

Research on Reform of Basic Courses for Art Design Specialty in Colleges and Universities of China

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Abstract—In the time of knowledge economy, more and more practical quality talents are needed by the society, so it has become a must for colleges and universities in China to improve teaching quality, raise teaching effect and keep up with the social development in the course system, teaching content and methods. Based on the research on the status quo of the art design specialty teaching in higher colleges and universities in the country, the article takes new educational thoughts and ideas into consideration to explore and propose measures on the basis of fundamental courses for teaching reform in art design colleges and universities.

Keywords—art design specialty; colleges and universities; teaching reform; optimize course system

I. INTRODUCTION

After entering the time of information, the science and technology around the world have developed rapidly. The economic situation is favorable in China, and the art design education has gradually caught up with that in developed countries. Relying on the development of education and policy support at home, China has fostered a large number of excellent design talents. However, though the art design education in colleges and universities have made great achievements, we still need to keep up with social development, discover and summarize the problems existing in the education of colleges and universities, and enable the methods and concepts of art education to follow closely the social development.

II. STATUS QUO OF ART DESIGN COLLEGES AND UNIVERSITIES IN CHINA

At present, the art design education is in the time of both opportunities and challenges, but due to the influence of a lot of factors such as the education system with Chinese characteristics, the development and reform of art design education in China has fallen behind the development speed of art design itself. Higher education is a main way to foster senior professional design talents, statistics show that the design specialty has become one of the hottest specialties in colleges and universities in the country, and there are at least 600,000 students learning the art design in total (including undergraduates and postgraduate), that is, one of 45 students is learning the art design specialty, as a result, China has become the world largest art design education country. However, a large country in art design does not mean a strong country in it,

the over rapid expansion in scale and the education with Chinese characteristics have instead caused the degeneration of the whole education system, which is a restriction for fostering high-level talents and a large barrier for the innovative development in China.

The art design specialty is a highly comprehensive discipline, which is involved in various factors such as the society, culture, economy, market, science and technology, having a higher requirements on students' overall quality such as performance capacity, creativity, imagination and so on. The lack of students in the creation of knowledge will be large shackle for the development of comprehensive quality of art design learners. Therefore, it has been an urgent topic for the art design discipline on how to build an educational system meeting the social development through the reform of higher education systems.

III. ANALYSIS OF MODES FOR FOSTERING ART DESIGN TALENTS IN CHINA

Education is borderless, yet the education varies with countries. Facing the rapid development of the country, most colleges and universities are seeking new teaching ways and teaching methods with higher efficiency and innovation, the active exploration in teaching has greatly changed the art design education. However, due to the educational system with Chinese characteristics, after making great progress in the art design education, the education information, teaching contents and methods in most colleges and universities fail to go with the pace of the world, the lack of essence in art design education has caused the continuity of improper exam-oriented education under the educational system with Chinese characteristics, and students become acceptors of knowledge transmitted by teaches but not creators of knowledge.

The Outline for National Medium and Long-term Education Reform and Development (2010-2020) clearly points out, "Advocate a heuristic, explorative, discussing and participatory teaching and help students on how to learn; stimulate students' curiosities, cultivate students' interests and hobbies, and create a favorable environment for independent thinking, free exploration and innovation. With the great support of state policies, colleges and universities have strengthened the cultivation of students' subjective initiatives, and explored the work room mode, school-enterprise cooperation mode, orientated training mode, research institute, etc., so as to raise students' capabilities in market survey,

operation and practice, but the results are unsatisfactory. Analysis show that in the drastic reform of teaching modes, almost all colleges and universities have placed the key reform behind basic courses, of which, the work room reaches 90% or more, and most colleges and universities start the reform after completion of basic courses in sophomore or the first semester of grade three.

Obvious, during the learning, students have some resistance or weariness, the most prominent problem is that there is no cultivation of creative thinking and initiatives in the basic course learning, as a result, when learning the specialty courses, the sudden changes of teaching modes make it hard for students to adapt to it. Though some may be adapted well, yet most are unable to meet or even produce psychological resistance.

IV. PRACTICAL SIGNIFICANCE OF BASIC COURSE TEACHING REFORM DRIVEN BY MODERN EDUCATIONAL MODEL

Germany has established a relatively perfect system of art design education, in today's globalization of art thought, in order to meet the development of art design, Germany is still carrying out construction and reform in the art design education to some degree. For example, Bauhaus school carried out the factory apprenticeship, emphasizing a cooperative schooling mode where teaching is integrated to the social practice, and to meet social demands is highly stressed in the practice. Such as the research and design on volume and color in composition, each course initially was taught jointly by a stylist and a technical teacher, transmitting fine art and design, as well as skills and methods; Department of Art Design, Hannover University of Applied Sciences, carries out the college-enterprise cooperative teaching; the teaching modes in other colleges and universities in Europe have characteristics of their own, for example, Helsinki University of Technology Finland has a wide range of work rooms, and the course setting emphasizes the cross disciplines; The University of Wolverhampton, UK, has the same characteristics as the above, colleges cooperate with enterprises for joint teaching, and the specialty development is combined with projects of enterprises around, no matter the form is, both emphasize the initiative of students in learning. Focus on practice and stress students' capabilities in operation and practice, including model making, computer-aided design, composition design, etc.

Facing the reform of modern teaching, China has obviously accelerated the construction of specialty courses, yet that of basic courses are kept slow, and some still maintain follow traditional teaching modes for example, for decades, sketching and color have been focusing only on realism and skills; courses as three constitutions (plane, color and 3-D) and pattern design are still restricted, and the students tasks are almost the same, completely having no personalities or creativities, no any training in thinking, thus it is said that basic courses are basically the same.

According to the Baidu terms, basic course is explained as: it is designed to lay a foundation for basic theories and skills in order to learn professional basic course and specialty course.

The specialties in the same category will have the same basic courses. This shows that it has been recognized early that as different specialties are permitted to adopt the same textbooks, the same courseware, having no difference in specialty, and naturally no features in the coherence of specialty, which is one of the reasons why students pay little to attentions to basic course. In the time of knowledge economy, more and more practical quality talents are needed by the society, so it has become a must for colleges and universities in China to improve teaching quality and raise teaching effect. "Every skyscraper is built from the ground", the importance of basic courses is obvious, the emphasis of foundation shall not only rely on basic functions but also form a good learning style, foster students' learning methods in basic course and stress the self learning so as to adapt to the teaching method of specialty course in the future.

V. WAYS TO ACHIEVE TEACHING REFORM OF BASIC COURSE OF ART DESIGN

In traditional teaching models, a teacher transmits knowledge in class, arrange homework after class and students exercise after class. Though it tries to foster students' initiatives in the teaching, but more focuses are placed on the first step for the learning, namely information transmission, and students are negative to accept the information. In order to change the lack of basic course in the teaching, first of all, the teachers should summarize and renew the teaching ways and methods, and the functions of teachers must be clarified to be guide, organizer and mentor. Only the teaching reform can effectively help students to change and transit to initiative learning mode of higher education, and enable the students to learn how to find and solve problems actively.

In recent years, under the background of globalization of knowledge and art design, many excellent universities have already launched new teaching modes such as video Open Courseware, TED video, micro-lecture and MOOC, which has been welcomed by the mass. The teaching approach provides innovative concepts for the course design, development, sharing and application, based on the new teaching way, flipped classroom adjusts traditional teaching methods to adapt to new teaching models and development so as to foster talents meeting the social demands. Unfortunately, the new teaching mode is only used in the art design specialty. In the reform of basic courses, based on the flipped classroom, according to survey on the teaching practice in our college, the flipped classroom teaching mode plays an important role in the construction of basic course system and teaching.

Flipped classroom is a new teaching mode where in an information environment, teachers deliver learning resources such as teaching videos, electronic lesson plans, courseware, curriculum resources library and so on through online platforms, and students watch teaching videos and learn after class, both teachers and students come together to complete homework, Q&A, discussion and interactive communication in classrooms. There is a saying in Chinese which says it is always better to teach a person who are hungry to fish than to give him some fish, the fish is so called goal, the fishing is so called method, a fish may satisfy a hungry person temporary but it cannot solve the hunger for a long time; if you want to

have fish for serving permanently, you have to learn how to fish. Generally traditional teaching has unified teaching contents and requirements but ignores the differences between students. As far as the practical teaching, students, based on the given procedures, take definite measures to obtain corresponding experimental conclusions. From beginning to end, the students rarely think independently or even not asking why, as such, the students cannot meet the social demands. The fundamental purpose of classroom reverses is to enable students to analyze and understand themselves and form a habit of self-learning so as to be persons able to fish. Thus it can solve the foundation for the construction of basic course systems, and the rational teaching method can drive the construction of basic course efficiently.

VI. CONCLUSION

From the beginning of basic courses, it shall strengthen and improve the enthusiasm of students, enhance desires to practice and cultivate capabilities in knowledge and innovation, so that the students may draw inferences in the acquisition of knowledge, the flipped classroom creates a platform for students' cooperative learning, foster students' capabilities in collaboration, cooperation, communication and cooperation and team spirits of win-win; the implementation of the project brings a great change to the traditional lecture-exercise teaching model, and it is an important research for the construction of basic course system, and plays a significant role in fostering talents in colleges and universities.

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