

Reform and Practice of Excellent Elementary Teaching Organization Construction for College Design Majors

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Abstract: Higher education serves as a vital foundation for national innovation capacity and talent development, with the construction of grassroots teaching organizations playing an indispensable role in the higher education system. In the context of design-oriented education in universities, the quality and efficiency of grassroots teaching organization construction directly impact the overall teaching quality and the ability to nurture competent individuals.

Keywords: Design-oriented education in universities; Grassroots teaching organization; Reform; Optimization; Teaching quality

Introduction: This paper explores the reform, innovation, and practical aspects of the essential construction of excellent grassroots teaching organizations in design-oriented education in universities. It elucidates the current status and shortcomings of grassroots teaching organization construction and proposes corresponding solutions and recommendations. Specifically, it includes optimizing teaching organizational structures, enhancing faculty strength, innovating teaching management, and improving teaching facilities. Through reform and practice, the aim is to further enhance the level of grassroots teaching organization construction in design-oriented education in universities and provide students with higher quality educational resources.

1. Analysis of the Current Status of Grassroots Teaching Organization Construction

1.1 Unreasonable Teaching Organizational Structure

In the current design-oriented education in universities, there are certain issues with the teaching organizational structure. On one hand, some universities have a narrow range of design courses, lacking diversity and comprehensiveness. On the other hand, there is a lack of coordination and linkage between courses, making it difficult for students to transfer and apply their learning outcomes. This unreasonable teaching organizational structure hinders students' overall development and the cultivation of their innovation abilities ^[1].

1.2 Insufficient Faculty Strength

The faculty members in art and design education in universities are one of the crucial factors determining the level of education and teaching. However, there are deficiencies in the faculty teams of design-oriented education in universities, such as disparities in teaching levels and a lack of practical experience. These issues impede students' learning performance and the improvement of education and teaching levels.

1.3 Weak Teaching Management

Teaching management is a critical issue in the construction of grassroots teaching organizations in design-oriented education in universities. Currently, some schools have weak teaching management, lacking a scientific teaching management system and effective monitoring mechanisms. Moreover, teaching management lacks professionalism and systematicity, which hampers the improvement of teaching quality.

1.4 Need for Improvement in Teaching Facilities

The conditions of teaching facilities at the grassroots level in design-oriented education in universities need improvement. On one hand, the layout of teaching facilities is unreasonable, and the teaching equipment and facilities are outdated, unable to meet the practical teaching needs. On the other hand, there are delays in the maintenance of teaching facilities, posing certain safety risks.

2. Reform Concepts for the Infrastructure Construction of Grassroots Teaching Organizations in Higher Education Art and Design

2.1 Optimization of Teaching Organizational Structure

(1) Rational Course Design

The curriculum design of design-oriented majors in universities should closely align with industry demands, emphasizing practical teaching to enhance students' practical skills. In terms of course content, there should be a focus on integrating theory and practice, strengthening the practical teaching process to allow students to master design techniques and methods through hands-on experience. Additionally, different types of course content should be established based on students' individual characteristics and personal preferences to meet their diverse needs [2].

(2) Scientific Teaching Planning

The teaching planning of design-oriented majors in universities should be scientifically and reasonably designed. To achieve better learning outcomes, student learning characteristics and abilities should be taken into consideration. In the development of teaching plans, attention should be given to the arrangement of course content and time allocation, allowing students to grasp new knowledge and skills within a limited time. Emphasis should also be placed on the connection and linkage between courses to ensure a well-organized learning process for students.

(3) Diversification of Teaching Methods

Teaching methods in design-oriented majors should be diversified, focusing on cultivating students' abilities through various approaches. At the instructional level, the integration of practical teaching and theoretical education should be strengthened. Teaching strategies such as case-based instruction, simulation teaching, and the application of information technology should be employed to enhance students' understanding and mastery of professional skills in design. The promotion of modern teaching methods such as online and web-based instruction should also be emphasized to improve teaching effectiveness.

2.2 Enhancement of Faculty Strength

(1) Establishment of Faculty Training Mechanism

Teachers are the mainstay of teaching activities and a key factor in the construction of grassroots teaching organizations in design-oriented education in universities. In order to enhance faculty strength, it is important to establish a scientific faculty training mechanism, strengthen the comprehensive qualities and professional competencies of teachers, and improve their teaching level and innovative abilities.

(2) Strengthening Faculty Team Development

In terms of faculty team development, attention should be given to optimizing the structure and talent cultivation of the faculty. It is also important to focus on motivating and guaranteeing the faculty, thereby increasing their enthusiasm and creativity in their work [3].

(3) Emphasis on Teacher-Student Interaction

Interaction between teachers and students is a crucial aspect of teaching activities and the construction of grassroots teaching organizations in design-oriented education in universities. In terms of teacher-student interaction, it is important to emphasize communication and interaction between teachers and students, establish a good teacher-student relationship, and enhance students' interest and learning outcomes.

2.3 Innovation in Teaching Management

(1) Establishment of a Scientific Teaching Management System

Design-oriented majors in universities require the establishment of a scientific teaching management system, the formulation of corresponding teaching management policies and regulations to ensure the smooth implementation of education and teaching. In terms of student management, emphasis should be placed on standardizing and systematizing education and teaching, continuously improving the classroom teaching management model, ensuring the scientific and effective nature of teaching management, and focusing on the flexibility and adaptability of teaching management by making necessary adjustments and improvements based on practical circumstances.

(2) Strengthening Quality Monitoring of Teaching

Design-oriented majors in universities need to strengthen the quality monitoring of teaching and establish corresponding mechanisms to ensure the quality and effectiveness of teaching work. In terms of teaching quality monitoring, there should be a focus on evaluating

and monitoring teaching work, establishing a scientific evaluation system, conducting comprehensive and systematic assessments of teaching levels, and emphasizing feedback and optimization of teaching levels, timely correcting and optimizing teaching work.

(3) Promoting Information Technology in Teaching Management

Design-oriented majors in universities need to promote the application of information technology in teaching management, integrating modern information technology into teaching management to improve the efficiency and effectiveness of course management. Information technology application in teaching management should focus on the construction and application of teaching information platforms, establishing relevant teaching information databases and teaching resource libraries, providing abundant teaching resources and information services, and facilitating teaching work for teachers and students^[4].

2.4 Improvement of Teaching Facilities

(1) Optimizing the Layout of Teaching Facilities

The layout of teaching facilities in design-oriented majors in universities has a significant impact on the quality of teaching. It is necessary to optimize the layout of teaching facilities to make them more rational and practical. In terms of facility layout, it is important to arrange the layout of teaching facilities based on the characteristics and requirements of the teaching content, thereby improving the efficiency of their use.

(2) Strengthening the Maintenance of Teaching Facilities

Design-oriented majors in universities need to enhance the maintenance of teaching facilities to ensure their normal operation and use. In terms of facility maintenance, attention should be given to the daily maintenance and upkeep of teaching facilities, timely repair and update of facilities, prolonging their service life and improving their efficiency of use. Emphasis should be placed on the safety and stability of teaching equipment to ensure their safe and efficient operation.

(3) Improving the Efficiency of Teaching Facility Utilization

Design-oriented majors in universities need to improve the efficiency of teaching facility utilization and make rational use of facilities to enhance teaching effectiveness. In terms of facility utilization, it is important to emphasize the proper use and sharing of teaching facilities, fully utilize the facilities to improve teaching effectiveness, and focus on the flexibility and versatility of teaching facilities. This includes increasing the utilization rate of teaching equipment and meeting the diverse requirements of classroom teaching.

3. Conclusion

The construction of grassroots teaching organizations in higher education institutions for design is an important guarantee for ensuring teaching quality and effectiveness. This article has proposed feasible and effective reform ideas and measures in terms of teaching organization structure, faculty strength, teaching management, and teaching facilities. The implementation of these ideas and measures will contribute to optimizing the construction of grassroots teaching organizations for design in higher education institutions, improving teaching quality and effectiveness, and striving to cultivate innovative talents with solid support.

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