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Home (<https://so07.tci-thaijo.org/index.php/IJSASR/index>)

/ Archives (<https://so07.tci-thaijo.org/index.php/IJSASR/issue/archive>) / Vol. 3 No. 5 (2023): September-October



(<https://so07.tci-thaijo.org/index.php/IJSASR/issue/view/315>)

Published: 2023-09-22

Articles

The Development of Track and Field Learning Management Model for High-Performance Athletics in Guangzhou
(<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3199>)

Xiaoxiang Shen , Chanchai Siriphan
1-8

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3199/2274>)

The development of Early Childhood intellectual Capacities in the Child Development Centers of the Local Administrative Organizations, Chaiyaphum (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3271>)

Sunan Siphai, Suphi Siphai, Jaruwan Sakulku
9-22

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3271/2275>)

The Impact of TMT Political Connection on Corporate Performance-with CSR as the Mediation (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3258>)

Yan Li
23-30

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3258/2276>)

The Development of Physical Education Curriculum Martial Arts Sports for the Nine Years Compulsory Education Stage of Guangdong Province (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3286>)

Shangguozi Liu, Wanit Nirantranon, Praktik Hongsaenyatham
31-44

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3286/2277>)

Construction of an Evaluation Index System for The Implementation of The New Curriculum Standards (2022 Edition) Of Physical Education and Health Curriculum for Middle Schools in Guangdong Province (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/315>)

[\(https://www.nstda.or.th/home/nstda-privacy-policy/\)](https://www.nstda.or.th/home/nstda-privacy-policy/)

[thaijo.org/index.php/IJSASR/article/view/3249](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3249))

Xin Zhang , Wanit Nirantranon
45-60

Privacy policy (<https://www.nstda.or.th/en/nstda-privacy-policy.html>)

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3249/2278>)

Innovation Management of Improving Business Strategy in CCIC Company, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/2987>)

Qunhui Du , Pongsiri Kamkankaew, Phithagorn Thanitbenjasith, Hui Guo
61-70

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/2987/2279>)

The Investigation of Competitive Strategic Orientations of Export Companies in Suzhou City, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/2992>)

Xiwen Xu , Pongsiri Kamkankaew, Phithagorn Thanitbenjasith , Yu-Chen Wei
71-78

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/2992/2280>)

Research on the Construction of Technology-rich Classroom Learning Environment to Develop English Language Learning and Higher-order Thinking (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3276>)

Juan Lei, Thanawan Phongsatha
79-98

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3276/2281>)

Effect of Flipped Classroom on Rope Skipping Movement Skill in Rhythm Rope Skipping Action Sport for Grade 4 Students (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3292>)

Yuehan Zhu , Danucha Saleewong, Lerlak Othakanon
99-110

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3292/2282>)

The Effects of Multi-ball Training Program on Badminton Skills of Male Students Aged Between 9-11 Years (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3283>)

Cheng Li, Prakrit Hongsaenyatham
111-118

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3283/2283>)

Factors Affecting the Behavioral Intention of Public Universities Art Design Major Students by Using Blended Learning in Chengdu (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3314>)

Xiaoxiao Li, Satha Phongsatha
119-138

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3314/2284>)

Effect of Learning Management Using Interactive Teaching Mode on Students' Learning Achievement and Creative Ability of Chinese Contemporary Oil Painting (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3262>)

Tian Xia , Angkana Karanyathikul, Sombat Kotchasit
139-148

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3262/2285>)

Research on Rural Tourism Design in Zhejiang under Sustainable Cultural Development (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3328>)

Linxin Ouyang , Sakesan Tanyapirom , Rasa Suntrayuth
149-162

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3328/2286>)

Model Development of Sports Centers Service Management in Wuhan City under Next Normal Condition (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3281>)

WeiDong Cheng

163-170

[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3281/2287\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3281/2287)[\(https://www.nstda.or.th/home/nstda-privacy-policy/\)](https://www.nstda.or.th/home/nstda-privacy-policy/)Privacy policy (<https://www.nstda.or.th/en/nstda-privacy-policy.html>)

The Development of a Sustainable Model for Promoting Chinese Traditional Sports “NADAM” under the Background of The Belt and Road (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3279>)

Xiangsheng Xue, Prakit Hongsaenyatham
171-184[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3279/2288\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3279/2288)

The Development of an Evaluation Index System for Assessing the Impact of Sports Tourism on the Health of the Elderly in Xi'an City (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3297>)

HuaSen Liu , Panya Sungkawadee
185-200[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3297/2289\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3297/2289)

Construction of the Evaluation Index System for the Sustainable Development of Primary School Campus Football in Shaanxi Province, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3300>)

XiaoYu Fan , Panya Sungkawadee
201-214[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3300/2290\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3300/2290)

Preparing for Tomorrow's Challenges: Integrating Future Thinking into Crisis Management in Thai Higher Education (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3353>)

Phithagorn Thanitbenjasith, Pongsiri Kamkankaew
215-230[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3353/2291\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3353/2291)

The Construction of a Teaching Ability Evaluation System of Dance Sport Teachers in Colleges under the Background of "Double Ten Thousand Plan" (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3299>)

Zhang Lu, Panya Sungkawadee
231-242[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3299/2292\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3299/2292)

Characteristics and Influencing Factors of College Students' Sports Consumption in Guangzhou (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3268>)

Dongjin He, Prakit Hongsaenyatham
243-254[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3268/2293\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3268/2293)

Model of Exercise, Sports and Health for the Elderly to Promote Sports Tourism in Qinling Mountain, Shaanxi Province, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3342>)

Li Li, Panya Sungkawadee
255-270[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3342/2294\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3342/2294)

The Quality of Public-funded Oriented Physical Education Normal Students' Cultivate in Guangdong Province (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3298>)

Jun Yan, Panya Sungkawadee
271-284[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3298/2295\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3298/2295)

Design the Training Program to Improve the Strength, Agility, and Quickness of the Table Tennis Players in Jing Zhou City (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3282>)

Chang Hu , Achara Saochalerm , Nopporn Tasnaina
285-292[PDF \(https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3282/2296\)](https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3282/2296)

Continuance Intention to Iclass E-learning for Film Institute Undergraduates at Sichuan University of Media and Communications (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3348>)

Jing Wang, Satha Phongsatha
293-308

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3348/2297>)

Synergizing Thai Higher Education with Macro-marketing and Circular Economy Principles: A Paradigm Shift in Marketing Education for Sustainable Societal Progress (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3385>)

Pongsiri Kamkankaew, Phithagorn Thanitbenjasith
309-322

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3385/2298>)

An Instructional Model for Physical Education in the Next Era for Secondary School (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3364>)

Jinyuan Zhu , Wisute Tongdecharoen
323-334

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3364/2299>)

Application of Video Reflection Technology in Sports Dance Teaching (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3367>)

Weiping Cao, Satha Phongsatha
335-352

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3367/2300>)

A Management Model to Operate a Commercial Tennis Club in Zhanjiang, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3260>)

Da Lui , Chanchai Siriphan, Nopporn Tasnaina
353-366

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3260/2301>)

Development of Basketball Teaching Model under Concept of Outcome – Outcome-Based Education for Xi'an University Students in Shaanxi Province (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3351>)

Dong Chen, Chanchai Siriphan, Rumpai Soonjan
367-374

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3351/2302>)

A Guide Management Taekwondo on Teaching for Universities in Henan Province (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3384>)

Yuanhe Lou, Onemai Praphanbundit, Chanchai siriphan
375-382

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3384/2303>)

A Study on the Factors Influencing the Fertility Intention of the Population in Sichuan Province, China (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3660>)

Haidong He, Supit Boonlab
383-390

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3660/2308>)

An Application of Dynamic Layer Teaching Program to Enhance a Learning Outcome in Basic Badminton Course for College Students (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3700>)

Tao Chen, Nopporn Tasnaina, Wisute Tongdecharoen
391-402

PDF (<https://so07.tci-thaijo.org/index.php/IJSASR/article/view/3700/2309>)



Effect of Learning Management Using Interactive Teaching Mode on Students' Learning Achievement and Creative Ability of Chinese Contemporary Oil Painting

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Abstract

Background and Aim: The societal and economic growth, demand for cultural arts rises. Art education, seen as human heritage, fosters personal growth and creativity. Traditional teaching is teacher-centered, limiting student innovation amid globalized challenges. Oil painting education faces traditional constraints. Research explores interactive teaching's impact on Chinese oil painting students' learning achievement and creative ability. To enhance oil painting education, innovative methods meet student needs, elevating outcomes. Interactive teaching better oil painting education, boosting results, creativity, participation, and communication. It improves traditional methods, fostering proactive learning, and creativity, and offering suggestions for better meeting oil painting students' needs.

Materials and Methods: To assess students' learning achievement, researchers compared exam scores before and after tests. To evaluate creative ability, an observation record sheet documented students' performance in four aspects, with scores converted to student percentage scores. A benchmark of 70% was set for high-level creative ability, and data was collected accordingly. Through comparative analysis, this study explores students' learning achievement and creative ability under interactive teaching methods.

Results: From the study, it was found that: 1) Pre-interaction teaching, students averaged 14.18 in oil painting performance. After interactive teaching, scores significantly rose to 27.20 ($t=125.004^*$, $p=0.01$); 2) Following the adoption of the interactive teaching model, the average score for students' oil painting creations was 85.40, with a standard deviation of 7.168. This score exceeded the benchmark of 70% for high-level creativity (with a maximum score of 100).

Conclusion: Interactive teaching significantly enhances the student's learning achievement and creative ability in contemporary Chinese oil painting students. It ignites interest, fosters teacher-student and peer interactions, and deepens mastery of oil painting knowledge and skills. The results underscore the positive impact of interactive teaching on oil painting education, providing strong support for educators. Under this approach, students' oil painting creativity notably improves, offering more opportunities for free expression, feedback, and guidance from teachers and peers.

Keywords: Interactive Teaching Mode; Creative Ability; Oil Painting

Introduction:

With the development of society and rapid economic growth, there is an increasing demand for cultural and artistic pursuits. Art education is considered an important part of human cultural heritage and is increasingly valued in contemporary society as an effective way to promote personal growth and cultivate students' creativity. However, as an important art form, oil painting plays an irreplaceable role in art education in China. Art education is a social activity that cultivates individuals through the utilization of art and cultural knowledge. It serves as a necessary means to disseminate and preserve knowledge of art and culture, representing a form of cultural existence. To expedite our country's modernization process and preserve, enhance, promote, and develop the cultural and artistic essence of all ethnic groups in China, art education has evolved into an essential foundational effort in cultivating talents for the trans-century era (Li Xingwang, 2021). However, there are still some issues in current oil painting education. (Hui, L. 2018) research indicates that while influencing the improvement of the quality of oil painting instruction, it also significantly affects the training of art majors in the new era,





thereby constraining the sustainable and favorable development of oil painting instruction in the new period. (Chen Jun 2002) Research indicates that in the face of new circumstances, due to subjective and objective factors, our educational concepts, educational system, educational structure, talent cultivation model, educational content, and teaching methods are relatively outdated, affecting the comprehensive development of college students and rendering them unable to meet the demands of society.

Under the interactive teaching model, the impact of learning management becomes more significant. Through interactive teaching, there is increased interaction and communication between teachers and students, leading to greater student engagement in learning. Teachers can adjust instructional content and methods flexibly based on student's learning needs and interests, thereby stimulating their enthusiasm and creativity in learning. The interaction among students also promotes learning exchange and collaboration, collectively enhancing students' learning achievement and creative ability.

In the application research of interactive teaching mode, some scholars in the field of contemporary Chinese oil painting education have also conducted research on interactive teaching mode. This study provides an effective teaching mode and practical plan to improve the student's learning achievement and creative ability of contemporary Chinese oil painting students. Teachers can enhance interactive teaching management by effectively utilizing instructional plans and scores to reflect students' learning achievement. To evaluate students' creative ability, teachers can adopt a percentage-based grading method to examine their problem-solving ability, artistic expression, and innovation ability through artistic practice and talent display in four aspects: "modeling and expression", "design and application", "appreciation and evaluation", and "comprehensive exploration". Through empirical research, the study aims to provide empirical evidence on the impact of interactive teaching management on students' learning achievement and creative ability, thereby offering theoretical and practical support for the improvement and development of oil painting education.

This study also highlights the importance of students' creative ability in teaching objectives. Through the learning management of the interactive teaching mode, teachers can cultivate students' creative ability and artistic expression abilities and promote their personal development and innovation ability in the field of oil painting. This helps students to show individuality and creativity in the creative process and develops their artistic thinking and aesthetic awareness.

Research Questions:

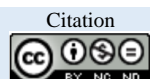
1. How does the students' learning achievement of oil painting before and after learning through interactive teaching mode?
2. How does students' creative ability in oil painting compare with the established 70 % criterion after learning through the interactive teaching model?

Research Objectives:

1. To compare students' learning achievement of oil painting before and after learning through interactive teaching mode.
2. To compare students' creative ability in oil painting with the criterion set at 70 percent of full marks.

Literature Review:

"Reform of Fine Arts Education and Development of Curriculum Resources Based on National Culture" (Li Xingwang, 2021) — This study aims to explore the significance of art education with a focus on accelerating China's modernization process while preserving, enhancing, promoting, and developing the essence of diverse ethnic cultures and arts. Particularly emphasizing the realm of fine arts education, the study is grounded in national culture and drives educational reform to facilitate the development of curriculum resources. The research findings unequivocally indicate that incorporating elements of national culture into educational reform significantly enhances students' creative thinking abilities. This not only stimulates students' creativity but also lays a robust foundation





for their artistic development. The study aligns closely with China's objectives of rapid modernization and cultural heritage preservation. Within this context, art education is regarded as a cornerstone for nurturing future talents. The research underscores the importance of integrating national cultural values into fine arts education to ignite students' creativity and provide them with a profound artistic groundwork. Furthermore, the research outcomes hold significance for broader objectives like fostering creativity and deepening comprehension of cultural heritage. In conclusion, through the fusion of tradition and innovation, this study makes a valuable contribution to shaping the future of modern art education. It aims to facilitate students' attainment of exceptional learning outcomes within the ever-evolving educational landscape.

“A Study on the Issues and Countermeasures of Oil Painting Teaching in Universities” (Hui Lui, 2018) —This study delves into the challenges faced by university-level oil painting education and proposes corresponding strategies to address these challenges. The research findings explicitly indicate that through the implementation of appropriate measures, significant enhancement in the quality and effectiveness of university-level oil painting teaching can be achieved. This underscores that within the realm of university-level oil painting education, diligent problem analysis and targeted actions can lead to continuous optimization of teaching practices, thereby elevating students' learning outcomes. Concurrently, this study emphasizes that while enhancing the quality of oil painting instruction, it also exerts a notable influence on the cultivation of talents in the field of contemporary art, consequently constraining the ongoing advancement of oil painting education in this new era.

“A Brief Analysis of the Development Status and Reform Trends of Art Education in Universities” (Chen Jun 2002) —This study conducted a concise analysis of the current state and reform trends of art education in universities. The research findings indicate that the development of art education in universities is influenced by a variety of factors. Future reform trends are expected to emphasize the enhancement of teaching quality and the introduction of innovative elements. This study highlights the challenges and opportunities faced by art education in universities within an ever-changing educational landscape and offers insights into the direction of future development.

Research conceptual framework:

Intro: This study delves into the field of art education, with a particular focus on the impact of interactive teaching modes on students' learning achievement in oil painting and their students' creative ability within this artistic domain. The independent variable, interactive teaching mode, is renowned for its emphasis on active engagement, collaboration, and participatory learning. The dependent variables of this study encompass students' achievement in oil painting and students' creative ability in oil painting.

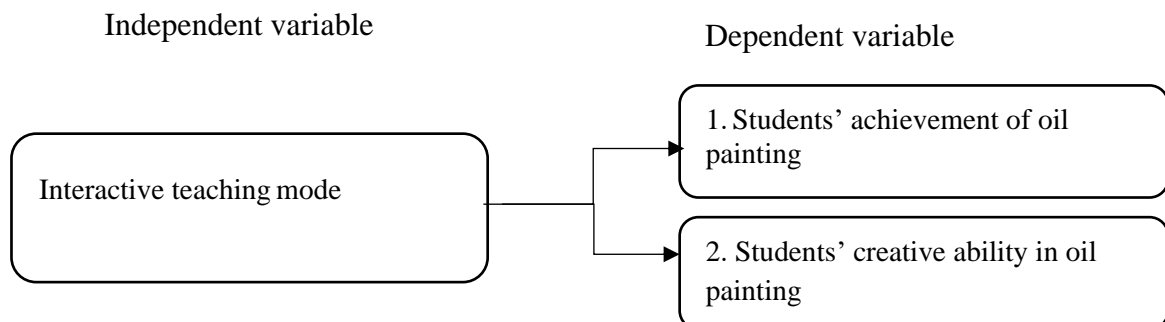


Figure1. Independent variable and dependent variable





Methodology

Population and samples: The population of this study consisted of 150 first-year students from the Oil Painting Department of Guizhou University's School of Art in the year 2023 (3 classes, 50 students per class). The sample for this study comprised 50 students (1 class), selected using a cluster simple random sampling method. The focus of this study was to investigate the impact of interactive teaching model learning management on Chinese contemporary oil painting students' academic performance and creative abilities.

Research instruments: The research tools used in this study followed **8 lessons** based on Interactive teaching mode : (1) Color Theory and Mixing Techniques (2) Basic Sketching and Composition (3) Layout and Design (4) Oil Painting Materials and Tools (5) Color and Value (6) Line and Brushwork (7) Oil Painting Techniques (8) Art History and Cultural Background. The steps of interactive teaching mode of oil painting. Step 1: Stimulating students' interest (30 minutes) Step 2: Self-directed and cooperative learning (30 minutes) Step 3: Teacher-student interaction and student-student interaction (2 hours) Step 4: Evaluation and Summary (10 minutes)

The test paper of the oil painting fundamentals & skill course exam (30 multiple choice questions, each question is worth 1 point, for a total of 30 points) was to comprehensively evaluate students' learning outcomes by putting their achievements on the test paper. The test consists of 30 multiple-choice questions, covering 8 parts of teaching content in the Oil Painting Fundamentals & Skill Course. Each question has four options and one correct answer.

The assessment is conducted in the form of "submitting independent oil painting creations" and adopts the percentage scoring method. By using an observation record sheet, the students learning performance in the oil painting creation skills lesson is recorded. The student's creative process and artwork presentation are observed, and their performance in four aspects: "Formal expression" (score range 0-30), "Design application" (score range 0-25), "Appreciation and evaluation" (score range 0-20), and "Comprehensive exploration" (score range 0-25) are documented. The total score is 100.

This study designed and completed the curriculum structure for the fundamentals and skills of oil painting. In this study, experts from Guizhou University School of Art in China, Public Art College of Sichuan Fine Arts Institute, Art Education College of Sichuan Fine Arts Institute, and Valaya Alongkorn Rajabhat University in Thailand evaluated the research instruments. Among them, three experts specialized in curriculum and instruction from China, and two experts in specific content teaching from Thailand participated in the evaluation. The researchers provided assessment forms to the five experts for reviewing or evaluating the teaching plans. After collecting the data, the gathered data was analyzed to determine the consistency and appropriateness of the teaching plans. After obtaining the expert evaluation results, the developed teaching model was modified and improved based on their recommendations.

Data collection tools: 1) Two sets of test papers were used for pre-test and post-test assessments of students' oil painting courses. The papers contained questions related to the learning objectives and evaluation criteria of oil painting, aiming to measure students' learning performance before and after the course. By comparing the scores of the pre-test and post-test, the improvement in students' performance during the oil painting learning process was evaluated; 2) An observation record sheet was utilized to observe students' creative process and artwork presentations. Their performances in areas such as formal expression, design application, appreciation and evaluation, and comprehensive exploration were recorded. The recorded data was compared to the maximum score of 70% to determine the percentage of the total score achieved.

Data collection:

1. The procedure for collecting students' learning achievement of oil painting data is as follows:

1.1 Determine the direction of the interactive teaching method: Before starting the data collection, clarify the specific direction and objectives of the interactive teaching method being used. This includes identifying the instructional content, teaching strategies, and learning objectives to ensure consistency and appropriateness during the data collection process.





1.2 Pre-test assessment: Conduct a pre-test assessment of the sample students before the instruction begins, using the constructed instruments to measure their learning achievement. The pre-test assessment may include examining students' foundational knowledge, skill levels, or other relevant factors to establish the initial baseline of students' proficiency.

1.3 Instruction using interactive teaching method: After completing the pre-test assessment, provide instruction to the sample students using the interactive teaching method. This may involve teacher guidance and facilitation, student interaction and collaboration, hands-on creative activities, etc. Ensure interactivity during the teaching process and active engagement of students.

1.4 Post-test assessment: Upon completion of the instruction, conduct a post-test assessment of the sample students using the same instruments as the pre-test. Evaluate students' learning outcomes and improvement by measuring their learning achievement after experiencing the interactive teaching method.

1.5 Data analysis: Collect pre- and post-test assessment results data. Compare students' scores before and after the test, analyze the change and improvement in their performance, and use SPSS paired sample t-test for data analysis.

2. The procedure for collecting students' creative ability in oil painting data is as follows:

2.1 Determine the evaluation criteria for students' creative ability: evaluate students' artistic skills and talents through four aspects: "formal expression", "design application", "appreciation and evaluation", and "comprehensive exploration". Convert these assessment criteria into specific scoring values to ensure consistency and appropriateness in the evaluation process.

2.2 Sample selection: Choose one student as a representative sample from the target population. Ensure that the sample is representative by using random sampling or selecting based on specific requirements.

2.3 Interactive teaching process: During the teaching process, employ interactive teaching methods for oil painting instruction. For example, guide students in practical creative activities, provide guidance and feedback, and ensure interactivity and student engagement during the teaching process.

2.4 Data analysis: Assessment result data were collected and collated for statistical analysis, and the student's total score percentage was compared to 70%, data analysis was performed using an SPSS independent sample t-test.

Data analysis: In this study, data were analyzed using the SPSS statistical software program by the research objectives. The following procedures were conducted: 1) Dependent samples t-test: The dependent samples t-test was employed to compare the learning outcomes before and after the intervention using the interactive teaching method. This analysis aimed to assess the improvement in academic performance; 2) Independent samples t-test: An independent samples t-test was performed on a single sample to compare students' oil painting creative abilities against the predefined 70% criterion. This analysis aimed to evaluate the student's performance to the established standard.

Conclusion :

1) The research results show that the interactive teaching mode in oil painting teaching is an effective teaching strategy, which can promote students' learning process and improve learning outcomes. Oil painting teaching through interactive teaching mode showed significant improvement in students' learning achievement, and the difference was statistically significant ($P < 0.05$). Compared with traditional teaching methods, the interactive teaching mode can stimulate students' interest in learning, promote interaction between teachers and students and students, and enhance their understanding and mastery of oil painting knowledge and skills. The results of this study highlight the positive impact of interactive teaching on oil painting teaching and provide strong support for educators.

2) The study compared students' performance in terms of their ability to create oil paintings. The results showed that the student's ability to create oil paintings was significantly improved in the interactive teaching mode, and this difference was statistically significant ($P < 0.05$). The interactive teaching model provides more opportunities and platforms for students to freely express their thoughts and ideas and receive feedback and guidance from teachers and classmates. This creative learning





environment stimulates students' creativity and imagination, allowing them to better showcase their artistic talents and unique artistic styles. The goal of the study was to compare students' performance by comparing the ability to create oil paintings with a standard of 70% of a perfect score.

Result:

This chapter presents the findings related to the objectives of the research. The objectives of this research were as follows: 1) to compare students' learning achievement of oil painting before and after learning through interactive teaching mode, and 2) to compare students' creative ability of oil painting with the criterion set at 70 percent of full marks. The findings of this research were analyzed through descriptive statistics and t-tests by using a statistical package program to answer the progress of participants after its implementation. The findings were described as follows.

Statistical symbols

Statistical symbols	Description
\bar{X}	The mean values of oil painting performance and creative ability in the sample.
S.D.	The degree of dispersion of oil painting performance and creative ability in the sample.
t	The T-test compares whether the impact of interactive teaching mode on students' oil painting performance and creative ability is significant.
p	The significance level of the T-test results.

1. The results of the first research objective to compare the students' oil painting grades before and after the implementation of the interactive teaching mode

The result of comparing the different scores of students' learning achievement of oil painting before and after learning through interactive teaching mode. The below table shows descriptive statistics and t-tests as analyzed by the statistical package program. This table aimed to answer the research objective about whether interactive teaching mode was able to enhance students' achievement of oil painting.

Table1 The result compares the different scores of students' learning achievement of oil painting before and after learning through interactive teaching mode.

Group	n	Pretest scores		Posttest scores		t	p
		\bar{X}	S.D.	\bar{X}	S.D.		
Experimental group	50	14.18	1.711	27.20	1.539	125.004*	0.01

The significance level: $p < 0.05$

As presented in Table the paired samples t-test results indicate, the mean scores of the pretest of students' achievement of oil painting was 14.18 (SD = 1.711) and the post-test of students' achievement of oil painting was 27.20, (SD = 1.539).

Moreover, it aimed to examine the different scores of before-and-after using interactive teaching mode to enhance students' achievement of oil painting. The result of this table showed that after learning through interactive teaching mode in the classroom, posttest scores of students' achievement of oil painting were greater than pretest scores at 05 levels of statistical significance ($df = 49, p = 0.01 < .05$). The average scores of the study developed increasingly higher than pretest.

2. The results of the second research objective are to compare the students' creative abilities in oil painting, with a maximum score of 70% by using a nonparametric t-test dependent for one sample group.

The result of comparing the different scores of students' creative ability in oil painting after learning through interactive teaching mode with the criteria set at 70 percent. The below table shows





descriptive statistics and t-tests as analyzed by the statistical package program. This table aimed to answer the research objective about whether the Interactive teaching mode was able to enhance students' creative ability in oil painting.

Table2: The result comparing the different scores of students' creative ability oil painting after learning through interactive teaching mode with the criteria set at 70 percent

Group	n	Full score	Criteria score	\bar{X}	S.D.	t	p
Experimental group	50	100	70	85.40	7.168	15.191*	.001

The significance level: $p < 0.05$

As presented in Table the results of the independent samples t-test indicate, that the mean scores of t students' creative ability oil painting after learning through Interactive teaching mode was 85.40% from possible full marks of 100 and the standard deviation was 7.168% which was statistically higher than the criterion of 70% at .05 levels of statistical significance ($df = 49, p = 0.001 < .05$).

Discussion:

1) The process of teaching can impact learning outcomes. To ensure the reliability of the study, a pre-test assessment of knowledge mastery was conducted on 50 sampled students (1 class) before introducing the interactive teaching mode. The results showed no statistically significant differences in the pre-test scores among the sampled students. Therefore, it can be concluded that the sampled students were comparable in terms of their pre-test knowledge and were suitable for subsequent research. These pre-test results provided an important baseline for evaluating the effects of the interactive teaching mode, ensuring reasonable internal validity, and yielding robust conclusions.

The post-test results indicated that the average scores of students who learned through the interactive teaching mode were significantly higher than their pre-test scores. Thus, the research results suggest that the interactive teaching mode has a significant potential for improving learners' academic performance. According to the study by (Giorgdze and Dgebuadze, 2017) interactive learning not only helps learners easily acquire new materials but also enables them to retain concepts for a longer period. They also argue that interactive learning involves interaction between teachers and learners, aiming to transmit appropriate skills, knowledge, and values to facilitate effective learning.

Therefore, the research findings indicate that when interactive teaching methods are effectively used, learners can acquire new materials and retain concepts for a longer duration. The characteristics of interactive learning include various activities, creativity, sensitivity, opportunities for problem-solving, encouraging learner engagement, meeting learner needs, providing opportunities for learner inquiries, and incorporating demonstrations in the teaching process. Moreover, the acquired knowledge can be applied to real-life contexts (Giorgdze and Dgebuadze, 2017).

2) In this study, the criterion for oil painting creation ability was set at 70% of the full marks. This criterion was established for the following reasons: firstly, it serves as a relatively high threshold, demanding students to reach a certain level of proficiency in oil painting creation. Secondly, setting a relatively high standard allows for a better assessment of the extent to which students' creative abilities have improved.

According to (Yingying, 2020) research, exploring the language of oil painting is an essential aspect of our artistic originality and the study of oil painting. It bestows artworks with strong artistic charm and visual impact, existing as a special artistic symbol hidden within the materials, techniques, colors, and composition of oil painting. In addition to expressing visual content, the language of oil painting carries the artist's emotions, thoughts, and creativity. By mastering the language of oil painting, students can better convey their artistic intentions and create unique and expressive works. In the interactive teaching mode, students can actively participate in the learning process, explore their creativity, and experiment with different techniques. They enhance their oil painting skills by receiving feedback and collaborating with classmates. This interactive and participatory approach creates a





supportive and motivating learning environment, where students can improve their oil painting skills through practice, critical thinking, and continuous improvement. The interactive teaching mode provides students with a broader learning space, where they can interact with teachers and peers, share experiences and inspirations, and further enhance their artistic perspectives and oil painting abilities. Research by (Hu, J., & Li, X., 2020) suggests that the interactive teaching mode is believed to enhance students' creative abilities and engagement, providing more opportunities for practice, and interaction, and stimulating students' interest in learning. Furthermore, the interactive teaching mode helps students better understand and apply the knowledge they have acquired, promoting long-term memory retention and knowledge transfer. Therefore, the findings indicate that after learning through the interactive teaching mode, students' oil painting creative abilities have significantly improved, surpassing the 70% benchmark. This improvement not only contributes to the development of their oil painting skills but also cultivates their creativity, self-expression, and enthusiasm for learning. This can be attributed to the richer learning experiences and opportunities provided by the interactive teaching mode.

At the end of the entire teaching period, students will submit independent oil painting works and their creative abilities will be assessed, recorded, organized, and analyzed based on four aspects: formal expression, design application, appreciation and evaluation, and comprehensive exploration. Research results indicate that after learning through the interactive teaching mode, students' average scores in oil painting creative abilities are significantly higher than the 70% standard. This improvement not only contributes to the development of their oil painting skills but also nurtures their creativity, self-expression abilities, and enthusiasm for learning. This can be attributed to the richer learning experiences and opportunities provided by the interactive teaching mode.

Recommendation

1. Recommendation for implication

Addressing the existing problems in current oil painting education, including changes in the educational environment, ideologies, and goals, it is necessary to improve oil painting education and enhance students' learning achievement and creative ability.

Recommendation: Introduce more interactive teaching modes to adapt to the requirements of modern education, and pay attention to the challenges brought by globalization and cultural diversity, expanding teaching content and methods to make education more suitable for contemporary societal needs.

Research aimed at improving students' learning achievement and creative ability is an inherent requirement of Chinese oil painting education, and it aligns with international trends and demands.

Recommendation: Conduct research and exploration, and apply interactive teaching modes to enhance students' interest, practical skills, innovation capabilities, and creativity.

Interactive teaching methods have been widely applied and studied in contemporary oil painting education in China.

Recommendation: With students as the focal point, promote learning through interaction and communication between teachers and students, emphasize the cultivation of student's independent learning and thinking abilities, stimulate their interest in learning, and enhance learning outcomes. Additionally, assists students in improving their artistic creation abilities, innovation awareness, and overall qualities.

Scholars have researched the application of interactive teaching methods in contemporary Chinese oil painting education.

Recommendation: Learn from the research findings of scholars, employ interactive teaching methods to improve student's learning achievement and artistic cultivation, and emphasize teachers' guidance and stimulation of students' interest in learning and innovative thinking. Moreover, integrate methods such as situational teaching and gamified instruction to enhance students' independent learning abilities.





2. Recommendation for further research

1) Research specific implementation strategies for interactive teaching models: Delve into how to introduce more interactive teaching models in oil painting education and study how to combine interactive teaching with traditional teaching methods to enhance students' learning achievement and creative ability. Strategies can include designing specific interactive teaching activities, developing lesson plans and materials, and training teachers in the skills and competencies of using interactive teaching methods.

2) Conduct in-depth research on the impact of globalization and cultural diversity on oil painting education: Further explore the challenges and opportunities brought by globalization and cultural diversity to oil painting education, and investigate how interactive teaching models can better cultivate students' global awareness, cross-cultural communication skills, and artistic expression diversity. This can involve researching the design of teaching content and guiding students to explore and integrate painting techniques and artistic styles from different cultural backgrounds.

3) Explore the effects of interactive teaching on students' creativity and innovation abilities: Interactive teaching models help stimulate students' creativity and innovative thinking. Further research on how interactive teaching can foster students' powers of observation, imagination, and expression, as well as how encouraging independent exploration and practice can enhance their artistic creation skills.

4) Conduct comparative research on the effectiveness and applicability of different interactive teaching methods: Interactive teaching methods encompass various approaches, including situational teaching and gamified teaching. Conduct comparative research to evaluate the effects and applicability of different interactive teaching methods in oil painting education, aiding teachers in selecting the most suitable teaching methods to improve and enhance students' learning achievement and creative ability.





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