

Research on the Reform of Practice Teaching Mode of Art Design Major in Higher Private College

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Abstract: From the perspective of higher private colleges, research on the employment and innovation ability of students has become the focus and difficulty under the new situation. Higher private colleges want to be invincible in the competition of “springing up”, so they must form their own professional characteristics, combine theory and practice, and form an effective connection between practical teaching and employment. On the basis of the integration of “industry, academics and research”, a teaching innovation mode of “teaching, research, and practice” is constructed to coordinate the development and employment competitiveness of graduates. Employment-oriented art design major strengthens the college-enterprise cooperation, breaks the bottleneck of innovation and art design talent training mode, and meets the needs of colleges and society to achieve a “win-win” situation.

1. The proposal of the question

To a certain extent, higher private colleges are an important part of China’s higher education, and the main product of the trend of popularization. In general, they are the continuation of the Alma Mater talent training mode rarely with their own characteristics due to the uniqueness of higher private colleges. In addition, compared with other colleges, higher private colleges have relatively low basic scores of students and weak faculty. With the improvement of market changes, the demand for market design talents has also risen to an important level. It is needed to strengthen the practicality on the solid theoretical basis. Many higher private colleges lack training environment and ignore the practicality. The disconnection of social practice teaching has affected the development of private art design[1]. Therefore, in order to meet the needs of market in essence, higher private colleges need to take employment as the goal, organically combine theory with practice, expand the proportion of practical teaching, reduce the time for students to adapt to employment, and lay a good foundation for students’ sustainable development in the future.

2. The practical teaching status of art design major in higher private colleges

Taking XX province as an example, the characteristic of art design major in higher private colleges is not obvious. The art design major studied by students is out of line with the development of society. With the trend of national policy, the tertiary industry has become a hot specialty. It can be found from relevant data survey that in 2018, 444 were higher private colleges among 2,246 colleges in China. More than 80% colleges have art design majors [2]. In the face of strong competitiveness, higher private colleges need to recognize their own shortcomings, improve equipment, and add practical teaching. In addition, there are the following prominent contradictions. First, there is a disconnection between the theoretical and practical teaching of art design in higher private colleges. That is to say, the practice design still is an armchair strategist. The lack of a certain incentive system can not mobilize the enthusiasm of students. Second, the teaching system of the practice of art design in higher private colleges has not been strengthened. The emphasis on “theory” over “practice” has affected the cultivation of students’ practical ability[3]. Especially in the context of new media, the extension of diversified contents is more necessary to stand and keep pace with the times. Third, when the art design major of higher private colleges is in practice teaching, it can not well meet the vocational needs, and lack in-depth college-enterprise cooperation. Many higher private colleges have a short time to run, and many basic experimental measures

cannot be implemented well. If teaching only stays at the theoretical level, then practical teaching will become superficial. Fourth, for students majoring in art in higher private colleges, there is a lack of double-qualified teachers. Many teachers' professional achievements pass the exam without the practical experience of enterprises. For a long time, they still cannot integrate the knowledge structure of students' practice and stimulate students' innovative thinking. Fifth, the practical teaching of art design and the integration of regional culture in XX region are not enough. For XX, the cultural "craftsman spirit" is more advocated. Many colleges are closed to the outside world, unable to meet the needs of the market and combine the development of cultural industry in XX region with the needs of modern art design, so as to improve their professional ability to serve the people. Sixth, the art design major of higher private colleges ignores the shaping of comprehensive professional quality. From the current situation, higher private colleges in XX region have achieved certain achievements in the process of transformation, but the expansion of enrollment once hindered the development of professional characteristics. Therefore, it is necessary to improve the ability of career combination, establish a design studio and a public welfare factory on campus, set up an art research and development center, and finally realize the teaching mode of industry-university-research integration[4].

From the current situation, higher private colleges guide students to participate in artistic creation or practice through practical teaching, further extend students' creative development and improve practical results. Besides, on the basis of the integration of production, teaching and research, overall planning is needed to complete practical training, practice, operation, experiment and others. It is necessary to strengthen the integration of simulation projects, design competition and other aspects to form the docking of practical teaching and professional education mode.

3. Measures to Reform the Practice Teaching Mode of Art Design Major in Higher Private Colleges

3.1 Taking employment as the guidance to strengthen the classroom practice teaching

It can be found that the needs of the post need to strengthen practical teaching under the guidance of scientific theory. First of all, it is necessary to increase the cross-integration of cultural industry resources in art design teaching, meet the needs of cultural industry and promote the development and inheritance of cultural industry through in-depth excavation. For example, the art design major in higher private colleges can be combined with folk art to improve practicality. Local features such as shadow play, new year pictures and paper cutting are integrated into practical science, which not only broadens students' design vision, but also broadens their knowledge. Furthermore, under the guidance of local characteristics, it's necessary to start from the study of art theory and extend to the perspective of art practice. After that, the perspective of art works can be developed. According to the demand of the market, the process of developing towards art commodities can form its own characteristic teaching mode if it goes on for a long time[5]. Secondly, it is necessary for higher private colleges to integrate the real projects of social posts into practical teaching and strictly control the quality to extend the implementation of diversified teaching methods. Private colleges are required to increase the proportion of practical courses, which can turn the results of students' graduation projects into artistic commodities and complete the teaching evaluation in the college-enterprise cooperation. The path needs to be extended, and the teaching path of art design "trinity" can be established from classroom and in and out college, respectively, complete the docking of courses and employment.

3.2 Strengthening the practice training studio and improving the quality of practical teaching

The art design major in higher private colleges needs to formulate teaching plans of different modules according to the actual demand and the characteristics. In order to adapt to the modernization, art design each major has set up different practice training studios as well as different module courses. The research direction of each studio is different, but it belongs to several

targeted industries. For example, the major of visual communication design consists of exhibition, visual and dynamic image design module. Each module studio has a new teacher in charge. It not only undertakes the teaching work, but also undertakes the program discussion and other work. The sustainable development of students provides self-discipline and forward momentum. The establishment of “tutor studio system” and the training goal of art design professionals can also enhance pertinence and practicality on the basis of characteristics.

3.3 Taking the vocational skills as the goal and constructing practical teaching links through speech and competition

For private colleges and universities, it is necessary to enrich the content and increase the number of competitions on the basis of art and design[6]. Each unit teaching module needs to match each other according to the real case of the enterprise. For example, from the perspective of modernization, the traditional cramming teaching method can no longer adapt to the modernization. It is necessary to increase practical and design competition teaching. For example, Times Young Creative Awards, the Chinese College Students Academy Award, the art design competition, etc., can be based on a competition project and set up a set of design plans. It can be an individual or a group way. In the whole process of creativity, design and production, students’ subjective initiative can be stimulated. Students need to draw inspiration from life, design and post requirements together, so that students can be clear about the enterprise needs to design ideas and standards of the proposal[7]. In the long run, teaching practice can be combined with job requirements, reduce the time for students to adapt to the job, improve the employment competitiveness of students, and make students easy after entering the society.

3.4 Integrating teaching resources of the society and constructing the off-campus training base

On the basis of teaching, learning and doing, the art design major in higher private colleges should build a good professional ethics and establish a laboratory and off-campus practice base. Transforming the original way of thinking, allowing students to consolidate the existing knowledge under the action of the market, and combining new knowledge with the existing knowledge can improve practical and innovative abilities. The extra-curricular base is a good supplement to the tutor studio system, allowing students’ learning environment to approach a practical state. Moreover, higher private colleges can also establish “technical and art” , “materials and crafts” and “structure and mode” teaching system[8]. It is also possible to carry out a real-time tracking plan for the student’s learning situation to enhance the indexity of the evaluation.

4. Conclusion

With the development of society and the background of “industry-academics -research”, when art design majors improve practicality, colleges need to coordinate and keep pace with the times in response to market demand. The trinity of teaching, research, and practice needs to be completed in the process of contemporary education reform. Enhancing the interaction between teachers and students. Combining its own actual situation with the characteristics of practical courses. Such a long time will not only stimulate the enthusiasm of students, but also allow students to adapt to the needs of the post in a short period of time. Local higher private colleges can also achieve a “win-win” situation with enterprises, improve the applicability and innovation of art design talents, and finally realize the common “Chinese dream” of everyone.

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