

Research on Graphic Design Education Reform of Art Design Major under the Background of Information Age

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Abstract: Graphic design is one of the important courses in art design. With the advent of the information age, information technology plays an increasingly important role in the teaching of graphic design courses. This paper briefly analyzes the problems existing in graphic design education of art design major in the information age, and deeply explores how to reform and innovate graphic design education, in order to cultivate a comprehensive and high-quality comprehensive ability under the new environment. Talent.

1. Introduction

At this stage, the improvement of people's living standards makes them more and more demanding in art design, which promotes the expansion of the graphic design market. This requires teachers to teach based on multimedia technology in graphic design teaching. In the teaching, we should actively cultivate students' digital design ability, and use the new teaching mode to realize the development of students' artistic thinking, so that students can achieve the design content to meet the current social aesthetic standards and needs.

2. Problems in Graphic Design Education of Art Design Major under the Background of Information Age

2.1. The curriculum is not reasonable

Graphic design is one of the most widely used courses in the new era, and it is also a key development course for art design. However, at present, many schools are unreasonable in setting up graphic design courses, paying too much attention to the improvement of the basic ability of graphic design, ignoring the plane. Designing a combination of information and technology in a new environment. Many schools use basic painting as a key course in graphic design, but students who study the major have a certain level of painting skills, so the study of the course will not make it very large. At the same time, many schools have invested less in the infrastructure of graphic design education, making it unable to meet the educational goals of students in the new media environment. In teaching, schools cannot provide enough equipment for students to learn design software. It will also limit the improvement of students' graphic design ability[1].

2.2. Teachers lack professional literacy

When teachers began to work in graphic design education, few people went to improve their design concepts and business abilities. They only taught their existing knowledge, which led to the content of the lectures being inconsistent with the content of the new era, which restricted the students. development of. At the same time, most schools pay too much attention to academic qualifications when hiring teachers, ignoring the choice of teachers' design ability, which makes many teachers who have no practical experience enter the teaching activities, which leads to the teaching too theoretical. In addition, teachers can easily set design propositions for students according to their own ideas in teaching, so that students can not play their own independent

thinking ability, resulting in rigid design style.

2.3. Too much emphasis on software teaching

In the graphic design market, PhotoShop, 3DMAX, AutoCAD and other software have been widely used in the market, and teaching has begun to pay special attention to software learning. In this process, teaching began to favor the improvement of software technology, and from the design itself. Teachers reduce the cultivation of students' design ability, which leads to students' lack of creativity in art after having good software use ability, which makes the situation of graphic design teaching appear to be “staying at the end”. At the same time, in many school curriculums, the software skills training class has exceeded the art design curriculum. In the assessment, the software proficiency is always used as the criterion for achievement judgment, and the students' perception of graphic design gradually changes. .

2.4. Lack of practical teaching

Graphic design is a discipline that requires a lot of practical assessment. Graphic designers who have not experienced market testing cannot be upgraded. However, in the current graphic design education, it is difficult for students to obtain market practice opportunities, and in addition to the course examinations on campus, they will not get a chance to practice. In the long run, in the design of graphic design, theoretical education is more than practice, which is not conducive to the development of its design ability. At the same time, in the information age, in addition to the application of software, there is no more content that takes advantage of information technology in teaching, and there is no integration of graphic design and information technology.

2.5. Lack of creative training

Creativity is an important factor in determining the quality of graphic design. In teaching, only by focusing on the improvement of creative ability can we develop high-capacity and high-level design talents. However, in the current graphic design teaching, many teachers do not have advanced design concepts to support teaching, which makes the design content explanation unable to follow the pace of the times, so that the students' artistic creation ideas are insufficient, and they cannot obtain professional level improvement.

3. Reform Measures for Graphic Design Education in Art Design under the Background of Information Age

3.1. Application of new media technology in graphic design teaching

With the continuous application of new media technology in the field of art design, the graphic design market has achieved new development. The emergence of web design, application packaging and other content requires the content of graphic design teaching to gradually expand. Therefore, teachers can no longer stick to the teaching materials during teaching. And the original knowledge, we should use the new media to continuously expand the teaching resources, and let the students access the latest and most applicable content. The teachers can display the collected materials in the form of multimedia courseware to the students. In the teaching of color matching, the teachers can be different. The types of works are collected and made into courseware, so that students can feel the different colors and different feelings. For example, you can compare the difference between cool and warm colors, and compare the light and heavy colors and display colors in the visual. The contraction and expansion of the upper ones, so that students' ability to apply color is improved[2].

Teachers can also use multimedia to create teaching situations, and also allow students to better understand the teaching content. When students are required to carry out graphic design according to a certain theme, the subject can create a situation, which can improve the quality of teaching while adding interest to the course. For example, when designing in spring, you can use multimedia to display pictures about spring or other spring-related designs. At the same time, students can describe the spring through a paragraph. Under such conditions, the students will basically define their design direction and get new thinking from the situation.

3.2. Information technology innovation in teaching forms

The use of micro-courses for graphic design teaching is a new development in the teaching mode of the information age. The micro-course is a course of intermittent explanation of knowledge points, in order to adapt to the streamlined education carried out in the era of fragmentation. Teachers can use the shared information platform on campus or directly use social software to send recorded micro-courses to students for pre-study, which will make it easier for students to understand the learning content and increase their learning quality. At the same time, it also saves teachers time to explain knowledge points in class, can use this time to answer student questions, and deepen the problem, so that students can understand the richer design content. At the same time, micro-courses are easily disseminated through the Internet, and students can review and deepen their knowledge at any time.

With the popularization of intelligent terminals, graphic design teaching can also be carried out in mobile platforms. Teachers can use social media such as WeChat and qq to establish contact with students and transfer the courseware and materials in the teaching to students, so that students can acquire knowledge. The channel has been expanded. At the same time, it is also possible to establish a student discussion group to discuss each other's content or design concepts, learn new creative thinking in the discussion, learn from each other, and promote the overall development of the students. At the same time, along with the information With the advent of the times, there have been many online education platforms. They have integrated many high-quality courses in colleges and universities on the platform. Teachers can let students install the application, watch the graphic design courses of other universities, and also enable students to obtain them. New feelings. For example, there are many courses in graphic design software application in Netease Cloud Classroom. There is also a graphic design course of Jiangnan University on the online education platform of Smart Tree. Students can improve their own ability through learning.

Flipping the classroom is a new form of education and teaching in the new media era. The most important feature of this teaching method is to take the students as the main body and let the teachers become the assistants in the teaching. The implementation of flipping the classroom requires students to have a certain self-study awareness. They use the Internet or other forms to learn the theoretical content of the classroom before the class. When the teaching is conducted, the teacher answers the questions generated by the students during self-study and guides the students to the questions. Conduct in-depth exploration. The introduction of this teaching mode in graphic design teaching can stimulate students' awareness of inquiry, thus improving their innovative ability and realizing the development of students towards innovative designers. For example, when teachers explain the design style and genre, it is necessary for the students to understand the artistic style first, in order to increase their impression of the knowledge content and promote its use in the design.

3.3. Improvement of teachers' professional quality

First of all, in the graphic design course, teachers can't use theoretical knowledge as the main body of education. It is necessary to combine theory with practice to get the best development of students' ability. Secondly, the institutions must improve the requirements of teachers' ability. Selecting comprehensive talents who not only have professional knowledge, but also certain social work experience, join the teaching team, so that the graphic design teaching content has stronger practicality, avoiding students' virtual and hypothetical design. Therefore, the school can promote teacher certification. On-the-job, and implement a certificate reward mechanism to encourage teachers to obtain a "graphic designer qualification certificate" or "international commercial art designer" certificate. Finally, the school can encourage teachers to learn in international design schools, such as Wang Minyuan of the Central Academy of Fine Arts School of Design. He once taught at the atelier clouet higher education studio in Paris. After returning to China, he applied advanced teaching concepts in graphic design education and promoted the improvement of teaching level.

3.4. Development of practical teaching

Graphic design is a highly practical subject. Students who do not have sufficient practical experience will encounter many difficulties in their future work. Therefore, teachers should pay attention to the development of practical teaching when teaching them, in order to make students truly meet the requirements of the social market. The school should create opportunities for the social practice of graphic design students. In the school, the design work of the school website, publicity materials, etc. can be given to the students; outside the school, cooperation with related companies can be carried out, and the students can be put into batches. Internships make them truly market-oriented and gain more practical experience and creative thinking in their work. For example, the Royal College of Art not only has Internet, OHP, PA systems, 16/35mm film, audio and video recording and playback equipment, but also seeks partners around the world to export students to each student. Get the best practical education[3].

4. Conclusion

In general, in the context of the information age, to reform the graphic design education of art design, it is necessary to fully understand the problems in its development, and the application of new media technology, the innovation of teaching mode, teacher professional The improvement of literacy and the development of practical teaching are analyzed. In the reform, the cultivation of students' creative thinking is gradually strengthened, and students are developed towards the comprehensive development of compound talents.

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