

Discussion on the Practice of the Integration of Art Design Major Courses and Regional Characteristic Culture in Higher Vocational Colleges

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Abstract: At present, in the establishment of art design courses in higher vocational colleges, the Western art design methods, concepts and curriculum development are generally applied. The works created by the higher vocational art design professions in China are under the influence of Western design concepts. His works are increasingly in line with internationalization, but in the process they have lost their own regional cultural characteristics, and the artistic design works they created have the phenomenon of repeated types and repeated themes. If such problems can be solved, it is necessary to be able to integrate the aesthetic value orientation of the regional characteristic culture into the art design of higher vocational schools. In this way, it is necessary to reform the art curriculum in higher vocational schools. The regional characteristic culture is fully integrated into the curriculum teaching, which ensures that students can train the ability to effectively integrate the connotation and aesthetic characteristics of the regional characteristic culture into the art design works. The status quo and the importance of incorporating regional characteristics into it, further discovering the role of integrating regional culture into the curriculum of higher vocational art design, and finally propose corresponding ways and means to ensure the higher vocational colleges The art design course is fully integrated into the regional characteristics of cultural integration.

1. Introduction

In the process of teaching art design majors, higher vocational colleges use Western art teaching concepts, and measure the quality of art teaching in higher vocational schools in China by Western art design standards. The result of this is that the works designed by the trained art design professionals have produced a large homogenization phenomenon, and such talents have no way to adapt to the needs of the current society for diversified art design talents. In order to solve this problem, it is necessary to return art design teaching to the regional characteristic culture, and to be able to incorporate its aesthetic and cultural characteristics into the curriculum teaching, effectively improve students' use of regional cultural characteristics. Ability to strengthen students' aesthetic values and orientations of regional cultural characteristics. This paper effectively summarizes the role and influence of cultural psychology and cultural connotation in the regional characteristic culture on art design, and clarifies the specific laws and forms of its performance, and finally effectively applies it to the teaching of art design courses in higher vocational schools.

2. The necessity of the integration of higher vocational art design courses and regional characteristic culture

2.1 Being able to correct the phenomenon of the convergence of art design in higher vocational colleges

At present, in the process of cultivating art design talents, higher vocational colleges are in line with the curriculum design of undergraduate colleges and Western art design concepts, neglecting the

cultural design elements of regional characteristics, which leads to too much in the process of artistic design. Emphasis on a certain aspect of content, such as simplification or complication, there is a considerable neglect of the factors of regional culture. Therefore, it is necessary to add more regional characteristic cultures in the teaching of art design courses, and use the regional aesthetic cultural elements to correct the phenomenon of the convergence of these art designs.

2.2 The inevitable requirement of inheriting regional national culture and developing art design major

In the course of carrying out art design majors, higher vocational colleges must be able to guarantee the effective inheritance of Chinese national culture, which is also an important way to enhance students' humanity and nationality. Art design can involve all aspects of the life of our people. Therefore, in the art design, the regional cultural elements can be effectively used. People can touch these regional cultural elements in a subtle way and further strengthen the culture of regional ethnic characteristics. The sense of belonging has prompted people to inherit the regional culture in a subtle way. In the teaching process of art design majors in higher vocational colleges, regional cultural characteristics are incorporated, and the aesthetic factors of regional culture are further integrated into the art design.

In addition, China has strengthened its efforts to integrate with the international community in the process of cultivating talents for artistic design. However, this will easily lead to the loss of the characteristics of self-national consciousness. If we can highlight the individuality of the design work, we must still be able to bring regional characteristics. The integration of culture into the field of art design is only rooted in the regional characteristic culture of the nation, so as to ensure the artistic design shines. For the innovation of art design, it is necessary to innovate and develop the aesthetic value orientation, elements and aesthetic consciousness of regional cultural characteristics. Therefore, in the education of art design talents in higher vocational colleges, it is necessary to be able to integrate regional culture into it. This is also the driving force for the development of the profession.

3. The problems in the practice of the integration of higher vocational art design courses and regional characteristics culture

The education of art design courses in higher vocational colleges has always been accustomed to Western educational concepts and undergraduate educational concepts, resulting in the integration of regional cultural curriculum resources and art design majors in higher vocational colleges. All of them are non-professional courses, and the school's support for them is quite small. Eventually, the curriculum will not be developed, and eventually the curriculum will become a dispensable form, which will eventually lead to similar styles and homogeneity. The problem of chemistry is quite serious. Moreover, the lack of development awareness and excavation awareness of local curriculum in higher vocational colleges leads to the low utilization rate in the actual art design profession. In some vocational colleges, the curriculum of regional characteristic culture and art design is integrated. The scope of the curriculum resources is quite small, and there is no way to show the regional cultural characteristics.

In addition, because the current higher vocational colleges in the art design profession, the absorption of more Western educational concepts and artistic design concepts, although greatly integrated with art design and international development, but this led to the end There is not enough contact with the regional characteristic culture. In the art design, it is rare to highlight its own personality, and it can not show the national cultural characteristics of the country. Eventually, the various works of art design tend to the same type of works, according to the West. Art design concept to create art, it is difficult to get rid of the rules and regulations in art design, in the works can not appear greater innovation and nationality.

Finally, the pattern and type of art design creation is serious. In order to meet the market and reduce the market risk, the art design talents cultivated by higher vocational colleges are generally used in the market or have become one. These types of talents lead to visual fatigue in art design

works, and there is little humanistic care in art design. The works in art design are rarely conveyed when they are not integrated into regional culture. The special emotions and actual emotional values make the viewers think that such works of art are difficult to touch people's hearts and cannot penetrate into the most real emotional experience of people. In the end, the works of art design lack the appeal and humanistic care spirit. It can effectively integrate with the current regional culture, so that it can continuously integrate humanistic spirit and emotional care, and increase the appeal of the works.

4. The higher vocational art design professional curriculum and regional characteristics culture integration practice

4.1 Selecting typical cases with regional cultural connotations for teaching

Among the works of art created by the integration of regional and characteristic cultures, we can find the application of traditional culture and the thought, value and consciousness of aesthetic development. Therefore, in the art professional courses of higher vocational schools, the teaching cases should select typical cases that can show the cultural connotation and characteristics of regional characteristics, and analyze this case so that students can fully understand the case. In the teaching of art design courses in higher vocational colleges, a more flexible organization mode is adopted, which can ensure that teachers can effectively display some typical cases with regional cultural connotations in different ways, and teachers should also guide students to conduct Thinking, let students form different study groups to discuss and discover the rules of use, the key nodes of design, the source of inspiration and the meaning and value expressed in it, so as to better understand how to use regional characteristic culture in art design Among the works. In this way, teachers can understand the students' understanding and misunderstanding of these typical cases, and correct and continuously analyze these misunderstandings. Moreover, the teacher can reproduce the impression that the case has been left to the student through sketching, hand-painting and software. Through the final effect, it can be found whether the student has an effect on the regional characteristic culture in the art design, and at the same time let the student base on this. Innovate and integrate the cultural elements of regional characteristics into oneself, and strengthen students' ability to use the regional cultural connotation in art design.

4.2 Building a cultural aesthetic curriculum with regional characteristics

There are some intersections between art design courses and other subject areas. For example, art design and art, sculpture, psychology, and literature all have intersecting fields. Therefore, it is not enough to analyze typical cases of cultural and artistic design with regional characteristics. The source of inspiration and design still needs to be rooted in the regional culture. Therefore, it is necessary to effectively utilize the characteristics of the art design profession itself, and to connect and integrate other disciplines with the art design profession, so that the source of the aesthetic value of the regional characteristic culture can be effectively obtained, and at the same time, A teaching system that effectively infiltrates the cultural characteristics and aesthetic values of regional characteristics in the art design profession. Aesthetic value orientation has a very important role for art design students. Therefore, it is necessary to construct the aesthetic value orientation system of students' regional culture. In the actual teaching process, students should be able to obtain the most intuitive psychological taste and display. The most natural artistic beauty and practice of the regional characteristic culture presented in the works can guarantee the students' artistic and cultural aesthetic experience to rise. Higher vocational colleges should be able to construct students' aesthetic value orientation system through teaching activities. This process is quite long and complicated, and it can not be completed overnight. In the process of teachers' homework assignment and guidance, students can use Internet resources and libraries, etc., effectively explore more knowledge content of other disciplines, and promote more regional cultures with honors in art design works.

4.3 Enhancing the teaching level of aesthetic and theoretical aspects of regional characteristics

At present, higher vocational colleges are carrying out the teaching of art design, basically adopting the theoretical curriculum setting to copy the West, summarizing the basic theories and principles of art design in the West, and have a strong macroscopic significance in the process of students' learning. . However, in the course of the development of the art design course, in order to be able to integrate the regional characteristic culture into the art design profession, it is necessary to be able to join the regional characteristic culture and the related theory of learning and research, thus enabling higher vocational colleges to Set up relevant theoretical courses on "regional culture" and write relevant textbooks to effectively summarize the aesthetic characteristics and application principles involved. Moreover, it is necessary to be able to integrate with the cultural characteristics and cultural elements formed by the regions according to the region where the higher vocational colleges are located, because the regions where the higher vocational colleges are located are more familiar to the students, and the cultural characteristics that can be understood through comparison It is integrated into the curriculum of art design, which makes it easier for students to understand the application of regional aesthetics in art design.

4.4 Constructing a regional resource culture and art design professional curriculum resource sharing platform

At present, the talents cultivated in higher vocational colleges in China must be effectively applied in social development. At present, the design major of higher vocational colleges shifts their vision to the regional characteristic culture, hoping to effectively broaden the thinking of teaching and design creation in the art design major of higher vocational colleges. At the same time, the current faculty of higher vocational colleges is weaker than that of excellent undergraduates. Therefore, it is necessary to be able to excavate regional cultures and integrate them with curriculum resources to build a platform with regional cultural and artistic design curriculum resources. And share resources. At the same time, it is necessary to be able to put the culture of regional characteristics on the teaching schedule, so as to effectively grasp the relationship between regional culture and art design. Moreover, it is necessary to cooperate with other colleges of the same type, to integrate the regional characteristic culture into the resources of curriculum design, and to effectively draw on and open the local characteristic cultural resources, and at the same time, each school cooperates, develops and sets high. The curriculum of the combination of quality art major and local characteristic culture encourages students to effectively inherit the regional characteristic culture.

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