

On How Teachers Deal with the “Personality” of Students in Art Colleges

Guodong Zhang^{1*}

¹ College of Fashion and Art, Hubei Institute of Fine Arts, Wuhan, China

Email Address

510143631@qq.com (Guodong Zhang)

*Correspondence: 510143631@qq.com

Received: 13 October 2021; **Accepted:** 28 October 2021; **Published:** 19 November 2021

Abstract:

College students are in their youthful years, full of energy, active in thinking, and strong in physique, activity ability and self-expression ability. As a young generation around the age of 20, the college students with both physiology and mentality reaching a certain degree have a strong thirst for knowledge. Receiving higher education, getting in touch with new ideas, having relatively free and flexible study and living time, and being separated from the control of their parents, college students show extreme freedom in behavior and speech, that is, they do what they want, say what they want, or regard those not done by others as “personality”. Art colleges are especially full of students with the so-called “personality”, but how to correctly deal with the “personality” of students in art colleges plays an important role and significance in strengthening students’ management and guiding learning.

Keywords:

Art Colleges, Student, Personality Problems, Dealing With

1. Reasons and Embodiment of the “Personality” of Students in Art Colleges

The “personality” problem of students in art colleges is particularly obvious among college students. The main reasons are: a. characteristics of art majors. As we all know, artistic creation does not only emphasize the subjective feelings of the artists themselves and the emotional embodiment of the work, but also it is often relatively relaxed and casual in its form of expression. Therefore, many young students in art colleges, especially newly enrolled college students, do not have an in-depth understanding of the essence of art. Lack of internal emotional expression in artistic creation, they only focus on imitating the works of masters or famous artists. From the perspective of students themselves, many students in art colleges seem to acquiesce in the freedom of the art colleges, which makes it easier for some students who lack self-control and self-learning ability to enter the team in pursuit of the so-called “personality”. b. Students’ comprehensive quality. At present, to enter a higher school, a large proportion of students with unsatisfactory cultural achievements in art colleges in China choose to study art majors. Generally speaking, the weak cultural foundation will naturally be restrained in cultural cultivation. Lack of internal self-cultivation,

many of these students tends to be attracted by popular phenomena, leading to “personality”. c. Importance of school teachers. The relationship between school and students is the relationship between subject and theme. The flexible teaching and learning methods of the art colleges also make many teachers “no action teachers”, and ignore and let go of students, leading to some improper phenomena in the thought or behavior of many students not being guided in time and the problem of students’ “personality” becoming more and more serious eventually.

The “personality” problem of students in art colleges is manifested in many aspects, which can be summarized as follows:

a. Negative attitude towards learning. Too negative in their study, some “personalized” students in art colleges tend to paralyze themselves, especially in the study of cultural literacy courses. They often think that they are artists, so they only pay attention to art and pursue “personality”, but do not take classes every day, especially cultural classes which they do not take seriously at all. In addition, students in art colleges have rich emotions, but problems make their self-regulation ability weak, thus making them easy to fall into loneliness, self-accusation and pessimism. Therefore, when faced with major or cultural learning, they seem to be inadequate.

b. Poor group awareness. “Personalized” students often like freedom, but do not like restraint, like to be alone, but are not good at expressing themselves, are unwilling to communicate and exchange ideas with others, but rarely participate in collective activities, and have a narrow scope of life, but are not willing to help others. Due to the strong “personality”, they are easy to conflict with other students, and due to weak awareness of inclusiveness, they will develop poor group awareness at last.

c. Poor teacher-student relationship. In art colleges, in order to avoid restricting students’ freedom of thought during learning, teachers leave as much time as possible for students to find and put forward tentative solutions to problems. Moreover, teachers in universities and colleges do not spend as long as middle school teachers. Generally, after the lecture, few students take the initiative to communicate with the teacher. In addition, the students in art colleges are of individualism, who show dissatisfaction with teachers who do not like, or do other behaviors that hinder the normal relationship between teachers and students. What’s more, some students with “personality” are dissatisfied with teachers and directly conflict with teachers, thus leaving a very bad influence on teaching and management and making self-evaluation easily distorted. There is no lack of students with “personality” problems in art colleges, who are easy to be ordinary and independent people in their pursuit of art and life. The essential reason for these phenomena lies in “personality” problems.

d. Students have strong self-esteem and often attract the attention of others with uniqueness. In the evaluation of themselves, they often feel good about themselves, ignore their own shortcomings, are blindly self-confident, cannot listen to other people’s opinions, and are easily divorced from reality in self-evaluation.

2. Some Thoughts of Teachers in Dealing with the “Personality” Problem of Students in Art Colleges

When facing the “personalized” students with the above phenomena, teachers in art colleges should make full psychological response, constantly strive to find the root causes of the “personality” problems, and seek opportunities to help students correctly

understand the disadvantages of the “personality” problems and help students return to the correct and reasonable way to seek the art position from the following aspects.

a. That teachers should understand and study students, mainly including understanding the law of students’ physical and mental development, student group and individual ideology, moral quality, special hobbies, knowledge level, learning attitude and methods, and personality characteristics, and studying students’ needs and existing problems, is the duty of university teachers to understand and study students. Only by understanding students can teachers master the psychological trend of students with “personality” problems and facilitate counseling and communication in the future.

b. Help students establish a correct view of art. In art colleges, many students regard indifference, silence, loneliness, or “personality” as the unique behavior of artists. Flaunting themselves as artists, students grow beards, long hair and bald heads, and even have tattoos on campus. Obviously, some “personalized” students’ attitude towards art is incorrect, letting alone their view of art. Therefore, teachers of art colleges should try their best to help students understand the essence of art, advocate students to learn more about Chinese traditional culture and constantly enrich their knowledge, that is, students should not only pursue the superficial personality scenery, but also know how to enrich their internal rest and temperament.

c. Be good at getting along with students, treat students fairly, and care for, respect and love students. A book once said: “love is the secret of education.” Teachers should love all students and be full of love for students. In addition, they should get along with students, respect students’ self-esteem and safeguard students’ legitimate rights. The teacher-student relationship generally has to go through stages such as strangeness, contact, closeness, coordination, and tacit understanding. In the early stage of communication with students in art colleges, teachers should maintain enough patience and tolerate some “personality” expressions of students and should be a self-contained teacher, so as to avoid the disharmonious factors in the initial communication. Moreover, teachers should grasp the initiative of communicating with students, make use of the active and playful characteristics of art students, go deep into students, communicate and talk with students, strive to participate in students’ activities and shorten the distance with students. When communicating with students, teachers in art colleges should fully mobilize their own emotions and students’ emotions, and enrich the connotation of the relationship between teachers and students by strengthening the emotional connection with students. Only in this way can some students with “personality” problems be cared for and gradually counselled.

d. Teachers should strive to improve their self-cultivation and improve their personality. The quality and cultivation of teachers in universities and colleges are the core factors affecting the relationship between teachers and students. That teachers in universities and colleges should not only have excellent professional knowledge, but also have high self-cultivation and perfect personality is the premise and guarantee to deal with the relationship between them and students with “personality” problems. To treat the students with “personality” problems in art colleges, teachers in universities and colleges should use their prestige and personality to constantly counsel them and attract “personalized” students with open-minded, tolerant and understanding personality, perfect wisdom, profound learning and noble personality.

Compared with the students of other comprehensive colleges, the students in art colleges can always reflect some habits of their “personality” in their views or

practices towards the same problem or event, such as willfulness, stubbornness, selfishness, vanity, extreme and arrogance. The existence of these problems has a great negative impact on their own growth and mental health. In the face of students with serious “personality” problems, teachers in art colleges should be able to find out the problems in time, actively understand and study the psychology of these students, actively communicate and talk with them, participate in some of their activities, create more opportunities for cooperation and communication, strive to become interactive friends, and gain students’ emotional trust. At the same time, when facing the college students, a special group of colleges and universities, teachers must be familiar with and master the basic psychological trends of students, and be able to constantly update their psychological understanding with the growth of students’ age.

3. Conclusions

The “personality” problem of students in art colleges is rather common. Therefore, teachers should do a good job in controlling “personality” and moderate “personality”. For example, they should have their own experience and expression methods for their major, or have their own unique and meaningful opinions on something to make the students’ road of art and life colorful, or outshine others. When helping students solve “personality” problems, the teachers should respect students’ ideas, patiently and actively communicate with students under the condition of fully understanding students’ “personality” problems, and pay attention to psychological counseling with methods and ways, so as to achieve scientific and humanized treatment of students’ “personality” problems. Only in this way can teachers enhance the communication with students, enhance the mutual trust between teachers and students, and promote teaching to move forward on the road of virtuous circle.

Conflicts of Interest

The author declares that there is no conflict of interest regarding the publication of this article.

Funding

This work is the project result of of the school-level teaching and research project-- Research on Talent Training Mode of Fashion Art Design Major under the Concept of Wearable Art of Hubei Institute of Fine Arts.

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