

On the Training of Design Ideas in Graphic Design Course Teaching

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Keywords: Graphic Design; Course Teaching; Design Concept; Talents Training.

Abstract. This paper analyses the current situation of graphic design course, and points out the importance of cultivating graphic design concept combined with digital media technology specialty. Combining with the actual teaching situation, this paper puts forward the plan of graphic design course and the specific implementation plan, which provides a plan for further training the concept of graphic design talents.

1. Introduction

At present, the revolution of digital media technology has brought mankind into the era of globalization of information dissemination. Art design is experiencing the characteristic stage of "digitalization". For the specialty of digital media technology, it is worth further studying and discussing how to complete the theoretical and practical reform of graphic design course in the light of its own characteristics while grasping the characteristics of the digital era.

2. Course background analysis

2.1 Analysis of the Nature of Schools and Employment Situation

The current graphic design education in China basically follows two modes. One is the design specialty of higher education institutions; the other is the design specialty of Higher Vocational colleges. Traditionally, the former focuses on design theory and design basis, creative talent training and comprehensive quality teaching and training, while the latter focuses on technology and technology, skill-based vocational talent training. The teaching characteristics of graphic design teaching in representative colleges and universities are their unique temperament and character, reflecting the characteristics and differences of teaching ideas, ideas, ways, methods, contents and structures, which are the important basis for forming individualized teaching styles. [1]. Shaoguan College in Guangdong Province, formerly a normal university, as an important branch of higher education, is slightly different from the traditional design schools. As far as the present situation is concerned, it is a local undergraduate college positioned for the training of applied talents. There are many majors offering graphic design courses, including traditional art design, industrial design and media design. For each specialty, in terms of personnel training and teaching form, of course, it also has its own characteristics and requirements. From the aspects of specialty training, curriculum setting and teaching organization, it must have certain professional characteristics.

In terms of employment, with the development of digital media technology, graphic design is becoming more and more popular, and many people have experience of processing graphic images. As far as social employment is concerned, the threshold of graphic design is low, and there is little requirement for academic qualifications. Generally speaking, college or high school education is enough. Recruitment skills are not high, basically as long as some basic operation of graphic design software can be [2]. This reflects not only the popularity and universality of graphic design, but also the complexity of a graphic designer's competitive environment. From the training of a relatively high level of graphic designers, because of the low job threshold of graphic design major, it also requires students to have higher comprehensive ability, in order to distinguish them. Specifically, students need not only to be proficient in the application of various graphic design software, but also to have the corresponding design ability; not only need to master professional knowledge, but also need to

have aesthetic ability, creative ability, language and communication ability. These skills and accomplishments need not only to be clearly defined from the professional orientation, but also to be mastered through curriculum learning in the teaching process.

2.2 Analysis of the Nature of Schools and Employment Situation

The specific development of graphic design course teaching is inseparable from the characteristics of the specialty. The orientation of professional education objectives provides a direction for the development of graphic design course and helps to further condense and improve the curriculum. Taking Shaoguan University of Guangdong as an example, the Department of Educational Technology of its Educational College has a major of digital media technology, which aims to cultivate high-level applied talents with both technical and artistic qualities, systematically master the theory and professional skills of digital media technology, and engage in the development and dissemination of digital media. Graduates can engage in animation games, multimedia publications, intelligent mobile application development, front-end design, graphic design, computer animation design, special effects, video and audio equipment management and maintenance, multimedia teaching resources development, information-based teaching and other related work. In order to adapt to the new situation of China's expanding reform and opening-up and the requirements of innovating the talent training mode of higher education, keep abreast of the social needs and the development forms of digital media technology, deepen the teaching reform, improve the professional construction and improve the teaching quality, and meet the needs of the state and Society for the training of applied digital media technology talents in the new era, the training objectives set by this major are as follows: Especially for the cultivation of digital media development and design ability, special design and implementation should be carried out in the specific design of graphic design course.

3. Overall curriculum planning

Since the establishment of digital media technology specialty in 2014, the teaching reform of graphic design course has been constantly explored. In 2018, combined with the teaching situation of more than three years' professional teaching practice, the graphic design curriculum was specially revised, and the graphic design curriculum system represented by "Multimedia Graphic Design" was formed, forming a more systematic curriculum overall planning.

3.1 Define the orientation of curriculum

Multimedia Graphic Design is a compulsory course for the major of digital media technology. It mainly focuses on the design and production of plane digital images. It is a course that combines theory with practice. The orientation of the course is mainly to guide students to learn and understand the format of digital images, common software operation of graphic design, basic performance elements and common skills. At the same time, we should cultivate students' comprehensive design ability, innovative thinking ability and digital design art accomplishment. Finally, the students have the ability of self-learning in designing software, and can use the knowledge they have learned to create and produce graphic design works independently. As far as curriculum orientation is concerned, on the one hand, it requires close connection with the actual situation of current social graphic design, on the other hand, it is necessary to cultivate students' graphic design skills and design concepts. From the teaching point of view, the skills of graphic software operation are generally easy to reflect, but it is difficult to reflect the concept of graphic design to train students. To cultivate compound applied talents with innovative consciousness, practical ability and entrepreneurship, the cultivation of graphic design concept is not only the focus of the curriculum, but also the difficulty of the curriculum. Therefore, attention must be paid to the orientation.

3.2 Condensation training objectives

According to the requirements of the training objectives of digital media technology specialty, the core tasks of the course are planned and condensed to form the following four specific training objectives: first, having a good sense of innovation, having the preliminary ability of technological

innovation and design innovation, understanding the current situation and trend of the development of graphic design, mastering the basic methods of graphic design creation, and having a good artistic accomplishment. And design concepts, can provide basic technical solutions for the creation and dissemination of digital media content, and can reflect innovative consciousness in the design process. Second, with strong organizational and management skills, communication and expression skills, independent work skills, interpersonal skills and teamwork capabilities, can effectively communicate and communicate with industry peers and teams on graphic design and related areas of project issues, including writing reports and design manuscripts, presenting speeches, clearly expressing or responding to instructions. Thirdly, they have good self-study ability, strong awareness of lifelong learning, and the ability to use modern information technology to obtain relevant information and new technologies, new knowledge and new ideas. Learn to use computer and network technology to analyze and interpret design data and assist in the practice and implementation of design projects. Fourthly, with strong employment and entrepreneurship ability as the goal, lay a solid foundation for graduates to quickly move to the workplace and adapt to the demand for talents in the employment market.

3.3 Pay attention to curriculum evaluation

Course evaluation is the basic guarantee for training and nurturing professional talents. Focusing on the curriculum orientation and teaching objectives of Multimedia Graphic Design, a teaching evaluation system of Graphic Design is established. It is required to combine diagnostic evaluation, process evaluation and summative evaluation, highlight the role of formative evaluation, and transform curriculum evaluation from a single form of teaching evaluation to a pluralistic form of evaluation. Under the guidance of this concept, students no longer improve the level of graphic design through traditional learning of simple graphic design cases, but pay attention to the understanding of design concepts and design ideas in learning, and clarify the relationship between software skills and design effects. At the same time, the responsibility requirements for teachers are further clarified. While teaching software knowledge, we should pay attention to training and feedback students' comprehensive quality and design practice ability, further form diversified evaluation forms, and improve and establish the system of graphic design related courses.

4. The Practice of Graphic Design Course Design Idea Training

4.1 Improving the Teaching Content, Form and Method

In order to make the teaching form and content of Multimedia Graphic Design more conducive to cultivating and forming the concept of Graphic Design, in the course teaching form, network courses and micro-courses online short videos have been carried out in conjunction with this course, which integrates the pre-class preparation period of the whole course, the course in progress and the end of the course, so as to facilitate students' preview, study and review. In the course content, according to the learning objectives and core competencies, further determine which course content to integrate, and complete the design of relevant evaluation, timely feedback on the learning effect. During the course, we should adjust the course content according to the students' performance, pay attention to the cultivation of students' awareness of self-learning, and encourage students to ask questions and explore the problems they encounter.

In the course teaching mode, we use Dole's ODES concept and 4R curriculum standard [3], and put the design concept training in an open, dialogue and emphasizing the learner's experience environment to form. In practical teaching, teachers will put forward corresponding project questions according to some actual graphic design competitions, and require students to complete the creation of graphic design works after information retrieval, information retrieval and related research. In the whole process, students are no longer directly completing the task on the relevant materials and requirements laid out by teachers, but from the project information provided, through their own exploration process to understand and find solutions to problems, through self-experience, to establish their own graphic design concept.

4.2 Optimizing the Course System and Developing "Topstone" Course Setting

Optimize the course teaching system and combine the training of graphic design related courses to help cultivate and develop students' graphic design concepts. With its function of "integrating the knowledge learnt by students, cultivating interdisciplinary horizons and improving comprehensive quality", the top stone curriculum has practiced the core connotation of humanism teaching theory "people-oriented" and constructivism teaching theory "situational experience teaching", which meets the development needs of society and universities, and has been increasingly valued and recognized by universities, enterprises and students in developed countries such as the United States [4]. By drawing lessons from the experience of foreign "top stone" curriculum design, and also offering "top stone" curriculum in graphic design in professional training, students can strengthen, reflect, integrate and expand relevant knowledge and skills of graphic design, promote in-depth learning, integrated learning, enhance and reshape students' design concepts and ability structure, and effectively cultivate and nurture students' own graphic design concept.

4.3 Strengthen Practice Link and Establish Studio Teaching Model

Practice is an important teaching link to train graphic design talents. It has important significance and role in checking students' learning effect, cultivating students' ability to carry out preliminary graphic design project design, and forming self-design concept. Especially through the actual design needs of the project, it plays an important role in training students' design concept and innovation ability, and should be taken as the key link to form and improve students' vocational post ability. After several years of development, the design studio management mode has been formed, and students are organized to form extra-curricular learning groups, which plays a good role in promoting students' professional practice. The teaching arrangement of "learning, competition, research and training" should be matched in teaching, and the quality control system, curriculum group system and curriculum resources matched with the "studio" model should be established. Combining with the opinions on the implementation of the credit system in the school, it realizes the docking between the studio mode and the credit system [5], which has played a positive role in cultivating and nurturing the students' graphic design concept.

5. Summary

After several years of teaching practice, students' concept of graphic design has been significantly strengthened. In the last two years of the National College Students Computer Design Competition, has been awarded the national competition. In the process of students' employment, graphic design skills have become one of the directions of employment, achieving the training objectives of Applied Undergraduate Education for design professionals.

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