

Exploration and Research on Advertising Graphics Teaching in Digital Media Era

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Abstract: based on the analysis of the forms and thinking methods of advertising graphic teaching in modern design, this paper discusses the teaching objectives and methods of graphic creative teaching in the digital media era, as well as the different applications and development prospects of graphic teaching from the perspective of semiotics, combining the basic principles of gestalt psychology and the classroom teaching practice of graphic creativity, this paper analyzes the application forms of advertising graphic creativity to understand the basic methods of graphics creative graphics teaching in the digital media era this method can provide reference for designing classroom teaching.

1. Introduction

Structuralism, which began in Europe and America in the late 19th century, and the graphic design courses of Bauhaus are the origin of modern advertising design teaching. Bauhaus College established a design system centered on ideas and problem solving. This design system emphasizes the scientific approach to the decomposition of art into a combination of points, lines, surfaces and forms. In the teaching of advertising subject in our school, the analysis method of Bauhaus composition is used for reference, and the graphic course is used to establish students' understanding of the comprehensive subject foundation of advertising design, cultivate students' creativity and thinking ability, and lay a foundation for choosing the future practice and exploration direction. In order to adapt to the development of teaching in the digital media era, the characteristic teaching form of rain classroom has been introduced into the diversified curriculum training program. This paper will discuss the teaching reform and research of advertising graphics course in the digital media era from the aspects of teaching objectives, teaching methods and the creation of shared teaching platform.

2. Several Aspects of Graphic Design Teaching Exploration

The 21st century is called "the era of reading pictures". The teaching of graphics basis should be based on the revolutionary changes brought by digital technology in the information society. The digital age makes the production and consumption of images and graphics become the important conditions for the public to receive information and complete communication. The research on advertising graphic language also needs to construct new methods and concepts suitable for visual communication. In different colleges and universities, graphics teaching has different training methods and methods. It can be done by hand drawing, collage, photography or computer, so that students' design thinking and creative methods can naturally form their own personalized style in the process of teaching and learning, which is the ultimate goal of teaching in the course, the creative concepts triggered by the theme are used to express the visual images in a vivid and tangible way. In combination with different items, cartoon images or cultural symbols, the image integration form of deconstruction and isomorphism is used to achieve the best communication effect in graphic design. In the course, graphic thinking design should be carried out first. Through

sketching, the visual image of objects can be clarified, so that students can master the basic principles and skills of advertising graphic design, and develop the ability of design thinking, collaboration and hand-drawing. The course is divided into two parts: basic ability and extended ability, and the traditional teaching is changed into interactive teaching to strengthen the design Basic elements and form of visual training, through the point, line and surface of the visual elements, promote the unity of content and form, for students to build a solid, applicable professional basis.

2.1 The Teaching Method

The use of graphics and graphic design concepts from the point of view of the design discipline began in the modern era. In the 1950s, Max Beale, the first president of the Ulm School of Design in Germany, officially opened a semiotics course at the school, advocating the intervention of “problem/solution” In the field of graphic art, symbols and graphic design are studied [5]. Current graphic design course of material culture level, and other multidisciplinary penetration in the field of industrialization level, make the teaching on the one hand, we should strengthen the graphic design and visual crossover study of sign language culture, on the other hand, should consider the graphics in the actual application of the art design, the content of the different disciplines involved in the teaching process, as far as possible for students to create combined theory with practice, practice process full of imagination, inspiration and improve the students' creative thinking ability, develop professional foundation teaching, training applied talents of diversification.

Graphic language is a way for human beings to recognize the world and make visual representations. As a compulsory basic course of art design, graphic course itself has formed a relatively fixed teaching system and mode, but there are still many problems. 1) The textbook structure is stereotyped and general, but it ignores the cultivation of students' intuitive ability and feeling ability; 2) The limitation of single teaching mode makes students have little taste of the ability to observe and reconstruct things; 3) The combination of teaching and students' major is not enough, and students usually fail to pay attention to the significance of this course for future professional design. The above problems partly affect the cultivation of students' innovation ability and the improvement of their learning enthusiasm.

Therefore, on the one hand, students should be guided to conceive and create with graphic methods in the course teaching. Specific to teaching that students face design competition, such as project design, graduation creation subject often put forward how to borrow form the significance of the problem and to form product, to cultivate students with creativity for the purpose of exploring the aesthetic quality of modernity [5], consciously to visual graphic features associated with historical and cultural connotation, make the students' personality and creativity in graphical form. On the other hand, in the teaching and research based on gestalt psychology, any graph is composed of the most basic points, lines and planes. At the same time, the graph can not only be shown by hand, but also appear in various forms of electronic media. It requires not only the accumulation of theoretical knowledge of design thinking and ability of hand-drawing, but also the improvement of software learning skills constantly updated.

2.2 Creation of a Shared Teaching Platform

In a comprehensive university, according to the law and characteristics of graphic design education, the integration of school resources, the establishment of a comprehensive application, innovative experimental content of graphic design curriculum system as the subject of advertising development needs. With the influence of the computer and information age, people are more and more dependent on the graphic expression of ideas and behaviors. The technological development of mobile phones has provided space and technical guarantee for the popularization of online courses. At the same time, we will build a shared resource platform to promote interdisciplinary integration. Such as e-book reading, class discussion, mind mapping and other forms to create a positive learning atmosphere. Students are encouraged to combine the theoretical knowledge in textbooks with the campus environment and apply it in class and after-class exercises in the form of life graphics to improve their interest in learning and creative thinking, which will greatly promote

their future professional learning and practical ability. For example in large love HuaShi suitcase in graphic design, to love the trademark HuaShi elephant animal image carrier, combined with bags, lenovo extension, creativity and performance, and with big wide “as the theme, combined with the love in the course of HuaShi project design platform, the mobile phone to a Shared resource students can interact in the platform, share learning ideas and graphically creative communication, fun.

3. Research on the Teaching of Graphic Design

Under the influence of the industrial revolution and various artistic schools in the 20th century, modern graphics are enlightened by profound implication and philosophical thinking and are sublimated in the aesthetic sense. In order to better cultivate students' creative thinking, we should seek aesthetic modernity and graphic modernity with new creative thinking mode.

3.1 Graphic Teaching Research Based on Gestalt Psychology

A Gestalt means “pattern, shape, form”. Gestalt psychology focuses on the meaning of form. In the course of Graphic Creativity, on the one hand, the establishment of the cross-course system can be enhanced through the explanation of the comprehensive knowledge of the subject; on the other hand, the ultimate goal of graphic creativity course is to reserve the foundation of design. Therefore, it is necessary to increase the learning of the knowledge of graphic creative ideas in the course. Among them, semiotics covers philosophy, linguistics and culturology. Since the establishment of the theoretical scale of semiotics at the end of the 19th century, semiotics has exerted an important influence on mass communication, cultural phenomena, politics, economy and other social sciences. Gestalt psychology is most illuminating in the form of graphic symbols. It is mainly reflected in the following aspects:

The interaction force between the picture and the background and the background is generated in the perceptual experience; the background causes the inference that the picture is oriented out of the picture; the picture pulls the background outward. Such as the symbol of the Apple. In plastic arts, the main image in a picture is usually called conformal, and the image around it is called negative. In design, negative shape is often designed to hide a specific image of the figure, conformal and negative form borrow each other, implicit in a line of two different content. This creative technique is also known as “bottom swapping”. The relationship between positive and negative Spaces, the influence of horizontal and vertical shapes, and shapes determine visual orientation.

Graphic Isomorphism According to the gestalt psychology of isomorphism, human beings have basically the same pattern of aesthetic force, and they have similar aesthetic experience to a certain extent to the pattern of balance, harmony, stability, regular movement and other forces. If one or more basic forms are pieced together to create an imaginative visual image, the basic forms may have similar meaning or appearance, or may differ greatly. The basic form in the direction and position relationship, can use reflection, movement, rotation, overlap, through overlapping, interleave and other forms. Is relative to the business of creating, constitute the various visual elements in the design of organization and arrangement, pay more attention to the overall design, at the same time also pay attention to the form design elements such as text graphics, such as the school of Oriental leaves drinks in the supermarket, except for the leaves marks, packaging graphics using a unique process drawing art, fully shows the visual principle of gestalt psychology.

Gestalt psychology emphasizes that observation should be taken as a whole and focuses on how to organize visual information into a meaningful whole and how to understand this process. Must follow integral sex principle, namely go up from the integral relation of visual form hold.

3.2 Teaching Practice of Graphic Design Course

In teaching, students are guided to use the theory of composition to analyze the formal language of traditional graphics. The course traces the development history of the visual form of graphic language from the perspective of composition, interprets the development and changes of design

styles, so as to effectively grasp the design thinking and methods of graphic creativity and combine the modernity of traditional graphics and design.

In terms of advertising graphic creativity, consumers take vision as a more effective way to experience products to some extent. Taking Wujiang mustard as an example, the packaging graphics extract the core brand value of “quintessence of Chinese culture”, and reconstruct wujiang's distinctive brand vision with the elements of Chinese red, paper-cut and Peking Opera facial makeup. Created works is the Bauhaus school of design, and practical, is the combination of technology and art in the course of teaching modes, such as Chinese painted pottery is given priority to with abstract geometrical lines, including figurative pattern is relatively abstract geometry, the deformation of generalization of these patterns is highly, grainy decoration tastes, most similar symbols. In form, these figurative figures adopt shadow shape and other interesting decorative techniques, reflecting the ancient ancestors' artistic refinement and generalization of nature. In the current information age, the inherent expression form of traditional graphics seems not so fashionable in the current design context. In the course, we can learn from these links Study practice, first select the traditional elements as the research object, discusses the form and determine its can be used in the design of graphic symbol, then extract the business, and according to the group composition method will be the business in the form of superposition, use curve and linear combination again, both “the new combination of old elements” [5], and associated with specific goods, means of advertising creative need through the familiar symbol combination, generated by combination the symbolic relationship between the meaning of the goods they need to communicate, using the associative thinking, will be thinking of both objects and have to master the knowledge of the analogy, A form of design thinking that derives a new creative idea based on the correlation between two designs to develop graphic creativity. Reference to China's traditional graphics resources, with the modern design of graphic form to enrich and update the traditional patterns of schema language, causes the student to design is no longer dependent on the “search + processing transformation” model, but according to subject to collect data, extracting concept, using the principle of gestalt psychology, through the sketches for the design feasibility analysis in order to find a suitable graphics language, is the teaching purpose of design practice.

4. Creative Teaching Methods of Advertising Graphics in Digital Media Era

The traditional teaching of advertising graphics consists of product identification symbols (including logo, packaging, slogan, etc.), image symbols, graphic characters and other factors. In the traditional teaching mode, theory is combined with practice, and the graphic design theory of gestalt psychology is applied to convey visual concepts in combination with the specific meaning of ICONS, which means colors, symbols, diagrams, emoticons, buttons, signs or advertisements -- anything that can represent ideas or pictures. The main form of teaching is teachers' explanation and students' classroom practice. However, due to the lack of understanding of market, process and technology, the curriculum design task lacks pertinence, the classroom content is monotonous, and students' enthusiasm is not high. The course generally analyzes and solves problems from the introduction of creative concepts. In this process, advertising design concepts are connected and organized through certain graphic symbols or visual images, meaning is constructed in the way of language, and is presented with graphics, such as Mengniu breakfast milk and White and black cold film It's a case of conceptual innovation. Courses in large creative with love HuaShi brand or product positioning in the design of plane class advertising creative design, make the students through to the brand identity graphics lenovo bring original ideas, from the little things of everyday life to emoticons, will own ideas into the modern design applications, and through the associative thinking.

With the influence of computer and information age, Internet of things applications represented by high-speed Internet, image file processing, online music, animation download and online games are gradually popularized in the visually rich and digitally connected world, whether on e-commerce platforms or browsing mobile phones. Since the 1970s, the global uniform identification system with bar code as the core has been promoted and applied globally. The Internet of Things,

based on the global product electronic code, advocates the full realization of data resources through the identification of items and objects. Far-reaching innovation is taking place in all areas of technology around the world, continually changing consumers, businesses and the way they interact, and stimulating innovation in the advertising market. In the teaching of advertising graphics, in order to make advertising products more recognizable among consumers, the visual form of graphics lays more emphasis on the originality and individuality of works. In the training plan of advertising innovation talents, schools pay attention to the cultivation of design thinking ability on the one hand. On the other hand, how to cultivate high-quality “compound” innovative talents to meet the needs of the development of the intelligent era has also become the most urgent key problem to be solved in design education and teaching^[6]. Based on the unique thinking mode and knowledge structure of design students, the teaching plan and content with pertinence and adaptability should be formulated. While exploring the professional depth and expanding thinking, the cultivation of original thinking, hand-drawing ability and design skills should also be emphasized. It mainly includes the following aspects:

4.1 Teaching Objectives in the Digital Media Era

Based on the theoretical system of gestalt psychology, combining with the practice course specific goals for through the study and practice, to make the students master the design theme, refining the design concept, a visual graphic design information equivalent transformation and the process of creative graphics, and emphasis on the localization of graphic creation, adhere to the original, find different in the conceptualization of graphically creative graphics thinking and expression form, through the software design, design method and other aspects of learning, training students design strategies and skills, learning lays the foundation for follow-up professional courses.

As a comprehensive university art college, on the professional personnel training target is given priority to with comprehensive quality and ability of students, different from the professional colleges and universities, and the course assignments in the form of project report, the students' ability of information collection, team cooperation ability, speech expression ability and the ability of creative graphics as the basis of curriculum assessment. For example in large love HuaShi marketing creative planning case, from print ads, television, advertising, offline terminal promotion plan, brand promotion, online Internet, WeChat, all platforms such as weibo marketing case discussion, to submit a detailed work plan, implementation, etc., through the love HuaShi “hold, the world is your” creative concepts and derivative product graphic design, combined with the expression of love HuaShi mascot design group presentation report, make graphically creative theoretical knowledge to applications in the actual project practice.

4.2 Exploration of Teaching Practice in Digital Media Era

In the traditional teaching mode, on the one hand, with the modernist design concept led by “Bauhaus design” as the mode, the teaching of graphic design mainly focuses on concise and abstract plane geometric figures. On the other hand, the sharing of Internet platform information provides courses with more graphical resources, and also brings about the problem of education quality. In the teaching practice to explore, to teachers' teaching and students' practical give priority to, at the same time under the guidance of teachers, students in combination with the teaching of the course combined with the practical application from the overall implementation of interdisciplinary teaching, and resource sharing is to cultivate students a correct concept of graphic cognition and understanding of art new teaching attempt, in graphically creative course, on the one hand, the mixed online education mode, applied with classroom teaching form in the teaching of the course, timely upload related course learning materials, such as micro lesson video, PPT, each class teaching task analysis, case pictures, Group class discussions and making theoretical knowledge test regularly check the students' learning situation, through different format to make the students master the design of the courseware push thinking method and new technology, and adapt to the needs of different interest in students through the network teaching independent construction project design practice, make students clearly understand the knowledge of the course, including the development history of graphics, graphics, the creative way of thinking, the graphic method and its

graphic language expression way of creative, graphics, the accuracy of the information.

In offline course, theory combined with practice, through classroom reading literature theory knowledge, combing graphically creative design thinking, the students to draw on the blackboard, please graphics lenovo creative mind map, categorizing students participating operation practice don't conduct job evaluation, some students homework is given priority to with hand-painted performance, some emphasize visual creative, some classmates homework shape to the theme of self-discovery homework, homework abound individual character and originality, inspire the student to adopt diverse perspective to interpret and graphics;On the other hand, through learning, I realize that graphic creativity is to use the concepts of other disciplines to elaborate and define the definition of "graphics" and understand the relationship between graphic creativity and other disciplines. Advertising graphics applications in different professional disciplines (figure 3), the relevant professional course teacher timely intervention, the graphical features of the concept of innovation, application way, assessed, such as modelling beauty through online teaching platform from the aspects of technical feasibility to give evaluation and guidance to the concept of [6], is also an effective form to develop teaching sustainable development. Such as large game love HuaShi marketing creative planning of project planning the design of the book, with books design course, from the creative, research, data compilation, plan design, selection of materials, and then to the actual operation of book design, on the production of finished products in the process and graphics, the content of the course through the combination of theory and practice, to better cultivate students' ability and the social demand for talents, in order to adapt to the trend of the development of digital media era, with large love HuaShi project as subjects, the combination of future books shape design interactive resources sharing platform.

5. Conclusion

Based on the exploration of talent training mode teaching, this paper analyzes the application methods of graphic creative teaching in the digital media era. From traditional graphic resource sharing to original sharing of ideas, how to form the concept in the teaching research, abstract form, through association analysis of the specific symbolic language and the use of forms, explore how to deal with graphic creative language level and the organizational structure, and emphasize the form of intrinsic connection between the concept and graphics. As a basic course of advertising creativity, graphic design is a compulsory course in advertising design. Graphic language, a symbol system, must have the characteristics of visual communication including cognitive, cultural, intuitive and communicative. And sums up the inherent law of modern graphics creative thinking and plane, multi media, advertising creative method of new technology, visualization, students on the basis of can also by the skills and interests to choose courses, in the content of the course setting should be according to the different interests of students, according to their aptitude, and fostering students' independent thinking of design thinking, outstanding interdisciplinary thinking as the core, study the process of computer aided teaching, cultivation of comprehensive development of the advertising creative talents.

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