

Analysis on the Reform of Design Aesthetics in College Art Design Teaching

Yonghui Feng

Eastern Liaoning University, Dandong, Liaoning, 118000, China

Keywords: Universities, Art design, Design aesthetics, Aesthetic theory, Morality, Reform strategy

Abstract: With the development of science and technology and the progress of the times, art design has also received unprecedented attention. Design aesthetics can effectively incorporate beautiful ideas into design work, making design results more aesthetically valuable. The development of the art design major in colleges and universities is to send more professional design talents to the society, and the training of talents should conform to the needs of social development. Therefore, it is very important to strengthen the education of design aesthetics in college art design teaching. The article first analyzes the significance of design aesthetics reform in college art design teaching and the problems existing in teaching, and then explores the specific strategies of design aesthetics reform in college art design teaching.

1. Introduction

Design aesthetics is a very important compulsory course in college art design majors. In traditional college art design majors, the teaching of design aesthetics is more theoretical, focusing on the instillation of relevant knowledge, and lacks practical teaching closely connected with social life. Not only fails to stimulate students' interest in learning, but also fails to cultivate students' ability to discover, feel, and create beauty. With the continuous deepening of quality education, the cultivation of these abilities is the key content in the teaching of art and design majors in colleges and universities, as well as the key content to improve the professional skills of students. However, there are still some teachers who do not pay attention to the education of students' design aesthetics, but only pay attention to the promotion of professional skills. Therefore, relevant teachers must understand the importance of design aesthetics to the teaching of art design, and at the same time take effective measures to reform, so as to effectively improve the teaching quality of art design.

2. The Significance of Design Aesthetics Reform in College Art Design Teaching

2.1 Conducive to Improving the Teaching Quality of Art and Design Majors

Art design is not only done by pure design technology teaching, in addition to basic technical teaching, it also comes from students' inner inspiration, and the inspiration comes from students' discovery and creation of beauty. If students do not have a pair of eyes to discover and appreciate beauty, it is difficult to create more valuable artistic beauty. It can be seen that design aesthetics plays a very important role in the professional learning of students. Design aesthetics can allow students to understand the aesthetic theory of art design from multiple angles, so as to cultivate students' aesthetic ability and aesthetic accomplishment, and help students establish a correct aesthetic outlook. . Through the discovery of China and the United States in art works in life, students are inspired to design and promote students to design more excellent works of art. If the teaching of art design skills is to teach people how to fish, then the teaching of design aesthetics is to teach people how to fish. If we want to effectively improve the teaching quality of art design majors in colleges and universities, we must pay attention to the reform of design aesthetics teaching, so that design aesthetics can be improved. Give full play to its educational role and promote the all-round development of college art talents.

2.2 Conducive to Cultivating Students' Perception and Creativity

The cultivation of students' abilities in the teaching of art design in colleges and universities is

very important. As an excellent art design talent, one must have strong perception and creativity. The teaching of design aesthetics includes training students to perceive beauty and appreciate Beauty and creation of beauty, when students' perception and creation of art design beauty reach a certain level, they can show their pursuit and yearning for a better life through design works. Art design has become a way for creators to place emotions and convey ideas. The ultimate goal of art design teaching in colleges and universities is for students to improve their perception of works through aesthetic thinking based on basic design techniques and theories, and to continuously improve their own moral standards, bringing more humanistic feelings and Moral care is integrated into the design work, thereby enhancing the appeal of the work and enhancing the value of the art design work. In this process, students' creativity is also an indispensable key ability, especially in the development of today's society, the requirements for innovation are increasing, and there is no progress without innovation. Therefore, as an excellent art design talent, you must have strong creativity in order to gain a foothold in the highly competitive market. It can be seen that design aesthetics can effectively cultivate students' ability to perceive and create beauty, and it is of great significance to promote students' learning and development.

2.3 It is Conducive to Improving Students' Moral Integrity and Improving Students' Aesthetic Accomplishment

Design aesthetics can effectively enhance the appeal of design works and help to touch the inner emotions of visitors, so that visitors can feel the designer's emotions and thoughts through art works, and generate emotional resonance. It can be seen from this that design aesthetics can allow visitors to see the inner essence of design from the surface of art works, which can be described as the soul of art works. It can be seen from the teaching of art design majors in colleges and universities at this stage that strengthening the teaching and reform of design aesthetics is very important. The current major teaching content is the design skills that students need to master, which are external manifestations. It is the inner spirit of art design that students must possess. The teaching of design aesthetics allows students to feel the beauty of artistic works while learning boring design skills, and enhances students' ability to perceive, appreciate and create beauty. Not only that, but it can also achieve the purpose of purifying students' hearts and improving their moral integrity. , So that students can learn in a relaxed and happy atmosphere, which is more conducive to the physical and mental health of students. Especially in today's society, the prosperous material temptation makes it difficult to create calmly. In the long-term design aesthetics education, students can consciously move closer to aesthetics, immerse themselves in the pursuit of art, and eliminate the troubles of the bustling world. A piece of pure land is freed up in the heart, and finally the students' own aesthetic cultivation can be effectively improved.

3. Problems in Design Aesthetics Teaching in College Art Design Majors

3.1 Not Paying Attention to Aesthetic Theory Teaching

With the increasing employment pressure of students, the teaching pressure of art and design majors in colleges and universities is also increasing. In order to increase the employment rate of art and design students in their schools, many universities pay too much attention to the teaching of design skills in the teaching of art design. , While neglecting the teaching of design aesthetics, and even lack of aesthetic theory in the curriculum setting of art design in some universities. And this kind of teaching that only focuses on improving the level of students' design skills and neglects the cultivation of students' artistic aesthetics is inevitably too utilitarian, and students trained under this utilitarian teaching method are destined to be unable to create more valuable works of art Let students have a better development in the field of design. Because of the lack of aesthetic theory courses, students only master some design skills, but they do not have the ability to perceive and create the beauty of design, and lack professional design aesthetics education. Students can only perceive beauty superficially and understand beauty. It is not deep enough. Just relying on design skills to create works of art will lack soul, will not form a strong appeal to visitors, and will not

make visitors have emotional resonance. It can be seen that colleges and universities do not pay attention to the teaching of aesthetics theory in art design majors, which will lead to students' lack of perception and creation of beauty. Students cannot create excellent works of art that meet the aesthetic needs of the public, and they are bound to fail in the field of art design .

3.2 Out of Touch with Life

The teaching of design aesthetics in college art design majors is to train students to perceive the beauty of artistic works, so that they can appreciate and create beauty. However, art comes from life, and art design is also to better enrich people's lives. Therefore, the teaching of design aesthetics should be closely connected with people's lives, to discover and create beauty from life. The creation of artistic beauty in art design is not empty, but beauty with a certain practical significance, which is applied beauty. However, it can be seen from the teaching of design aesthetics in art design majors in general colleges and universities at this stage that most teachers just stay in the teaching of the theoretical basis of design aesthetics, not related to the students' real life, lacking proper practical teaching, and Did not play a good aesthetic education effect for students. After studying, most students still think that theory is theory and reality is reality. They can't apply the theories they learn to actual art design, let alone discover the beauty of design through existing art works in life. This kind of formal design aesthetics teaching is equivalent to nothing but design aesthetics teaching that is divorced from real life. It also loses its due teaching significance and value. Therefore, as teachers of art design majors in colleges and universities, they should change their teaching concepts in design aesthetics teaching, connect more with students' real life, and carry out practical teaching with practical significance, so as to better cultivate students' professional ability.

3.3 Lack of Integration of Moral Education

The teaching of art design major is different from other majors. It not only requires students to master the basic design skills and the related ability to perceive and create beauty, but also the teaching of art design major requires certain moral education for students to train students Form a noble moral sentiment. Because art design is a highly comprehensive subject, it also has very high requirements for students' personal comprehensive quality. It not only requires students to have a strong professional technical level and high professional ability, but also requires students to have good In this way, the richer humanistic feelings can be reflected in the designed art works. However, at present, most colleges and universities only pay attention to the explanation of professional skills and professional knowledge to students in the teaching of art design, but do not pay enough attention to the cultivation of students' moral sentiment, and even some schools have not carried out the moral sentiment of students at all. guide. In fact, even if there is no professional requirement, the cultivation of students' moral sentiment is the most basic requirement for talent training under quality education. In social development, a person's moral cultivation has no less impact on his own development than his professional and technical level. The impact of development. Therefore, colleges and universities must be deeply aware of the important impact of moral education on students' professional learning and future development, so as to strengthen the importance of moral education.

4. Design Aesthetics Reform Strategy in College Art Design Teaching

4.1 Strengthen the Teaching of Design Aesthetics Theory to Students

The teaching of theoretical knowledge in college art design teaching is an important part of the teaching, and it is also the basis for the smooth development of subsequent teaching activities. Therefore, in the reform of design aesthetics, we must first strengthen the teaching of the theoretical knowledge of design aesthetics for students, so that students can understand from the theoretical level what is design aesthetics and what design aesthetics includes. Design aesthetics has a great impact on their own professional learning and professional level. What are the important functions, etc., so that students can pay attention to the study of design aesthetics from the bottom of their

hearts, and can consciously move closer to aesthetics in future learning and development, and consciously improve their ability to perceive, appreciate, and create beauty. Design aesthetics plays a very important role in the teaching of art design in colleges and universities. Its theoretical teaching mainly includes design appreciation, design principles, design methods and design concepts, etc. In addition to special design aesthetics course teaching, teachers should carry out relevant to students. In addition to the explanation of theoretical knowledge, the theoretical knowledge of design aesthetics should be constantly infiltrated in the teaching of other related courses, so as to strengthen students' understanding and application of theoretical knowledge. In the teaching of design aesthetics theory knowledge, teachers should pay attention to understanding each student's understanding of the basic knowledge of design aesthetics, and then give targeted and detailed explanations for different students, and formulate corresponding learning plans for students according to the actual situation of the students. To help students lay a solid theoretical basis for design aesthetics.

4.2 Carry out Life-Oriented Teaching and Discover the Beauty of Design in Life

Art itself comes from life. In order to better carry out the education of design aesthetics for students, teachers should guide students to discover the beauty of life and the beauty of application based on the students' real life. Therefore, as teachers of art design majors in colleges and universities, they should re-plan the teaching curriculum of design aesthetics, integrate more elements in life, and gradually cultivate the ability of students to discover and appreciate the beauty of life, so that students can follow the actual situation of life in art design. Circumstances, create excellent works that can improve the quality of life, meet various needs in life, and can show beauty. In this kind of life-oriented design aesthetics teaching, students can consciously discover and appreciate the beauty in life, and this kind of in-depth teaching mode can more stimulate students' design inspiration and enable students to source their art and design works. In life, applied to life and higher than life. For example, the bottle cap design that can be seen everywhere in life and is closely related to everyone's life is a typical example. The application of bottle caps in life is very wide, such as beverage bottle caps, glass bottle caps, metal bottle caps, etc., large and small. Although bottle caps provide great convenience to people's lives, sometimes difficult-to-open bottle caps also add a lot of trouble to people's lives. Therefore, teachers can guide students to design the bottle cap, which not only maintains the original sealing effect of the bottle cap, but also reduces the difficulty of opening the bottle cap through a small design, and at the same time increases the artistic beauty on this basis. Although it seems to be a small thing, no matter how small the design is, it can reflect the designer's good intentions and allow users to discover the beauty of the design. Through life-oriented teaching, students can develop their ability to discover the beauty of design in their lives, as well as their ability to use their own designs to improve their lives.

4.3 Combine Design Aesthetics with Moral Education

The education of design aesthetics and moral education are very closely related, and the two are inseparable. On the one hand, through effective design aesthetics teaching in art design majors, the purpose of purifying students' hearts and cultivating students' good moral sentiment can be achieved. Help students form a noble personality; on the other hand, effective implementation of moral education for students can also help students establish a healthy aesthetic outlook and enhance students' perception of beauty. It can be seen that design aesthetics and moral education are carried out in college art design majors. Effective combination can better realize the educational effect of students. College students are basically adults, their own values and thinking concepts have matured, and everyone has a different view of this society, and these have a very serious impact on the study and development of students' art design. For example, the utilitarian thoughts, money worship thoughts and undesirable factors such as timely enjoyment, waste and extravagance in the current society will corrode students' hearts and affect the formation of their healthy and correct aesthetics, which is not conducive to Cultivation of students' aesthetic cultivation. Therefore, in the teaching of design aesthetics, teachers can combine moral education to help students correctly dissect these bad factors in society, so that students can distinguish and abandon them, so as to

establish a correct outlook on life and values, and strengthen students' life beliefs and ideals. Of course, this combination is not short-term, but should run through the entire teaching. Only long-term continuous education and influence can gradually eliminate the filthy air in students' hearts and enable students to truly use aesthetics to complete the creation of artistic works. .

5. Conclusion

In summary, the teaching of design aesthetics can make students' design works more appealing, so that visitors can have an emotional resonance, and the teaching of design aesthetics can make students' design works more soulful. Therefore, in the teaching of art design in colleges and universities, it is necessary to analyze the existing problems in design aesthetics teaching at this stage, so as to take effective measures to reform the design aesthetics teaching, strengthen the design aesthetics education for students, and cultivate more excellent arts for the society Design talent.

References

- [1] Li Yanhui. A preliminary study on the reform path of design aesthetics in college art design teaching. *Journal of Higher Education*, vol. 1, no. 2, pp. 139-141, 2020.
- [2] Zhang Jinxiang. Research on the Reform of Design Aesthetics in College Art Design Teaching. *Art Education Research*, vol. 1, no. 6, pp. 112-113, 2019.
- [3] Gan Maode. The reform of design concepts in college art design teaching. *Art Education*, vol. 5, no. 10, pp. 146, 2013.