

Teaching Reform of Brand Image Design Course Based on Project Teaching Method

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Abstract: With the acceleration of the current education deepening reform process, it has a certain impact on the teaching of the main courses of visual communication major, and pays attention to practice-oriented teaching reform. Therefore, this paper mainly explores how to use project teaching method to improve the teaching quality and level in the teaching reform of brand image design course. This paper analyzes the application value of project teaching method in the current brand image design teaching, and points out that it can improve students' market awareness and brand planning ability. And explore the specific application of project teaching method, through the introduction of school-enterprise cooperation projects, competition projects, entrepreneurial projects, etc., to provide a basis for the efficient development of teaching activities. Finally, from the aspects of curriculum content, teaching methods and teaching principles, this paper studies the reform strategy of brand image design curriculum teaching, aiming to provide reference for relevant curriculum reform and teaching activities.

Keywords: Project teaching method; Brand image design; Curriculum teaching; Reform

Preface

With the development of new media in recent years, the construction of visual communication specialty has made some progress. Under the requirements of the new era, in order to improve the quality of professional teaching, attention should be paid to the reform of brand image design courses. According to its strong practical characteristics, change the traditional teaching mode and attach importance to the use of project teaching method, so as to stimulate students' interest in learning and ensure that the teaching level is greatly improved. Especially at this stage, the society's demand for brand image design talents is gradually increasing. In order to strengthen the quality of talent cultivation, we should pay attention to the implementation of teaching reform, and use project teaching methods to further improve students' practical ability and shape outstanding talents.

1. The application value of project teaching method in brand image design.

Project teaching method is a new method of modern education. Introducing it into brand image design is conducive to cultivating students to form a good market awareness. It is to combine project analysis and practice to fully understand the market demand, so as to accurately position the brand in the market. It is conducive to solving the problem of weak market awareness in the past, avoiding the implementation of brand planning out of thin air in the absence of market research and analysis, and breaking the current situation of brand planning and visual design according to their own preferences. Through the use of project teaching method, it can simulate the business model to carry out training, implement brand image design on the basis of understanding and analyzing the market, and improve the quality of teaching. On the other hand, the introduction of project teaching method in brand image design can improve students' brand planning ability. Teachers guide students to form study groups, conduct topic selection and research under coordination and cooperation, and effectively implement image positioning and planning. Due to cooperation in commercial operation and advertising promotion, the design scheme put into the market is optimal. Therefore, the application value of project teaching method in brand image design is high, which meets the requirements of talent cultivation in the new era.

2. The specific application of project teaching method in the course teaching of brand image design

2.1 Relying on School-enterprise Cooperation Projects to Carry out Teaching

Since the brand image design course is a course that is closely integrated with the development of the market situation, in order to improve the quality of teaching, project teaching methods can be used to promote students to improve their research capabilities through the introduction of school-enterprise cooperation projects. At the same time, teachers guide students to actively participate in the actual projects of the enterprise, which can more comprehensively pick up the actual situation of the enterprise, the current situation of the consumer market and competitors, and promote the business awareness to be greatly improved. In practical teaching, teachers can unite with experienced backbone personnel in the enterprise to expand students' vision of curriculum professional knowledge based on campus lectures and lectures, and combine with corporate practice. For example, in the teaching of brand image design, relying on school-enterprise cooperation projects, in the process of project planning and design, introduce corporate VI design projects, guide students to participate in the whole process, and effectively carry out research and analysis, planning, design and other work links. It is conducive to mobilizing students' interest in learning and conducting in-depth exchanges with designers with profound qualifications. It can also actively participate in the project bidding meeting, so as to understand the implementation and promotion of the later project, so as to deepen the mastery of the theoretical knowledge of brand image design, clarify the practical operation process and key points, and realize the improvement of theoretical and practical ability^[1].

2.2 Use Competition Projects to Stimulate Innovation Ability

According to the characteristics of strong practicality of brand image design, when using project teaching method, competition items can be introduced to stimulate students' innovation ability to further improve. For example, teachers can collect relevant competition resources related to brand image design, introduce national, provincial and ministerial design competitions in classroom teaching, and guide students to participate in design competition forms such as packaging, logo, and advertising planning, and effectively strengthen the market Connect. However, when using competition projects to carry out teaching, teachers should follow the principle of adapting measures to local conditions and try to choose design competition propositions with local characteristics, so as to keep up with the trend of the times and encourage students to deepen their understanding of the needs of brand image design in the new era. For example, based on the National College Student Advertising Art Design Competition project, choose VI design topics, through a comprehensive understanding of the company's concepts and demands, actively carry out project practice, rationally use the basic content and knowledge of the course, clarify market design needs and positioning, and innovate Brand image design plan. When students get honors in the competition, they can encourage and stimulate students to continuously improve their innovation ability, mobilize the enthusiasm of active learning, and improve the overall teaching effect^[2].

2.3 Introduction of Entrepreneurial Projects to Improve Teaching Level

The application of project teaching method in brand image design can focus on the introduction of entrepreneurial projects, which can encourage students to continuously improve their independent innovation ability and overall brand planning ability in the learning process. For example, in the teaching practice, teachers can organize students to group themselves to form a brand image design team, and then conduct reasonable topics around innovation and entrepreneurship, and jointly carry out market research, brand planning books, visual identification manuals and other activities. In specific teaching practice, VR experience hall, shared umbrella, electronic recycling, etc. can be used as topics to guide the development of innovative and entrepreneurial practices, stimulate students' enthusiasm for participation, deepen the ability to master knowledge in project practice, and train brand image design Professional skills can maximize the teaching level, ensure that students' professional abilities are significantly enhanced, and help cultivate outstanding talents.

3. Teaching Reform Strategy of Brand Image Design Course

3.1 Optimize the Overall Content Framework of the Course

In order to ensure the smooth implementation of the project teaching method, it is necessary to reform and optimize the brand image design course. It is to focus on updating the overall content framework of the curriculum, breaking the current situation of taking western teaching materials as the base, and improving the thinking mode of western curriculum structure. Therefore, in the reform, the brand image design should get rid of the results of western teaching materials, rebuild the curriculum system, divide the brand image learning content into three important components, namely MI, BI, VI, etc., and integrate it into a "tree" structure. MI should be taken as the root part, and teaching practice such as functional elements, emotional elements and cultural elements should be focused on. BI as the trunk part, focusing on brand positioning, brand personality, brand experience and other teaching. Take VI as the crown part, and carry out logo, color, font and packaging design based on the overall external image of the brand. After the overall optimization and adjustment of the course content framework, combined with actual project cases, it helps to encourage students to

have a deeper understanding of the essential connotation of corporate image design and enhance their professional capabilities.

3.2 Application Heuristic Teaching Method

Reforming the brand image design course needs to improve the previous classroom teaching mode, comprehensively consider the application advantages of project teaching method, construct interactive participatory classroom, focus on the use of heuristic teaching method, and change the traditional indoctrination teaching^[3]. Therefore, in the current reform practice, teachers should respect the dominant position of students, realize the role of students and teachers, and organically combine listening, watching, speaking, and discussing methods, such as in-depth explanation of textbook knowledge by teachers to help students Build a perfect knowledge network. Then through investigation and research and watching film and television video materials, we can understand the classic cases of specific brand image design and obtain inspiration and enlightenment from them. At the same time, students can be organized to take to the platform to explain specific research products and improve their practical ability. Finally, teachers and students discuss the concept, culture and personality of specific brands together to stimulate students' innovative thinking. Through the application of heuristic teaching, three-dimensional classroom can be established, curriculum optimization reform can be realized, and teaching effectiveness can be strengthened.

Concluding remarks

To sum up, brand image design, as one of the main courses in visual communication major, is of great significance to personnel training. Therefore, in practical teaching, we should fully combine the reform trend, optimize the curriculum, and use the project teaching method to guide students to enrich their knowledge reserves, improve their practical operation ability and exercise their professional skills, so as to meet the needs of the society for talents. Therefore, teachers can carry out research and planning links in an orderly manner by introducing school-enterprise cooperation projects, competition projects, entrepreneurial projects, etc., to effectively improve students' professional level and teaching effectiveness.

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