

Promoting the Study Style Construction of Art College Students by Using Studios as Carrier

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ABSTRACT

The construction of style of study is of great significance to the cultivation of art college students. Through studying the characteristics of art college students, this paper explores the difficulties in the study style of art college students. On this basis, the studio, as a carrier to promote the arts of college students to develop the style of study, the main contents include the dilemma of the construction of the style of study of art college students, the advantages and ways to promote the construction of the style of study of art college students with the studio as the carrier. Through this research, we can find that the way of setting up studios in colleges and universities can stimulate the interest of art students, improve the limitations of book knowledge, and really improve the learning efficiency. In the process of participating in the internship project, students can stimulate their own potential and improve their overall quality, thus laying a good foundation for the improvement of the style of study.

Keywords: studio, carrier, art college students, construction of study style

I. INTRODUCTION

The construction of study style is of great significance for maintaining a good classroom order, enhancing students' learning enthusiasm, and enhancing the effect of talent training. For how to improve the study style of art college students, in addition to the first classroom, the assistance of the second classroom is also very important. The construction of the second classroom with the studio as the carrier is to explore new ways to effectively improve the effect of talent training on the basis of fully considering the characteristics of the study style of art college students. In foreign countries, due to differences in history and educational models, the second classroom activities are often carried out in the form of project management. Through project management, the activities of college students and social development can be closely integrated, and talents with social practical skills and innovative capabilities can also be cultivated. In China, most of them focus on the application of project management theories and methods to the organization of student club activities, student activity management, and student management, and most of them are carried out in accordance with the reality or characteristics of each school without universality. There are few researches on the overall management and operation of

the second classroom in colleges and universities directly using the project management theory and methods. This article aims to study the construction of studios and innovative development paths, so as to further enhance the construction of the study style of art college students, and then better serve the first classroom.

II. THE PREDICAMENT OF THE STUDY STYLE CONSTRUCTION OF ART COLLEGE STUDENTS

"Compared with college students in other disciplines and majors, art college students have unique and distinctive personalities in their thinking characteristics, professional qualities, personality characteristics, and learning lifestyle." [1] Among them, there are advantages worth developing, such as lively expression, active thinking, etc. However, due to the shortcomings accumulated in the early professional learning process, there is still an urgent need to make up. To a certain extent, these influence the construction of the study style of art college students, mainly in the aspects of study habits, time management and career planning. First of all, it comes to study habits. Art college students have been exposed to art when they enter colleges. Due to the influence of practice and competition, they can't maintain the systematic studying on campus as ordinary cultural college students. Certain deviations will be formed in the process of dealing with academic and professional. The most outstanding performance in practice is to emphasize professionalism and neglect culture. Art students must take technical

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examinations before National College Entrance Examination. The technical examinations focus on professional skills, and the performance of technical subjects accounts for a larger proportion of enrollment, and the National College Entrance Examination requires much lower cultural scores for art students than other candidates.[2] To a certain extent, this also shows the characteristics of poor humanistic foundation for art college students in practice. In addition, because art college students gradually develop the advantage of perceptual thinking in the professional learning process, they have some difficulties in the formation of systematic learning methods and habits, and the concentration is manifested as poor self-control. To a certain extent, artistic creation requires inspiration and flexibility in regularity and time control. This contradicts the regular time investment in the humanities learning process, because many art students are still young when they study, it is difficult for them to calmly coordinate the contradictions, and thus it is not easy to develop good study habits. Secondly, it is time management. Art students have certain difficulties in their study habits, which leads to irrational situations in the time management of art students. The prominent performance is in insufficient time utilization. Due to professional influence, some professional art students (such as animation, art design, art, etc.) need to involve games and other directions. However, some students can't grasp the influence of degree in professional learning and games and entertainment, so they are easy to fall into the game and can't extricate themselves. There are also some students who are habitually absent from cultural courses due to the influence of neglecting culture and attaching importance to majors, and as a result, the failure of common required courses such as English and Politics and the low pass rate of English and computer also occur in art majors. Finally, it is career planning. A clear career planning will provide unremitting motivation for college students to continue learning. Art college students often lack clear career norms. In terms of art career, some students only temporarily enrolled in art tuition classes in high school or even in senior year of high school because of the purpose of being enrolled in undergraduate, and passed the art test to enter colleges and universities. They are rather confused about the development of their art career and haven't found a direction for development. When they have reached their goals for going to a school of a higher grade, they will feel at a loss as to what to do when they enter university and lose their motivation to study. In terms of academic careers, many college students have a poor cultural foundation, and their goal after entering colleges is to graduate successfully. They have fewer ideas about improving their professional abilities and continuing their studies, lacking self-confidence, and dare not face challenges directly.

III. STUDIO CONCEPT AND ADVANTAGES

The studio teaching model originated from the Bauhaus College in Germany at the beginning of the 20th century, which had a profound impact on the education model of the majority of universities.[3] The studio is an innovative business and practice activity led by professional technology. The studio model relies on subject knowledge, the main body is student participation, the orientation is professional teacher guidance, the core is the application of professional technology, and the carrier is the studio itself.[4] Through the studio, under the leadership of professional teachers and with the cooperation of administrative teachers, undergraduates and graduate students jointly create a learning platform to integrate students of different grades. Under certain conditions, cross-professional integration can be considered, and talent training programs and curriculum system construction can be combined to build a teaching system that combines theory and practice, which truly realizes the diversified and multi-level teaching.

The studio mode has obvious advantages in promoting the construction of the study style of art college students. First of all, it can enhance students' learning interest. Art college students tend to be more perceptual and are more interested in activities with rich forms. The studio adopts a variety of methods, through team assistance, excellent senior assistance and tutor guidance, etc., to fully mobilize students' learning enthusiasm and initiative, and help them better cultivate their interest in learning. It integrates basic cultural learning into the majors, enhances the overall quality and enhances learning efficiency in the process of mentoring. In terms of professional training, it actively exerts the principles of interest guidance and curriculum guidance. Students will practice their majors in the studio, and improve their abilities in related projects according to their career planning and goals. Secondly, it helps art college students to establish professional self-confidence. Art college students have their professional advantages in the process of learning, such as strong hands-on ability and strong perception ability. Through the studio model, it can effectively mobilize the learning and practical ability of art college students, and better meet the requirements of the disciplines for art college students. Under the guidance of teachers and outstanding seniors, students actively participate in professional competitions. "Students combine actual projects based on basic software skills, and they can be well trained and improved from design thinking to project practice so as to achieve the goal of cultivating their comprehensive abilities." [5] At the same time, students can also find gaps in the competition, build professional self-confidence, clarify the direction and accumulate resources for the future development of the art career. In addition, the operation of the studio is not simply staying at the theoretical

level. It will also provide many positions to exercise the teamwork ability of art college students, and effectively overcome the weakness of art college students that are relatively self-centered and not good at cooperation. Finally, it promotes the construction of teacher-student relationship. The construction of the studio model can effectively enhance the cooperation between professional teachers and administrative teachers to jointly invest in the cultivation of art students and promote the construction of a new teacher-student relationship. As far as professional teachers are concerned, classroom professional teaching often restricts the one-to-one communication between professional teachers and students. Professional teachers often focus on their own scientific research after class, and they have little communication with students. The studio model "takes students as the main body of teaching, breaks the traditional subordination relationship between teachers and students, creates a harmonious, active and energetic learning atmosphere, and cultivates students' ability to complete tasks independently. And teachers play the role of consultation, guidance and comment." [6] It makes the communication between professional teachers and students become frequent, deepens the mutual understanding between teachers and students to a certain extent, lays a good foundation for the later graduation thesis, and also provides conditions for professional teachers to invest in the construction of students' study style. In terms of administrative teachers, by participating in the construction and management of the studio, the mutual understanding between administrative teachers and professional teachers and students has been further enhanced, so as to better coordinate relevant resources for the development of the college and form a virtuous cycle system for the development of the college.

IV. PATHS TO PROMOTE THE STUDY STYLE CONSTRUCTION OF ART COLLEGE STUDENTS BY USING STUDIOS AS CARRIER

There are more than 1,200 full-time students in the School of Fine Arts and Design of the Art College of Chinese & ASEAN Arts in Chengdu University, including more than 200 Chinese graduate students. The faculty of the college is very strong. There are 87 faculty members and more than 30 part-time teachers. Among the full-time teachers, there are more than 40 teachers with the title of associate professor above, more than 20 doctorate teachers, and more than 60 double-professionally-titled teachers. In order to better promote the training of the college's talents and improve the school's study style, the college piloted the studio to promote the construction of students' study style and gained certain experience.

A. The construction measures of the studio

First of all, it comes to organizational structure. It applies professional teachers as the main body to apply for the studio, forming a "1+1+X+Y" echelon studio model. "1" refers to a professional teacher who is responsible for the scientific research direction of the studio and the specific requirements for students; "1" refers to a school counselor or administrative staff responsible for the overall quality improvement and related management of the students in the studio; "X" refers to a certain number of graduate students, who receive the guidance of professional teachers while independently carrying out scientific research work, and cooperate with instructors to do studio management work; "1+X" forms a powerful guiding force, which can gather the strength of disciplines to guide related activities. "Y" refers to a certain number of undergraduates, which is required to cover every grade from freshman to senior to form certain systematicness. Secondly, in terms of task allocation, professional teachers guide students' academic development, organize students to participate in relevant professional competitions, and regularly understand the needs of students in the professional direction. At least two professional guidance will be carried out each semester (not less than 2 class hours every time), and the graduation design guidance can be considered when the direction is the same. Graduate students receive the guidance of professional teachers, actively participate in high-level competitions, guide undergraduates in related professional competitions and professional ability improvement, independently carry out related research activities, and organize related academic activities within the studio. Undergraduates actively participate in related activities of professional teachers, participate in at least two studio activities every semester, and regularly report the results of recent activities to the studio teachers and complete relevant records. Finally, it aims to test the operation effect of the studio through three aspects. In terms of improving the utilization of students' spare time, it transfers students' energy to professional learning and innovative competition directions, to participate in related activities in an organized way, and to make full use of their spare time. In terms of increasing the enthusiasm for scientific research participation and the award rate, the professional teacher studio shall organize some students to participate in competitions above the provincial and ministerial level in the application of the professional teacher studio, and the award rate of the competition needs to be increased. In terms of students' enthusiasm for postgraduate entrance examinations, it is necessary to promote students' enthusiasm for postgraduate entrance examinations through the studio's mentoring, and encourage more students to join the postgraduate entrance examination team.

B. The guarantee mechanism of the studio

The smooth operation of the studio is inseparable from a sound guarantee mechanism, which is mainly reflected in the aspects of personnel, venue and funding. First of all, in terms of personnel security, the smooth operation of the studio is inseparable from a professional team of teachers. In order to ensure the smooth operation of the studio, the college adopts the method of "internal training and external introduction" to ensure the professional and scientific nature of the studio. Externally, it introduces experienced and capable experts as the instructors of the studio, especially in the field of Internet and innovation and entrepreneurship, it actively introduces experts with entrepreneurial experience to participate in the training of studio talents. Internally, it cultivates motivated professional teachers, encourages professional teachers to continuously improve their overall quality, provides a platform for professional teachers, establishes and improves professional teacher promotion measures, and trains a group of professional teachers who are good at scientific research and teaching, and are liked by students. In terms of administrative teachers, the participation of administrative teachers in studio construction should be taken as an important reference for workload assessment, and as an important evaluation standard in the year-end performance evaluation. The college vigorously promotes effective cases of studio construction and establishes a good direction. In addition, it comes to site guarantee. Due to the development of the school, the studio construction faced the bottleneck of insufficient site. In order to promote the construction of the studio, the college integrates existing resources on the one hand and prioritizes the problem of mature studio site. At the same time, it actively connects with social resources and cooperates with external companies to solve the site problem while getting closer to the project. The college encourages teachers and students to vigorously use the network platform. In addition to building an offline work room, it also focuses on building a network studio to form a new way of offline and online synchronization. Finally, it is the funding. In order to further promote the construction of the studio and create a good academic atmosphere in the college, the college increases rewards, encourages professional teachers to lead students to participate in high-level competitions, and guides students to actively pursue further studies. The results in the studio will be an important part of teacher performance at the end of the year. At the same time, according to the different characteristics of each studio, the college purchases hardware equipment suitable for subject development as much as possible to ensure the smooth progress of subject and talent training.

C. Insufficiency and development direction of studio construction

The construction of the studio has achieved certain results, which has played an important role in enhancing the learning interest of art college students, as well as promoting the effective management of time and rational planning of careers for art college students. However, there are still certain shortcomings in the operation process, which are mainly manifested in the aspects of system, teachers and supporting facilities. First of all, it comes to the system. Since the operation of the studio is still in the exploratory stage, the entire teaching and practice conditions need to be re-established and optimized. In terms of teaching, it's needed to adapt to the multi-system teaching mode and explore the organic integration of classroom teaching and studio teaching in the school, and the final credit assessment must be recognized by the school. Secondly, in terms of teachers, the college has accumulated a certain amount of faculty through internal training and external introduction, but there is still room for the needs of the studio. In terms of innovation and entrepreneurship, many teachers are unable to adapt to the current needs of student studios due to lack of entrepreneurial experience. Finally, it comes to the supporting facilities. The college guarantees the construction of studio facilities as much as possible under limited conditions, but the adjustment of the talent training program in universities and the development of the times has not been synchronized, and practical teaching activities can't be carried out in depth, so that the education function of the studio can't be fully guaranteed.

Faced with the problems in the studio construction process, in the future studio development process, it can be continuously developed and improved from three aspects. First, it's necessary to further explore new teaching models. Efforts should be made to further clarify the relationship between studio teaching and traditional classroom teaching, promote cooperation between colleges and enterprises, introduce relevant projects suitable for teaching, and promote students to understand teaching in practice. Secondly, it's needed to further increase teacher training to enhance teachers' enthusiasm for work. It's necessary to continuously improve the construction of the teaching staff of the studio, and build a team that meets the needs of the society in accordance with the needs of the times and the development of the discipline. Finally, it's necessary to further clarify the studio's evaluation system. Measures should be taken to combine the development of the studio, and timely update the talent training plan to promote the all-round development of students.

V. CONCLUSION

The way of opening studios in colleges and universities can stimulate the interest of art college students in learning, improve the shortcomings limited to book knowledge, and really improve the learning efficiency. In the process of participating in practical projects, students can stimulate their potential abilities and promote the improvement of overall quality through honing, thereby building a good foundation for promoting the study style.

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