

Basic Course Teaching and Management of Design

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Abstract. The basic course of design major is an extremely important core course in the whole design education. The main purpose of the design foundation course is to develop students' design awareness and innovative ability, so that students can master certain design skills and creativity. Therefore, the teaching reform and upgrading of the design professional basic course is of great significance. Establish professional ability training objectives, and rationally design course teaching and management. Combine the setting of the professional foundation course with the final application of the student's major, and enhance the characteristics of the major; How to integrate the interrelationship between professional foundation courses and interdisciplinary courses, in order to build a complete creative-centered basic course teaching system, adopt a diversified teaching program to stimulate student initiative; Actively carry out extracurricular practice teaching mode, a variety of teaching methods, combine theoretical knowledge with project practice, clarify training objectives, and implement the teaching objectives of professional basic courses; strengthen cross-disciplinary integration and implement teaching and management that can broaden students' horizons.

Introduction

In the process of evolution, human beings gradually learned to transform and process natural materials through the pre-construction of the brain, therefore, design activities began. Changes in production methods are also driven by the transformation of materialized design; Early mechanization enabled the manufacture of large quantities of products. In order to adapt to the supply and demand of products, simple design activities need to be improved. Therefore, the development of design culture and design education has been developed in response to social needs, at the same time, the field of design has been expanded. The top priority of design education is to provide professional, innovative and efficient designers to the society to meet the growing physical and spiritual needs of human beings.

As for the classification of higher art education in China, it is still divided into pure art and design, such classification is difficult to adapt to the needs of design talent in today's society. In addition, more and more speed-forming candidates enter the university's design majors to study. These students' are lacking the general basic skills, which intensifies the difficulty and challenge of teaching the basic courses of the school. Our higher education carries the important task of meeting the needs of social development, we must inspire the design thinking, innovation consciousness and design application ability of the students. Therefore, it is especially important to combine the characteristics of the students' professional studies with the basic course training and related teaching and management, such as the sketches, colors, modeling foundations, design history, photography, and descriptive geometry related to the design profession; These professional foundation courses provide students with the ability to apply styling and color in their future design work and they will lay a solid foundation for their future study of professional courses. We can say that the mastery of the professional foundation course determines whether the student can show the excellent design ideas in the later stage.

The analysis of the status of basic teaching and management of design majors

The basic course of design major consists of design sketch, design color and three major components (plane composition, color composition, three-dimensional composition), graphic photography, hand-painted foundation, preliminary design and other components. The instructors are mainly engaged in the teaching and research of pure art, they are accustomed to teaching the basic courses of design majors from a purely artistic perspective and mode; It will emphasize the details of the design sketch, the light and shadow effect, the spatial relationship, the proportional structure, etc., as well as the details of the contrast between the design and the color, the strength of the color, and the objective perception of the color, these teaching concepts ignore the relevance of art and design, and the interrelationship between design and technology, interdiction to students' understanding of design, use of skills, creative ability, and integration with other professions; The above problems have caused the subject of curriculum design to be vague and the teaching effect is poor, which also causes students' lack of artistic design ability.

Secondly, the uneven layout of teachers in the design of the basic course, for example, one same course is taught by different professional experts according the teaching arrangement, which may lead to poor communication and repetition between courses. Moreover, the same teaching mode can not carry out teaching activities according to the characteristics of students, resulting the stereotyped effects, such arrangement will limit the development of students' design thinking, at the same time, it weakens the initiative of students' professional learning, which is not conducive to the cultivation of high-quality design art talents. Therefore, we would strengthen the construction of the teaching team of the basic design course, coordinate the progress of the course and the teaching content, and establish a system of academic leaders, timely feedback on the progress of the curriculum and problems of the students to formulate and modify the training program and syllabus.

The one-sidedness method used in the teaching of basic courses in design majors

The goal of the design foundation course is to develop design talents in different fields, so the curriculum should follow different priorities, for example, the main purpose of the "three major components" (planar composition, color composition, three-dimensional composition) of the basic course of art design is to cultivate students' generalization ability, inductive ability and color perception ability, training the students to change their design thinking, enhance their imagination and form their new design thinking. But the main purpose of the "three major components" (planar composition, color composition, and three-dimensional composition) of industrial design is to systematically analyze and train students' sense of form and beauty, enhance students' cognition of the shape, and achieve human-computer integration. However, in the actual teaching process, students may not be trained to develop their professional characteristics in response to the needs of different fields. Our curriculum is only a general teaching of the three major components, and does not distinguish between the different areas of expertise, these can not conduct students to find the focus of their professional learning, thus weakening their motivation of professional learning and could not cultivate their habit of flexible thinking.

The goal of higher art education is to cultivate design talents who can meet the needs of society. The design of the basic course of design should adapt to the trend of the times and meet the needs of social development, especially the application-oriented design professionals, it is necessary to meet the needs of social development and to have an advanced awareness of future development and the basic courses and advanced courses need to be harmonized in the basic course design, the curriculum design should be adjusted according to the different majors of the students, for example, adding sketching training to sketching and color courses is suitable for animation design, however, it can be reduced in the course of environmental art design, art and technology design, visual communication design and other professional course. In the professional learning process of students, interactive teaching between teachers and students is especially needed, the teacher adjusts the teaching progress according to the student's progress and mastery. However, due to the

limitations of class time, it is easy to cause the situation that such as easy in front and the tension in the end of the course. Since the students' professional basic ability and cognitive level are uneven, therefore, unified teaching materials, unified classrooms, and traditional teaching methods for unified curriculum design, all this are difficult to adapt to the teaching needs of today's art design development.

Professional course teaching and management planning design

The basic course is designed to enable students to master the basic knowledge and theory of the profession, students shall learn the professional foundation, develop the design capabilities and the develop the innovative awareness. The basic course is composed of two parts: professional basic theory and professional technology theory to develop students' scientific thinking methods and innovative consciousness as well as their ability to continue learning. We should pay attention to the design that the basic courses of the profession pay attention to, and avoid the situation where the single course is too long or the class is insufficient, integrate the teaching resources of various majors, optimize the distribution of teaching organizations, and improve the performance of design art professionals; Strengthen the construction of the teaching team and coordinate the progress and the content of the course. Establish a system of academic leaders, promptly feedback the progress of the curriculum and students' problems to the academic leaders, and formulate and timely modify the personnel training programs and syllabus.

The basic course teaching of this major is a modular teaching setting, that is, the first three semesters have implemented a unified large-scale training program. which only divide the professional direction, such as environmental art design, industrial design, animation design, art and technology design, etc. The basic course teaching design at this stage is relatively consistent. It consists of three main group courses: design basic theory, design basic modeling and design basic experiment that constitutes a basic training system for design disciplines from basic knowledge, thinking methods, modeling skills and operational skills, the purpose of this stage of teaching is to cultivate students' professional basic ability, broaden their horizons and improve their ability to design innovative thinking to enable students to have a relatively solid basic quality of design and consolidate the foundation for the professional development of the later stage. In the third semester, after the students have determined the professional direction, the students will be re-scheduled and the design of the professional courses will be refined, for example, industrial design is divided into two directions: product design and cultural creative product design; environmental art design is divided into interior design, landscape design, display design and so on. This stage of teaching should focus on the combination of professional theory and design practice and encourage students to participate the social practices in markets and industries .

Optimization of teaching and management of basic courses for design majors

Establish professional training objectives and rationally design teaching and management. The basic curriculum is closely integrated with the practice of the students' majors, and the teaching reflects the professional characteristics. For example, for the same sketch class, environmental art design courses should be more light and shadow, space, architecture, modeling and color performance training, landscape architecture, landscape planning, plant configuration, etc. as the object of depiction, through the comparison of different materials, the material of the object in different environments and light is expressed; Industrial design courses can use waste engines, mechanical utensils, mechanical models, etc. as cognitive interpretations of structures and functional depictions; Animation majors can use mannequins for hand-painting, styling understanding and innovation or as a depiction of the layout of the natural scene and the description of the roles. The basic course setting of design major can effectively improve the professional ability of the students in the later period.

On the other hand, Through the integrating of basic and interdisciplinary courses, making the courses related, different subject of knowledge can influenced each other and let students integrated of various knowledge in professional study, improving students' design ideas and enhance their creative and innovative capabilities to build a complete professional basic teaching system with a creative focus. This kind of teaching setup is based on a comprehensive university with a complete set of professional disciplines and research capabilities that can provide students with more social practice opportunities and communication platforms. Therefore, under the guidance of this system, the integration and management of the curriculum is in line with the teaching characteristics of a comprehensive university, the practical and feasible training mode for professional talents; that is a motivating, innovative and feasible exploration for higher art education teaching and management.

We adopt a diversified teaching program for the design of the course to stimulate student initiative. The traditional method of courseware teaching, ppt multimedia theory teaching method is boring, it is difficult to stimulate students' interest in professional learning and subjective initiative which also inhibits students' active thinking and understanding. Therefore, we encourage teachers to actively explore diversified teaching programs to enhance students' interest and teaching effectiveness. Teachers have vividly taught about the theoretical knowledge with social hot spots and the development of current professions, not only enhance the classroom atmosphere of professional teaching, but also arouse students' resonance and stimulate students' participation and initiative. The Organization of professional knowledge or project competition also effectively mobilized the initiative of students' self-learning and cultivate students' creative ability. Those above measures enable students to better grasp and apply what they have learned so that they could ready to use.

The teaching needs to actively carry out extracurricular practice and integrate multiple teaching methods, that focus on cultivating students' professional image thinking ability and logical thinking ability. Therefore, the focus of professional teaching is very practical that the professional basic courses should be taught more extracurricular;

Conduct primary practice at the beginning of the course, architectural sketching, study and observation; Conduct professional internships in the middle of the course, such as conducting professional study and production internships, the students will determine the future direction of development through a preliminary understanding of the majors they have studied and help them to combine theoretical knowledge with project practice, clarify training objectives, and lay a solid foundation for their later professional learning; Finally, the graduation internships are carried out in the end of the course, so that all the knowledge acquired in their professional foundation courses can be effectively used in practical work.

Strengthen the interdisciplinary integration and broaden the horizons of students, focus on the intersection and integration of different disciplines and encourage students to choose interdisciplinary courses related to their majors. Organize effective academic activities in the cross-disciplinary setting of different subjects, such as special lectures, seminars, academic exhibitions, exchanges, etc. in order to broaden students' knowledge, broaden their horizons, and enhance their innovative thinking skills. Help the students get the latest expertise and results that would be a great help and improvement for them to acquire deeper innovative design capabilities.

Conclusion

Through the elaboration and analysis of the above problems to propose an optimization plan for the teaching and management of the basic courses of design majors and hoping to have some inspiration for the current state of education. In the design of professional teaching, aiming at the professional characteristics, the professional training objectives, the social needs and talent training models, discuss that how to effectively optimize the teaching of the basic course of design majors, conducting teaching synthesis, practical teaching and interdisciplinary interaction; and how to enrich teaching methods, innovative teaching models, effectively integrate the teaching resources,

enrich classroom teaching content, etc. to promote the enthusiasm and autonomy of students, and arose their interest in the professional core courses, establish the foundation for their post-learning and develop the students become the comprehensive application talents.

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