

Research on the Cultivation of Practical Application Ability of Art Design Majors——Taking Ningxia Normal University as an Example

Bo Liu

School of Fine Arts, Ningxia Normal University, Guyuan, 756000, China

Keywords: Art design; Practice; Application ability

Abstract: Practical teaching is an important part of the teaching of art design. With the development of information technology, computer and multimedia teaching methods bring more convenience and broader creative space to the school's educational model. Art design teaching is also widely used. Introducing the teacher studio, its combination with information technology will undoubtedly promote the innovative practice education mode and enhance students' practical ability. This paper analyzes the problems in the practice teaching of Ningxia Teachers College and elaborates to improve the practical application ability of art design students, in order to provide a useful reference for the current practical application ability of art design students.

1. Introduction

With the changes in the main contradictions in our society, the people's demands for the quality of life are getting higher and higher, and the art design is an industry that brings beauty to people, and its market demand is also increasing. Ningxia Normal University is not suitable for the practical application of art design students because of its relatively backward economy in the west and weak teachers. However, the practical application ability of design students is an important indicator to test the quality of training. In the teaching process of art design, how to improve students' practical application ability, and update the iterative teaching mode according to market demand and students' actual situation, has become the focus of our art design professionals.

2. The art design professional teaching related concepts

2.1 Art design professional concept

The art design major aims to cultivate students' creative ability, practical application ability and theoretical transformation ability in the art design process. In China's subject setting, it generally includes graphic design, environmental art design, computer art design, decorative art design, industrial design , animation design and fashion design, display design, etc. Through academic training, students are required to master the basic theories of art design, historical origins and development trends, understand the national policies and laws and regulations related to art design, and master the evaluation principles and aesthetic methods of art design works.

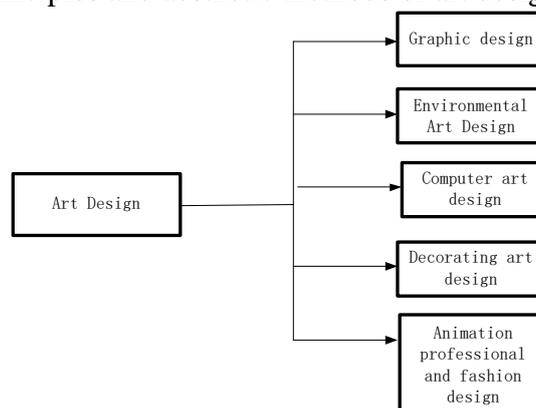


Fig.1. The scope of art design

2.2 The relationship between practical teaching and theoretical teaching

The essence of design is the innovation under the guidance of practice. As one of the important links in the art design teaching, it is complementary to the theoretical teaching and constitutes a complete teaching system. In view of this, combined with the market demand and the actual situation of the students, the practical teaching courses are arranged, and the relevant local enterprises are contacted to establish a student practice base to provide students with a theoretical and practical teaching experimental field, to clarify the main purpose and connotation of art design, and to enhance the service market. Consciousness has become a top priority in the art design teaching process. Schools, especially colleges and universities, as a training ground for high-level comprehensive quality talents, should also respond to students' practical application ability as an important assessment indicator for talent training. The teaching mode consisting of three parts: modeling foundation, design basis and professional design is a relatively traditional art design teaching mode. This model is simple and clear, has strong operability, but lacks a differentiated counseling model for individuals, and only stays in theory. At the level, there is a lack of effective connection with practice. Under this model, students lack market-oriented thinking, can not deeply understand the connotation of art design, process requirements, process flow, etc., and the designed products are difficult to meet market demand. Art design belongs to practical disciplines. What kind of design can fit the needs of consumers and create economic benefits for enterprises. Many students don't know about this. In addition, some students lack understanding of abstract theoretical knowledge in the teaching of art design. And the ability to accept, the lack of theoretical and practical awareness, do not know why to learn and learn, they are keen on the reality and indulge in the self-designed works of the small aesthetic taste, not good at commercial design according to market needs. After entering the information age, the traditional education mode of the art design profession has not changed with the times, and to some extent, the innovative design concept cannot be effectively formed. A reasonable teaching model should focus on the design itself and adapt to the needs of the market. It takes the design-oriented thinking method and the overall scientific concept of the discipline as the leading idea, guiding students to complete the project through the analysis, design and evaluation system. The integrated design teaching method combines theory with practice, gradually replaces the curriculum teaching and subject teaching, systematically teaches the necessary knowledge and skills required for student design, and requires students to digest and absorb in practice, while focusing on the cultivation of students' innovative ability. To strengthen students' practical ability. In the real social environment, the challenges faced by art design, technology design and market design are everywhere. The scientific teaching method not only requires deep integration of knowledge theory and design concept, but also emphasizes the cultivation of practical ability and pays attention to system integrity. The practical design process, especially the use and mastery of market research, humanities concepts, production marketing and other activities, to guide students to achieve the purpose of comprehensive design optimization. How to cultivate students' practical ability? This paper believes that through reasonable practice teaching mode, students can cultivate their design quality, independent judgment ability and practical ability. Through the application of the new model, students have the most basic professional qualities. The comprehensive quality of the major is reflected in the following four aspects: First, the overall design concept and system thinking mode help students to cultivate theoretical and cultural literacy, and teach through theoretical culture and social practice. Effective integration, enhance students' practical ability, cultivate students' active learning consciousness, and train their ability to discover and solve new problems; second, design thinking methods and design performance ability, through emancipating the mind, breaking through traditional thinking barriers, To help students master modern art design methods to master modern technology; the third is market awareness, which can accurately locate market demand, master consumption dynamics and consumption habits, and master market changes in a complex and volatile market environment; After entering the information age, the design began to be a single to multi-component. Collaboration gradually became a professional behavior. In university education, we should pay attention to cultivating students' awareness of collaboration, gradually adopt joint research as a

guide for professional learning, and rely on team atmosphere to promote students. Learn and guide students to establish professional team spirit, promote the combination of inside and outside of the classroom teaching.

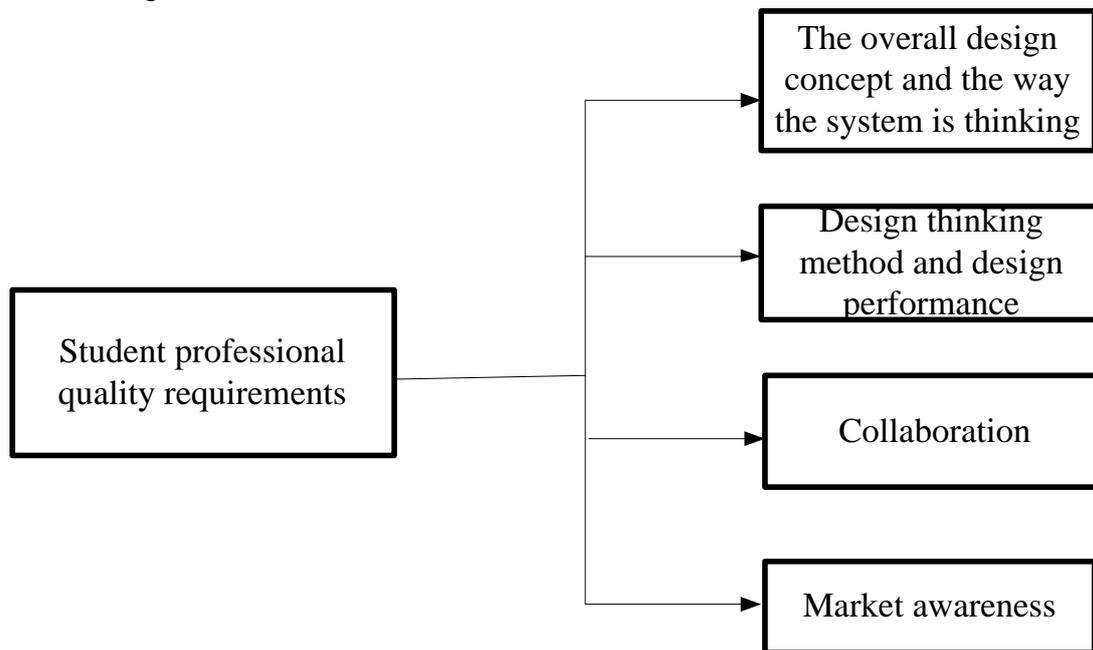


Fig.2. Student professional quality requirements

3. Art design students practice application ability training path

3.1 Promote the integration of multimedia teaching methods and design teaching methods.

In the trend of informationization, multimedia teaching has gradually highlighted its advantages. Especially in the process of university art design teaching in big cities, multimedia teaching has been deeply integrated into the traditional teaching process. Teachers demonstrate multimedia classroomware to assist classroom teaching and teaching. The course becomes easy and fun, using animation, 3D methods or real-life scene simulations to replace traditional explanations, pictures, imaginations, etc. to explain the problem, further improve students' understanding and acceptance of teaching content, and promote the relationship between teaching and learning. of interaction. The auxiliary functions of computers and multimedia fully participate in teaching, and actively promote the diversified development of teaching methods and design methods. In the age of information, the emergence of computers seems to be used to show and even create traditional art. However, the progress of tools is not directly related to the quality of artistic achievements. Although technological advancement has brought more advanced tools and artistic design. In the direction of standardization, it is even possible to carry out pipelined design in a single program and gradually realize the results of mass production. However, this is a problem that we need to be vigilant in the current art creation process. The most advanced tools are created by people. Advanced can't replace the human brain. The essence of design is creativity. Thinking is a necessary creative process and an important part of improving students' creative thinking and mastering project ability. In teaching, blindly emphasizing the operation of computer technology, ignoring the essence of design, will lead to students' stereotypes, lack of cultural heritage, lack of accurate grasp of consumer needs, lack of system coordination and innovation, lack of potential, and lower talent standards. This led to an imbalance in the art talent system. Each era has its own characteristics. In today's society, informatization has penetrated into various fields, and it also subtly influences and changes educational concepts, educational content, training objectives, teaching methods, teaching quality and evaluation standards. Modern educational technology provides a platform for convenient interaction, consultation and discussion, further improving the quality of teaching and the ability of students to access and process information. The information society also requires students to

continuously improve their ability to acquire and process information to adapt to the rapid changes in society.

3.2 Improve teachers' practical ability

Having a high-level faculty is the source of vitality in improving the quality of teaching. The existing design teachers of the School of Fine Arts in our school now offer two majors: “Art Design” and “Circle Art Design”, with more than 200 students. The number of teachers and teachers is obviously insufficient. The teachers lack opportunities to go out for training and study, and the teachers' practical application ability is relatively weak. In the future, the introduction of highly educated teachers should be intensified to enhance the overall teaching and practical ability of teachers. For the art design profession, practical ability is one of the important indicators to test the level of teachers. The teacher's own practical ability and innovative ability level is the key to improving the teaching quality of art design major. The theoretical explanation of classroom teachers alone cannot cultivate students' comprehensive ability and innovative ability. It also requires students to take the initiative to practice. Art design teaching needs to be done. It is to guide students to carry out active practical learning, teach students how to realize the unity of practice and theory, and continue to sublimate and learn in practice, and to cultivate theoretical quality. Therefore, in classroom teaching, teachers should pay attention to the cultivation of students' practical ability and scientific Design teaching courses and teaching methods to increase the link between theory and practice. Outside the classroom, teachers should pay attention to cultivating students' ability to independently complete subject projects. Each course of the student is required to set up a practical ability assessment. Each practice project is provided by the teacher according to the student's own situation to supplement the knowledge required by the student to practice the relevant project. A good communication and interaction mechanism between the teacher and the student is established. To negotiate and formulate a learning plan that can be implemented on a ground-based basis, and the students complete the project design of the course under the overall guidance of the teacher. In the process of teachers' guidance to students, students should be reminded of the way of thinking and process flow in the design results, not just the quality of the design results. Through the implementation of practical projects, students can effectively improve the ability and practical ability of independent thinking and innovation. Teachers explore students' potential and creativity, cultivate students' thinking agility, and create a new model for cultivating innovative design talents. Teachers should scientifically control the various processes and links in the teaching process, and at the same time continuously improve the practical ability of art design theory, establish a studio, directly participate in commercial design and engineering project design, and strengthen the integration of theory and market demand. Through this teaching mode, improving teachers' practical ability, it also promotes the actual transformation ability of teaching and scientific research, truly improves the quality of teaching, and integrates the teaching, design and practice teaching links organically to create design for students. The place of practice. Teachers should regard their teaching activities as an important process of their own learning, conform to the development trend of art design education, understand and master the changing concepts and teaching methods of art design education, and integrate advanced education and leading teaching. Today's art design education is an interactive education between teachers and students. The education center is gradually transformed into a teacher-student exchange model. Teachers establish their own studios. In the process of management and design, they can clearly solve the main directions of problems and further improve teachers. Professional level in the design process and a platform for communication between teachers and teachers. Students learn knowledge in communication and teachers improve themselves in communication.

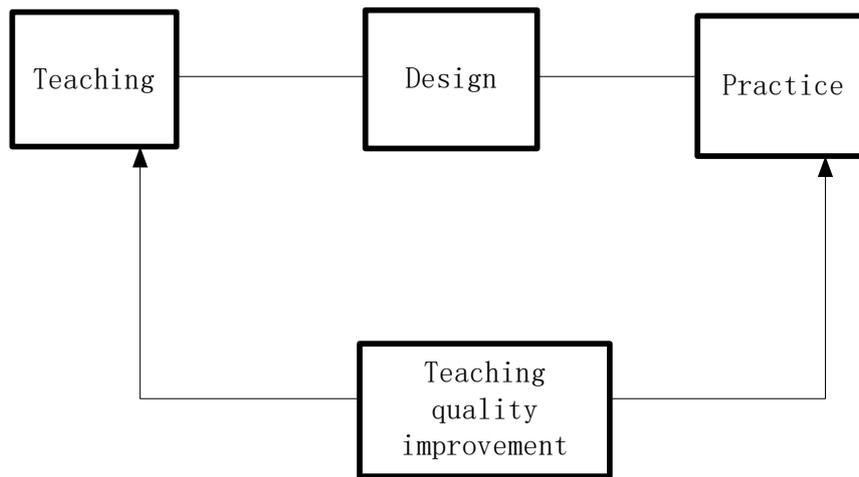


Fig.3. Teaching quality improvement

4. Conclusion

To enhance the practical ability of students majoring in art design, we must be good at using information technology to enhance the educational effect, and at the same time be alert to the negative impact of massive information on the way students think. At the same time, constantly improve teachers' practical teaching ideas, realize practice and new knowledge, new With the combination of technology and new ideas, schools and teachers gradually establish a scientific teaching evaluation system and a concrete and feasible curriculum system. Students should establish the concept of lifelong learning and actively go out to learn the mature school-running experience of well-known colleges and universities in China and abroad. Understand the market demand, keep up with the trend of the times, master the cutting-edge dynamics of art design education, strengthen the practical application ability, explore and learn in practice, and continuously improve the practical application ability of art design students to serve the social and economic development.

Acknowledgements

This paper was supported by Research Achievements of School-level Scientific Research Projects of Ningxia Normal University in 2019 (NXSFYB1941).

References

- [1] Liang H. Research on the Cultivation of Professional Quality of Preschool Education Majors Based on Factor Analysis Model[C]// International Conference on Robots & Intelligent System. 2017.
- [2] Lin L, Min S. Research on Cultivation Mode for Talent of Art and Design Department[C]// IEEE International Conference on Computer-aided Industrial Design & Conceptual Design. 2009.
- [3] Díaz C, Sassaman L, Dewitte E. Comparison between Two Practical Mix Designs[C]// European Symposium on Research in Computer Security. 2004.
- [4] Guo X, Mao X, Yang J, et al. Application of ecosystem health cost-effect analysis in eco-planning in Guangzhou City, China[J]. *Frontiers of Environmental Science & Engineering in China*, 2007, 1(3):299-304.
- [5] Xiao Z Y, Chen J X, Yang X W, et al. Research and practice on cultivation of program design ability of computer major students in independent colleges [J]. *Journal of Hunan Post & Telecommunication College*, 2016.