

Research on the Cultivation of Students' Innovative Ability of Art Design Majors in Colleges and Universities

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Abstract: With the rapid development of China's society and economy, international cultural exchanges have become more frequent. The quality of our country's cultural and creative products is constantly improving. At the same time, people's aesthetic requirements for art design are constantly changing. This requires art design students to have more comprehensive professionalism and innovative design capabilities. However, at present, the art design majors of many colleges and universities in China still focus on cultivating students' skills, ignoring the cultivation of students' innovative abilities, and the homogenized art design can no longer meet the needs of modern society. Therefore, Chinese colleges and universities must keep pace with the times, reform art design education in a timely manner, and pay attention to cultivating students' innovative ability.

1. Introduction

With the advancement of China's economy and culture, the demand for high-quality art design talents is growing. As a key place for cultivating art design professionals, colleges and universities in China must consider how to improve the innovation ability of art design students in the process of art design education. Because only students have the ability to innovate, they can design outstanding works that are unique and have their own unique style and artistic taste. Therefore, Chinese universities must recognize the importance of cultivating the creative ability of art design students. Under this background, it is very necessary and important to study the cultivation of creative ability of college art design students.

2. Current Situation of Art Design Education in Chinese Colleges and Universities

The goal of talent training is not accurate, and students' innovation ability is low. The purpose of the establishment of art design education in colleges and universities in China is to cultivate professional art talents with artistic creation and application ability for the country and society. With the rapid development of China and the economy, colleges and universities in order to meet the needs of the society for high quality and innovative art design talents. In terms of talent training objectives, it should focus on cultivating innovative art design talents. In the development of teaching activities, the integration of professional theoretical knowledge and concrete creative practices should be organically integrated. However, for most colleges and universities in China, it is not accurate to target the training of art design professionals. It pays too much attention to the cultivation of students' theoretical knowledge and professional skills, and seriously neglects the cultivation of students' innovative thinking ability. In the development of teaching activities, teachers rely too much on teaching materials, and pay great attention to the students' written achievements. They judge students by attendance and test scores, which is not conducive to the cultivation of students' innovative thinking.

The admissions system is not standardized. Since the end of the 1990s, colleges and universities across the country have generally greatly increased the enrollment of art design students. This has led to a rapid increase in the number of students in art design in China, but the quality of students has declined year by year. In the specific enrollment process, colleges and universities around the country mainly refer to the analysis of students' professional scores, such as art, music and sports, and pay insufficient attention to the scores of cultural courses such as Chinese, history and foreign

languages. In this context, more and more students with poor academic scores choose to study art design and gradually ignore the study of cultural classes. Moreover, some admissions colleges still participate in the enrollment of art design students in the absence of teachers and school conditions. The irregularity of the art design enrollment system has led to many problems in the art design education of colleges and universities in China. This has seriously affected the further development of art design education in Chinese universities.

Teaching mode is in accordance with the rules, which is not conducive to the cultivation of students' innovative ability. College art design is a highly professional, theoretical and practical combination of courses. At present, many colleges and universities in China are lagging behind in the process of teaching art design education. Not only are the curriculum behind, but also the teaching model is in accordance with the rules. These make the design of art design graduates not high enough to meet the needs of society and the development of the times. First of all, in terms of curriculum, many college teachers have basically explained the professional knowledge and basic theory courses, but they neglect the organic combination of theoretical knowledge and professional practice, which leads to students' low ability to learn and cultivate students' innovation. The ability is even more difficult. Secondly, in the teaching mode, most colleges still adopt the traditional teaching mode based on the lectures given by the teachers. In this case, the students' participation in the classroom is less active and less active. The acceptance of professional knowledge and skills is also very passive. These all impede the development of students' innovative thinking, which leads to the poor training of students' artistic innovation ability [1].

Teaching is out of practice, and students' ability to learn is low. The cultivation of art design professionals in colleges must be in line with the development of society. Only when professional knowledge is applied in the process of social practice, students can constantly discover their own shortcomings and continue to supplement. However, there are not many social art practice activities for art design students in various colleges and universities across China. There are few opportunities for students to carry out theoretical knowledge in social practice. In addition, in the classroom, teachers pay too much attention to the cultivation of theoretical knowledge and professional skills, coupled with the obsolete single teaching methods, which lead to less practical opportunities for students. Finally, some colleges lack a practical teaching base for art design students. The emphasis on students' practical activities during the teaching process is low, which leads to the lack of applied theory and skills for art design students to carry out higher-level art [2].

3. The Cultivation of Creative Ability of Art Design Students in Colleges and Universities

In people's daily life and production, art design plays an indispensable role. Art design education also plays an important role in college education. With the rapid development of China's society and economy, people's requirements for art design talents are getting higher and higher, focusing on the cultivation of innovative art design talents, strengthening the reform of art education in colleges and universities, and improving the quality of art design talents in universities is imperative.

Clarify the direction of talent training and focus on cultivating innovative talents. The core purpose of setting up art design majors in Chinese universities is to train high-quality talents with artistic innovation ability for the society. They should have deep theoretical knowledge, strong professional skills and high creative thinking ability. After clarifying the direction of innovative talents training, colleges and universities should keep pace with the times and insist on carrying out targeted talent training in accordance with the actual needs of society. In the process of carrying out art design teaching activities, colleges and universities should actively encourage and guide teachers to change the teaching concept. For the evaluation of art design students, we should not simply refer to the students' attendance and final exam scores, but also pay attention to the professional practice of students. Ability conducts a comprehensive evaluation of whether it can meet the actual needs of society and whether it has certain innovative capabilities. In addition, colleges and universities should actively carry out localized and individualized teaching in light of local humanities and natural characteristics. With the continuous expansion of the enrollment of art design talents in universities across the country, some local universities with low teaching resources are not rich in

teaching. Teaching, to form their own local advantages, can effectively improve the competitiveness of their art and design talents.

For high-quality innovative art design talents, it should not only have excellent artistic design expertise, but also need to have a strong comprehensive cultural quality [3]. In the process of enrolling students in the art design profession, colleges and universities should not only pay attention to the professional skills of students, but also comprehensively consider the students' cultural scores, and conduct a comprehensive assessment of the students' professional grades and cultural grades according to a reasonable proportion. Colleges and universities can appropriately participate in testing students' design innovation ability and logical thinking ability, and forming a scientific and standardized enrollment mode is conducive to the cultivation of post-art design professionals. In addition, for the universities participating in the art design enrollment activities, the quality of the school and the conditions for running the school should be assessed accordingly. Only the universities that meet the teaching conditions of the art design profession from both hardware and software can cultivate high-quality innovative art design. Talents are guaranteed.

Improve the teaching model and focus on cultivating students' innovative ability. In order to improve the creative ability of art design majors, colleges and universities should also actively improve the education design mode of art design. First of all, in terms of curriculum setting, colleges and universities should actively update the curriculum content in accordance with the actual needs of the society, and adjust the curriculum according to the students' knowledge acceptance ability. For example, in the first year of university, teachers should cultivate students' basic theoretical knowledge. With basic professional skills, through the study of professional knowledge, students will lay a solid foundation for future study; in the second year of college, teachers should focus on cultivating students' professional skills, and teaching should not be separated from practice, and professional knowledge should be emphasized. In combination with practice, in the third and fourth grades of the university, teachers should actively guide students to participate in art design practices, such as classroom practice, intra-school base practice or social practice, and improve students by providing students with sufficient opportunities for artistic design practice. Secondly, in the teaching mode, teachers can actively try various teaching modes such as role exchange and group cooperation, improve students' participation in the classroom, mobilize students' interest and enthusiasm for learning, and guide students to constantly create different creative ideas in art design. Communicate, collide, think, and innovate. For example, in the process of teaching art design education, teachers can set up a topic for students and group students. The students who complete the grouping are first individually designed and produced. Secondly, the design ideas of the students in the group will be exchanged, so that each group can select the most creative design works and explain their thinking process. After all the teams complete the display and explain the works, the teachers can comment and guide accordingly. And to assess the most creative design works, of course, teachers can also actively invite some art design companies or professionals in the field of art design to participate in the review and guidance of student works in the course of teaching [4]. In this process, not only the students' thinking ability has been improved, but also the artistic design vision has been expanded. At the same time, students can truly understand the actual needs of the society for art design talents and the gaps in their own existence, and strive to improve themselves in the future. The artistic literacy provides direction.

Focus on practice and enhance students' ability to apply what they have learned. In order to better meet the needs of the rapidly developing modern information society for the innovative high-quality talents of art design, colleges and universities should pay attention to the cultivation of creative ability of art design students, and strive to provide students with opportunities and environment for art design practice. First of all, colleges and universities should establish their own art design practice base to provide students with a convenient and practical artistic practice environment. Students in the process of artistic design and production, even if they encounter corresponding problems, can also consult professional teachers in time. Secondly, strengthen the cooperation between schools and enterprises, actively contact the local art design enterprises in the universities, provide students with opportunities for social practice, and truly feel the real needs of

enterprises for art design talents [5]. Finally, urge university teachers to participate in art design practice activities, strengthen professional practice in the classroom and after-school, continuously improve and improve students' artistic design skills and skills, and improve students' artistic innovation ability.

Actively introduce high-quality art design education talents and improve the quality of professional teachers. In the process of students' growth and development, teachers play an important guiding role. Therefore, the level of college teachers also determines the professional skills and professionalism of students [6]. In the process of carrying out art design education and teaching activities, teachers should strive to improve their professional skills and constantly update their professional knowledge to explore cutting-edge educational concepts and improve their overall quality to help students move higher and further. In addition, in the specific teaching process, teachers can not be separated from the actual needs of the society and enterprises. Teachers should go deep into the society to conduct research and study, understand the information, adjust the teaching content and teaching methods in time, and strengthen the cultivation of students' practical ability and innovative consciousness. Finally, colleges and universities should actively introduce a group of high-quality art design talents with certain practical design experience, improve the level of art design teachers in colleges and universities, comprehensively assess the teaching ability of art design teachers, and create a high-quality and high-level art design education.

4. Conclusion

In summary, the development of society is inseparable from innovative high-quality talents. China's institutions of higher learning must adapt to the development of society and continue to reform to achieve the cultivation of innovative talents. In the process of teaching art design education, only by accurately positioning the direction of art design professionals, improving teaching methods, setting reasonable and scientific curriculum content, and combining practice and theory can better cultivate more professional practice. Keeping pace with the times, keeping up with the trend of social development, and meeting the actual needs of all aspects of society for high-quality and innovative professional art design talents, is the direction of the continuous efforts of art design majors in China's colleges and universities.

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