

Exploration and Analysis on the Teaching Mode of Art Design under the Applied Background

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Abstracts: Economic development, social progress and scientific and technological innovation have created more space and opportunities for education and teaching in the new era. The improvement of the national overall education level also puts forward higher requirements for the teaching of art design courses in vocational colleges. In response to the call of the national policy, China's vocational colleges are gradually transforming to application-oriented colleges. As for the training of comprehensive and application-oriented talents with excellent professional quality, rich social practice experience and professional ethics, they can effectively meet the market demand. At present, there are still many deficiencies to be improved in the process of art design classroom teaching in vocational colleges in China. This paper will explore from three aspects: the analysis of application-oriented background, the current situation of art design teaching mode and the research of art design teaching mode strategy, in order to help vocational colleges realize the improvement and innovation of art design teaching mode and realize the training of application-oriented talents.

Keywords: Application Type; Art Design Teaching; Vocational College

1. Introduction

As an important base for delivering talents to the society, the art design specialty of vocational colleges belongs to the design specialty. It aims to cultivate comprehensive applied art talents who can have high-quality professional quality and master art design technology. With the gradual increase of the state's attention to the art design specialty, more and more vocational colleges have been set up in the art design specialty, and more and more students studying art design and talents engaged in art design work have also been set up, with broader development space and more development opportunities. However, there are still many obstacles to the progress of art design teaching. Influenced by the lack of teachers and talents in vocational colleges and the poor conditions for running schools, art design teaching can only shift the teaching focus to the theoretical knowledge of the main business, first consolidate the theoretical foundation, and then make efforts to make up for the defects in practice. As a result, most of the students can not get good practice and training, and can not be well connected with the social and market demand. Finally, the employment contradiction that the society has a large demand for art and design talents, but the lack of applied art and design talents, which urgently needs us to rectify art, design teaching and ease the situation.

2. Applied background of vocational college teaching

The idea of running a vocational college is very different from that of a teaching research undergraduate college. The core idea of a vocational college is to take service as the purpose, employment as the guide, education as the standard, rely on the development of social industries, and transport talents to serve the social industries, which take the market as the guide and market demand as the goal on the basis of education as the foundation, and strive to cultivate various, multi-level, diversified, compound applied and other vocational and technical professionals. This coincides with The Implementation Plan for National Vocational Education Reform issued by the State Council and published in the full text on the Chinese government website.

The policy proposes that from 2019 to 2022, the teaching conditions of vocational colleges will basically meet the standards, and a large number of ordinary undergraduate colleges and universities will change to application-oriented ones. We should promote the transformation of vocational education from pursuing scale expansion to improving quality, significantly improve the modernization level of vocational education in the new era, and provide high-quality talent resources to promote economic and social development. The introduction of this policy is undoubtedly a dividend of the times government for the training of applied talents in vocational colleges, and we need to firmly grasp the opportunity. As for the art design specialty which is closely combined with the market demand, the application-oriented deepening of art design teaching in vocational colleges is more urgent.

3. Analysis on the current situation of art design teaching mode

Under the application-oriented background, the number of art design majors in vocational colleges has increased, and the enrollment of art design majors has expanded, forming a certain scale. The teaching mode of art design should also be changed. We should go out of the shackles of the traditional teaching mode and find the problems in the teaching mode.

3.1 Derailment market of teaching objectives

Under the guidance of traditional teaching objectives, the teaching of art design major adopts the strategy of combining theory with practice, but the effect is poor due to the restrictions of conditions, which makes the teaching objectives out of line with the market demand. The derailment is reflected in the curriculum system. Many vocational colleges do not arrange the curriculum system for the art design specialty according to the internal curriculum logic and the actual situation of the curriculum structure of the art design specialty, but rather arrange the curriculum scheme according to the teaching level of the existing teachers and the teaching research direction of the teachers. This leads to a violation of the original intention of the art design specialty at the beginning of the curriculum design. However, due to the mixed curriculum arrangement, students cannot accept the complete and scientific art design teaching.

3.2 Method single evaluation imbalance

The traditional teaching means and methods are still used in the teaching of art design major in most vocational colleges, which are relatively simple and obsolete. Teachers are the core to explain the course. I teach you to listen, and I teach you to learn passively. The teachers' lectures are very enjoyable. Students take notes and remember very hard. However, students lack the sense of active participation in this process, and can not effectively give play to their subjective initiative. Mechanical memory learning is the main part, and they lack the process of independent thinking and thinking innovation. The diversity of art design teaching determines the diversity of its teaching evaluation and inspection methods. In the traditional teaching evaluation of art design specialty, most of them are the evaluation of theoretical examination results, theoretical knowledge and peacetime level, while the evaluation of students' hands-on operation skills is less. Attaching importance to theoretical evaluation and neglecting practical ability evaluation, the lack of balance in teaching evaluation gives students a guidance of paying more attention to examination than ability training, which affects the development of art design teaching and the training of art design application-oriented talents.

3.3 Uneven teaching staff

At present, the teaching staff of vocational colleges come from a wide range of sources. The teaching staff of art design major is either transferred from art, arts and crafts and other art majors, or directly recruited fresh college graduates without enterprise production experience and social post experience. The teaching staff comes from a wide range of sources and is complex. The overall educational background of the teaching staff is uneven and mainly based on theoretical teaching. The educational background of the teaching staff of art design major in vocational colleges with data statistics is generally bachelor's degree, a small number of them are master's degree, and even fewer are doctor's degree. At the same time, limited by the production and practical experience of enterprises, most teachers' teaching is based on the theoretical foundation, and the practical skills teaching is weak, which can not meet the needs of improving the comprehensive quality of students.

4. The improvement strategy of the teaching mode of art design specialty under the applied background

4.1 Changing the teaching concept and clarifying the teaching objectives

Under the application-oriented background, the exploration and transformation of art design teaching mode should return to the original intention, change the teaching concept, and meet the market demand for applied art talents based on education, in order to adjust the existing art design curriculum system, return to the original intention of art design curriculum, and gradually improve the curriculum teaching system according to the internal logic and structural characteristics of art design. The reform is not achieved overnight. It needs a process of gradual improvement, as is the reform of curriculum arrangement. The course can be gradually adjusted in combination with the teaching direction and level of the existing teaching staff of art design, and continuously improved under the guidance of the clear teaching goal of cultivating applied talents of art major.

4.2 Updating teaching methods and breaking through the restrictions

The limitations of art design teaching methods are partly due to the concept, and partly due to the conditions of teaching facilities. First of all, we should update the teaching methods. In the new media era, we should carry out classroom teaching with the help of Internet tools and digital technology. With students as the core, we should carry out open question and answer teaching classes, so that art and design students can fully participate in the actual teaching and learning of each class, and give full play to the students' innovative thinking and independent thinking ability in the teaching of this highly innovative and artistic major. Vocational colleges should also pay more attention to the development of art design. They can cooperate with enterprises through school enterprise cooperation, and provide support for teaching equipment and production practice bases in combination with the teaching planning of art design.

4.3 Improving teachers' quality and deepening integrated teaching

Under the applied background, the teaching of art design needs a team of teachers with reasonable professional structure, high educational background, high quality and strong practical ability. Vocational colleges should be aware of the importance of teachers' talents to art design teaching. They can introduce talents through the talent subsidy mechanism and train their own art design professional teachers by reserving high-quality teachers. We will support and encourage teachers in this major to explore teaching methods, support teachers' postgraduate and doctoral studies, their connection with enterprises and the market, set an example and devote themselves to the growth of practical teaching. At the same time, teachers and students should deepen the teaching, learning and doing of the three integration, and deepen their understanding of the integrated teaching model. The new teaching method or mode aims to combine theory with practice, classroom with practice site, carry out practice under the guidance of theory, and deepen the understanding of theory in the process of practice, and feed back to the theory for updating. We should closely combine theoretical teachers with practical teachers, and combine students' theoretical learning with practical learning. In this process, we should also prevent overcorrection, and avoid paying too much attention to skill practice and ignoring theoretical learning, resulting in extreme situations.

5. Conclusion

The exploration of art design teaching mode in vocational colleges has a long way to go. Under the application-oriented background, it gives a new direction to the exploration of teaching mode. We need to constantly improve on the basis of the understanding of the original teaching mode and the needs of the new era, so as to promote the development of art design teaching and the training of art design application-oriented talents.

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