

## Analysis on the Reform of Practical Teaching Mode of Art Design Major

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**Abstract:** The art and design professional practice teaching is to cultivate students creative ability and innovative ability an important teaching link, art design works (product) of the embodiment of social application value, be sure to request and production skills to connect with social practice, and social competitiveness of students employment practice and practice of school education stage put forward higher requirements; In the current national vocal supporters of the premise of cultivating students' innovative ability, practice teaching of art design specialty is bound to get rid of the teaching mode dominated by theory teaching, according to the nature and feature of professional characteristics analysis of the internal, applied practice and the integration of theoretical teaching, study its intrinsic logic and connection, with the existing teaching conditions photograph echo, form a practical and productive practice teaching system for students majoring in arts design.

### 1. Introduction

Practical teaching is a kind of teaching activity in which art design students are based on theoretical study, transforming theoretical knowledge into professional practical skills and post ability, and improving professional comprehensive quality. It is a theory linking practice and motivating students to master scientific learning methods. An important platform to improve hands-on and innovation capabilities. The main role of the art design profession is to serve the society. The practical teaching mode must be designed and planned from the perspective of social needs and around the corresponding theoretical knowledge and practical teaching conditions. The formation of practical teaching mode is closely related to the training direction, teacher conditions, practical conditions and related policies provided by the school, and is closely related to the management mode of practical teaching. The completion of practical teaching is not only reflected in the process of curriculum teaching. From the curriculum of the university, it must include curriculum practice, professional practice and social practice. The reform of the practical teaching model carried out in this paper focuses on the practical teaching process of the curriculum.

The social application value of art design works determines that its works can not exist from reality, and thus determines the reform goal of its teaching mode. Since the first time in September 2014, Premier Li Keqiang proposed the concept of mass innovation and entrepreneurship at the Davos Forum. We will vigorously advocate innovation and entrepreneurship programs, improve students' innovative and entrepreneurial practice and other policies, and point out new directions for professional practice teaching that is being explored. It also provides a new opportunity and challenge. [2] It is necessary to adapt to the innovation and entrepreneurship education advocated by the national policy to meet the needs of economic and social development. Practical teaching must go out of the school, face the society, expand exchanges and cooperation, carry out its own optimization and reform, and promote the industrialization of results. Social needs go; therefore, it is particularly urgent and important to adapt to the background of the times for practical teaching reform.

The practice of curriculum in accordance with social professional positions is a basic direction for us to practice teaching at this stage. The process of completing the course is also the process of completing the task. The teaching reform of such practical courses all indicate the art of our country. The practical teaching of design major has been upgraded to an unprecedented height, and the goal of

practical teaching has been clarified. The schools are also trying their best to meet the established requirements for practical teaching; but in their implementation, they interact in various practice sessions. In the process, there will always be many problems and difficulties, such as the lack of deep cooperation between schools and enterprises, the difficulty of connecting the source of the practical project and the curriculum design in time and space, the lack of a reasonable evaluation system and incentive mechanism, etc. In the process, different disciplines and different courses have different contradictions for their actual situation. In response to these situations, the reform of the practical teaching model is carried out in accordance with the procedure of finding problems - analyzing and solving problems - summarizing and summarizing - forming a system, thereby forming a teaching system that is coordinated with professional construction. This kind of practical teaching mode is oriented to improve students' ability of innovation and entrepreneurship, to take the social development needs of professional talents as the driving force, to ensure the effective development and sustainable development of professional practice teaching as the internal requirement, to cultivate the development of the era, and to adapt to the economy. Applied art design talents with strong social development needs and comprehensive quality.

## **2. Problems in practical teaching in art design**

In view of the existing teaching conditions, the practical teaching of art design majors is difficult to achieve in the implementation process, mainly in the following aspects: the practice teaching content is relatively isolated or relatively repetitive, the practical teaching items and teaching content are not matched enough, and the practical teaching content is designed. The degree of refinement is not enough, the practice teaching standard system is not perfect and perfect, the evaluation system is not comprehensive enough, and the laboratories at all levels cannot use it effectively. These problems restrict the development and development of practical teaching, and inevitably require reform and innovation.

## **3. The cause of the problem and the solution to the problem:**

The goal of practical teaching expectation is to meet the needs of the social talent market and improve students' ability to innovate and start a business. The practice teaching reform requires systematically training students' innovative spirit and practical application ability through reforming the practical teaching mode, perfecting practical teaching management, and integrating teaching content. The main reason for the current problems lies in the lack of planning and teaching from the top level. Design, lack of coordination and support of various teaching links, lack of supporting norms and systems. Starting from the cause analysis, the internal connections and characteristics are studied to form a teaching system, which is promoted and applied layer by level.

### **3.1 Overall planning, clear objectives**

The practice teaching system of environmental art design major oriented to innovation and entrepreneurship is an organic whole. Its construction and innovative research will inevitably require all aspects of overall planning, clear distinction and coordinated development; clear objectives for each discipline and curriculum at all levels, Establishing the content and degree of the connection between the courses and establishing a perfect evaluation standard and evaluation system are prerequisites for fulfilling the expectations of practical teaching. Only when the level of the practical teaching system is clearly defined, each course supports each other, and the policies and objectives run through it, can the expected effect of the entire professional practice teaching stage be completed.

### **3.2 Integrate resources with points**

The curriculum of each discipline of art design is self-contained, and the teaching process is usually guided by theory and practice-assisted; while the current practice is more widely applied to the practical teaching mode based on the project, the course content is embedded in the project, is

practice There are more effective teaching modes in teaching, but there are many problems. For example, the curriculum content involved in the project lacks teachers, the integration of course content requires overall planning, and the practice projects cannot be properly imported. The existence of these problems restricts the progress of the project teaching reform, and thus there are many lags in imagination. Decomposing the course according to the project, integrating relevant course content and teachers, establishing teaching norms and requirements, and appraisal evaluation system are the fundamental basis for fulfilling the expectations of practical teaching.

### **3.3 Deepen cooperation and broaden horizons**

Actively seek multi-faceted cooperation, expand cooperation areas, transform practical teaching achievements, strengthen the connection between schools and society, promote positive interaction between each other, and promote the development of practical teaching; expand communication through the creation of practical teaching display platform Channels; strengthen school-enterprise cooperation, mutual benefit and mutual promotion. At the same time, using conferences, lectures, competitions and other forms to achieve “going out” and “bringing in”, to enhance the vision of teachers and students to innovate and start, and to promote the overall level of practical teaching, is the basic guarantee for the realization of practical teaching.

## **4. The reform plan design of practical teaching of art design major**

To solve a series of problems in the practical teaching process of art design, not only consider the two aspects of teaching and learning, but also not only the acquisition of professional knowledge and the mastery of skills, but also the improvement of students' thinking and innovation from a deeper level. Ability and application ability, enhance thinking and vision, strengthen service social awareness and responsibility, and lead social civilization.

The effectiveness of practical teaching is often closely related to the school's policy support, its own professional construction, and the faculty. To break the constraints and constraints of these conditions, it is necessary to actively explore various links with the society and strengthen its professional training. Only in this way can a curriculum system that supports and supports each other in all aspects.

1) Establish and improve the practical teaching guarantee system: practical teaching puts forward new requirements for teachers and teaching inputs. Teachers are the guarantee of teaching. It is the basic condition for practical teaching to require dual-teacher qualifications. Regular new teachers can be arranged. Social posts carry out relevant professional training, encourage qualified teachers to go out of the school to carry out relevant social services, and gain more professional experience and experience; the college should pay attention to the training of teaching teams, the mutual cooperation of the old, middle and young teachers' echelon; Professional laboratories and training venues can be fully opened in accordance with the corresponding system, or they can be combined with the studio to manage all aspects of the practical teaching tasks, and the excellent students are absorbed into the management of the laboratory; As an indispensable external condition for practical teaching, we should actively develop and deepen cooperative relations and broaden cooperation channels. The rapid development of today's society prompts schools to integrate into the society with an open attitude, and can actively carry out various forms of exchanges such as exhibitions. Ways to promote integration with the development of the times, thus comprehensive Dynamic practice the teaching profession, the real innovation and entrepreneurship into service in the past. Schools must complete and improve various relevant systems to promote the soundness of these security systems.

2) Integrating and reconstructing the practical teaching curriculum system: Taking the design project as the carrier for practical teaching, covering a number of professional basic courses and core courses, according to the requirements of the personnel training program, combined with the actual situation of the school's practical teaching, organize the courses according to the professional direction. Targeted theoretical content, merge practical content, clarify course objectives and assessment direction, and incorporate industry standards into the assessment system; curriculum

reorganization and interlocking, forming a close-knit and efficient practical teaching curriculum system, and work The room system echoes, closely links with off-campus cooperative enterprises and corporate instructors, using field visits, professional lectures and practical guidance, and corporate top posts to cultivate students' vocational skills and professional accomplishment, and improve employment competitiveness. The design of practical teaching content is refined, the corresponding supporting norms and systems are required to be refined, the practical teaching with the project as the carrier, the key knowledge and ability of each course are integrated, and the whole teaching system and teaching content need to be refined and summarized. Plan and design the tasks and goals to be achieved for each project.

3) Establish a reasonable and effective teaching evaluation system and incentive mechanism: the teaching and research section should formulate a complete practical teaching plan, practice teaching curriculum standards, syllabus and other normative practical teaching documents, and propose targeted assessment methods; by school and off-campus cooperation units Members form an assessment team, from knowledge to skills organization assessment, highlighting students' hands-on ability and innovative ability. Regularly hold homework report exhibitions, conduct teaching evaluations on teaching content, teaching process and teaching achievements through unified scoring standards; establish effective incentive mechanisms, provide some incentive activities, and give studios independent operation and reasonable income distribution. The right to award credits or scholarships to authors of award-winning or selected outstanding works to motivate students to be fully engaged and innovative in design.

4) Create a diversified professional design studio: Art design is an applied specialty, which inevitably requires the cultivation of students' abilities to be consistent with social needs. In recent years, the creation of studios is a hotspot of design professional practice teaching. At present, most of them use the tutor responsibility system. With the personal influence of the tutors, the source and management of practical projects are implemented. There are many limitations, and it is difficult to carry out teaching activities effectively; This research introduces the studio into the operation mechanism, requires the practice teaching to be carried out according to the company's process and job requirements, integrates the industry standards into the performance appraisal, adopts the project responsibility system, and cooperates with the professional teachers and enterprise tutors to guide the students to complete the work tasks. . As a teaching platform, the studio will carry out activities around teaching, research, competition, creative design and practical services, and conduct practical guidance in a multi-faceted manner; use the Internet platform to promote and publicize online and offline, under the guidance of teachers. Close to practical projects, clarify learning objectives, improve learning efficiency and learning initiative.

5) Create an Internet display and sales platform: fully utilize the Internet platform to display and sell online teaching achievements, display and promote the competition projects and social project design works of various studios, and transform the innovative works of practical teaching into products and promote Industrialization of results, expansion of social influence; At the same time, focus on intellectual property protection of innovation results, apply for corresponding design patents, gradually accumulate teaching results, and broaden cooperation channels; network platform will open course teaching, accept product customization plans, and promote outstanding student designers Actively carry out design works and student promotion work. When the platform is mature, and more entrusted projects and cooperation projects will be contacted, the professional scope will be gradually expanded to form professional teaching features, which will make its demonstration and radiation more up-to-step, thus driving Students' ability to innovate and innovate further

The particularity of the art design profession's own service to society determines the importance of its practical teaching in school education. Art design cannot be separated from the society and cannot be designed because of its design. Its use and practical characteristics determine its necessity. Higher requirements are put forward for practical teaching. The practical teaching at the university level should achieve the expected effect. From the horizontal perspective, it is an organic combination of curriculum practice, professional practice and social practice. From the vertical aspect, it is an organic combination of society, school, teacher and student, so in the teaching process. Also, pay

attention to the three aspects:

a) Emphasis on cultivating students' initiative: The individual differences of students determine the effectiveness of teaching. The traditional teaching mode has advantages and disadvantages. The disadvantages are mainly reflected in the initiative of students' learning.

b) Emphasis on mobilizing the enthusiasm of teachers: Teachers as the main body of the whole project teaching, its enthusiasm directly determines the results of practical teaching. Compared with the traditional teaching mode, the reform of the practical teaching mode requires teachers to pay more. The school should formulate corresponding reward policies and systems from various aspects, give teachers more trust and support, and promote the enthusiasm of teachers.

c) Pay attention to the intervention relationship of social enterprises: the practice teaching mode enters a benign cycle, which inevitably requires the completion of supporting facilities and systems in all aspects, introduces social enterprises to carry out benign interactions, promotes the transformation of the results of design works, provides intellectual support, and Solve many problems such as funds and projects; but at the same time, we should also pay attention to maintaining the distance between each other and maintain the school's own learning atmosphere and tension. The relationship between school and society is a difficult problem. It is necessary to maintain the school's own space. Emphasis on and active integration with society can lead society and better integrate into society and adapt to society.

The formation of the practical teaching model system of art design is a process of continuous exploration and development. It is also a process that requires careful and rigorous thinking. It must be closely related to the actual situation of the school, practical teaching and professional internship and social practice. The close combination can train qualified professionals.

## References

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