

## **Study on the Practice Teaching Mode of "Workplaceization" in College Art Design Education**

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**Abstract:** At present, in order to meet the needs of the development of society, the relevant market has put forward higher requirements for students' working ability, and in order to improve students' professional ability, many colleges and universities have introduced the practice teaching mode of workplaceization. This paper mainly discusses the significance and concrete strategy of the practice teaching mode of art design education in colleges and universities.

### **1. Introduction**

The art design major in colleges and universities is a more practical major, and the relevant industries have higher requirements for students' professional ability and practical ability. Especially in the context of rapid social and economic development, the market has also raised the requirements for the comprehensive ability of students majoring in art and design in colleges and universities. In order to improve the phenomenon of derailment between school teaching and social demands, relevant colleges and universities need to use teaching methods effectively to help students make good career planning. Based on this, colleges and universities can introduce the practice teaching mode into the actual professional teaching to promote the teaching effect of the school art design related courses. However, because the teaching mode is still being explored in colleges and universities in our country, many colleges and universities are still prone to problems in practical application. If we make good countermeasures based on these problems, we can give full play to the application value of the teaching mode in the workplace to a certain extent.

### **2. The Important Significance of Implementing Practice Teaching Model in Higher Vocational Art Design**

At present, our university education is in the continuous development stage, and the professional establishment of colleges and universities is more diversified. Among them, the number of majors related to art and design is also increasing, and with the rapid development of design major in colleges and universities, it is inevitable that some phenomena, such as backward teaching methods and insufficient teachers, will appear. Such problems are likely to lead to a certain degree of disjointedness and inadaptability among the students of the relevant majors. Many colleges and universities even adopt relatively traditional teaching methods to teach art design major, but the major related to art design is a subject that needs the combination of written theoretical knowledge and practical operation ability, and the traditional teaching method is obviously not conducive to the rapid growth of students [1]. Therefore, the introduction of professional teaching in art and design teaching, so that students can learn professional courses at the same time to practice, experience the workplace environment, can to a certain extent strengthen the students' practical ability to exercise, enhance students' practical ability, and even in this process to enhance students' sense of competition, promote students' sustained growth and development.



Figure 1 Art Design

### 3. Starting from the Post Ability, the School and Enterprise Cooperate to Set Up the Curriculum System

In the teaching of workplace, the curriculum is the soul of its application value, so the relevant colleges and universities should master the teaching idea of cultivating students with both executive power and innovative ability when establishing the art design curriculum system. If art design teaching cannot be combined with the relevant market to carry out teaching, then the workplace teaching system is difficult to operate continuously. Therefore, the relevant colleges and universities should refer to the characteristics of the industry, the needs of relevant posts, and then determine the theoretical course teaching and practical teaching mode of art and design specialty, and set up relevant experts to guide the course construction of art design specialty. At the same time, the relevant colleges and universities can offer school-based curriculum, that is, combining the degree and the situation of the cooperation between the school and the related enterprises, combining the school teaching with the actual post work, and then forming the teaching mode that the students can study in the school and carry out the actual training outside the school. After the relevant curriculum system is put into practice, schools and related enterprises should supplement and revise the teaching of art design specialty regularly and in real time according to the change of industry development, so that the art design specialty can develop continuously [2]. In particular, in the teaching of the workplace, the relevant curriculum needs to have its own logical system, that is, the teaching of the relevant courses, teaching platform, teaching direction in the form of pyramid, order: first of all, generally in the first school year, the curriculum of colleges and universities is mainly based on basic theory teaching, such as the basic principles of art design, formal foundation, modeling foundation, etc., students learn the relevant basic courses, lay a solid professional foundation, but also to cultivate students' perception of visual beauty, students' creative thinking, performance and so on. Secondly, for the teaching direction, the relevant colleges and universities generally can reflect in the second school year, that is, after determining the specific professional direction of students, according to the teaching plan to set up professional courses, for example, when students determine to study visual communication design major, the school should arrange courses related to visual design, such as font design, graphic creativity, poster design, copywriting planning, etc. When studying these courses, students will generally be exposed to the single operation skills training related to visual communication design, which will lay the foundation for the students' comprehensive visual communication design ability. Thirdly, for the teaching direction of the relevant courses, colleges and universities will generally make specific arrangements in the

third and fourth academic years, and this stage of the course content is no longer a single, classified curriculum skills training, but around a real project of comprehensive skills training [3]. Under the guidance of the classroom, the students will carry out market research, carry out practical design and evaluate the benefits of related design according to the specific design projects, and finally help the students to fully understand the professional characteristics and relevant market environment related to art design, and promote the students to form the concept of the workplace and improve the students'comprehensive professional quality.



Figure 2 Practical design

#### **4. Cooperation between Schools and Enterprises to Create a Real Workplace Environment**

At the present stage, the school-enterprise cooperation skills make use of the comprehensive resources and environment in and out of school, and it is of great significance to the improvement of students'professional ability, and it is no exception in the education of art design specialty. Schools and enterprises cooperate to create practice platforms, such as off-campus practice bases. In the mode of co-construction of schools and enterprises, colleges and universities and related enterprises can achieve the state of complementary advantages in the aspects of talents, technology, funds, venues and so on. This will not only enable students to improve their personal ability when they actually come into contact with the art and design industry, but also help students to gain the favor of relevant enterprises and help students overcome the problem of difficult employment. However, in order to ensure the talent training quality of art design major in colleges and universities, colleges and universities need to set up the practice education system of art design. For example, changing teachers'teaching ideas, optimizing the structure of practical education in art design, improving teaching methods and methods, effectively publicizing the school's educational activities related to art design, attracting students to participate in the relevant practical education activities of the school, so that students'artistic design ability can be exercised. In addition, practice is the basis to improve the quality of education, colleges and universities can vigorously carry out relevant practical training activities. For example, for art design topics, practical design training is carried out, and teachers are allowed to comment on students'works, so as to deepen students'understanding of their own design ability; apply relevant simulation operation system to train students'professional knowledge application ability and practical operation ability; strengthen the construction of practice base and encourage students to participate in art design practice training. In addition, the school can also encourage students to contact relevant teachers, participate in the teacher's practice project, accumulate design experience, promote the improvement of students'practical ability and the formation of students'comprehensive professional accomplishment.



Figure 3 Design capacity

## 5. Carrying out the Step-By-Step and Progressive Practice Teaching Method, Integrating Learning, Doing and Using

At the same time, the practice teaching should also carry out the progressive and step-by-step teaching mode, that is, to train the students' artistic design ability through the specific subject, to carry out the analysis teaching according to the relevant case, to encourage the students to participate in the relevant project to carry on the practice, and to encourage the students to practice outside the school. First of all, on the subject of training, generally in the first year of teaching, so that students initially understand the use of learning. For example, in the study of the pattern design course, students should not only master the knowledge of traditional patterns and the rules of composition, but also arrange the subject work related to traditional patterns to improve students' design ability. For example, students can design the pattern of furniture decoration and the pattern related to clothing. Secondly, students generally contact and case study in the second school year, teachers usually choose some real design cases, cultivate students' understanding of relevant design works, understand the professional knowledge and design skills contained in the relevant works, so as to enhance students' application of professional knowledge and lay a good foundation for students' practical operation. Thirdly, under the project teaching method, students can use their own professional knowledge theory and design skills through practical design projects, which breaks the limitation of traditional classroom teaching, so that students can apply the knowledge they have learned in practice, and students can also establish innovative consciousness and design creative works under the guidance of teachers. For example, in vi design, students should do a good job of market research before the actual design, understand the cultural connotation of related enterprises, make design plans and report, in each step can achieve excellence, so as to reflect the students' comprehensive professional accomplishment. Finally, students can strengthen their professional design skills through professional practice or off-campus training. For example, students can participate in the design project of the enterprise in the process of practice, understand the operation process of the related project, experience the complete work flow, integrate into the enterprise, and improve their own professional ability. Based on this, let the students in the company training period, but also can reach employment intention with the enterprise, to achieve the seamless docking between the school and the enterprise, to solve the employment problem.

## 6. Conclusion

To sum up, it is very important to introduce the practice teaching mode in the art design specialty of colleges and universities. What is needed in today's society is practical talents, that is, professional theoretical knowledge and certain practical ability. Based on this, colleges and universities should actively change the teaching methods, combine the teaching of relevant majors with the teaching of workplace, and train more excellent design talents for the country.

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