

# The Relevance Between the Practice Teaching and Creativity Cultivation of Art Design Major\*

Longfei Huang

Wuhan Textile University  
Wuhan, China 430073

**Abstract**—The practice teaching of art design specialty is an important part of the teaching of this discipline, and it is also the focus of the teaching reform under the new situation. The main purpose of thinking and reform of practical teaching of art design specialty is to stimulate students' learning initiative and creativity, cultivate students' innovative ability, practical ability and entrepreneurial spirit, comprehensively promote quality-oriented education, and achieve the ultimate goal of cultivating high-quality innovative talents with independent research ability and pioneering spirit.

**Keywords**—art design major; practical teaching; cultivation of creativity

## I. INTRODUCTION

Art design is a practical and applied subject. In the higher education system of cultivating design talents, practical teaching is always an extremely important content. Strengthening practical teaching links plays a decisive role in shaping students' character of combining theory with practice, cultivating their creative and practical abilities, improving their comprehensive quality and even changing the whole mode of artistic talent education and training. It is an important part of the innovation and reform of this discipline.

## II. ANALYSIS OF CURRENT SITUATION OF ART DESIGN INDUSTRY AND EDUCATION IN CHINA AND FOREIGN COUNTRIES

The major of art design originated from the industrial revolution, and came into being in response to the people's requirements on the quality of life and aesthetic appreciation in the context of mechanization and large-scale industrial production. The process of cognition and cognitive change of design and design education in the world is related to the cultural and economic background of each country, and the development mode is also different. British design education pays attention to the inheritance of British citizens' consumer culture tradition, German design education has rational design tradition, and French design education integrates various artistic spirits. In short, one of the main ideas of design education and educational thoughts in Europe and America is to emphasize functionalism, that is, the

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applicability of implements, give full play to their performance, and reduce the waste of resources. Design and design education in Japan lacks the classical tradition of Europe. With the rapid growth of economy, its correlation with enterprises and market economy is more obvious. Japanese design ideas fully reflect the meaning of "ergonomics". In terms of clothing, furniture, environment, industrial products, etc., the relationship between people and things tends to be more reasonable and humanized, which emphasizes the full applicability of people to things.

Like many advanced Western countries, design education in China is derived from art education and based on art education. Due to historical reasons, the relationship between design and art in a very long period of history, even until now, has always been inextricably linked, or even entangled. Art is the rich soil of art design, and there are countless links between the two. The concept of design and the early emergence of the profession, any trend of modern art have an impact on the design, and even many artists take the initiative to join the ranks of the design. But in the post-industrial era, the trend of thought and schools of design in turn brought great impact on art, so that it is now difficult to distinguish the way art or design works and procedures. However, in any case, from the perspective of social functions and division of labor, design and fine arts belong to two completely different fields and professions: Art belongs to the spiritual product of ideology, and its social function and influence level are relatively narrow, focusing on the catharsis of personal emotion. Art design, on the other hand, is directly related to the quality of people's life. It has both material and spiritual effects. It is a commercial behavior that aims at function, benefit and efficiency, attaching more importance to public resonance, identification and feasibility, and the duality of image thinking and logical thinking. Therefore, art design and fine arts are fundamentally different in the way of thinking, the idea of creation and the mode of operation.

It is worth noting that although art design education needs the support of art foundation. However, in the overall curriculum system, art as a basic course mainly addresses the aesthetic taste, the formation of artistic taste and the acquisition of traditional modeling and design expression means. In terms of the formation of design thinking and professional concept, independent and professional knowledge structure is still needed to complete the establishment and improvement of professional quality,

which is the fundamental of the teaching system and curriculum system of art design specialty. The attachment of design education to art education inevitably leads to the artistic tendency of paying attention to surface decoration and designers' personal liberalization, arbitrariness and sensibility. This is incompatible with the standardization, logicity and scientificity required by the machine and mass production, and causes the inborn deficiency of early design education on both subjective and objective levels. From the perspective of design education model, although there was a Bauhaus teaching system before and a diversified pattern of postwar design education, there is still a considerable gap between China's modern design education and the international level. The gap first comes from the backward concept, there is such a saying: "There is a strange phenomenon in Chinese design education circle. The more concentrated the traditional arts and crafts education concept is, the more people emphasize the artistic complex and adopt the attitude of "design" in a straightforward way, and in southern China, an economically developed area, people actively adopt the name of "design" to pursue the difference from the traditional concept" [1]. This indicates that the orientation of art design major in China is uncertain. Qualitative misunderstanding determines the arbitrariness, blindness and sensibility of design education in China under various so-called "artistic" qualities, which leads to the failure of systematic education and teaching research of this discipline.

### III. THE CHARACTERISTIC OF ART DESIGN MAJOR AND THE NECESSITY OF PRACTICE TEACHING INNOVATION

The fundamental task of design education in China's colleges and universities is to train innovative talents to meet the needs of the society. At present, the urgent task is to build a design education system with innovation as "Chinese characteristics". Organizing the teaching process and arranging the teaching links according to the creative principle are the prerequisite for the survival and development of the design discipline, as well as the basic characteristics and key factors of the design education system. In designing teaching, it's a must to firmly establish the idea that "the quality of students does not depend on the major, but on the course system and teaching content learned, as well as the knowledge and ability acquired from it".

With the acceleration of China's industrialization and the advent of the global information age, the important position of design in economic development and social progress has been established. Art design education must take into account all links from product production, sales, consumption to social services, and even take it as the final service object of product production - The change of human needs, social development and ecological environment should be brought into the vision of designers' work and thinking. At the same time, a number of new disciplines are also rapidly rising. Natural science disciplines such as information technology, control technology, biological engineering, ecology and resource protection technology, and social science disciplines such as sociology, anthropology, cultural science, behavior science are more

widely and deeply used in design education. An innovative design education system with broad vision and "Chinese characteristics" will eventually take shape.

Life and experience tell people that the aesthetic value of art design works is always attached to the practical nature. For example, the design and production of industrial products is not only a modeling activity, but also contains scientific content. It is the crystallization of scientific human wisdom, with considerable scientific and technological content and aesthetic content. Without the selection of materials, ergonomics and modeling design, it is impossible to produce today's wonderful industrial products.

At present, all kinds of design schools and departments in the world cover the contents of Bauhaus teaching system to different degrees, especially the "basic course" teaching initiated by Bauhaus laid the structural foundation of modern design education. The study of plane and three-dimensional structure, material and color is based on science in an independent and interactive way, so that visual design education can get rid of the subjective tendency of individualization, liberalization and non-scientization of artists. Bauhaus's exploration of the functionalization of graphic design and the education of the appearance of modernist design have become the important origin of modern graphic design.

Bauhaus had a profound influence on modern design education. First of all, Gropius put forward the idea of unifying art and technology as the theoretical basis of education and completing the teaching work through "workshop", so as to guide design education from the art type to the technology-oriented education system of science and engineering. Secondly, the studio education mode that Bauhaus insists on, which allows students to participate in the production by themselves and gives full play to their potential creative ability, breaks through the limitation of previous paper talk. At the same time, the extensive contact with the business and industry that it advocates enables students to put the design results into practice, creating a new world that combines modern design with industrial production.

Facts have fully proved that only through a large number of practice and continuous summing up experience and lessons in practice can design art inspire the spark of artistic inspiration, and then guide the practice with correct concepts and understanding. Practice means the repeated deliberation and labor with strong skills, which is exactly the process of artistic thinking. The formation of such thinking is based on a large number of artistic practice and profound theoretical accomplishment, and sublimation and refinement based on long-term accumulation of artistic knowledge and techniques.

The development of science is inseparable from art, and the development of art is even more inseparable from science. Only when they complement each other can they keep a balance. It is also impossible for design education to emphasize art over science or ignore the technical factors in art design. Therefore, it is the most effective way to strengthen students' practical skills, broaden their knowledge structure, improve their practical ability and creativity to

establish practical teaching places, perfect the matching with theoretical teaching and gradually form a self-contained experimental teaching guarantee system.

#### IV. CURRENT SITUATION AND DISADVANTAGES OF ART DESIGN EDUCATION IN CHINA

On the whole, a perfect and mature modern design teaching system centering on innovation has not been formed in China. Most college art design majors have common problems, which generally include the following points:

After many years of teaching discussion and reform experiments, there are still some problems of unreasonable curriculum system, outdated educational content and backward teaching methods and means, which is not in line with the development of the industry.

In terms of teaching, there is a lack of heuristic teaching methods and dialogue and discussion process. Teachers have a strong subjective consciousness and ignore the cultivation of students' ability to discover, analyze and solve problems and self-study ability.

Students have a slow understanding of their major and fail to establish a correct sense of belonging to their major in a timely manner. As a result, their active awareness of learning is weak, their creativity and creation enthusiasm are insufficient, their professional ability and comprehensive ability grow slowly, and their knowledge structure develops imbalanced, which is out of touch with the society and industry.

In addition, there is also a lack of teachers, unreasonable talent structure, teachers' lack of practical ability and experience, weak scientific research ability and theoretical ability.

Poor school conditions, inadequate equipment, and lack of teaching materials, which is not in line with the large expansion of enrollment.

The problems in teaching research, teaching materials, teaching standards and other aspects are still obvious.

These unsatisfactory conditions represent the current situation of relevant majors in most colleges and universities, reflecting that although colleges and universities have done a lot of work in teaching reform in recent years, China's design education has not completely got rid of the talent cultivation mode under the old system. Especially in practical teaching, many people still hold the prejudice that art majors can be completed as long as they have paper, pen and pigment. The backwardness of practical teaching and training subjects, teaching methods and facilities in schools has a direct impact on the rapid development of the industry on the one hand, and on the other hand, the teaching is seriously separated from the industry and practice, resulting in students' inability to adapt what they have learned to the needs of the industry.

#### V. THE RELEVANCE OF PRACTICAL TEACHING REFORM MEASURES AND CREATIVITY TRAINING

In view of the above problems in modern design education, it's a must to find a breakthrough point in practical teaching, creativity training, contradiction between teaching and studying and professional consciousness training, and carry out reform and strengthening simultaneously from soft and hard aspects. From the perspective of innovative education reform, the following aspects can be tried:

On the basis of in-depth research, people should keep close to the needs of teaching reform and student training and development, keep close to the forefront of industrial development and extension trend, discuss the direct relationship between practical teaching and talent creativity training, explore the expansion and reform of practical teaching content and methods, and explore the regularity, scientificity and systematicness of practical teaching.

In addition, on the basis of strengthening professional basic experiments, the traditional and aging experiments should be standardized, and experimental projects reflecting new theories and new technologies should be added. The proportion of experiments in curriculum design and semester comprehensive subject design should be increased, so as to strengthen the cultivation of rational and logical thinking in design.

In addition, it's a must to combine the law of laboratory construction, create conditions and strive to build an open laboratory and an open studio as soon as possible, give full play to the resource advantages of the laboratory, and make the laboratory become an in-school teaching base for cultivating students' innovative spirit and practical ability, encouraging students to study actively and cultivate their own habits, pay attention to the cultivation of students' comprehensive analysis ability and self-solving ability. The specific forms of opening the laboratory to students are as follows: Students participate in four types of activities: scientific research, scientific and technological activities, self-selected experimental projects and cultivation of humanistic quality and ability. When conditions are ripe, it can be open to the whole school to inspire students' aesthetic ability and artistic appreciation, and play a role in cultivating students' comprehensive quality.

People should also establish a professional teacher guidance system, encourage and organize veteran teachers to enter the laboratory for guidance, and guide teachers to propose and designate research topics according to the needs of quality cultivation, so as to avoid blind entrance of students, and also absorb some outstanding students to enter the laboratory in the early stage to participate in the completion of teachers' scientific research projects.

It is also possible to create several brands of student academic groups, establish incubators for innovative achievements, and encourage and support innovation. It can also guide the healthy growth and continuation of students' extracurricular academic groups and help them expand their influence. Students are encouraged to apply for various

awards and participate in competitions for projects that have achieved achievements.

It's needed to strengthen relations with enterprises, society and government, make the best use of various resources, and provide services for schools to train talents. To build and cultivate a high quality and stable practice teaching base in and out of the school.

Schools should pay close attention to the trend of the forefront of the industry, establish high-end technology experimental base, or rely on enterprises or research institutions with high-end technology conditions in the society to make teachers' professional knowledge and knowledge structure constantly updated with the development of the industry, and obtain the latest professional knowledge.

## VI. CONCLUSION

Today's art design major is no longer what it used to be. The progress of all aspects of the society, including advanced concepts, consciousness, thoughts, thinking and other ideologies, are exerting a huge impact on this industry. Every bit of technological change, such as technology, materials, means, media, etc., will also be reflected in the products in this field. The industry, in turn, is playing a role in social processes, lifestyles, habits and tastes, such as the advent of "picture reading" or "audio visual". Therefore, as the industry leading education, art design major should have a keen and forward-looking characteristics, firmly grasp the pulse of the times. Through scientific teaching system, reasonable curriculum allocation, good interactive teaching mode and lively teaching methods, qualified reserve talents with creative potential will be provided for the society and the industry. In this process, the strengthening and reform of practical teaching is directly related to the cultivation of creativity and teaching innovation.

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