The Relationship between Effective Teaching and Teaching Methods in the Teaching of Chinese Art Courses

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Abstract
As countries around the world increasingly emphasise the holistic development of students and the cultivation of their overall qualities, art courses are increasingly being given high priority. This study used a systematic literature review to analyse effective teaching and teaching methods in the teaching of art courses and the relationship between them. Ultimately, it was found that the characteristics of art courses include a focus on individualisation and creativity, on the use of diverse teaching methods, on practice and experience, and on interdisciplinary integration. Characteristics of effective teaching include an emphasis on changes in educational philosophy and continuous innovation in teaching methods, personalised and differentiated teaching, student participation and collaboration, feedback and evaluation, and teachers' professional development and enhancement of educational skills. Teaching methods often used in art courses include demonstration teaching, hands-on teaching, discussion and reflection, project-based learning, interdisciplinary teaching, personalised teaching, and technology-supported teaching. At the same time, there is some indirect and direct relationship between teaching methods and effective teaching in art courses in several ways. This study is of great significance in that it not only provides a complete theoretical framework for teaching methods in art courses, but also analyses in depth how effective teaching can be practiced and achieved in art courses, while the relationship between effective teaching and teaching methods is theoretically confirmed. These conclusions bring breakthrough significance and provide a theoretical basis for subsequent research.
Keywords: Effective Teaching, Art Courses, Teaching Methods, China Education, Curriculum and Instruction.

Introduction

Art courses are of great significance in the current society and human development. Art is not only a skill or a form of expression, but also a profound way of expressing thoughts and conveying emotions. It can cultivate people's aesthetic interest and cultural literacy. Through learning art, people can appreciate artworks in different cultural backgrounds, understand the cultural connotation and history behind art, and improve their cultural cultivation and aesthetic ability. It also cultivates people's creativity and imagination. Art is a kind of creative activity, which encourages people to try boldly and innovate, cultivates people's ability of independent thinking and problem solving, and is of great significance for cultivating future creative talents. In addition, it also promotes people's emotional expression and communication ability. Art is a kind of emotional expression, through artworks, people can express their inner feelings and thoughts, enhance emotional exchange and communication with others, and promote social harmony and progress. These are for people's professional skills and professionalism. For art practitioners, art courses not only provide professional knowledge and skills training, but more importantly, develop their professional ethics and sense of responsibility, enabling them to be competent in a variety of complex artwork. Therefore, art courses also contribute positively to an individual's physical and mental health and all-round development. Through art creation and appreciation, people are able to release pressure, regulate their emotions, enhance their self-knowledge and emotional intelligence, and promote their physical and mental health and overall development.

The teaching of art courses faces a variety of challenges and opportunities. On the one hand, art education requires teachers to have rich professional knowledge and good artistic cultivation, and to be able to guide students to engage in in-depth artistic thinking and creative practice. On the other hand, the teaching methods of art courses need to be constantly innovated and improved to meet the diverse needs of students and the rapid changes in society.

In the teaching of art courses, the relationship between effective teaching and teaching methods is a thought-provoking topic. Art courses are different from traditional disciplines in that they emphasise the cultivation of creativity, expression and emotion, and require special teaching methods to stimulate students' imagination and creativity, and guide them to integrate and flexibly apply what they have learnt. In this context, how to achieve effective art teaching has become a core issue of common concern for educators and students. In art courses, effective teaching does not only mean imparting skills and knowledge, but more importantly, guiding students to cultivate aesthetic interests, enhance artistic cultivation, and shape their personality styles. Therefore, effective teaching in art courses needs to focus on the students' subject position, respect their individuality and creativity, and stimulate their learning interest and potential.

Therefore, exploring the relationship between effective teaching and teaching methods in art courses not only helps to improve the quality of teaching and students' learning effect, but also is of great significance in promoting the development of the discipline and the cultivation of talents. In this paper, we will discuss in depth the principles of effective teaching in art courses, the classification and characteristics of teaching methods, as well the impact of different teaching methods on learning effectiveness from both theoretical and practical

levels, aiming to provide theoretical support and practical guidance for improving the quality of art education and promoting the development of art career.

Methodology
In this study, we followed a Systematic Literature Review (SLR) methodology, which involved several human-friendly steps:

Asking the Right Questions: We started by formulating our research inquiries to ensure we're addressing the most pertinent issues.

Choosing the Right Sources: We selected databases like CNKI, Baidu Scholar, Google Scholar, and Eric to gather a wide range of articles.

Finding the Right Words: We defined search terms to effectively navigate through the vast sea of literature available.

Collecting and Organizing Insights: After gathering findings from various databases, we meticulously organized them for clarity and coherence.

Analyzing with Care: We analyzed outcomes based on specific criteria we established beforehand, ensuring a thorough and fair review process.

Drawing Conclusions: Finally, we synthesized our findings to establish conclusive results that contribute meaningfully to the research.

Throughout this process, we prioritized articles that directly or indirectly supported our research and addressed relevant issues. Additionally, we ensured that selected articles aligned with the themes of our study. We also considered some significant foreign articles to enrich our analysis. After filtering out irrelevant or insignificant articles, we delved deeper into the remaining ones for further analysis.

Characteristics of teaching in Chinese Art Courses
Art courses have unique features in teaching and learning, and these features include the characteristics of the subject itself as well as the uniqueness of the teaching methods and concepts. Art courses are not only designed to teach skills, but also to cultivate students' creativity, imagination and aesthetic sensibilities, and I will discuss these characteristics in detail below.

Firstly, one of the characteristics of art courses is the focus on individuality and creativity. He (2023) argues that unlike traditional science or technical courses, art courses focus more on students' individuality and creativity. In art courses, students are encouraged to express their unique ideas and emotions rather than simply accepting what is taught by the teacher. Xie (2016) argues that personalisation is a very important part of art courses, and for this reason it is important to create a good classroom and school atmosphere. Such personalised teaching methods can stimulate students' creativity and allow them to find their own voice and style in creating art.

Secondly, art courses usually use diverse teaching methods. Because of the diversity and openness of art itself, art courses have a variety of teaching methods. Teachers may use a variety of methods such as discussion, practice and demonstration to guide students' learning. For example, in painting classes, teachers may organize students to observe famous paintings together and discuss the composition and use of colours in the paintings, which is an effective method Wang (2012); while in music classes, teachers may organize students to play music together and provide guidance on playing skills, musical expression, etc. If the teaching method of teaching and singing is only used simply, students will feel monotonous and tedious (Zhao, 2016). In the broadcasting hosting profession, the use of teaching methods should be enriched by using both basic conventional teaching methods and interesting discussion methods to stimulate interest (Liu & Hou, 2018). Such diversified teaching methods can meet the learning needs of different students, stimulate their learning interest and improve their learning effect.

In addition, art courses focus on practice and experience. Art is a highly practical discipline, and only through practice and experience can students truly master the skills and theories of art. Therefore, art courses usually arrange a lot of practical activities for students to learn through hands-on practice. For example, in dance class, students will not only learn the basic steps and techniques of dance, but also experience the charm of dance through actual rehearsal Liu (2019); in theatre class, students will not only learn acting techniques and script interpretation, but also experience the artistic charm of theatre through actual performance. Acting is not something that can be understood by students only through "teaching", but only through students' repeated stage practice and the real feeling of the acting environment created by the audience and the actors can they finally learn to perform (Wang, 2018). Through practice and experience, students are able to understand the arts more deeply and improve their skill levels.

In addition, art courses focus on interdisciplinary integration. There is a close connection between art and other disciplines, such as art and history, art and literature, art and science. Therefore, in art courses, teachers usually combine art with other disciplines to enrich students' learning through interdisciplinary teaching. For example, in art history classes, teachers will not only explain the styles and genres of artworks, but also introduce the historical background and cultural environment at that time, so as to help students better understand the artworks, especially by integrating the history of other disciplines, such as the history course of the architecture major that combines architects and art history as mentioned in (Chen, 2017).

In summary, art courses are characterised by individualisation, diversity, practicality and interdisciplinary integration. These features not only reflect the characteristics of the art discipline itself, but also the teaching concepts and methods of art education. Through the study of art courses, students can not only master the skills and theories of art, but also cultivate creativity, imagination and aesthetic interests, and improve their comprehensive quality and creativity level.

Characteristics of Effective Teaching
The development history of effective teaching is an important topic in the field of education, which involves a number of fields such as teaching methods, educational psychology and

learning theories. From traditional indoctrination to today's individualised and diversified teaching models, the concept of effective teaching is constantly evolving and improving. In the following, we will discuss the characteristics of effective teaching.

Firstly, the development history of effective teaching reflects the transformation of educational philosophy and the continuous innovation of teaching methods. In the past, teaching was mainly based on traditional lecturing and indoctrination, with students passively accepting knowledge and teachers playing a leading role in the teaching process. However, with the change of educational concepts and the development of learning theories, people gradually realise that learning is a proactive process, students should be the main body of learning, and student participation should be paid attention to (Wang & Ma, 2015). Especially for the enhancement of small class teaching and personalised teaching, student as the main body should be the ultimate goal (Gu, 2011). One of the key points of effective teaching is to shift from teacher-centred to student-centred, focusing on stimulating students' interest and engagement in learning.

Secondly, effective teaching emphasises individualised and differentiated teaching. Each student has unique learning characteristics and needs, and effective teaching should adopt different teaching strategies and methods to meet each student's learning needs according to their individual differences and learning styles (Hu, 2013). Personalised teaching can better stimulate students' interest in learning and increase their motivation to learn, thus achieving better learning results.

In addition, effective teaching focuses on student participation and cooperation. Interaction and cooperation among students can promote the construction and exchange of knowledge, which is conducive to the cultivation of students' thinking ability and creativity. Therefore, effective teaching emphasises the creation of a good learning atmosphere and cooperative environment, encourages interaction and cooperation among students, and develops students' teamwork and communication skills through group discussions, group projects and other forms (Chen, 2014).

In addition, effective teaching also focuses on feedback and evaluation. Timely feedback can help students understand their learning, identify problems and adjust learning strategies in time (Liu & Wang, 2017). Teachers should evaluate students' learning outcomes on a regular basis and adjust teaching methods and contents according to the evaluation results to ensure that the teaching objectives are achieved.

Finally, effective teaching emphasises the professional development of teachers and the improvement of their educational skills. Teachers are the key factor in teaching, and their teaching level and professionalism directly affect the quality of teaching and students' learning outcomes, for example, Guo (2014) found that teachers' mastery of teachers' multimedia teaching affects students' learning outcomes. Therefore, teachers should continuously improve their educational skills and teaching abilities, participate in educational training and professional development activities to keep teaching fresh and dynamic.

To sum up, the development of effective teaching and its key points include the shift from teacher-centred to student-centred, personalised and differentiated teaching, student participation and collaboration, feedback and evaluation, and teachers' professional

development. Through continuous exploration and practice, we can continue to improve teaching methods, enhance the quality of teaching, and create better conditions for students' learning and development.

Classification and Characteristics of Teaching Methods in Chinese Art Courses

As mentioned earlier, in art courses, teaching methods should be chosen in such a way as to stimulate students' creativity, imagination and expressiveness, as well as to develop their artistic skills and aesthetic sensibilities. The following are some common teaching methods used in art courses:

Demonstration: Teachers show students artistic skills and techniques through their own demonstrations for students to observe, imitate and learn from. Demonstration teaching can visually show the process of creating artworks and help students understand how art skills are applied. This method is used more in art teaching, for example, in the teaching demonstration of art courses, the art teacher in the teaching process of the relevant techniques and materials handling, painting steps, demonstration of the key and difficult points, to provide students with intuitive reference to the process, techniques and methods (Kuang, 2014).

Practical teaching: Developing students' artistic skills and creativity through hands-on creation and practice. Practical teaching can help students gain a deeper understanding of artistic principles and techniques and improve their practical skills. For example, in traditional decorative art courses, Fu (2013) proposed a new teaching method that highlights the improvement of students' hands-on ability, focuses on practical teaching operation mode, and purposefully combines teaching sessions with design competitions.

Discussion and reflection: Through discussing artworks, opinions and aesthetic concepts, students are guided to think and analyse, thus improving their aesthetic and critical abilities. Duan (2012) argues that teaching methods must be varied to maximise the effectiveness of teaching, i.e. on the basis of basic teaching methods such as narration, appreciation and reading guide, guided inquiry, discussion, brainstorming and collaborative learning guide are used throughout. Combination of guided inquiry method, discussion method, brainstorming method and cooperative learning guidance method are used in the teaching of "Art Principles".

Project-based learning: The learning content is organised into a series of projects, allowing students to learn and practice in the process of completing the projects. Project-based learning can help students combine theoretical knowledge with practical skills and develop their problem-solving and creative abilities, and Huang (2020) advocates the design and implementation of a unit on dramatic literature based on project-based learning.

Interdisciplinary teaching: Integrate art courses with other disciplines to expand students' vision and cognition through interdisciplinary teaching methods. For example, art is combined with history, literature, science and other disciplines to promote students' comprehensive development through interdisciplinary exploration and practice. Qu (2015) analysed the combination of primary school art and science disciplines with the addition of farming elements in her study, and this kind of interdisciplinary teaching got very good results.

Individualised teaching: According to the individual differences and learning needs of students, different teaching strategies and methods are used to meet the learning needs of each student. Personalised teaching can better stimulate students' interest and enthusiasm in learning and improve their learning results. For example, in primary school art, personalised teaching can cultivate students' aesthetic awareness and improve their aesthetic ability (Deng, 2023).

Technical support teaching: modern technology and multimedia means are used to support the teaching of art courses, such as using computer software for painting, graphic design or music production, and using network resources for the appreciation and study of artworks. Technical support teaching can enrich the teaching content and form, and improve students' learning interest and participation. For example, dance teaching in colleges and universities with digital technology support has great advantages, especially digital technology can break the limitations of time and space (Yang, 2023).

These teaching methods can be used in combination and flexibly selected and adjusted according to different teaching objectives and student characteristics to improve the teaching effect of art courses and students' learning experience.

The relationship between teaching methods and effective teaching in Chinese Art Courses
In art courses, teaching methods and effective teaching are closely related, and the relationship between them is crucial for improving student learning. Through extensive literature analyses, researchers have found that there may be a relationship between teaching methods and effective teaching in art courses in the following ways:

Student engagement and motivation: Art courses usually tend to increase student engagement and encourage them to explore art through practice and creativity, for example, mooc courses are used as a form of art courses by some schools due to their high level of engagement and interactivity (Cui, 2020). And effective teaching methods can motivate students Cui (2012) to become more actively involved in the art-making and learning process, which is similar to the goal of art courses.

Individualised Teaching and Student Needs: Art is an individualised and creative field and therefore teaching methods should be adapted to individual differences and learning needs of students. Ouyang (2016) argues that effective teaching and individualised teaching are closely linked. Effective teaching methods may be able to meet the diverse learning needs of students so that each student can find his or her own interest and potential in arts learning.

Practical Teaching and Skill Development: Art courses focus on practical teaching to develop students' artistic skills and creativity by allowing them to be hands-on with their work and practice. The theory of effective teaching, itself, emphasises the importance of linking teaching to students' real lives as a way of creating meaning in learning, as well as teaching students complex thinking skills and developing their cognitive skills through thinking challenges (Zhang, 2000). Thus, effective teaching methods may be able to help students master art skills and improve their practical skills.

Emotional and Aesthetic Cultivation: Art courses aim to cultivate students' aesthetic emotions and cultural literacy. Zhang (2015) argued that it is very important to focus on emotional cultivation in the effective teaching of primary school maths. Ran (2020) studied the aesthetic emotions in art teaching as the primary aim, which not only enhances the effectiveness of art teaching, but also promotes the all-round development of students. Therefore, effective teaching methods may be able to stimulate students' emotional resonance and improve their aesthetic appreciation through the appreciation and exploration of artworks.

To sum up, there is a close relationship between teaching methods and effective teaching. By choosing appropriate teaching methods, teachers can better promote students' learning and development and improve the teaching effect of art courses.

Conclusion
The final finding of this study is that the characteristics of art courses include a focus on individualisation and creativity, on the use of diverse teaching methods, on practice and experience, and on interdisciplinary integration. Characteristics of effective teaching include an emphasis on changes in educational philosophy and continuous innovation in teaching methods, personalised and differentiated teaching, student participation and collaboration, feedback and evaluation, and teacher professional development and educational skills. Teaching methods frequently used in art courses include demonstration teaching, hands-on teaching, discussion and reflection, project-based learning, interdisciplinary teaching, personalised teaching, and technology-supported teaching. At the same time, there is some indirect and direct relationship between teaching methods and effective teaching in art courses in several ways.

In response to the findings of this study, the researchers make the following recommendations: promoting effective teaching in art courses requires a combination of teaching methods to stimulate students' creativity and critical thinking. First, use diverse teaching strategies such as demonstration, discussion, and practice to help students understand art concepts from different perspectives. Secondly, focusing on individualised learning, students are encouraged to express their personal styles and emotions in their artistic creations. In addition, timely feedback and assessment are crucial to students' progress, which can be achieved through individual conferences, artwork presentations, and so on. During the teaching process, teachers should act as mentors and inspirers, guiding students to identify and solve problems and encouraging them to learn through failure. Finally, through an interdisciplinary approach, art is combined with other disciplines to broaden students' horizons and ways of thinking. To sum up, promoting effective art teaching requires teachers to make comprehensive use of multiple teaching methods and focus on personalised learning and interdisciplinary integration in order to stimulate students' learning interest and creativity.

Significance
This study explores the relationship between effective teaching and teaching methods in the teaching of Chinese art programmes, which is far-reaching and involves the state, society, schools, teachers and students at many levels.

From the national level, art education is an important way of national cultural inheritance and innovation. Through the study of effective teaching methods, it can improve the national art literacy, enhance cultural confidence, and then promote the enhancement of national cultural soft power. In addition, art education has a unique role in cultivating innovative thinking and aesthetic ability, which has a positive impact on the country's long-term development and international competitiveness.

At the social level, art education can help build a harmonious society and improve the quality of public cultural life. Effective teaching methods can stimulate people's love for art and promote the popularisation and diversification of art, thus enriching social and cultural life and improving the overall cultural taste of society.

At the school level, the significance of this study is that it provides educational institutions with scientific teaching strategies and methods to help schools optimise their curricula and improve their teaching quality. Through the implementation of effective teaching methods, schools are able to better meet the learning needs of their students and develop students with creativity and critical thinking skills.

For teachers, this study provides valuable teaching resources and guidance to help them update their teaching concepts and master diverse teaching techniques. This not only improves teachers' teaching effectiveness, but also enhances their sense of professional fulfilment and well-being, thereby increasing the attractiveness of the education sector as a whole.

Finally, from the perspective of students, effective teaching methods can stimulate their interest in learning, improve their learning efficiency, and help them better understand and appreciate art. This is of great significance to students' personal growth and lifelong learning, enabling them to exercise creativity in their future studies and work, and to become citizens with an international outlook and cultural literacy.

To sum up, this study not only has direct practical value in enhancing the teaching effectiveness of Chinese art courses, but also has far-reaching significance in promoting the cultural development of the country, fostering social harmony, improving the quality of education, enhancing the professional development of teachers as well as fostering the comprehensive quality of students.

Conflict of Interests
In this research, we have no economic relations with other people and external organizations. We don't receive the funding from any organizations.

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