

## A Study on Interactive Teaching Methodology in Design Art

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**Abstract**—The paper elaborates the significance of the application of interactive teaching in the training of useful talents for the society based on the features of design art teaching in the theoretical and practice teaching and learning of design art, and how to guide students scientifically to obtain more knowledge in the classroom, workshop and internship factory from a psychological perspective by giving full play to teachers' potentials.

**Key Words**—Design Art, Interactive Teaching, Guidance

The teaching and learning practice in the workshop will benefit a lot from a teacher's understanding classroom teaching as an ecological system, mutual trust between a teacher and his or her students and a successful interactive communication in a harmonious environment for teaching and learning. Thus, it is worthy of an investigation to explore how to train the students in a scientific way in the universities of design art in China by using the interactive mode of teaching.

### I. INTERACTIVE MODE AND TEACHER-DOMINATING MODE FOR THE TEACHING AND LEARNING OF DESIGN ART: A PROCESS OF COMPARING THE DIFFERENCES BETWEEN THE TWO TYPES OF EDUCATION PHILOSOPHY

It has to be admitted that the idea that a teacher should play a leading role in the process of teaching and learning has always been measurably supported in the field of school education because the traditional notion that a teacher should be the center of teaching is deeply rooted among many teachers and schools even though innovation on educational philosophy and teaching methodology has always been a hot topic since the reform and opening to the outside world.

Based on such an idea, a traditional teaching and learning mode, i.e. the teacher-dominating mode, has controlled China's education for decades, and even students themselves have always taken it for granted that they should learn knowledge and skills from their teachers within this conceptual teaching mode by way of lateral transmission. It should be pointed out that the mode can be harmful to the training and education for the students in schools of design art since it fetters their natural gifts and innovation abilities and hinders their individual development owing to their shackled initiative. Against this backdrop, the interactive teaching mode has won more and more supports from teachers and students. It is important for the education of design art owing its nature as a constructive, mutual learning mode between teachers and students and among

students themselves. Within this mode, teaching is no longer a lateral transmission of certain concepts but a researching and discussing process seeking possible solutions to problems. Through a comparison, it can be found that the conventional teaching of art was originated from those small traditional handicraft workshops in medieval Europe, and it was not until the foundation of Bauhaus in Germany that great importance began to be attached to demands from modern industrial production in the teaching of design art. Under the influence of Bauhaus, all the subjects students will learn are connected with product design in modern industry. Ever since then, a standardized design methods have been derived from their knowledge and skills in graphic design, decoration design, building design, interior decoration design, industrial products design and product shaping and development. Later on, product design further evolved into a widely-accepted theory that human emotions became an indispensable part so that a designer's inspiration could integrate emotional elements and the features of the age into his or her works to create a masterpiece.

In interactive teaching mode of design art, it is difficult to make any success without an interactive review, evaluation and discussion between teachers and students. This interactive process in which teachers and students can learn from each other is of great significance apart from their relationship as teacher and learner in the mode. From this perspective, interactive teaching and learning is not just a simple teaching-learning process, nor simply a process of interactive conversation and communication between teachers and students. A teacher should work as a leader to prepare a complete teaching plan according to the actual conditions of his or her students in his teaching on the basis of a preliminary survey about every one of them. Compared with the conventional teacher-dominating mode of design art, it can be safely concluded that the interactive mode will be a better one to train talents in this field.

### II. PRIMARY ELEMENTS IN INTERACTIVE TEACHING AND LEARNING OF DESIGN ART: A TEACHER'S THOUGHT PATTERN, KNOWLEDGE AND EXPERIENCES.

Within the interactive teaching mode of design art, a teacher should be an experienced guide with broad knowledge for his or her students and a specialist in the field of design art education with more profound insight than average people in both the design and production of artistic works and the communication with other social sections. In a sense, a teacher is in fact the leader in the integral ecological system of interactive teaching and learning. Such a metaphor to compare the design art teaching to a large ecological system is an accurate and vivid description because all the elements are interdependent and complementary to each other in their

growth in an ecological system. In the ecological system of teaching and learning, a teacher, as both an organizer and a leader, should be clearly aware of the rules and laws of the interactive teaching of design art and able to make a scientific teaching plan. He or she should also know about what type of students should be trained and how to train them successfully in detail. However, this ecological system is not based on the traditional teacher-centered educational philosophy, but oriented to students supported by the constructivism theories.

In the system, it is hardly imaginable for a teacher to offer effective guidance to the students without any teaching experience. Thus, the role of a teacher appears to be particularly important because he or she has to offer instructions on the basis of their knowledge and experiences as well as effective teaching methods in the classroom. To achieve this goal, a teacher will have to start with those fundamental points. First of all, a teacher should be confident that his or her students will definitely make a certain success and firmly believe in their capabilities to acquire new knowledge and skills to form their own system of knowledge. Apart from this, another important practice is that a teacher should be aware of the similarities and differences between students on mental state in learning so as to offer corresponding instructions on learning methods to different students. For a teacher, the most important task is to adjust his or her teaching manner or methods according to the students' actual conditions to learn about their different thought patterns, learning goals and attitudes. Generally speaking, a student's intelligence is determined by natural genes and learning environment, of which the former can not be changed, but the latter can be improved. Scientific researched indicate that different students will show different sensitivity to sound, color, shape, light and spatial position.

Mental effect of this type determines that a student may have a preference different from others in seeking answers to certain problems. And for the same reason, a teacher can offer instructions to the students on how to obtain experiences and develop other types of intelligence. Since a student's development on intelligence plays a decisive role in the development of IQ, it will be practical and feasible to develop his or her logical thinking ability, control logic reasoning ability, visual and spatial perception, ability to convert mental space into physical space as well as the ability to transform cognition on natural objects into product development.

However, a teacher's working experience may not work at all times. This is because a teacher must play a leader's role in the integral ecological system to design, organize and learn to use the methods or measures to offer instructions to the students. A teacher should be able to resolve certain problems and communicate with people independently and implant this ability in the students, which is of considerable importance for them since they are mostly inexperienced in the seemingly strange society. If a teacher is willing to make friends with the students, they will be motivated with great passion in their leaning. As Horace Mann said, "It is useless for a teacher to teach without stimulating his students with aspiration in learning."

### III. STUDENTS: IMPORTANT PARTICIPATOR AND

### RECEIVER IN INTERACTIVE TEACHING OF DESIGN ART

The 21<sup>st</sup> century students living in modern society are active to acquire the professional knowledge and skills in new product development to solve practical problems. Knowledge is of great importance for them, though they may know little or not understand how the knowledge is derived or what it means to them. They intend to follow those experienced teachers, which is more obvious in their learning about those fundamental courses and in their practical learning in the workshop. Influenced by individual cultural background and natural gifts, they have developed different interests and tastes.

In this ecological system, students should above all be clearly aware that they will have to develop a team spirit to cooperate with each other in the interactive teaching centering around their demands within such a constructivism teaching mode so that they can mutually help and influence each other in discussion about certain problems and learn from their teachers. It is especially beneficial for students if they can communicate with a teaching group composed of teachers with amazing capabilities in organization, leadership, analysis and design on the basis of their wisdom and knowledge as well as their personal experiences. In addition, students should try to discover other members' strong points and learn from each other. In a team members learn from each other, team members will be able to understand and master the complexity of product design above average students and develop a capability to transform abstract ideas into new products. It is especially important for them to discover the intrinsic connections between various forms. Compared with those students lack of experience and confidence in social communication, those who are active in participating in social activities will certainly be more successful.

### IV. INTERACTIVE TEACHING OF DESIGN ART SHOULD FOLLOW CORRESPONDING LAWS OF THE DISCIPLINE.

Design art is different from painting in its content and techniques. Generally speaking, design art can be classified into two categories, traditional techniques and art and modern design art. The former includes traditional patterns, silk handicraft, wax printing and tie dye, knitting, copperplate printing, photography and casting, etc; while the latter evolves from the combination of traditional art and techniques and modern science and technology and art including environmental space design, visual design, industrial product design, animation and caricature design, animation scene design, costume and acting design, stage and lighting design, architectural space design, and information and multimedia art and techniques, etc.

In the teaching process of design art, the two fields are naturally connected with each other as two forms in visual art, and both have something in common on fundamental courses with classical painting since all the works will have to be perfected through observation and artistic expression. For design art, a designer will have to depend on the practical functions of a product and put the connection between materials and tools into consideration, while a painter will try to explicate his character's internal thoughts and describe people and things in a certain environment. The latter can find out his or her own inspiration in

imitating or copying numerous masterpieces of outstanding masters, and the former will have to seek solutions in the history of design art and industrial art, practical products, human habitat environment and industrial products. Since design art takes design style, formation shape and practical functions as its major study concern, a better result may be achieved if the students are influenced or guided in an interactive team teaching and learning mode.

In the interaction between teaching and learning, a teacher should offer instructions to students on the basis of the laws of design art to stimulate their individual creativity by giving priority to practicability, artistic quality, expression and originality. Frequent appreciation and review on design works should be organized to analyze whether they are practical in function and beautiful in art from appearance to connotation so as to discover the students' mental world. A teacher should work with passion to lead his or her students in the team to comment and discuss over product design, decorative patterns and shapes. It is possible that a teacher will discover who may be beyond the average level and each member's mental process in the discussion and adjust his or her assessment upon them. For the students, they will obtain inspiration from their teacher's lectures and learn about different design styles, means and methods from team members. A teacher should assign different tasks to different students according to the features of modern classroom teaching. The pluralistic classroom teaching will challenge the students and inspire their potentials and courage to resolve problems. Apart from that, there will be various solutions to one design program.

Thus, a teacher should be brave enough to adopt an open-minded attitude to instruct the students within a multi-dimensional space and various media.

#### V. AN IMPORTANT WAY TO IMPROVE THE TEACHING QUALITY OF DESIGN ART: TRUSTING AND ENCOURAGING STUDENTS IN INTERACTIVE TEACHING

In addition to those effective teaching methods, it is more important for a teacher to believe that every student has his or her own unique individuality in the ecological system. Modern students are a generation of high self-esteem; hence, even a student with the worst academic performance will be motivated in learning if a teacher believes in his or her distinctness and excellence. A teacher's respect on a student's selection of learning motivation will help him to be confident about the future, and his respect on a student's unique learning interests and internal demands will make him more self-respected and enthusiastic in learning. During the course of assessment and review on certain works, a teacher should encourage the students to express their opinions and comments with their own words. His care and love to the students will create a warm and harmonious atmosphere for learning, and his praise and encouragement on their accidental successes will possibly inspire them to make a final improvement and progress. It has to be admitted that every student may make different choices in their learning process. For example, some of them may be more interested in hues or human figure, some may prefer other physical objects or shapes, and others may show strong likes towards product development. Their preferences are related to what they have learned before, or arise out of their own interests or

pursuits, or influenced by their guide or news media. A teacher should always keep alert and make a rational analysis. On the one hand, he should not judge a student by his accidental success or failure; on the other hand, he should respect the fact that every student may have his or her own interests and expertise and a meaning instruction will be necessary to their growth.

The ecological teaching and learning environment created in an interactive teaching mode for design art is of great benefit to the development of students' innovative thinking in design, their capabilities in shaping and transforming environmental elements, their leadership and imagination and creativity. This teaching method is not only helpful in the preparation of effective and sound design programs and the development of new products, but also an important way to improve the teaching quality of design art and train more professional talents more quickly.

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