

A Study on the Reform and Innovation of Classroom Teaching Mode in Private Colleges – A Case Study of Comprehensive Modeling Design Course

Haijun Yan

Geely College Chengdu, Sichuan 641423 China

Abstract: Art design major is a very important part in the discipline system of private universities in China. Based on the continuous development of social economy, the art design major is getting more and more attention in all walks of life. Nowadays, the rapid development of social and economic market has put forward higher and more comprehensive requirements for art design professionals in private colleges and universities. The traditional art design education in private colleges can no longer meet the increasing demand of art design students for professional knowledge and skills. Therefore, private colleges and universities should combine with the needs of the current market environment, and the development of art design students needs the innovation and reform of teaching mode and teaching methods. This paper analyzes the non-governmental university art design professional teaching present situation, the problems existing in the non-governmental university art design professional teaching and the main cause of the private colleges of art design teaching method reform and innovation, and comprehensive design curriculum teaching in our school, classroom teaching mode to points combined with a comprehensive design course, It provides some references for the education and teaching of art design specialty in private colleges and universities in China.

Keywords: Private colleges; Teaching reform; Comprehensive modeling design

Project number: MBXH21YB122 of Sichuan Provincial Non-governmental Education Association (Research Center)

1. The status quo of classroom teaching mode of Art design major in Private colleges in China

The traditional training mode of art design talents in private colleges in China is mainly influenced by the economic system. Many teachers and students practice art and design professional knowledge activities with the aim of enabling students to find stable jobs related to art and design after graduation. In this case, students will not bear too much employment pressure, resulting in students' enthusiasm to actively participate in classroom practice in the process of classroom learning. Because under the planned economy, college graduates, regardless of their professional knowledge and ability, will be assigned to relevant government agencies or institutions. However, with the establishment of China's market economic system, the educational environment of China's colleges and universities has undergone great changes. The demand for artistic design talents in social economic market is increasing gradually, and the competitiveness of employment market is also increasing day by day. Therefore, in the new market environment, high quality and skilled college art design graduates become the objects of social market environment demand. However, at present, many private colleges and universities in China cannot maintain a balance between the teaching mode of art design and the social market. There are many defects in the teaching mode, which can not effectively exercise students' professional practice ability, leading to students' comprehensive quality and professional ability can not adapt to the requirements of the market environment, which seriously hinders the development of the overall education of colleges and universities in China. Therefore, private colleges and universities should realize the deficiency of their own educational mode of art design specialty, and reform the teaching mode of art design specialty in combination with the new background of The Times.

2. Teaching mode of comprehensive modeling design course in our school

2.1 Main teaching problems to be solved

(1) The teaching mode of comprehensive modeling design course in our school is mainly through the new teaching mode of "divided classroom" proposed by Zhang Xuexin, professor of psychology in Fudan University. Combined with the professional courses taught by the author, the teaching content of the basic course of art design is combined with the teaching mode of the opposite class. Under the new teaching mode, this paper studies the feasibility of the sub-classroom teaching mode in art teaching, and gives some enlightenment to the teaching development direction of art course in the future.

(2) Accurately grasp the curriculum setting mode of the divided classes, and deal with the relationship between teachers, students and classes. In setting up the basic courses of art design specialty, we should pay attention to the differences with the traditional art teaching mode. Considering before entering the university students "unilateral" listening mode, how to make teachers guide students to change the way of learning, to adapt to the new teaching method, so as to actively participate, to realize the effective interaction

between teachers and students in the class, the lines, deep understanding of the course of professional knowledge, to adapt to the intelligent era's need for innovative talent training, It is the focus and difficulty of this subject research and preparation before class.

(3) Will the fraction of classroom teaching mode and the combination of art and design professional basic course, aims to explore in the face of the shortcomings of traditional classroom teaching, is an urgent need to trying a new teaching mode, realize the effective classroom interaction between teachers and students, fully mobilize the enthusiasm and initiative of student learning, to adapt to the intelligent era's need for innovative talent cultivation.

(4) Solve the problem of students' weak independent innovation ability.

2.2 Methods to solve teaching problems

(1) The teaching mode of divided classes is adopted with the goal of creating complete works.

(2) Incorporate students' theme creation into teaching courses, and combine creation and teaching to complement and promote each other. Understand, master and solve some theoretical knowledge in basic courses in creation. Finally, students can combine the teaching content to create a batch of high-quality, relatively complete, unique theme creation works.

(3) Different from the previous teaching mode of "laying the foundation first and then creating", the teaching mode is transformed into "basic learning in completing creation". The ultimate goal of studying art is to express yourself through art and focus on creation. We want to develop students who are capable of independent innovation and creativity, not just those who are limited to basic exercises. The learning of basic courses is only an auxiliary tool for the later creation, but not the whole one. Excessive basic exercises will limit students' thinking and gradually form rigidity and directionality, which will inevitably affect the later creation. In the study of the art design course, students no longer focus on the traditional single practice, limiting the foundation to the foundation, but encourage students to complete the course work in the form of creation from the very beginning. (4) At the same time, we encourage students to take an active part in various exhibitions and strictly follow the requirements and level of exhibitions in their daily creations. One is to create an immersive artistic atmosphere for students and put forward higher requirements for themselves; Second, winning prizes through competitions and exhibitions is conducive to building students' confidence quickly, thus stimulating their own and students' enthusiasm, creating a good learning atmosphere and forming a virtuous cycle. Third, cultivate students' creative thinking, standardize artistic creation, and pave the way for future study and completion of graduation project.

2.3 Innovations of this teaching model

The characteristics, innovation, theoretical significance and application value of this teaching mode in academic thought, academic viewpoint and research method. In order to improve students' enthusiasm in class and learning efficiency, the class is combined with the comprehensive modeling design course. In this teaching model, the roles of teachers and students change with the changes of classroom teaching links. Teachers play the roles of "lecturer", "evaluator" and "guide" respectively in different teaching stages, while students play the roles of "receiver", "developer" and "disseminator" respectively. Improve the quality of college classroom life through effective interactive learning among students, teachers and students.

2.4 The promotion value of this teaching model

This kind of teaching mode covers a wide range and benefits widely. Our School of Art and Design currently has 3 art and design classes for the class of 2020 and 10 art and design classes for the class of 2021, with a total of nearly 400 students. We will continue to follow the freshmen. And the results generated by this teaching model are summarized under the title of "Promoting Teaching through Innovation -- Practical Teaching Reform of Basic Courses of Art Design", which won the third prize of Teaching Achievement Award of Geely College in 2021.

3. Summarize

After two years of teaching reform practice, relying on private education association (research center) project in sichuan province, through the artistic design specialized fundamental course practice teaching reform in our school "to promote teaching" teaching practice, adopting "the new teaching mode of classroom" with comprehensive design course, great active classroom teaching atmosphere, enrich the class effect. At the same time, it improves the students' learning initiative and enthusiasm in the comprehensive modeling design class, and creates a large number of excellent works, which makes the basic course teaching of art design specialty obtain great teaching results, and provides valuable practical experience for the follow-up in-depth reform of basic teaching of art design specialty.

References:

-
- [1] Li Jianchi. Research on Innovative Ideological and Political Theory Teaching Based on "Opposite Classroom" [J]. Education Watch, 2015.
[2] Cui Aiju. Starting Point of University Reform from Truancy phenomenon [J]. Journal of Social Sciences of Shanxi Universities.2007(09).