

Reflections on the Teaching of Visual Communication Design Based on the Guided Teaching Model

Yao Tian

College of Art Design and Media, Wuhan Huaxia University of Technology, Wuhan, 430223, China

Keywords: Guided teaching method; visual communication design; teaching; application

Abstract: At present, in the teaching process of visual communication design specialty, more and more teaching and research personnel are aware of the necessity of reforming the traditional teaching mode. At the same time, we need to renew the teaching concept, change the role between teachers and students, change the students' passive learning state, and reflect the students' principal position. Teachers should also become the guides and guides of students' learning direction from the former knowledge communicators, cultivate students' interest in learning, take this as a guide, broaden the scope of teaching, enrich the content of teaching, and ensure the quality of teaching. This paper mainly discusses the application strategy of the guiding teaching mode in the teaching process of visual communication design. Starting from various aspects, my own opinions and thoughts are put forward, in order to bring reference and reference to relevant teaching and research personnel.

1. Introduction

The visual communication design profession occupies an extremely important position in the college art design curriculum system. It not only enhances students' practical ability, but also improves students' aesthetic quality. In a narrow sense, it can be understood as a flat design, which involves relatively many factors, including poster design, print design, packaging design, image design and book design. In recent years, the scale of domestic art design education has been continuously expanded, and the reform of art design education has been continuously strengthened. Art schools still lack mature experience and teaching mode in the process of carrying out art education. Therefore, we must do a good job in the innovation and reform of art education, avoid following the traditional concept of education, but to examine art education in a pluralistic way of thinking. And renew the traditional education concept, expand the scope of teaching, make teaching knowledge more abundant, formulate systematic education methods to meet the growth and development needs of students, improve their practical ability and artistic aesthetic ability, and achieve long-term development.

2. At present, the common problems in the teaching of visual communication art

The discipline of visual communication specialty emphasizes more on practical teaching, which reflects a certain forward-looking. The so-called forward-looking is mainly reflected in the pace of the development of the times. As the main body of art specialty, the teaching content can grasp the trend of the times. From a single teaching content to a diversified teaching program, the integration of Arts and crafts with the trend of the times has been realized, and a perfect curriculum system of visual communication design has been formed. At the same time, the teaching of design specialty in the world embodies practicality. Its ultimate goal is to improve students' artistic aesthetic ability and visual expression ability, direct to the soul, express their inner thoughts, and convey the viewer's impression and vision to the works, making the works more individualized and innovative. However, at present, the teaching situation of visual communication design in China's colleges and universities, and then found that most of the teaching efficiency is relatively low, while the teaching content is also lack of substantialness, it is difficult to do a good job in teaching guidance in light of the development of the times. At the same time, the theoretical knowledge is relatively narrow, and

the teaching content is relatively lagging. Such teaching methods can not meet the cultivation needs of compound talents, and it is extremely unfavorable for the industrialization development of visual communication design profession [1-3].

3. The advantages of the guiding teaching mode in the visual communication design profession

3.1 Can motivate students' enthusiasm for learning

According to the author's above, it can be seen that the visual communication design professional teaching process emphasizes practical guidance. Teachers should not only convey knowledge through oral means, so that students are in a passive state of learning. Such teaching methods cannot meet the current talent training. On the contrary, teachers need to change the roles of teachers and students, embody the dominant position of students, mobilize students' learning enthusiasm and cultivate students' creativity through effective guidance. If we want to achieve the above teaching objectives, we should make effective use of oriented teaching, so that students' passive learning state can be transformed into the state of active acceptance. Teachers need to create favorable conditions, through effective guidance to encourage students to actively explore and learn, and gradually build a student-centered classroom model.

In the process of application-oriented teaching mode, teachers mostly divide the courses in textbooks into several subjects, and then insert them into teaching practice, combining students' learning ability and personality characteristics. Through effective guidance to help students master knowledge, make knowledge learning more thorough and in-depth. In addition, the application of the guidance teaching method requires students to collect knowledge related to the teaching curriculum by themselves, and to formulate a targeted learning plan, select the most appropriate learning program, and define the learning objectives. After completing the tasks assigned by the teacher, the information feedback will be carried out, and finally the teacher will actively communicate with the teacher to get guidance and encouragement from the teacher. In this process, the teacher can also conduct objective and fair evaluation. Make the student's learning process more dynamic. The application of this teaching method helps to mobilize students' interest in learning, make it more motivating, help to create an active classroom atmosphere, and ultimately create an efficient classroom [4-6].

3.2 Can help students develop good habits of self-directed learning

Compared with the high school infusion teaching method, colleges and universities in the visual communication design professional teaching process, more emphasis on independent learning, and actively change teaching, innovative teaching methods. Combine students' learning needs and growth characteristics, introduce advanced education methods, and finally develop targeted teaching programs. At the same time, the use of guided teaching methods to ensure visual communication design teaching efficiency. It is worth mentioning that the application of this teaching method can help students renew their knowledge, enrich their knowledge reserves, plus the guidance and evaluation given by teachers. It will enhance the students' self-study ability to a certain extent, enhance their innovative consciousness in self-study, and then achieve all-round development.

It is worth mentioning that in the process of applying the oriented teaching method, teachers need to guide students to actively consult relevant information and data, so as to lay a foundation for knowledge learning in the next lesson. In the process, students will develop their own learning initiative, explore their potential and improve their learning ability.

In addition, in the process of applying the oriented teaching method, the teacher mainly plays a guiding role and changes the passive learning state of the students. To transform what I learn into what I want to learn, students need to master more knowledge through independent learning and enrich their minds, so that knowledge can be effectively expanded and learning efficiency can be guaranteed.

4. Application Strategies of Guided Teaching Method in the Process of Visual Communication Design Major

4.1 Emphasizing the Training of Professional Ability

The teaching link of visual communication design specialty should focus on the cultivation of students' professional ability. Today's society is a highly division of labor and cooperation society. Only by improving professional ability and more team spirit can we achieve long-term development. Especially for art students and students majoring in visual communication design, we must pay attention to the practicality and sociology of this subject. This is the knowledge that teachers must master. At the same time, they also need to actively perform their duties in practice, focus on improving students' hands-on practical ability, clarify the future development direction, and enable students to actively participate in the teaching classroom to ensure teaching efficiency.

Teachers are advised to use the guided teaching method to effectively simulate the professional situation, provide direction guidance for the students' learning process, and make the teaching process more open, flexible and changeable. Moreover, teachers should also take practical teaching as the basis. Setting up practical training projects, combining theoretical courses with practical projects effectively, formulating perfect design schemes, assigning corresponding topics to students, requiring students to organize their own teams and give full play to their respective advantages. In the process of cooperation and learning, teachers should complete the tasks assigned by teachers, change the passive learning state, and develop good habits of active learning [7-9].

In addition, in the process of applying the oriented teaching method, teachers should first determine the teaching process and clarify the content of the project, which mainly involves design conception, technology application, engineering management, material selection, artistic orientation and engineering budget. Combining with students' learning ability and learning needs, we can integrate them effectively, and divide the students into several groups and working groups to help students set learning goals, so that students' learning process has clear direction. The application of the guided teaching method enables students to position themselves well, identify their own deficiencies in teamwork, improve themselves and improve themselves in practice, solve problems proactively after encountering problems, and develop good habits of active learning. It will also form a sense of collaboration and realize the importance of cooperation with others. In the future, it will also focus on enhancing professional competence and greatly improving professional ability.

4.2 Provide students with practical opportunities

In the process of designing and conveying the design profession, if you want to take advantage of the application of the guided teaching method, you should first realize the practicality and practicality of professional teaching, and clarify the trend of social development. As well as the employment needs of enterprises for professionals, the focus is on cultivating students' professional ability and promoting their all-round development. At this stage, colleges and universities have shown a certain lag in the process of talent cultivation, which is mainly reflected in many aspects such as single content and monotonous skills. It leads to the lack of motivation in students' learning process and the lack of professional knowledge, which makes students' professional quality insufficient and can not meet the employment needs of enterprises. In the future, they will face many problems such as employment difficulties when they enter the society. In view of the above situation, teachers can make teaching methods through guidance, first of all, to convey theoretical knowledge to students, and then focus on training students' practical operation ability, focusing on improving students' comprehensive quality.

Teachers are required to contact relevant enterprises, establish good cooperative relations, set up targeted projects for students, and guide students to complete project-related tasks and work by themselves. In the process of project operation, students will improve their design ability and problem solving ability. In view of the problems that students can not solve by themselves, teachers need to give targeted guidance and provide effective suggestions to help students complete the project-related problems. In the process, students will be aware of their own shortcomings and will improve their professionalism in the process of solving problems. Starting from on-site construction,

material selection, process selection and printing process, we will get targeted training, improve work efficiency, and guide students to integrate theoretical knowledge with practical training to greatly improve overall quality.

4.3 Realizing educational resource sharing in the teaching process

In the teaching process of visual communication design, teachers should first clear the direction of teaching, and should share the educational resources as much as possible so that each student can enjoy the right to apply educational resources. Teachers should play their guiding role in the process of experimental teaching, reasonably promote the progress of teaching, and collect resources and data related to the course in advance. In the initial stage of professional teaching, teachers need to develop a syllabus, clarify the teaching objectives, and reflect the student's main position, and share the knowledge they have with the students. In the process, we should strengthen the communication with students, strengthen the education between teachers and students, and make students aware of the interest of learning professional courses. Willing to learn actively and accept the guidance of teachers, based on this situation, teachers need to arrange students to read well before class, and prepare relevant materials in advance to ensure students' participation in the classroom and create an active classroom atmosphere.

5. Conclusion

To sum up, the major of art communication and design is an extremely important part of the art design curriculum system in China. The opening of this course helps to cultivate students' creativity and arouse their creative passion. To tap the inherent potential of students, make them more aesthetic ability, and eventually become applied talents. After analyzing this article, and then discovering the teaching of visual communication design, if teachers want to achieve better teaching results, they should effectively use the guided teaching method to provide direction guidance for the students' learning process. Strengthen the emotional communication with students, help students solve problems in the practice process, improve students' practical ability and problem solving ability.

References

- [1] Wijaya H. Practice-Led Project as a Creative Method to Enhance Theoretical Knowledge in Art and Design Education [J]. *Advanced Science Letters*, 2017, 23(2):726-729.
- [2] Shi, Guomiao. Intelligent color correction method of logo pattern in visual communication design [J]. *Journal of Discrete Mathematical Sciences and Cryptography*, 2018, 21(2):263-269.
- [3] Kong, Cheng. Adaptive correction method of two-dimensional image deviation in visual communication design [J]. *Journal of Discrete Mathematical Sciences and Cryptography*, 2017, 20(6-7):1441-1446.
- [4] Mejía, G. Mauricio, Chu S. A Model for Visual Communication Design: Connecting Theories of Rhetoric, Literacy and Design [J]. *The Design Journal*, 2014, 17(1):29-43.
- [5] Little D, Felten P, Berry C. Learning-to and from-the Visual Critique Process [J]. *New Directions for Teaching & Learning*, 2015, 2015(141):77-86.
- [6] Lu H, Li Y, Xu X, et al. Underwater Image Enhancement Method Using Weighted Guided Trigonometric Filtering and Artificial Light Correction [J]. *Journal of Visual Communication & Image Representation*, 2016, 38(C):504-516.
- [7] Wang Y. Research on the Visual Communication Design Based on Technology of Computer Graphics [J]. *Advanced Materials Research*, 2014, 846-847:1064-1067.
- [8] Stéphane Vial. Philosophy applied to design: A design research teaching method [J]. *Design Studies*, 2015, 37:59-66.
- [9] Chu-Yu C, Yang-Kun O, Ching-Lung K. How Chinese Semantics Capability Improves Interpretation in Visual Communication [J]. *Eurasia Journal of Mathematics, Science and Technology Education*, 2017, 13(6):2299-2307.