

## Investigation and Analysis of the Present Situation of Practical Teaching in Visual Arts Major

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**Keywords:** Practical ability; Teaching mode; Practical teaching; Countermeasure analysis

**Abstract:** The major of visual communication design is an important branch of art design. Vision is an important way for human beings to obtain external information in foreign communication. In the era of commercial information, visual communication is more and more widely used in it. In the teaching practice and analysis of the major of visual communication in Colleges and universities, we find that there are many problems in the implementation and grasp of the practical links of the professional courses of visual communication offered by colleges and universities in our country. The analysis of these problems will help us to strengthen the practical teaching of visual communication in Colleges and universities, improve the comprehensive quality and practical ability of students majoring in art and design, and is the most effective way to expand the employment advantages of graduates. Starting from the current situation and problems of the practical teaching of visual communication design specialty, this paper makes an analysis and preliminary exploration of a series of improvement measures and Countermeasures in view of the existing problems.

### 1. Introduction

At present, the current situation of practical teaching of visual communication specialty can be summarized as follows: Firstly, most of the major of visual communication still focuses on theory teaching. Practice teaching is basically classroom practice, which is only a simple extension of book theory or some training of false propositions [1]. Most of the professional practice teaching still stays in classroom training. Students' mastery of the major is mostly confined to theoretical aspects. They lack sufficient understanding of the real enterprise design process, design skills, operation mode, budget formulation, customer communication and so on. As a result, the content of practical teaching is not synchronized with the development of the industry. Secondly, the teachers of practical teaching in visual communication specialty are insufficient and the development of practical teaching is not in place [2-4]. A few visual communication majors try to change their original professional courses into enterprise courses, employ excellent designers of enterprises to teach practical courses, and adopt the method of cooperative teaching with enterprises. However, considering the cost of teaching, most enterprise teachers only teach four or eight classes in professional practice teaching. Because of the limited amount of classes, the practice teaching can not achieve the desired effect [5-6]. Thirdly, practical teaching lacks systematic teaching materials. Nowadays, the quality of textbooks used in the major of visual communication in Colleges and universities is generally not high. Most of the textbooks focus on the explanation of theoretical knowledge, and involve little or no practical teaching. Fourthly, due to time reasons, design competitions can not be introduced into practice teaching. At present, some visual communication majors try to introduce the design contest teaching board into practical teaching, but because the time of professional practice teaching and design contest can not be coordinated and unified, leading to the impossibility of introducing the design contest teaching.

### 2. Problems in Visual Communication Teaching

As an applied specialty, the teaching of visual communication specialty is constantly changing and reforming with the development of social science and technology, and links the market and

classroom through practical teaching. Based on the educational characteristics of visual communication specialty, besides the application of theoretical knowledge and creative thinking in teaching, more attention should be paid to practical teaching [7]. The starting point and end point of practical teaching of visual communication specialty is to cultivate and develop students' ability to solve and complete practical design projects.

In recent years, China's art and design education has made some achievements and development, but there are still some problems. China has always emphasized the importance of the reform and development of education, especially in the gradual promotion of practical teaching in Colleges and universities. At present, the main mode of design education in our country is “lecture-based” classroom teaching. Design practice based on textbooks is more limited to classroom practice. Practice teaching through teachers' virtual practice topics is often “empty-to-empty” teaching effect. Some colleges and universities arrange students to visit enterprises and students to visit them on a pedestrian basis, but they do not really understand the operation process of enterprises. Students can not really feel the design process, design management, marketing and other aspects of understanding the reality [8-9]. They lack the ability to solve problems and design communication, which leads to the lack of analysis and creativity, vision limitations and other issues. Students are difficult to achieve the application of their learning, which is disconnected from social needs. Visual communication majors send a large number of graduates every year, but there is still a serious “talent shortage” in enterprises and markets. The crux of the contradiction between supply and demand lies in the problems in the personnel training system of visual communication majors in Colleges and universities, especially in practical teaching and social needs, as shown in Figure 1. The teaching of visual communication specialty in Colleges and universities should not only enable students to master basic skills such as theoretical knowledge, design concepts and design methods, but also create conditions for students to practice and participate in actual production activities, so that students can fully realize their learning and apply it, and further meet the needs and development of society.

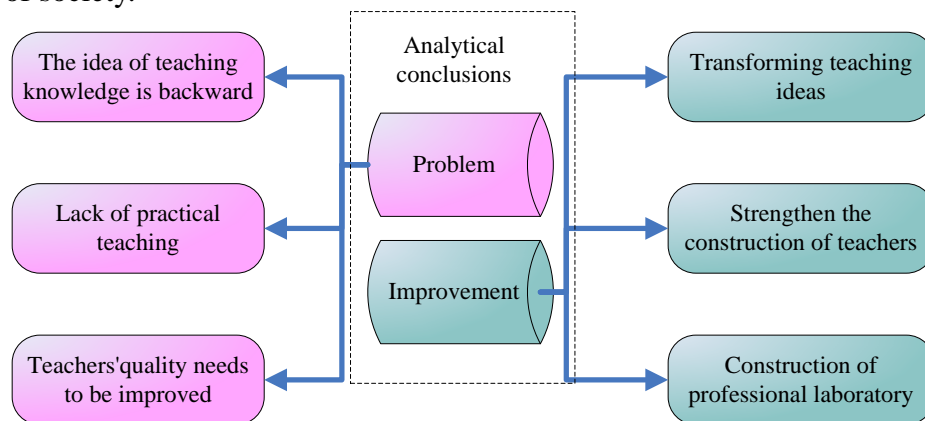


Figure 1 Investigation and analysis of the present situation of practical teaching

## 2.1 The idea of teaching knowledge is backward

At present, visual communication design is more and more widely used in all walks of life, and colleges and universities pay more and more attention to the teaching of visual communication design. College teachers are still confined to the traditional teaching thinking and mode. They know little about some new media and knowledge in visual communication design and can not really meet the needs of the current society [10]. Secondly, students do not really understand the connotation of visual communication design, the degree of commercialization in the teaching of visual communication design is too serious, and their understanding of the theoretical knowledge of visual communication design is relatively deficient, so students can not grasp the whole visual communication effectively.

## 2.2 Lack of practical teaching

The purpose of teaching visual communication design is to cultivate students' creative thinking

and innovative ideas, and to cultivate students with strong design ability and operation ability. The major of visual communication design is a subject that combines theory with practice and pays more attention to practice. However, at present, the teaching of visual communication design specialty is still biased towards theoretical teaching, with theory as the main part and practice teaching as the supplement. Students are still passive in the classroom to receive a variety of theoretical knowledge, lack of practical verification. Entering the society and accepting the test of the market, we will find various deficiencies that cannot meet the needs of the current market, and the employment situation is grim. Therefore, in order for students to get better development after entering the society, not only need good basic theory, in order to cultivate their innovative thinking and design ability, we should pay more attention to the practical teaching of visual communication design specialty, combined with the development status of the industry in the market environment. Colleges and universities should carry out more targeted practical teaching training, so that students can verify theoretical knowledge in a practical teaching project, to develop their innovative and creative thinking, to strengthen their design ability [11-12]. Through practical teaching, students can also find their own shortcomings, more active to absorb theoretical knowledge, so as to make up for their own shortcomings. Theory and practice go hand in hand, so as to become qualified professional talents to meet the market demand.

### 2.3 Teachers' quality needs to be improved

Because the establishment of visual communication design specialty is not very long, the teacher structure is still young teachers, teaching experience is insufficient. Teachers of visual communication design specialty also pay more attention to theoretical teaching, less social practice and insufficient practical teaching experience. This leads to the lack of theoretical and practical ability of knowledge imparted to students. Therefore, in order to better develop the teaching of visual communication design, teachers should also better carry out social practice and improve their quality. Only by establishing a high-quality, high-capacity teaching team, can we better train a group of visual communication design professionals to meet the needs of society.

## 3. Measures to Strengthen Practical Teaching Links of Visual Communication Major in Colleges and Universities

Based on what we have found in time teaching, we have made corresponding explorations and efforts on how to give full play to the characteristics of visual communication specialty, mobilize the enthusiasm of teachers to participate in practice, and improve the quality of graduates and professional competitiveness, as shown in Figure 2.

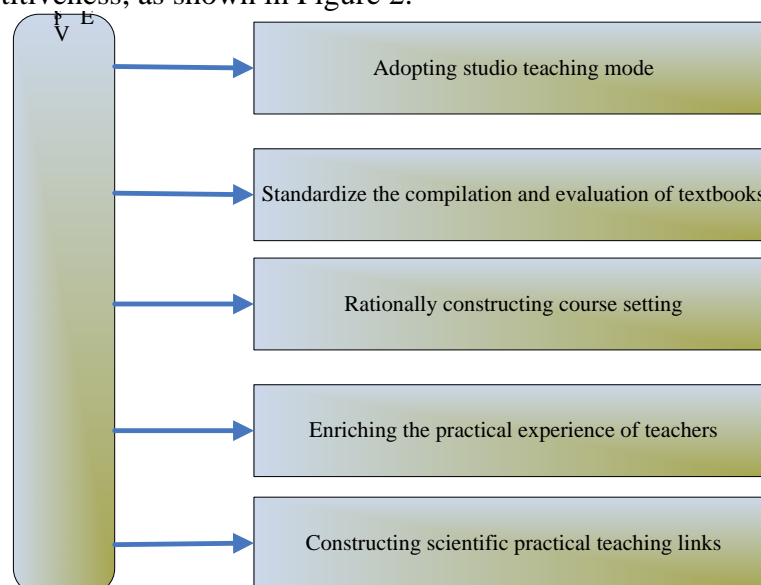


Figure 2 Measures to strengthen practical teaching links of visual communication major

### 3.1 To adopt the teaching mode of studio and learn in practice

The teaching mode adopts the studio system, and gradually improves the experimental teaching infrastructure construction. A team composed of tutors with rich practical experience and assistants responsible for software skills guidance and management and maintenance of studio operation will lead students to discuss and complete the design and production of the whole project in the studio. In the course of class, the tutor gives explanations and questions purposefully. The students finish the discussion, production, improvement and communication with Party A in the studio. Then the teacher leads them to the printing practice base and other post-processing bases to complete the project production. It is a process of learning and practice to enable students to understand the whole process from design to production and to improve their design consciousness and planning ability.

### 3.2 Standardizing the compilation and evaluation of systematic textbooks for practical teaching links

In the process of compiling and evaluating the teaching materials for practical teaching, senior designers of relevant enterprises are invited to participate in the formulation, so that students can carry out systematic practice by completing multiple projects, which is in line with social needs. In addition, according to the current actual situation, we organize front-line teachers and professional designers in the field of visual communication practice teaching to modify and update the textbooks periodically so as to keep them in line with the professional development.

### 3.3 According to the feedback from the teaching practice base, the curriculum setting should be constructed more reasonably

According to the teaching characteristics of visual communication specialty, we should take into account both the teaching results and the market demand when constructing the curriculum, so as to make the training of talents in line with practical application and skills, and reflect the perfect combination of function and technology. Reference to the market, the curriculum of visual communication specialty needs to be constantly improved and enriched. It can not only complete the content of theoretical teaching, let students understand the standard of artistic form beauty, but also take into account the practice of technology to exercise students' practical ability. It embodies the function of art service, and makes the works designed through practice reflect the characteristics of humanization, marketization and individualization. Let the professional courses all focus on embodying the principle of practicality. In order to establish an open, interactive and integrated practical teaching paradigm, it is necessary to put the concept of feedback into the teaching system and establish an interactive evaluation mechanism among students, teachers and enterprises. As shown in Figure 3, it makes them interrelated and restrictive, and regulates their own practice through the feedback information obtained by them.

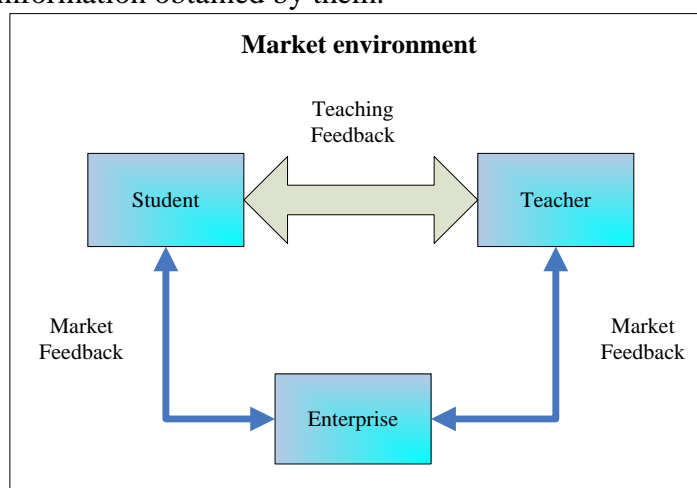


Figure 3 Diagram of interactive evaluation mechanism

### **3.4 Enriching the practical experience of teachers**

According to the teaching management mode of the studio, teachers are selected to go to enterprises regularly for practical training, expand new professional knowledge, mobilize the enthusiasm of teachers to participate in practice, and constantly encourage teachers to seize the trend of industry development and enrich their professional knowledge. For the teachers who return to the studio group after the completion of a stage of practical training, teaching observation activities, mutual learning and sharing of stage practical experience, so that the practical ability of teachers has been improved as a whole.

### **3.5 Constructing scientific practical teaching links and scientific quality control standards**

The current standards of learning quality and teaching quality are not applicable to the test of practical teaching results. Scientific formulation of the standards of teaching quality test conforms to the practice links and changes the test method of “one hammer and one final tone”. Systematic evaluation of students' practical learning results, including pre-survey, analysis report, discussion, plan, on-the-spot creative explanation, third-party evaluation and other comprehensive evaluation methods, the whole process is recorded by teachers, which can reflect students' practical ability in many ways.

The above aspects are a simple analysis and exploration of the present situation of the practice link of visual communication education in modern colleges and universities summarized in our gradual practice. We hope that through our exploration we can find the problems existing in the practice link of visual communication teaching and re-recognize and position the existing practice teaching mode. Strengthen the innovation and reform of practical teaching methods, increase the opportunities for students and teachers to participate in social practice activities, and in view of the social needs summarized through practical activities, train talents to meet the social needs, so that the discipline construction keeps pace with the times.

## **4. Conclusion**

To sum up, in today's competitive society, the ultimate goal of the practical teaching research of visual communication design course is to help students connect their professional skills well with social enterprises. This paper mainly discusses how to improve the professional level of students majoring in visual communication through practical teaching in order to increase their competitiveness in the future employment process from the aspects of practical teaching methods, rational curriculum planning, strengthening school-enterprise cooperation, focusing on teaching discussion and communication.

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