

Research on Mr Teaching Achievement Display Design

Hao Xiaohua^{1,a,*}, Wang Chuanxia²

¹Department of Art and Design, Guangzhou College of Technology and Business, Guangzhou, Guangdong, 510850, China

²South China Institute of Software Engineering.GU, Guangzhou, Guangdong, 510990, China

^a email: haoxiaohua555@163.com

*corresponding author

Keywords: Exhibition Design, Unit Course, Teaching Knowledge

Abstract: In recent years, the research on the teaching curriculum and the field of education in middle schools at home and abroad is insufficient, and the research results are poor. In China, the curriculum and guidance of middle school display design unit have not received enough attention. Display design is a comprehensive design category. Middle school students can improve their knowledge and technology in many ways by studying display design. The author has done a lot of research, including theoretical research, comparative research, investigation and empirical research. This survey explores the current situation of curriculum design guidance in middle school, as well as the formation of art teachers' knowledge and skills in display design. Based on the comparative study of Chinese and foreign art curriculum standards and Chinese and foreign display design curriculum, I learned valuable education methods and high-quality routes from abroad to support students in order to effectively improve the relevant knowledge and skills of middle school students.

1. Introduction

The 2013 Shanghai Art and design exhibition attracted more than 500 exhibitors from 15 countries and regions, located in Shanghai Modern Art Museum. Some of these works are from artists and designers at home and abroad, and some are from universities, art schools and other universities [1]. They are the grand show of superb technology, superb technology and artistic design. In the small exhibition hall in the corner of the venue, there are the fine arts works of Shanghai primary and secondary school students. Although there is no professional style and technical level of the works, the whole exhibition hall has also been abandoned. But part of the audience is drawn to work. " In the exhibition room of the Art Department of East China Normal University, the art education practice achievements of East China Normal University in the 19th year of Pingcheng were displayed. Among them, Lin Bo's works of middle school students attract the attention of visitors from our school and foreign schools with their beautiful scenery, which is an overall display. Nothing is more exciting than the middle school students who show their works. They had a special trip with their parents and partners. When they come to their works, they are always proud to say that they have learned and respected the achievements [2]. Is there any obvious similarity between the two exhibitions. That is to say, these creative works are not masterpieces of famous artists, but works of art of primary and secondary school students. The art exhibition of primary and junior high school students not only reflects the respect for the achievements of students' hard work, but also improves students' art consciousness.

2. Research Motivation

2.1. Exhibition Design Course and Teaching have Research Value and Significance

First of all, the trend of globalization in the 21st century is becoming more and more popular. The development of society needs the comprehensive ability of various abilities [3]. The development of the world, through their own daily changes, the process of multi culture is

constantly changing, new and old things are updated quickly, and then, frequently, this is the ability of the development of a rough society to proceed synchronously, for the sake of people's difficulties, and it is easy to drown in the torrent of social development. With the rapid development of economy and the increasingly fierce competition in the 21st century, skills in the 21st century include: learning and innovation skills and problem-solving skills, communication and collaboration skills, creativity and innovation skills), career and life skills (flexibility and adaptability). Initiative and self direction, sociality, communication skills between different cultures, high efficiency of production, responsibility, leadership, etc. 1. Display design is composed of various professional knowledge. This is a comprehensive design category, which is conducive to the development of students' multiple abilities. Secondly, the world of art education is increasingly worried about the improvement of students' spatial imagination. In June 2011, the 33rd INSEA International Society for art education world conference was held in Budapest. The theme of the conference is "Education" [4]. Therefore, it pays attention to the application of h-dimensional creation in art education. Display design needs not only the generation of two-dimensional plane, but also the h-dimensional transformation of two-dimensional plane. Display design cannot be separated from space design. Middle school art route and guide its display design, improve students' ability of space imagination, can make. Third, the trend of the design power that dominates the national power in the 21st century is emerging. As we all know, measuring a country's national strength includes the strength of its economy, politics, military, culture, education and technology. The most important factor to judge its strength is economy and military. Under the situation of the world economic trend based on market economy, the indispensable plan for creating activities is the design of the process, which is the development of the country and the full penetration of the national life. It is not only closely related to the economic development. The improvement of national design level is inseparable from design education. The design and development of the route in the exhibition is the contribution of national consciousness and design ability to improve China's overall design level and promote economic development.



Figure 1 Show the design

2.2. Meet the Requirements of China's Primary and Secondary School Art Program Standards

The related content of exhibition design is the first one in China, and discusses the middle school art curriculum standard [5]. Of course, the standard of designing course is to put forward some requirements of teaching activities based on the characteristics of display design. However, according to the survey, few schools visit primary schools and junior high schools to carry out instructional design learning activities. The reason for the problem is: limited school space, large amount of time and energy required for the teaching activities of display design, large amount of money, difficult curriculum, many teachers lack of relevant knowledge and ability. Nevertheless, according to the requirements of the curriculum standard, I have developed some courses to carry out the teaching activities of display design.

3. Why to Set up Exhibition Design Specialty in Middle School

3.1. Compared with Higher Education, Middle School Education is more Universal

The display design course offered by the university takes the display design as the specific

student of the employment direction as the object. All IU education objects are limited, and almost all students are difficult to access the design of the display. Schools are in the stage of compulsory education, which is very common. There are few students in high school [6]. The development of middle school display design course can help students to improve their ability of studying display design in a wider range.

3.2. Students' Body also Develops Learning Suitable for Display Design

Judging from the characteristics of students' thinking development, pupils' interest is not stable. These memories are still composed of unconscious memory, specific image memory and chemical memory. The students' self-control is not strong. If they do not exert external pressure, they will find it difficult to complete the learning task consciously [7]. Different from students, middle school students begin to get rid of their dependence on emotional material, and begin to explore the nature of things, and gradually form theoretical thinking characteristics. Middle school students have their own independent ideas. They can ask questions about their knowledge and have independent critical ideas. The development of middle school students' thinking ability has promoted the leap improvement of the overall intelligence level (observation, memory, association, imagination). The development of physics and intelligence has gradually formed the personality of middle school students (motivation, interest, ideal, belief, world outlook, other personality tendencies, ability, temperament, character, etc.). The design of display is very professional and the course is very difficult. It is necessary for the students who have the quality, logo, color, spatial cognitive ability, observation ability, imagination ability, logical thinking ability and independent learning ability of specific aesthetic application. The development level of primary school students is also low, and their thinking ability is not suitable for display design. On the contrary, middle school students are also suitable for display design courses.



Figure 2 Establishment of juvenile legal education base

3.3. It is of Great Significance to the Art Education of Middle School in China

From the current situation, the domestic curriculum and teaching research is mainly concentrated in universities and colleges, and the research has achieved some results [8]. However, from the data collected, the research on the design curriculum and teaching of middle schools at home and abroad is still weak. The author makes a quantitative analysis of the farce and related content of the middle school art textbooks in China and foreign countries, and arranges the related content of the qualitative art education magazines and magazines, and conducts a questionnaire survey of middle school students and art teachers in Shanghai, Jiangsu, other states and interviews. In order to reflect the current situation of middle school design curriculum and guidance in various regions of China, I want to find out the shortcomings of Chinese middle school design curriculum and guidance, and analyze the reasons for the actual situation. And, please look for the possibility and motivation of the implementation of secondary art education display design.

4. The Innovation of the Teaching Method of the Exhibition Course in Middle School

4.1. Teaching Topics Based on Current Hot Spots

Display design is closely related to the society and needs to change and update with the development of society. The education of display design is inseparable from the society. The topic of education is that according to the current hot spot, the students who have excellent display design concepts can reveal that at this stage, the trend of learning style shows that the ultimate realization of the mainstream concept of society[9]. In the process of education in China, it is more important for students to contact social knowledge in the learning process.



Figure 3 A brand counter in Shanghai global port

4.2. Studio Mode Teaching

Studio generally refers to an organization established by one or more people, which is to create a space for production and work. The basic characteristics of the studio are: first, the size of the studio is smaller than that of the company. Second, generally speaking, there is no division of positions between members. The division of labor is clear. Everyone has their own responsibilities.

4.3. Students' Participation in the Development of Learning Methods

Students' participation in the development of learning methods is the teaching method adopted by the author in the course implementation. It can reflect the subject state of students, make students change from passive learning to active learning, and stimulate their enthusiasm for learning from the beginning. By participating in the development of learning methods, students can realize the weakness of their knowledge in the field of learning, and consciously make up the gap between consciousness and knowledge in future learning[10]. After developing learning methods, students can understand learning activities and become the object of learning preparation.

5. Conclusion

Before the development of credit course, the interpretation of the curriculum standard of art in middle school, the analysis of Art Textbooks in middle school, the questionnaire survey conducted by middle school students, the current situation of middle school and guidance and the understanding of problems. Aiming at the problem points, this paper compares the courses and guidance of Chinese and foreign display design units. According to the experience of teaching mode and method in foreign countries and universities, we choose teaching content, develop and implement four credit courses. Among them, the development and implementation of online display design unit course is a major innovation of this study. The current development trend and development of the society, the characteristics of middle school students, the current hot spots, and the formalization of learning methods are four new methods of students' intense participation, which are suggestions for basic education topics.

Acknowledgements

This research has been financed by "Beichuang Teaching Assistant Fund project", the 2018 University Innovation Fund of Industry, University and Research of the Science and Technology Development Center of the Ministry of Education : Application and Research of MR Holographic Teaching of "Moral Learning" Education in Universities" (2018C01053).

References

- [1] WANG Ming-mei. The Effect of Language Proficiency on the Teaching Knowledge Acquisition of English Student Teachers—Comparison of Three Repetitive Lessons, no. 4, pp. 404-411, 2019.
- [2] XIA Lu, HUANG Jin, LONG Wei,. On Engineering Approaches to Knowledge Teaching in Cultivation of Practical Talents——A case Study of "Casting Process and Equipment Design" as an Example. *Journal of Higher Education*, 2018.
- [3] Shi M, En L I, Liu J H, et al. Course design and teaching understanding of glycolysis in biochemistry, 2018.
- [4] Beldag A. Pre-Service Social Studies Teachers' Views about the Teaching Knowledge Test, vol. 13, 2017.
- [5] Shrestha S, Dhakal P. Knowledge, Attitude and Practice Regarding Cervical Cancer Screening Among Women Attending a Teaching Hospital, Bharatpur, Chitwan, vol. 11, no. 1, pp. 18-23, 2017.
- [6] Heidi L. Masters, Meredith A. Park Rogers. Examining Early Elementary Teachers' Pedagogical Content Knowledge for Teaching Scientific Explanations. *Journal of Science Teacher Education*, vol. 29, no. 4, pp. 1-20, 2018.
- [7] Ross, Gunberg J, Bruderle, et al. Effects of Active, Student-Centered Teaching Strategies on Nursing Students' Knowledge, Skills, Attitudes, and Comfort Related to Patient Safety, vol. 43, no. 1, pp. 2-3, 2018.
- [8] Ting-Ting Wu, An-Chi Chen. Combining e-books with mind mapping in a reciprocal teaching strategy for a classical Chinese course. *Computers & Education*, vol. 116, pp. 64-80, 2017.
- [9] Mohammed Al-Azri, Ali Sulaiman Al-Hinai, Mohammed Hamed Al-Ghafri,. Knowledge and Awareness of Prostate Cancer Among Omani Men Attending a Teaching Hospital. *Journal of Cancer Education*, no. 3, pp. 1-9, 2019.
- [10] Elizabeth Rata. Knowledge-rich teaching: A model of curriculum design coherence. *British Educational Research Journal*, no. 2, 2019.