

Explore the Application of the Competition Promotion Mode in College Art Design Classrooms

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Abstract: In the art design classroom of colleges and universities, the mode of promoting teaching by competition can stimulate students' interest in learning and practice, make them actively innovate, promote the practical ability of art design and the improvement of employment competitiveness, and the teaching effect will be more significant. In the research of art design teaching in colleges and universities, this paper first introduces the problems existing in classroom teaching, and then starts from the in-depth analysis and discussion of the practical application in the classroom from the perspective of promoting teaching by competition, and puts forward several suggestions, hoping to have reference value for the application of the promotion of teaching mode by competition.

Keywords: Universities; Art design class; Race to promote teaching mode

1. Introduction

In the current teaching of art design classroom, there are problems such as emphasizing theoretical knowledge, ignoring professional skills, innovation ability, cultivation of independent learning interest, and insufficient combination of theory and practice, which seriously affects students' comprehensive ability and literacy improvement of art design, and is not conducive to their future development and employment. Under the application of the competition promotion mode of teaching, students' interest in learning will be enhanced, they will take the initiative to innovate, call the theories they have learned, and integrate self-knowledge and ideas, and their art design practice and innovation ability will be improved. Teachers guide students, clarify problems according to feedback, and help students break through difficulties and improve deficiencies in a targeted manner, so as to achieve the purpose of promoting teaching effectiveness through competition. Based on the advantages of the competition promotion model, the art design classroom should focus on applied research strategies to enhance the effectiveness of practice.

1. The Problems in the Teaching of Art Design in Colleges and Universities

Art design teaching in colleges and universities faces the dilemma and challenge of some students' lack of interest in learning and lack of initiative in the classroom, which is related to students themselves and teaching. The problem of students is mainly reflected in the fact that after entering the university, the requirements for self are reduced, self-indulgence, and less thought is spent on learning. In addition, students' subjective initiative is seriously lacking, which is not distinctive in teacher teaching, the method is too single, and the combination of theory and practice is not closely related, and these are the main influencing factors.

The art design teaching of some teachers should be limited to the traditional model, focusing on instilling relevant theoretical knowledge, insufficient training of professional skills and abilities, and ignoring the cultivation of innovative awareness and innovation ability, resulting in students' lack of unique style and creativity in art design, which cannot meet the current social demand for art design talents. Art design teaching fails to do a good job in method innovation, most of them teach first and learn later, teaching lacks purpose and pertinence, the effect is naturally not ideal, and it also affects students' independent thinking ability, innovation ability, and problem-solving ability. Based on the current situation of art design teaching, classroom innovation must be carried out to ensure the achievement of different dimensions of talent training.

2. The Art Design Classroom Uses the Competition to Promote the Teaching Mode Application Strategy

Promoting teaching by competition is a new teaching mode, which is suitable for higher education, which stimulates interest in learning by designing competition projects, prompts students to actively participate, think, innovate, analyze and discuss in the process,

and completes the competition in independent learning and practice. In this way, theory and practice can be closely integrated, and students' independent learning ability, innovation ability, artistic thinking, problem-solving ability can be improved, and professional ability and vocational ability can be strengthened. Through the competition to promote teaching, help the achievement of the goal of art design talent training. Under the application of the competition promotion mode, students' ability to apply theoretical knowledge and self-confidence will also be improved, and teachers can be identified through competitions to clarify the shortcomings of learning, as well as the weaknesses of professional skills and abilities, assist students in self-education and improvement, and provide a basis for purposeful teaching and teaching optimization. At present, the application of the art design classroom in colleges and universities to promote teaching by competition needs to be carried out from the following aspects:

(1) Change Teaching Concepts

Art design teaching should change the concept, with the goal of cultivating practical and innovative professionals, adhere to the combination of theory and practice, provide students with a platform to deepen their understanding and master theoretical knowledge in the competition, strengthen professional ability and professional ability in practice, and cultivate indispensable social character and professionalism. The competition design should be combined with the specific teaching content, and should consider the actual learning situation and according to the teaching objectives, reasonably determine and design the theme of the competition to ensure that it is operable, and at the same time be people-oriented^[1] to ensure that students' art design learning effect and comprehensive ability will be improved.

In addition to independent design competitions, teachers should also pay attention to professional design competitions, do a good job of analysis, and select suitable professional design competitions to introduce into the classroom according to the actual situation of students. In the integration of competition and education, it is necessary to take students as the main body and competition as the center, guide students to learn independently, teachers participate in it, organize competitions and provide necessary guidance, and assist students to complete competition projects. Teachers should determine what to teach and how to teach based on feedback information, and enhance the pertinence and effectiveness of teaching through competitions.

(2) Do a Good Job of Analyzing Teaching Objects

In the application of the competition promotion teaching model, it is necessary to do a good job in the analysis of teaching objects, and clarify the actual learning situation, student characteristics, cognitive laws, learning habits, interests and hobbies. The design competition should not only stimulate interest, but also be able to activate the thinking within the development area and ability of students, so that they can actively practice and actively carry out creative activities.

Design competitions should be novel and interesting, but also diversify in themes and forms, while respecting differences, and designing different competitions for all students, and for students at different levels. For students with academic difficulties, the competition should be simpler and the requirements should be reduced appropriately; For the eugenic competition, the level should be higher, and all-round exercise and investigation should be carried out; Secondary students should design competitions according to the foundation and shortcomings. For example, hand-drawn competitions can be designed in teaching, with clear requirements, but no rules and regulations, giving enough creative space to develop artistic thinking and promote innovation. Finally, the hand-painted works are evaluated, so that they can get a sense of achievement from them, and learn from each other and collide with each other, get inspiration and learning from them, and promote the improvement of art design capabilities.

(3) Adopt New Technologies and Methods

The application of the competition promotion model in the art design classroom needs to keep pace with the times, adopt new technology assistance, and apply new methods. Digital media can be used to produce courseware to enable students to clarify the importance of the competition, as well as the content and requirements of the competition, so as to promote their better participation in the design competition. Teachers should have a solid professional foundation, strengthen the ability to design competitions and guide them, and focus on the problems found in the competition, and use micro-courses, MOOCs, etc. to help improve and break through.

Build a school competition platform^[2], design the competition according to the art design teaching content, and publish it on the platform, which can be an individual competition or a team competition. Students actively participate, or form teams to participate in the competition, design art according to the requirements, and seek help from teachers online when encountering difficulties. Teachers can provide guidance, but cannot intervene in ideas and competitions. In this mode, the organic combination of competition, learning and teaching can realize the mutual benefit of teaching, students learn by doing and learning in learning, and teach service learning and help

learning. Under the effective combination of competition and art design teaching, teaching will be more effective, and students' art design ability and literacy can be comprehensively improved. Competition Promoting Education can use VR technology to create real competition situations, lead students to fully understand design competitions, and on this basis, stimulate interest and mobilize thinking, so that they can better carry out creative art design. In order to open students' eyes, multimedia is used to provide various materials and case studies, from which they can directly gain competition and design experience.

(4) Improve Evaluation and Reward Mechanisms

In the promotion of teaching by competition, it is extremely important to do a good job in the evaluation of the results of the competition, and diversified indicators should be formulated, the design of the art competition should be evaluated from different angles, and finally synthesized, and excellent designs should be selected, so that students can clearly understand and learn from each other, stimulate art design inspiration and active design thinking. Students can not only learn better in the competition, but also enhance their design ability and form good professional qualities, such as cooperation spirit and fair competition awareness.

Art design competitions should motivate students, in addition to issuing certificates and material rewards to winning students, but also promote the point system of the competition, which is included in the professional ability rating in the form of extra points, and the best are evaluated and selected at the end of the semester. Adhere to school-enterprise cooperation, introduce art design projects, encourage students to participate in social art design competitions, and then evaluate and select excellent design works.

3. Conclusion

In summary, the cultivation of art and design talents in colleges and universities needs to be demand-oriented, strengthen the cultivation of practical ability, improve students' professional ability, enhance competitiveness in related fields, and promote employment and future career development. Promoting teaching through competition can combine competition, teaching and learning, stimulate interest in learning and practice, and provide students with a design platform, so that they can strengthen their design ability in active independent learning and practice, and promote the improvement of innovation ability and professional quality.

References

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