

# Analysis on the Workplace Teaching Model of Visual Communication Design Major

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**Abstract:** In recent years, the progress of curriculum reform has been accelerating, making more and more teaching and research personnel aware of the importance and necessity of reforming teaching mode and innovating teaching methods, and constantly summing up experience in practical work, and the development of targeted teaching methods, so that students can be more acceptable, greatly improving the efficiency of students' learning. Through the analysis of this paper, it is found that the visual communication design professional course teaching process can effectively use the professional workplace teaching innovation mode to mobilize students' learning enthusiasm and cultivate their learning efficiency. The following analysis of the application of this teaching model is intended to improve the quality of teaching.

## 1. Introduction

In the teaching process of visual communication design specialty, teachers need to summarize the teaching characteristics and formulate targeted teaching models in order to achieve better teaching effect. It is suggested that we should establish our own workplace training base based on students' learning ability and personality characteristics, guide students to participate in various practical activities, enter laboratories and other occasions to strengthen practical training and improve practical ability. Teachers in this major should first provide corresponding guidance around the concept of workplace-based teaching, evening teaching facilities and equipment, and provide corresponding practical guidance. However, at this stage, the application of the workplace teaching mode in the teaching process of the visual communication design course is still insufficient, and it does not reflect the application advantages of this teaching mode. The cultivated talents do not meet the objectives of the new curriculum reform. Based on this, this paper first discusses and summarizes the teaching status of visual communication design courses, as described below.

## 2. Professional practice teaching status

This paper mainly analyzes and summarizes the practice of visual communication design at this stage, and then finds the following points.

First, the practical teaching links are subject to time and space constraints, and it is difficult to carry out design competitions in a targeted manner. Many of the current visual communication professional researchers are trying to engage in the competition teaching section in practice, making full use of the course internship, but often due to time and space constraints, it is impossible to ensure the adequacy of the design competition time. As a result, the time of practice teaching is in contradiction with the time of design competition. It is difficult for students to participate in practice activities, and it is even more difficult to give full play to the advantages of design competition teaching.

Secondly, at this stage, most of the teachers of visual communication specialty still use the traditional theory teaching, follow the indoctrination teaching mode, and practice teaching links more use the way of classroom practice. Failure to effectively extend the content of books, or set specific propositions to guide students to study, still stay in classroom training, resulting in inefficient classroom teaching, students' learning motivation is insufficient. Some students only have theoretical knowledge in the textbooks, but lack understanding of many aspects such as

operating model, design process and budget formulation. This kind of teaching status will undoubtedly cause the cultivated talents to fail to meet the talent recruitment needs of the enterprises, resulting in the overall quality of the cultivated talents is not high [1-3].

Third, there is a lack of teaching materials support in the practical teaching process. In the current teaching process of visual communication design in colleges and universities, the content of the selected textbooks is not complete, the lack of professionalism, the quality of teaching materials is generally low, and most of the textbooks emphasize the theoretical knowledge. However, it fails to implement practical teaching in a targeted way. The lack of practical teaching will inevitably lead to the lack of students' practical ability and the failure to achieve all-round development.

### **3. The Nature of Teaching in Visual Communication Major**

In the teaching process of visual communication specialty, we should not only teach theoretical courses, but also strengthen practical training, focusing on improving students' practical ability and innovative design ability, so as to promote students' all-round development and improve their comprehensive quality. It is suggested that teachers should apply visual communication theory knowledge in the process of practical training to realize the effective combination of theory and practice. After that, we need to combine the basic characteristics of professional teaching, summarize the teaching rules, and implement the workplace teaching mode. The application of workplace teaching mode can improve students' practical ability and cultivate students' interest in learning. All in all, it is especially necessary to apply the workplace teaching mode to the visual communication design course. It is necessary to combine the project, experimental and operational characteristics of professional teaching. Integrate and summarize the content of the course, and achieve better teaching results through trainee training. In the visual communication design professional teaching session, teachers should first do a good job in market research, clarify the market's demand for talents, and then combine the students' learning needs. The workplace teaching always runs through the teaching practice of visual communication design, which makes the professional teaching more extensible and innovative, and greatly improves the efficiency of professional teaching. Not only that, but also can effectively use the empirical method, appropriate introduction of advertising planning practice cases in the classroom, guide students to explore practical cases, and carry out practical teaching in a targeted manner. In this process, practice should be the focus of the classroom, and the theoretical knowledge learned should be integrated with it to reflect the integration of the teaching process. Teachers are encouraged to strengthen enlightenment and guidance in the experimental teaching, and continue to extend the teaching content, constantly summarize the teaching rules in the teaching practice, and gradually explore the most appropriate teaching programs. The workplace teaching mode can be effectively utilized, its application value can be exerted, and the workplace teaching mode can be continuously innovated and updated, enriching the teaching content, expanding the teaching form, and making it more acceptable to students [4-6].

## **4. Visual Communication Professional Workplace Innovation Strategy**

### **4.1 Pay attention to teaching exchanges and increase practical teaching**

In the teaching process of visual communication design, teachers and schools play their own professional advantages, not only to impart the key points and key points of theoretical knowledge to students, but also to help students improve their practical operation ability. This requires teachers to enrich their own knowledge reserve, improve their professional teaching ability, always grasp the market development, formulate targeted professional teaching mode, innovate its content and form, so as to make it more acceptable to students. It is suggested that teachers should strengthen practical teaching and carry out the work from the following aspects.

On the one hand, we need to constantly sum up experience in the process of practical teaching, so as to master teaching skills and gradually improve the teaching level. Teachers need to constantly

think and accumulate in professional practice teaching to enhance professional teaching ability. In the course teaching, interactive teaching, heuristic teaching and case teaching can be used to help students develop good habits of self-learning, and then according to students' personality characteristics and learning ability. As far as possible, teach students in accordance with their aptitude, or divide students in the class into groups to guide students to help each other and promote each other. Thereby achieving better teaching results. In the process, teachers should guide students, mobilize students' creative inspiration, express their own opinions and opinions in the process of creation, generate creative inspiration, and gradually improve students' creativity.

On the other hand, it is necessary to build an academic exchange platform. The world's three major design professional researchers and active training, while the leaders of the institutions provide training opportunities. Enter the famous university to study and study the characteristics, and clearly define the advantages of art design and master the methods of talent cultivation. In this process, we will gradually establish a perfect communication platform to provide teachers with learning opportunities, gradually create institutional characteristics, and form unique academic advantages. Teachers are required to focus on cultivating students' autonomous learning ability in the process of practical teaching. Before the implementation of this work, they should do a good job in data analysis and investigation. It includes brainstorming, computer graphics, data analysis and data collection, and then integrates the collected data to form a systematic data system for teachers of visual communication design major to learn and refer to [7-9].

#### **4.2 Constructing School-Enterprise Cooperative Relations and Really Realizing Complementary Advantages**

In the teaching process of visual communication design specialty, teachers should effectively improve students' practical operation ability through School-enterprise cooperation, cultivate applied talents, inject talent power into enterprises, and at the same time, improve the graduation rate of College students. If we want to achieve the above teaching objectives, we should establish a good form of school-enterprise cooperation in order to achieve win-win situation. In the process of development, colleges and universities at this stage have realized the importance and necessity of establishing school-enterprise cooperation mode, especially in the teaching of visual communication specialty. Enhance the importance of school-enterprise cooperation, combining students' learning ability and comprehensive quality, to provide students with practical training and employment opportunities. Make the teaching of visual communication design more practical, and cultivate the applied talents in a targeted manner, so as to promote the long-term development of talents after graduation. First of all, we should choose the most suitable cooperative enterprise, summarize and classify the types of enterprises, guide students to participate in corporate training activities, enhance practical ability, and increase competitiveness for future employment. From the perspective of school development, the development of a school-enterprise cooperation model is conducive to the growth of teaching experience, while at the same time clarifying the employment needs of enterprises at this stage. Do a good job in data aggregation and other work, effectively improve the school's strength in running schools, and improve the teaching level of visual communication. The construction of the school-enterprise cooperation model helps to highlight the advantages of the visual communication design profession, and expands the teaching content and teaching forms, mainly covering product development, design and production, information promotion and product design. An effective school-enterprise partnership can help institutions establish a good external image and make the company more market-like and truly achieve a win-win situation between the two.

#### **4.3 Renew educational concepts and effectively combine theory with practical teaching**

It is suggested that in the teaching process of visual communication design specialty, we should first build professional teachers' team, then guide teachers to renew their ideas in practical work, change traditional educational ideas, and put more emphasis on the training of practical talents. This is the goal of teaching reform, strictly follow the concept of combining design with artistic creativity, and improve the teaching effect. Suggestions from the following aspects. Firstly, we

should expand the teaching channels, truly realize the teaching reform, make up for the shortcomings and loopholes in the past teaching mode, and mobilize students' learning enthusiasm. For example, when explaining the relevant knowledge of art introduction, teachers should use interactive and heuristic teaching methods to guide students to think fully and concentrate all their attention through the way of historical retrospective. In the process of exploration and thinking, innovative consciousness is formed to meet the requirements of workplace teaching and lay the foundation for future practice teaching. For example, in the visual communication design subject teaching session, the teacher can set practical cases in a targeted manner, and divide the students in the class into several groups for impromptu expression. Explain your own opinions and opinions. This process will enrich the students' knowledge reserves and effectively improve their overall quality. Second, it is necessary to make effective use of multimedia and information technology to make classroom teaching more vivid and flexible. The use of multimedia technology can meet the needs of visual communication design professional teaching, and help students improve their artistic aesthetic ability. And collect the words related to the curriculum, adapt to the social development trend, clarify the social needs, and constantly carry out self-improvement and self-improvement to enhance creativity.

## 5. Conclusion

In summary, this paper mainly discusses the related issues of workplace teaching in visual communication design. Firstly, it summarizes the status quo of professional practice teaching, then expounds the nature of visual communication professional teaching, and finally puts forward the strategy of teaching innovation, in order to bring reference and reference for relevant teaching and research personnel. We should also pay more attention to practical teaching, make the teaching process more professional and standardized, meet the growth and development needs of students, and focus on training applied and innovative talents. Promote talents to achieve sustainable development, enter society can also have a long-term foothold, realize their life value and social value.

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