation of artworks in English. Secondly, teachers can invite experts or foreign teachers in the field of art to give special lectures, so that students can understand the cutting-edge trends and development trends of international art. Experts or foreign teachers can bring the latest artistic ideas and works, and explain and analyze them in English, so that students can broaden their artistic horizons while learning English. Experts can introduce the latest art exhibitions and art activities in the world, so that students can understand the needs and development direction of the international art market. Foreign teachers can improve students' oral English expression ability and cross-cultural communication ability through interaction with students. In addition, teachers can also organize students to carry out English art practice activities, such as English drama performance and English art

creation ^[12-14]. In English drama performance, students can choose classic English drama works for rehearsal and performance, and improve their English listening and speaking ability and artistic expression through performance. In the creation of English artistic works, students can create poetry, painting, photography, and other works in English, combining English learning with artistic creation to cultivate their innovative ability and comprehensive literacy.

3.4. Carry out campus activities to create an English atmosphere

A good campus English atmosphere can stimulate art students' interest in English learning. Schools should actively carry out various campus English activities to provide students with more opportunities to practice and use English. First of all, schools can hold English culture festivals regularly, during which they can organize various English activities, such as English speech contests, English singing contests, English movie dubbing contests, and so on. These activities can not only improve students' English level, but also enrich students' cultural life on campus. In the English speech competition, students need to express their opinions and ideas in English, and exercise their oral expression ability and thinking ability. In the English movie dubbing competition, students need to imitate the characters in the movie to do dubbing, improve their listening and speaking skills, and feel the charm of English movies ^[15]. Secondly, schools and teachers should actively encourage the establishment of English corners and English clubs to provide a platform for students to communicate and learn freely. On the one hand. In the English corner, students can communicate with foreign teachers, English teachers, and other students and share their learning experience and life experience. On the other hand, teachers can use English clubs to organize various English learning activities, such as English reading clubs, English writing groups, etc., so that students can learn and make progress together in interest groups. In addition, schools should set up English signs and publicity boards on campus, such as English signs in teaching buildings, libraries, canteens and other places; Display English learning materials and English cultural knowledge in the publicity column, and regularly update English learning methods, English stories, English song recommendations, etc., to attract students' attention and interest; In the corridor of the teaching building, you can also post some English aphorisms to encourage students to learn English so that students can contact English anytime and anywhere in daily life, to create a good English learning environment.

4. Conclusion

To sum up, art students in colleges and universities, as a group of students with unique learning needs and interest preferences, generally have a low interest in English learning. Therefore, cultivating their interest in English learning is a systematic project, which needs the joint efforts of teachers, schools, and students. By understanding the basis of students, implementing stratified teaching, enriching teaching methods to increase learning interest, optimizing teaching content to highlight professional characteristics, and carrying out campus activities to create an English atmosphere, we can effectively stimulate art students' interest in English learning, improve their English level, and lay a solid foundation for their future development.

Disclosure statement

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