Research on the Reform of Practical Teaching System in Newly-built Undergraduate Colleges

——Take the Art Majors as an Example

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Abstract: Practice teaching is an important link to cultivate the practical and innovative ability of art students. In order to meet the needs of innovative talents for the development of art in the new era, newly-built undergraduate colleges and universities have built and implemented a new practical teaching system relying on the characteristics of disciplines, scientific research advantages and teaching resources. Taking an art major in a Fujian College as an example, renewing the concept of practical teaching, building a platform for practical teaching, building a multi-level, multi-module, practical teaching system combining practice inside and outside the school, and improving the management mechanism of practical teaching can promote the cultivation of artistic talents with innovative thinking and innovative expressive ability for other studies. It provides reference for the construction of practice system for art majors.

1. Introduction

Since 2000, more than 600 undergraduate colleges have been promoted through undergraduate colleges or universities, accounting for almost half of the nationwide undergraduate colleges (1219 in total). The newly-built undergraduate colleges and universities are the main force of China's higher education from elite to popularization, and it is a new force to promote the development of the country, especially the regional (local) economy. Therefore, the newly-built undergraduate colleges must develop from the research-oriented transformation to the application-oriented and innovative “local and professional” undergraduate colleges, and their “professional training programs and curriculum system construction should highlight the application-oriented characteristics” [1]. One of the main means must improve the proportion of courses in professional practice teaching (including experiment, internship, comprehensive training), cultivate professional theoretical knowledge, strong professional practice ability, and establish innovative talents based on social needs. Art practice teaching applies professional theoretical knowledge to the creation of artistic works, focusing on cultivating students' artistic innovation thinking and artistic expression ability. However, the construction of new undergraduate colleges is relatively late, the resources of disciplines are few, the professional connotation is weak, and the construction of art majors is still in the stage of continuous improvement. The practice teaching system is backward due to the teaching concept, the lack of experimental teaching resources, and the lack of practical teaching platforms. Problems such as the single mode of practice teaching have been in a state of need for rectification and improvement. Therefore, actively exploring the art-based practical teaching system suitable for the development of new undergraduate colleges and universities, giving play to the important role of practical teaching in the cultivation of art talents, artistic creation and scientific research is an urgent task in the reform of art-based practice teaching in new undergraduate colleges.

2. Related Research on Art Practice Teaching System

At present, there is no systematic and complete research results for the study of the art practice teaching system of newly-built applied undergraduate colleges. The practice teaching system is more diversified, mainly focusing on the status quo problems and countermeasures of practical

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teaching in new undergraduate colleges, the practice teaching concept and connotation, the construction of practical teaching platform, the construction of practical teaching resources, the practice teaching mode, the practice teaching management, etc. There are mainly the following categories. From the perspective of macro-statistics, Wang Hong proposed that the main reason for the high rate of disqualification of such new undergraduate colleges and courses is that the practice teaching system is imperfect, [1][2] but the specific practice characteristics and development background of each major are Different, the practice system is different; Wu Hao and Lou Yuechao comprehensively discuss the practice and theory of the experimental teaching system from all aspects, and put forward the idea of constructing an experimental teaching system that meets the goal of innovating talents in the Chinese contemporary art design discipline, and respectively take Chinese art The college and Huazhong Normal School conducted empirical research as an example, [3][4] but this kind of research did not specifically discuss the art-based practice teaching system on the background of new undergraduate colleges; Huang Hua-ming proposed art from the perspective of practical teaching concepts and connotations. The connotation of practical teaching is to cultivate students' innovative thinking and practical expression ability. [5] These studies are not deep enough and systematic, and are fragmentary; Wu Huilan and Zhang Jian-ping summarize the characteristics of art-based experimental teaching from the perspective of practical platform construction, and put forward the practice A multi-level modular experimental teaching system; [4] Wang Jing, Liu Linhai, etc. from a micro perspective The concrete practice of instructional resources policy, practice teaching management strategies. [6-13], but this type of research is not the result of art-based experimental teaching in different types, different levels, different professional backgrounds, and different social environments. It can only be used for reference and cannot be completely copied.

3. Analysis of The Status Quo of Art Practice Teaching System in China

Compared with liberal arts and science and engineering, art subjects pay more attention to the cultivation and expression of students' innovative thinking ability. In practical teaching, they pay attention to the cultivation of students' practical ability, innovative application ability and teamwork ability. However, a commonality of new undergraduate new majors is that they start late, have a weak foundation, and have weak connotations. [4] Some new art majors are carried out without the implementation of practical teaching platforms, professional teachers, experimental instruments and equipment, and practice bases. Enrollment, its practical teaching guiding ideology, practical teaching platform is even more difficult to talk about.

In the new undergraduate colleges, the construction and management mode of the laboratory before the habitual lineage, the construction of the practice teaching system is unified to the school academic office or the experimental center, so that professional laboratories lack professional teachers to participate in planning and management, and the degree of openness is not high. Lower. The laboratory is basically idle after class, and students' extracurricular practice lacks a suitable place for practice. [18] The construction of new undergraduate university laboratories pays too much attention to tradition and stability, leading to the obsolete art teaching content and the aging of management mode. This does not adapt to the development of modern teaching environment and social needs, resulting in the repetition of practical content of some interdisciplinary subjects. This requires an improved art laboratory construction and practical teaching model.

4. The Construction Strategy of Art Practice Teaching System

A college in Fujian is a newly established undergraduate university in 2010. It belongs to the National Academy of Sciences, which advocates the development of applied disciplines. The secondary colleges affiliated to the college mainly set up art majors. In the formulation of art talent training programs, the goal is to cultivate applied innovative talents. The practical teaching system also focuses on how to cultivate applied innovative talents.

4.1 Update the practical teaching concept, innovative practice teaching content

Art education needs to be guided by art theory, supported by digital technology, and expand the innovative concept of interaction and integration of similar disciplines. It will deepen the reform of teaching content, methods and systems of cross-disciplinary practice in different professions, and realize the systematic and modularized practical teaching content. Networked. [12] Therefore, the content of art practice teaching must be updated frequently, such as art design cases, art works, industry developments, and so on.

4.2 Build a practical teaching platform and plan and practice teaching resources

Practice teaching runs through the whole process of talent cultivation. The practice objectives at different stages and different links are diverse, the practical content is varied, and the practice methods are diverse. This requires the experimental center of art colleges to establish a sound practical teaching platform.

A new undergraduate college in Fujian relies on its various research centers, laboratories, studios and faculty to integrate experimental teaching resources of four majors (animation, art design, cultural industry management, industrial design). The entire practical teaching system is designed from the top. From the perspective of establishing an innovative practice teaching platform that combines laboratory modules, practical practice bases, and experimental information management platforms.

4.3 Design practice teaching level

The "multi-level" design of the art practice teaching system realizes the "basic skills--integrated application ability and design ability--innovation and entrepreneurship practice ability" in the school practice, which is beneficial to students of the same age and different majors. The practice exchanges, and then form a project cooperation mechanism, expand the innovative thinking path and realize the diversification of artistic works, and truly realize the "cross-border" compound training of artistic talents.

4.4 Design professional practice teaching module

The practice teaching module is mainly based on the practical courses of different majors and the practical hardware environment system to form a practical teaching module, which is convenient for practical teaching management and teacher-student exchange. For example, the film and television animation module is mainly composed of animation labs, in which the traditional animated hand-painted laboratory is used to cultivate the thinking innovation ability and hand-painting expression ability of the pre-animation design; the stop-motion animation laboratory cultivates the students' experimental animation innovation, new thinking or new creative techniques. Ability; the paperless animation lab cultivates the ability of digital animation production in the middle and late stage of student animation, as well as the ability to synthesize and edit the animation later, and the practice is more practical. This kind of animation labs are put together to facilitate the arrangement and management of animation practice courses. It is also beneficial for the graduation design team to concentrate on creating animated short films and animation studio activities. for the graduation design team to concentrate on creating animated short films and animation studio activities.

4.5 Improve the practice teaching platform in schools and strengthen the construction of off-campus practice bases

In 2010, a new college in Fujian Province used various laboratory resources in the school to build a number of professional studios, and introduced enterprise projects or academic competition projects to allow teachers and students to independently design projects and complete projects or works, and then let the project be applied in society. In the test and feedback, or let the works participate in the competition, share the creative experience with the teachers and students of the same profession. The studio imitates the company's work model management project. The teacher leads the students to use the professional knowledge and methods they have learned to discuss the

project design, production technology, and division of labor to complete the project.

In addition, the school actively created an off-campus internship base, designed a “school-enterprise cooperation” approach, and established a professional internship practice base with eight units, allowing students to completely walk out of the campus, deep into the enterprise, understand the production process of related projects, industry rules, etc. . At present, the newly-built undergraduate teachers and corporate designers lead students to complete cultural transformation of ancient villages, extraction of cultural elements, development of tourist souvenirs, visual design of theme parks, design of cultural and creative products, etc., so that students can truly contact professional fields. Social competition, accumulate pre-experience for professional work in the future.

4.6 Improve the practice teaching management system

The development of practical teaching must have a series of management systems as a guarantee. Each undergraduate transition university can strengthen and standardize the management of practical teaching from the school level by formulating practical teaching management methods or programs, and management methods for campus training bases. In the process of practical teaching, all majors should focus on the development of detailed practical teaching plans, practical teaching quality evaluation manuals and other related teaching documents, as well as practical records, practical records, internship results, internship results, internship summary and other teaching implementation process, mechanism documents To protect the real Practice the norms and smooth development of teaching.

Take the digital media experimental teaching center of an art school in Fujian as an example. The experimental teaching center centrally manages the four professional experimental teaching and laboratory of the college, which is convenient for resource sharing and professional cross-infiltration learning exchange. At present, the experimental teaching center has built a “four-level management model”, namely, the center director, the experiment administrator, the experimental teacher, and the student studio leader. The four management levels, in turn design the experimental teaching center planning and system, laboratory teaching and practice management. , laboratory teaching applications, studio operations, etc.

5. Conclusion

It is inevitable that there are some problems and deficiencies in the art-based experimental teaching system of applied undergraduate colleges that are in the exploratory period. Faced with these problems and deficiencies, applied undergraduate colleges should actively carry out research and study of experimental teaching systems to ensure that the trained talents can adapt to the needs of local economic development. Based on this, the art major of a college in Fujian has cultivated a relatively complete experimental teaching system for the cultivation of applied innovative talents, and cultivated innovative talents with innovative thinking and superb design expression skills. A series of achievements. It is hoped that the research results can directly promote the reform of art-based practice teaching and the cultivation of innovative talents in newly-built undergraduate colleges. It also hopes to provide theoretical basis and practical reference for the construction of art-based practical teaching systems in other newly-built undergraduate colleges.

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