

Exploration on the Teaching Reform of Product Design in Ethnic Minority Areas

Taking the Product Design Major of School of Fine Art and Design, Kunming College as an Example

Chen Zhao^{1,*}

¹School of Fine Art and Design, Kunming College, Kunming, Yunnan, China

*Corresponding author. Email: 244694782@qq.com

ABSTRACT

This article takes the teaching practice of product design major of School of Fine Art and Design, Kunming College as the starting point of research. Combined with the needs of training product design art talents in ethnic minority areas, this article proposes a talent training model of product design art with characteristics of ethnic minority areas, and achieve the goal of talent training with application, innovation and regional characteristics, which gives more help to the cultivation of talents for product design arts of ethnic minorities in universities in the province, product design and related industry development.

Keywords: product design, ethnic minority, cultivation model

I. INTRODUCTION

Yunnan is a multi-ethnic, multi-cultural and multi-element national cultural tourism province with a long history and exquisite traditional handicrafts. Yunnan is also a place where culture and art talents are born. There are a large number of cultural inheritors and college art students who carefully create and devote themselves to the development of new cultural and artistic products. These are the cultural and artistic resources and the treasures of the nation. In order to make full use of Yunnan's unique national cultural resources and traditional handicraft resources, it is necessary to combine modern humanistic spirit, inherit local exquisite craftsmanship, apply advanced modern craftsmanship and scientific technology, innovating and developing high-level, high-quality art innovation products, and develop art boutiques that truly reflect Yunnan's multi-element local culture and ethnic characteristics to better leverage the advantages of Yunnan's local traditional handicrafts in regional product design.

II. ANALYSIS OF THE STATUS QUO OF PRODUCT DESIGN TEACHING

First of all, with the rapid development of China's economy and society, as well as the improvement of information technology methods, technological innovation capabilities and national industries, the product design industry has a huge development space,

and the demand for product design art professionals has increased dramatically. In particular, local universities urgently need a large number of talents with high-quality and applied design features for ethnic minorities. Secondly, at present and for a period of time to come, there will be a weak product design professional foundation, a lack of professional facilities and equipment, and a scarce industrial platform in ethnic minority areas of Yunnan. However, it is bound to be cultivated, developed and strengthened of the industry model relying on local characteristic industries and ethnic folk craftsmanship as the design and development of local products of ethnic minorities. The regional ethnic characteristic product design will better promote the traditional folk crafts of Yunnan ethnic minorities. Finally, it is important to construct a talent training model for ethnic minority product design art, which fully reflects the regional characteristics of ethnic minorities and is an important part of the product design professional construction in ethnic minority areas of local colleges and universities. The implementation of this project is an important step in the innovation of teaching innovation in ethnic minority areas with specialties in product design. It is hoped that more talents in product design art with ethnic minority areas can be trained for the local economy and society.

III. ANALYSIS OF PRODUCT DESIGN TEACHING REFORM

A. Building a basic framework for the cultivation of talents with special product design in ethnic minority areas

Product design majors in minority areas have strong sense of responsibility, scientific rational spirit, leading aesthetic judgment, product design expertise, master corresponding product design thinking, expression, communication and management skills, and have the ability to activate national traditional culture through product design innovation, which can cultivate love and confidence in national folk traditional culture and craftsmanship. They have the abilities to engage in research and development of special ethnic products, cultural and creative product development, traditional craft culture research, and promote the professional development of ethnic regional products. They also have strong professional practical ability, design innovation ability and independent entrepreneurial ability, and adapt to the needs of China's socialist modernization. Meanwhile, they need to be compound talents with forward-looking vision of art design, unique folk craft skills and creative product design capabilities. In order to achieve this training goal, it is necessary to combine local cultural characteristics, combine the characteristics of handicrafts such as gold, wood, soil, stone, cloth and other ethnic minorities in this area with modern product design concepts and technologies to build a special product design art education teaching model. It is also necessary to pay attention to the matching relationship between professional specificity and homogeneity, and reform the professional homogeneity while emphasizing the professional specificity. The course focuses on the research of traditional ethnic culture and the study of craft skills around ethnic traditional craft jewelry, bamboo and wood products, ceramic products, fabric dyeing and weaving products, and leather decoration products. By cooperating with social enterprises on topics with local characteristics in R&D and design, it can enrich the cooperation of intangible cultural heritage into classroom teaching courses, including folk craft workshop courses, innovation and entrepreneurship incubation platform courses, and other characteristic training courses, achieving the national traditional technology and contemporary product design innovation combined with the goal of training.

B. Reform of special product design courses in ethnic minority areas

First, the construction of product design core courses further explores the talent training model suitable for the product design major in the region, realizes the integration of the profession and the local economy and society, takes advantage of the resources

of ethnic minority areas, and combines the local industrial form and the regional cultural form to build the course content. The core course focuses on strengthening the foundation of comprehensive product design, product modeling design capabilities and the implantation of national culture and characteristic crafts in product design. According to the construction principle of "laying the foundation, highlighting the characteristics, and focusing on actual results", it forms a core course of knowledge ability, professional ability, practical ability and comprehensive quality. Efforts have been made to realize the characterization and efficiency of the course system and structure, as well as the modernization of teaching content, teaching methods and means.

Second, it is necessary to pay attention to the teaching mode from theory to practice to product design promotion, and establish a unique curriculum system that integrates national culture, folk craftsmanship and contemporary product design innovation. The characteristics of the course are mainly based on the advantages of Yunnan ethnic culture and traditional craft resources. There are four areas of metal jewelry design, bamboo and wood product design, dyeing and weaving product design, and ceramic art product design. Combined the "intangible cultural inheritors into the classroom", it is a way to use manual skills and product design art in parallel teaching mode. While inheriting the traditional ethnic folk excellent craft skills, it can combine modern product design art ideas and concepts, strengthen the effective combination of modern product design and traditional craftsmanship, spread the excellent national folk handicraft skills well, avoid the disconnection of technology and art, better realize the design innovation of characteristic products in ethnic minority areas, so as to more effectively realize the implementation of product innovation, and ensure the effective implementation of special product design courses in ethnic minority areas.

Third, it is a necessity to pay attention to the effective combination of thinking innovation training and social practice training in practical courses. Strengthening the practical teaching of materials science in practical courses is helpful to expand thinking and promote the cultivation of product innovation ability. It is also impossible to only emphasize the importance of social practice but ignore the improvement of thinking innovation ability in higher education teaching. The students' practical innovation ability of tools, materials and process flow need to be strengthened, so that students can master the comprehensive process production methods and process skills, and systematic guidance need to be provided on the characteristics, trends, styles, design and production methods, and materials and processes of multi-material processes. It is a means to use the college teaching practice platform and practical operation guidance, with

thematic case explanations and training, improve students' actual hands-on ability and innovative market development awareness, and cultivate comprehensive talents with independent design thinking and practical exploration spirit.

Forth, it is a must to strengthen the proportion of traditional knowledge and culture of ethnic minorities in the region in the basic course, and pay attention to the learning and improvement of ethnic cultural knowledge. It needs to pay attention to the structure between courses to prevent theory courses, professional basic courses and professional main courses from becoming separate and disconnected from each other. To build art studios with characteristic product design in ethnic minority areas, it is necessary to build "product basic studios" focusing on the teaching of characteristic product design basic courses, "tourism characteristic product design and development studios" focusing on local cultural characteristics and product function market development research, "traditional craft development and design studios" focusing on traditional craftsmanship and innovative product design research, and "product integration design and development studios" focusing on digital design and fashion creative product development research, so that it can make an effective way to promote the professionalism and diversity of teaching, and promote cross-education teaching exchange.

C. Practice and promotion of special product design in ethnic minority areas

It is important to carry out in-depth industry-university-research cooperation education, and extensively carry out cooperation between schools and enterprises in building majors, building teachers, building laboratories, building courses, building internship training bases, etc. This major increases the improvement and expansion of off-campus practice innovation and entrepreneurship platforms, forming the integration of on-campus and off-campus education and teaching practice bases. At present, the more mature off-campus practice bases include Ziyunqingniao and Haohong Base. At present, the two major bases have created 10 product design professional related platform teams of product design platforms, ceramic art double creation platforms, bamboo and wood carving double creation platforms, jewelry design platforms, porcelain art double creation platforms, dyeing and weaving double creation platforms, leather craft double creation platforms, etc. There is a 200-square-meter comprehensive master work display platform. Every semester, the platform regularly carries out quantitative activities in accordance with the relevant management standards of the college, and conducts platform activities report summary, production and display work. The platform activity emphasizes the role of serving school teachers and students, serving the regional

economy and developing regional markets. The recruitment and activities of platform members are open to more than 1,000 college students. In line with the principle of justice, openness and fairness, students in need are welcome to participate in the construction of a sound and stable off-site practice learning place that can fully meet the teaching needs of product design majors to better drive the effectiveness of classroom teaching.

Relying on the dual-innovation platform built by Kunming College to carry out the second classroom activities, the emphasis is on cultivating students' innovation and entrepreneurship ability, and establishing a three-in-one teaching mode of "teaching + practice base + research and application development". It is necessary to focus on promoting learning through competition and combining production and education to make students' knowledge structure more comprehensive and systematic, and enable students to have a wider professional knowledge structure and deeper professional research capabilities to better serve Yunnan's local economic development and Yunnan's traditional cultural and creative fields, better inherit Yunnan's local ethnic culture and art design, and then become the application-oriented talents needed in Yunnan Province and even the whole country.

While vigorously strengthening the teaching and training base of the Academy of Art and Design, the product design major also actively cooperates with well-known off-campus enterprises and intangible cultural inheritance bases at all levels, such as the "Wutong Zouyin Inheritance Club", "Zhongyu Purple Pottery Club", "Weishan Xingwei National Craft Factory", "Yunnan Lvixue Zhai Art Club", "Kunming Angle Original Co., Ltd.", "Jiayun Bamboo Weaving Co., Ltd.", "Hulu Base", etc. They work together to create product design talents and innovative products with unique characteristics in ethnic minority areas, and strive to improve the overall level of product design in ethnic minority areas. The practice bases create an open teaching space that is convenient for teachers and students to communicate and cooperate, effectively stimulating learners' creative desire, and enhancing their creative ability and comprehensive literacy. The bases provide an open platform for free creation and independent practice for teachers and students of the whole school, to cultivate and enhance students' ability to understand and apply materials, processes, functions and processes.

IV. PRODUCT DESIGN TEACHING REFORM COUNTERMEASURES

First, combined with the school's comprehensive application-oriented "university orientation", it is necessary to establish Chinese ethnic minority region

product design art talent training model to meet the needs of local economic and social development for product design talents. It is also necessary to change the relatively single professional talent training model in the past, and further establish the strengths and characteristics of talent design and artistic talent training in ethnic minority areas in the teaching reform. Based on the formation of a reasonable teaching team to implement the responsibility of full-time teachers, based on the training base and incubation base, based on scientific and reasonable related textbooks as the theoretical support, and based on the establishment of the expected teaching results inspection and assessment system as a starting point, it is built into a minority cultivation model of artistic talents with characteristic product design in ethnic minority areas.

Second, it is a must to build a four-in-one teaching system of "production, teaching, research, and application". Combining the resource advantages of the native region, teachers' scientific research, classroom teaching, studio teaching, intangible cultural inheritance teaching, practical teaching and other teaching links are closely interlinked to promote college students to learn well, learn usefully, and apply what they learn. It is a necessity to promote the characteristics of teachers' teaching theories, skills and scientific research in minority areas, which is beneficial to the training of double-qualified and professional teachers.

Third, through basic research on traditional handicrafts in Yunnan's ethnic minority areas, Yunnan National Folk Craft Materials Laboratory and Museum were formed to collect and sort out traditional materials of various plates such as gold, wood, soil, stone, cloth, etc. On the basis of traditional materials, combined with traditional skills, they carry out teaching activities and scientific research work, and further in-depth exploration of teaching, research and market in the research and development of new materials and the development of local cultural innovative products, to form a system that is beneficial to the smooth progress of teaching and reform of practical teaching of product innovation. It is necessary to continuously strengthen the thinking of open school, while paying attention to the development trend of international product design, deeply study the connotation of national traditional aesthetics, take root in the fertile soil of national culture, and strive to serve the public with national design, which conducted a useful exploration of heuristic product design teaching, organically combining traditional national crafts, new technologies and solving practical problems, so that students can create in product design practice and practice the meaning of products in creation.

Fourth, the support of special funds will become the basic framework for the construction of talent training models for ethnic product design arts in ethnic minority

areas, and it is of great significance to formulate the implementation method of the curriculum reform and creative talent cultivation of the characteristic product design art talents in ethnic minority areas, becoming a strong backing for the practice and promotion of the course reform and creative talent cultivation of the special product design art talents cultivation in ethnic minority areas.

V. CONCLUSION

It is necessary to construct the talent training model of characteristic product design art in ethnic minority areas to be under the responsibility of full-time teachers, rely on the established training base and incubation base in our college, use scientific and reasonable related textbooks as theoretical support, and form a reasonable teacher team basis to formulate an inspection and assessment system for expected teaching results. By adjusting the teaching mode to train double-qualified and professional teachers, it is a need to promote the specialization of product design in ethnic minority areas of education and teaching, and make the product design teaching of the School of Fine Art and Design through the teacher research, classroom teaching, studio teaching, non-genetic or folk artist teaching, practical teaching and other teaching links to jointly design and manufacture products. From theory to practice to the mode of operation that puts products on the market, it gradually forms a highly operable talent training model. It is of great significance to effectively combine intangible culture with ethnic folk craftsmanship and modern product design concepts, improve the innovation and development of characteristic products in ethnic minority areas through multidisciplinary cross-teaching, and enhance students' in-depth understanding of the traditional cultural background and meaning of ethnic minorities in their own region to cultivate students' enthusiasm for the study and inheritance of national folk art. It is also very important to effectively improve the teaching quality and teaching characteristics of product design majors, find the focus of marketization of characteristic product design in ethnic minority areas, and actively promote the development of intangible cultural heritage and ethnic folk art in ethnic minority areas.

References

- [1] Tang Xianghua, An Analysis of the Construction of Art Design Major under the Background of "Inheritance" Cultural Inheritance and Innovation — Taking the Product Art Design Major of Guangxi Vocational and Technical College as an Example [J]. *Guangxi Education*, 2018, 04. (in Chinese)
- [2] Deng Rong, Thinking About the Specialty Development of Product Design and Industrial Design Teaching [J]. *Theoretical Research*, 2017. (in Chinese)
- [3] Xie Wei, Fan Jing, Song Yun, An Analysis of the Training Mode of Product Design Professionals — Taking Taiyuan

- Institute of Technology as an Example [J]. *Arts Circle*, 2019, 01. (in Chinese)
- [4] Sun Hongbo, Cai Chujun. Research on the Transformation of Colleges and Universities and the Construction Path of "Double-Qualified" Teachers — A Case Study of Application-oriented College Product Design Major [J]. *Research on Art Education*, 2017. (in Chinese)
- [5] Hao Ning. Summary of The Teaching Practice of product Design Studio — A Case Study of Creative Product Studio of Central Academy of Fine Arts [J]. *Architectural Engineering Technology and Design*, 2016. (in Chinese)
- [6] Huo Faren, Zheng Gangqiang. A Study on the Characteristics of The Training of Product Design Professionals in The UK — A Case Study of the Product Design Major of Nottingham Trent University [J]. *Design*, 2018. (in Chinese)