

Research on the Teaching of Design History Course in Art Design Education in Colleges and Universities

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Abstract—Under the call of the state to vigorously promote the cultivation of talents, colleges and universities have carried out relevant teaching research on the course of art design history. By defining the teaching objectives of design history, enriching the teaching contents and means of design history, strengthening the construction of teachers and effectively changing the students' learning state, they make the design history course which originally contains rich aesthetic concepts and design thinking popular with students. This innovative teaching mode can not only strengthen students' knowledge of design theory, but also improve the teaching quality of design history course. This paper expounds the teaching purpose of the design history course in art design education and the significance of the design history in art design teaching, analyses the practice of the teaching method of art design history in colleges and universities and the problems existing in the practice process, and probes into the concrete methods of how to optimize the design history course in the art design education of Undergraduates in our country.

Keywords—art design history; design history course; teaching quality;

I. INTRODUCTION

Design history, as a basic subject in art design course of art colleges and universities, has not been paid enough attention in the teaching process of art design for undergraduates. As a result, the quality of teaching has been at a low level. However, in the process of higher art design education, colleges and universities should focus on the cultivation of students' art design foundation. Therefore, colleges and universities should make use of the art design history course to let students have a deeper understanding of the development process of human art design, so as to enhance their own art design foundation and better prepare for the transmission of traditional art design knowledge. However, due to the fact that the art design history course has not received too much attention in universities and students are not interested in this course, the art design course has not played its own advantages in undergraduate art design education in colleges and universities^[1].

At present, under the background of putting forward the comprehensive training of design talents in our country, colleges and universities begin to attach importance to the course of art design history, reform the teaching mode of art

design history through various ways, so as to continuously improve the teaching quality of this course, and also effectively improve the students' in-depth understanding and application of art design theory knowledge.

II. TEACHING PURPOSE OF DESIGN HISTORY COURSE IN ART AND DESIGN EDUCATION

The content of the design history course of undergraduate art design education in our country is to sort out the origin, development and current situation of the world's modern art design history, elaborate the important art design schools, art design figures, art design works and so on in each period, and through these contents to show the basic framework of the world design history. Through the explanation of the course, the course of design history enables students to have a deep understanding of the history of world art design, so that they can combine their theoretical knowledge with the study and application of practical courses, so as to create excellent design works and achieve the real combination of theory and practice.

III. THE SIGNIFICANCE OF THE EXISTENCE OF DESIGN HISTORY COURSE IN ART DESIGN EDUCATION OF UNDERGRADUATES IN COLLEGES AND UNIVERSITIES

In today's era, the market demand for innovative talents is increasing. Therefore, the curriculum of design history in undergraduate art and design education in Colleges and universities is particularly important^[2]. In order to cultivate students' relevant theoretical knowledge in art design and form a complete knowledge system of history, the course of design history must be placed in an extremely important position in the undergraduate art education in colleges and universities. At present, there are two parts in the design history of art design education for undergraduates in China. One is the design history of modern foreign countries and the other is the design history of ancient China. Whatever part of the design history, there are many contents in it^[3]. Therefore, with the development of the design history course, students should make full use of their predecessors' experience in order to further carry out self-design innovation in art design. For example, in the teaching of the design history course, they should classify and integrate some of the same aspects of design so as to facilitate students' memory to form a knowledge framework. When we introduce the art school, the art style and the art design, we can properly add some contemporary art

Research Program: Teaching and Research Project of Wuhan Municipal Colleges and Universities: "Research on teaching strategies of design history theory course in applied colleges and universities from multi-disciplinary perspective" (No. 20171108)

design concepts to carry out comparative analysis, broaden students' relevant knowledge and strengthen students' memory of relevant basic knowledge, so as to not only solidify students' basic knowledge of design, but also effectively form a certain knowledge system context in students' minds and lay a foundation for future design foundation.

IV. PROBLEMS EXISTING IN THE COURSE OF DESIGN HISTORY IN ART DESIGN EDUCATION OF UNDERGRADUATES IN CHINESE UNIVERSITIES

A. *The teaching objectives are not clear enough.*

The aim of developing the art design history course in China's undergraduate art design colleges is to cultivate students' art design literacy and lay a good foundation for future art design. But at present, most of our art colleges and universities are influenced by the traditional exam-oriented education. They only pay attention to students' achievements and graduate employment. They don't care about the cultivation of students' actual self-qualities. As a result, students make short-term preparations in order to pass the exam smoothly in the course of learning design history, and do not really transform their knowledge. But in actual employment, these knowledge have long been forgotten. In addition, the history of art design is a theoretical knowledge course in design education, but some colleges and universities of art design have set the history of art design as an optional course. This situation is that there is no clear goal in the course of art design history in undergraduate art colleges and universities, and the course has become particularly arbitrary^[4]. However, in the actual course of art design history, its teaching goal is to constantly broaden students' horizons, so that students can constantly improve their artistic design literacy on the basis of mastering the theoretical knowledge of art design, have certain innovative ability in art design, and contribute their own strength to the inheritance and development of art design in China.

B. *Lack of human resources*

Because most of the undergraduate art and design education in China does not attach importance to the teaching of the design history course, the teaching staff of this course is relatively weak. For the teaching of this theoretical course, most colleges and universities take large classes to teach in the process of teaching. This teaching mode makes it impossible for students to communicate with teachers effectively and timely, and seriously affects students' learning and mastery of art design history knowledge. In addition, in the evaluation of teaching titles, the school only pays attention to the research results of teachers in relevant fields, and does not attach importance to the content of teaching evaluation. In addition, the school strongly supports teachers to carry out scientific research. Under some generous rewards, the teachers of colleges and universities gradually lack attention to teaching, which seriously affects the teaching of art design history course^[5]. Thirdly, with the increasing demand for professional talents in art design in the social market, the number of art design teachers has not increased correspondingly, and the

unequal ratio between teacher and student has also seriously affected the quality of art design teaching.

C. *Students are in a passive learning position*

Because of the particularity of the teaching content of the design history course, most colleges and universities are relatively conservative in the teaching content and methods, the setting of teaching objectives is not clear enough in the teaching process, and the corresponding evaluation mechanism of students' learning situation in this course is almost absent. This situation leads to the fact that in the teaching process of the art design history course, students are always regarded as containers for loading knowledge by teachers. Teachers just read books blindly and pour knowledge into containers constantly, while students can only sit down and listen blindly. Although a single teaching mode can enable teachers to complete their own teaching tasks, it does not make the teaching role of art design history play out, and this teaching mode is difficult to arouse students' interest in art design history. For a long time, this teaching mode cannot arouse students' interest in art design history. In the past, it was very easy for students to hate and reject the art design history course.

D. *The content of the textbook of art design history is outdated*

As a reference book for the course, textbooks are the first reference for students in the learning process, because the history of art design contains a lot of content, and the time span is very large. With the continuous advancement of the times, the content of the history of art design textbooks should keep pace with the times and constantly update. But in fact, the undergraduate art design colleges and universities continue to use the traditional education system, resulting in the failure of timely updating of the history of art design textbooks, the use of old textbooks cannot make students access to the latest knowledge of art design, and some previous design concepts have been updated, this lagging content of the textbooks seriously hinders students' innovative ability in design. For example, there will be some humanized design concepts in the textbooks. The case to verify this concept is some products launched by Apple. With the rapid change of science and technology, the renewal speed of electronic products is very fast. Perhaps the electronic products launched by Apple in its early years have already been eliminated by the market, and the relevant theories cannot be applied in today's market at all. Students can't get in touch with some of the latest design theories, which lead to students' derailment from society.

V. SPECIFIC METHODS FOR OPTIMIZING THE TEACHING OF DESIGN HISTORY IN ART DESIGN EDUCATION FOR UNDERGRADUATE STUDENTS IN CHINA

A. *Setting up scientific and reasonable teaching objectives and enriching teaching contents*

Traditional teaching mode makes students always in a passive learning position in the process of learning art design course, which leads to students' inability to arouse interest in this course, thus seriously affecting students' learning of this course. Based on this situation, in the Internet era, the teaching

means of the course can use some Internet technology to enrich the teaching content, and use video, audio, pictures, text and other ways to effectively attract students' attention in the classroom. At the same time, it can also stimulate students' interest in the history of art design, and then enhance the art design of undergraduate art design colleges and universities in art design. The teaching quality of history teaching^[6]. In addition to enriching the teaching content through multimedia in the classroom, teachers can organize more activities after class to increase the teaching methods of art design history, such as visiting art galleries, listening to related lectures, etc. In addition, in the process of teaching, teachers can also cite some related works of art design for analysis and teaching, using the analysis of works, better cultivate students' design literacy. Teachers in the analysis of related art design works, starting from the people or things related to the works, can more let students understand the background of the works, the causes and the track of development, so that students can have a deeper understanding of the works, and on this basis to achieve the creation of their own art design works.

B. Increase the training and construction of Teachers

Teachers play an irreplaceable guiding role in the process of education and teaching. Therefore, in order to make the history of art design develop better in the new era, colleges and universities of art design must strengthen the construction of relevant teachers' resources, regularly train relevant teachers, accept more new design knowledge, design ideas and new teaching. Methods and bring them to classroom teaching in order to increase students' interest in learning. Secondly, colleges and universities should send teachers to market-related enterprises from time to time to study, discuss practical application ideas with social professionals, and ensure that students have access to the latest application of art design concepts. In addition, inviting social celebrities from all over the world to offer hidden courses such as special lectures on culture, science and technology will not only broaden the academic horizon from many angles, but also benefit the practical application in society. Only in this way can the students trained by art design colleges of undergraduate colleges and universities quickly adapt to the development of society.

C. Transforming the identity of students in the traditional learning process

It is necessary to clarify the students' principal position in the teaching process and change the traditional teaching mode in which teachers only speak and students only listen. Therefore, we should change the status of students in the process of learning art design history in time, adopt the initiative to explore the way of learning, and mobilize the enthusiasm of students. We can select a number of works to explain before class and distribute them to students. In the form

of group discussion, we can explore the production period, cultural background, design ideas, design style, cultural connotation, design language and application technology of the works. We can also check the comments of current experts and the views of the public analyze them and put forward our own opinions. In classroom teaching, the group will make the results of inquiry analysis into PPT to report, and then the teacher will deepen the teaching content on the basis of explaining to the students, and combine it with the current practical application. This not only requires the students to master relevant theoretical knowledge, but also really solve some practical application problems of knowledge points in the history of design, and cultivate students' research-based learning ability, so that students can really grasp the knowledge^[7].

VI. CONCLUSION

To sum up, there are still some problems in the course of setting and teaching design history in art design education for undergraduates in China. Relevant personnel in Colleges and universities should put forward pertinent solutions on the basis of a comprehensive understanding of the problems existing in the actual teaching process of art design history. Therefore, colleges and universities should enrich the teaching of art design history by using Internet technology, and in the process of teaching, students should be regarded as the main body of learning to optimize the course of design history. Only in this way can we stimulate students' interest in art design learning, at the same time, we can cultivate students' autonomous learning ability, constantly promote the improvement of the teaching level of art design history in colleges and universities, and cultivate design talents who really meet the market demand.

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