

Exploring the Teaching Reform of Graduation Design in Visual Communication Art Design for Vocational Undergraduate Students

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Abstract: This article mainly discusses the reform of graduation design teaching in vocational undergraduate visual communication art design. Currently, with the constantly changing demand for talent in society, the traditional teaching mode of graduation design is no longer able to meet the needs of students and the requirements of society. Therefore, it is necessary to reform the graduation design teaching of visual communication art design for vocational undergraduate students to meet the needs of social development. This article analyzes and explores teaching objectives, content, and methods, and proposes some feasible teaching reform strategies. Through a preliminary exploration of the teaching reform of graduation design in vocational undergraduate visual communication art design, it can provide reference and reference for relevant educational institutions.

Keywords: Visual communication art design; Graduation design; Teaching reform

With the rapid development of social economy and the continuous improvement of cultural level, the demand for professional talents with visual communication art and design abilities in the media industry is increasing. However, there are currently some problems in the graduation design teaching of vocational undergraduate visual communication art design. The traditional teaching mode of graduation project can no longer meet the needs of students and the requirements of society, so teaching reform is needed.

1. Analysis of the current situation of graduation design teaching in vocational undergraduate visual communication art design

1.1 Problem Analysis of Traditional Graduation Design Teaching Mode

The traditional teaching model for graduation projects focuses on imparting theoretical knowledge, neglecting the cultivation of students' practical operation and practical abilities. Students often only complete their graduation projects through papers or speeches, lacking opportunities for practical application. The traditional graduation design teaching mode emphasizes students' understanding and application of existing knowledge, neglecting the importance of cultivating students' innovative thinking and ability. Students' works often lack breakthrough and innovative points, making it difficult to reflect their personality and professional level. Traditional graduation design teaching often lacks practical guidance and support for students. Students often face various problems and difficulties in the process of graduation design, but the lack of guidance and Q&A from professional teachers leads to students being unable to effectively solve problems.

1.2 Analysis of the Needs for Teaching Reform in Graduation Design

In the real world, talents engaged in visual communication art and design work pay more attention to practical abilities and practical experience. Therefore, graduation design teaching needs to pay more attention to cultivating students' practical abilities, so that they can apply the knowledge they have learned to solve problems in practical work. With the development of the times and changes in social needs, traditional design concepts and methods are no longer able to meet the needs of modern society. Therefore, graduation design teaching needs to focus on cultivating students' innovative thinking and ability, and encouraging them to engage in diverse and unique design creations. Students need practical guidance and guidance from professional teachers to solve problems and

difficulties in the graduation design process. Therefore, the teaching of graduation design needs to establish a good teacher guidance mechanism, provide students with practical support and guidance, and help them better complete design tasks.

2. Teaching Reform Strategy for Graduation Design of Visual Communication Art Design in Vocational Undergraduate Education

2.1 Setting and Adjusting Teaching Objectives

In the graduation design teaching of vocational undergraduate visual communication art design, the setting and adjustment of teaching objectives is very important. The teaching objectives are the foundation of graduation project teaching, which should reflect students' actual level and abilities, and also help them improve their professional skills and comprehensive qualities. The teaching objectives should be closely combined with practical work needs, which can help students improve their practical work abilities. The teaching objectives should be tailored to the actual level and development direction of students, and can help them improve their professional skills and comprehensive qualities. In setting teaching objectives, teachers should also consider the actual situation of students, such as professional background, learning ability, interests, and hobbies. At the same time, teachers should also adjust teaching objectives in a timely manner based on the actual situation of students, ensuring that teaching objectives can truly play a role. In the adjustment of teaching objectives, teachers should also timely adjust teaching objectives based on the actual situation of students to ensure that teaching objectives can truly play a role. For example, in graduation project teaching, teachers can adjust teaching objectives in a timely manner based on the actual situation of students, such as adding practical links and adjusting the difficulty of questions. In short, setting and adjusting teaching objectives is the foundation of graduation project teaching, which can help students improve their professional skills and comprehensive qualities, and also promote their self-improvement and development.

2.2 Optimization and Innovation of Teaching Content

Practical teaching content is an important component of graduation project teaching, which allows students to exercise their design ability and innovative thinking through actual design projects or competitions. Specifically, students can be organized to participate in actual design projects, allowing them to learn and practice in the actual design environment. They can also be organized to participate in design competitions, allowing them to exercise their design skills and innovative thinking during the competition. In addition, practical teaching content can also be used to enhance students' teamwork and communication skills, enabling them to learn communication and collaboration in practical design projects. With the development of the design industry, new design concepts and methods are constantly emerging. Graduation design teaching should introduce new design concepts and methods to improve students' design proficiency. For example, new design concepts and methods such as digital design, interactive design, and sustainable design can be introduced to help students understand and master the latest design trends and directions. At the same time, teachers should also continuously learn and update their knowledge and skills to better guide students. Strengthening the cultivation of students' innovative thinking is one of the essential qualities for designers. Graduation design teaching should strengthen the cultivation of students' innovative thinking, encourage them to try new design methods and ideas, and stimulate their creativity and imagination. For example, students can be organized to participate in innovative design competitions, allowing them to unleash their creativity and imagination, and try new design methods and ideas. At the same time, teachers should also encourage students to try new design methods and ideas, stimulating their creativity and imagination. Graduation project teaching requires a high-quality teaching team. Teachers should have a solid theoretical foundation and practical experience, and be able to provide effective guidance and assistance to students.

2.3 Reform and Innovation of Teaching Methods

Firstly, introduce problem oriented teaching methods. Traditional teaching methods often involve teachers imparting knowledge in a one-way manner, while students receive and digest knowledge. In the teaching of graduation projects, problem-oriented teaching methods can be adopted, encouraging students to start from practical problems and actively explore methods and approaches to solve problems. Teachers can provide real-life project cases for students to discover and analyze problems in practical learning and practice, and solve problems by comprehensively applying the knowledge and skills they have learned. This can cultivate students' practical and innovative abilities, and better adapt to the requirements of career development. Secondly, advocate for teamwork and interdisciplinary integration. Visual communication art design is a comprehensive and interdisciplinary discipline that requires the comprehensive application of multiple skills and knowledge. In the teaching of graduation projects, students can be organized to form teams independently and carry out collaborative design projects. Through teamwork, students can learn the ability to collaborate and

communicate, as well as draw inspiration and creativity from different disciplinary backgrounds. At the same time, knowledge from other disciplines such as psychology, sociology, marketing, etc. can also be introduced into design projects, allowing students to more comprehensively consider the target audience and market needs of the design, and improve the implementation effect of the design plan. In addition, a practical oriented teaching method is adopted. Visual communication art and design is a highly practical discipline, and the mastery of theoretical knowledge needs to be strengthened and consolidated through practice. Therefore, in the teaching of graduation projects, practical links can be added, such as organizing on-site inspections, practical operations, and actual production. Through practice, students can more intuitively experience the practical application scenarios of the design, and improve their problem-solving abilities and skills. Finally, emphasis should be placed on personalized teaching and student participation. Each student has different interests, strengths, and styles, so teachers should pay attention to personalized teaching and develop personalized teaching plans and guidance plans based on the actual situation of students. At the same time, students should also be encouraged to actively participate, providing choices and decision-making power, allowing them to make independent decisions, express individuality and creativity in the design process. In summary, the reform and innovation of teaching methods are very important in the graduation design teaching reform of vocational undergraduate visual communication art design. By introducing problem oriented teaching methods, advocating teamwork and interdisciplinary integration, adopting practical oriented teaching methods, and emphasizing personalized teaching and student participation, students' comprehensive and innovative abilities can be better cultivated, and the practicality and applicability of graduation projects can be improved.

Conclusion:

Through the preliminary exploration of the graduation design teaching reform of vocational undergraduate visual communication art design, it can provide reference and reference for relevant educational institutions, and also provide effective educational means and methods for cultivating more high-quality visual communication art design talents.

References:

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