

Exploration and Practice of Practical Teaching Methods in Art Design Education

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Abstract: Judging from the characteristics of art design, it is undoubtedly a professional discipline that brings together art, technology and science, and the discipline itself is professional, artistic and systematic. In order to meet the needs of the times and society for design talents, we must change the educational concept and teaching mode of traditional art design specialty, strengthen the design and effective control of practical teaching, and comprehensively improve students' innovative ability and practical ability. Practical teaching is not only open to the subject and object in the teaching process, but also open, flexible and diverse in teaching content, scope, methods and methods. Based on the author's experience in art teaching practice, this paper explores and practices practical teaching methods in art design education, aiming at arousing great attention and reflection on art practice, promoting the progress and development of art design education, and cultivating high-quality design talents with practical ability and comprehensiveness.

1. Introduction

The purpose of art design education is to cultivate high-quality and comprehensive design talents who meet the needs of society and people, and have innovative spirit and practical ability. Based on this background, major vocational schools pay more and more attention to the cultivation of art professionals, and all parties have a deeper understanding of this[1]. However, we need to face up to the fact that there are still many problems in the current art design education and actual teaching, so we must not take it lightly.

In order to meet the needs of the times and society for design talents, we must change the educational concept and teaching mode of traditional art design specialty, strengthen the design and effective control of practical teaching, and comprehensively improve students' innovative ability and practical ability[2]. Deepen the teaching content of art design course to application practice. The course focuses on practical teaching. Teachers should constantly change their educational ideas, improve their teaching level, and adopt various teaching methods to make teaching in the direction that is most beneficial to students' development.

2. Necessity of Practice Teaching Reform in Art Design Education

The traditional art design education model is teacher-centered, focusing on the teaching of basic theoretical knowledge and different artistic academic viewpoints. Nowadays, the old design education method, which ignores practice and talks on paper, can no longer meet the needs of practical design talents in society. Practical teaching has the characteristics of openness, flexibility and diversity. It is not only open to the subjects and objects (teachers and students) in the teaching process, but also open, flexible and diverse in the content, scope, methods and methods of teaching. Therefore, as far as the reality of art design specialty is concerned, it is necessary to grasp these characteristics of practical teaching and strive to improve teaching methods, so that practical teaching can achieve good results.

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brings together art, technology and science, and the discipline itself is professional, artistic and systematic. In this regard, the effective response to the “internet plus Art and Design” education model and the creation of practical teaching methods suitable for the characteristics of art and design majors have naturally become the focus of attention of educators, which is conducive to ensuring a seamless connection between college art and design education and industry development[3-4].

The process of reform closely revolves around the general trend of future development in the field of art and design, and constantly carries out comprehensive improvement and innovation in education, teaching practice and education management, so as to keep the close combination between schools and enterprises, schools and industries, and at the same time establish the idea of coordinated development, thus ensuring that the training process of art and design professionals is not only highly consistent with the needs of the industry in terms of content.

3. Problems Existing in the Current Practice of Art Design Education

3.1 Art Education Does Not Match the Market Demand

The fees of the art design major itself are generally higher than those of other majors, and the threshold is actually very low. However, while blindly expanding the number of art students, there is no measure of the school's own school conditions, especially whether the teacher conditions are available[5]. This pure art education model has been seriously inconsistent with the development concept of modern art education, paying little attention to the structural research and practical operation in art teaching, objectively making students unable to exercise their practical and innovative abilities, which is also very unfavorable for higher vocational colleges to improve the employment rate of art majors and difficult to meet the market demand.

3.2 The Means of Teaching Practice Are Outdated

Because there are many courses involved, the content of curriculum education is also highly systematic, so as to make overall plans in the process of professional personnel training, and at the same time, we must ensure that the operation process of various education and teaching activities always maintains high quality. The traditional teaching methods of teaching practice courses can no longer meet the demand of the society for talents' ability at this stage. Therefore, only by reforming the outdated teaching practice methods can the students' artistic design level be truly improved. However, many schools still follow the traditional design practice teaching mode, and have not paid corresponding attention to the teaching reform, which has seriously affected the teaching effect of design practice. Students' practice lacks substantive guidance and can't achieve innovative design.

3.3 The Structure of Teaching Staff is Unreasonable

Art design is a utilitarian art form, and its goal is to explore the best combination of objective object function and aesthetics. As the first step of talent training in art design industry, it is very important for colleges and universities to transform the corresponding design theory through practice. In order to give full play to the advantages of practical teaching and continuously improve students' innovation and practical ability, art design majors must strictly follow certain principles in the process of practical teaching.

At present, the outstanding problems of art design education in China are that the development of teaching is not standardized, the teaching objectives and direction are not clear enough, the curriculum is not standardized, and the theoretical teaching and design practice are seriously out of touch[6-7]. There is a serious shortage of teachers, the teacher-student ratio is seriously unbalanced, and the teaching professional level of some teachers needs to be further improved. Some teachers will even pay a lot of attention to extra-curricular income generation, and will neglect teaching over time, so that the quality of students' training will be difficult to guarantee.

4. Exploration and Practice of Practical Teaching Methods in Art Design Education

4.1 All-Practice Teaching of Art Design Education

The development of art design discipline is based on clear goals, scientific norms and meeting the needs of social development[8]. Reflected in the teaching of art design specialty, it is required that the curriculum should proceed from reality, the teaching should reflect the professional characteristics, and the class hours and pertinence of practical teaching should be emphasized. In the special training activities on campus, practical teaching activities are mainly aimed at the basic skills of art design, so that students can understand and master relevant theoretical knowledge and form a complete theoretical knowledge system. The whole practical teaching process of art design education is shown in Figure 1:

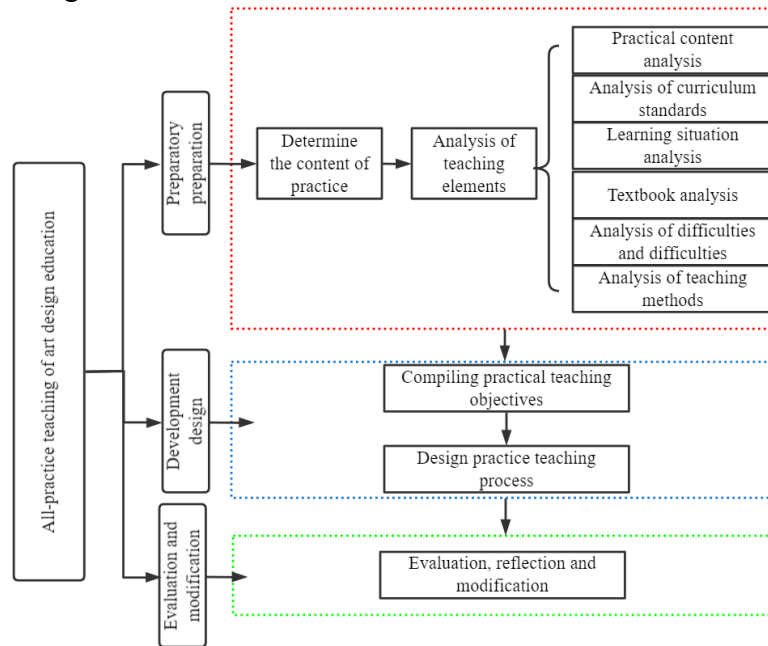


Fig.1 The Whole Practice Teaching Process of Art Design Education

On this basis, sophomores and juniors should carry out professional practice activities, and the main task is to comprehensively cultivate and deepen their professional practical ability, so that students can not only form a rational understanding of art design, but also gradually become competent for the future work, laying a solid foundation for reaching the standards of enterprise employment.

Let students get in touch with society and design frontier, so that theoretical knowledge can be verified by practice. Training students to be designers requires practical experience, and new knowledge outside the classroom can be learned in the practice base[9]. We should strengthen the training of practice base, understand the law of design market, grasp the design direction and strengthen the exercise of competition consciousness. Participating in practice will also improve team awareness, exercise the ability of artistic activities, and better adapt to the needs of future career.

4.2 Strengthen the Exchange of Practical Teaching Experience

At present, with the innovation of educational ideas, art design education has a richer connotation, which is an indisputable fact. For every art educator, it is very important to constantly innovate in teaching ideas and achieve self-breakthrough, and we should always pay attention to the real demand of the market for art design professionals, which should always be kept in mind. For example, the school can create a professional communication platform for teachers, so that teachers have the opportunity to speak freely and express their ideas and teaching experience[10]. The practical teaching of art design is to find an organic breakthrough point between art design theory and practice, to build a bridge between theory and practice, to guide practice with theory, to prove

theory with practice, and to promote theory and practice in the process of practical teaching. In this way, teachers can make progress through the exchange of practical teaching experience, so as to better serve the teaching of art design.

Establish a long-term lecture professor system, which is a system that quickly acquires wisdom, communicates information and has vitality. Schools should take the talents of the whole society as resources, and on the basis of the traditional concept of hiring lecturers, especially a series of successful people in the front line of social practice should be hired to give lectures, so as to inject new design concepts, new design thinking and fresh vitality into the social market for the teaching work of design colleges. These series of lectures and dialogues can solve the problems that students encounter in social practice, expand the classroom of university design teaching, and at the same time play a good role in paving the way and guiding students' future social practice.

4.3 Establish a Scientific and Standardized Practical Education Model

Art design specialty should develop scientifically on the basis of absorbing the advantages and commonalities of other disciplines, and establish a brand-new teaching mode of “teaching, practice and creation” in order to truly serve the construction of art design discipline. Teaching should serve the design practice and creation. Practice is to better reflect the characteristics of teaching and find problems. Creation is the result of teaching and practice, and it is also a means to transform design theory into economic value. In the process of school-enterprise cooperation or cooperation with companies, students can be consciously integrated into enterprises and companies as ordinary designers to participate in project design, project management and market adjustment, so that students can truly make great progress in technology and psychology in practice, and through strict social practice, students can have a certain cognitive power to society and a stronger perception and interest in majors.

4.4 Improve Teachers' Professional Quality

When teaching goes to the society, it also puts forward new requirements for teachers. In order to have a good practical class, teachers themselves must first go out of the classroom, which undoubtedly greatly increases the demand for teachers to update their knowledge. High-quality talents depend on high-quality teaching, and high-quality teaching depends on high-quality teachers. Teachers are the main body of education, and they are also a model of words and deeds. Teachers should have higher teaching ability and educational wisdom, and education is a manifestation of wisdom and personality charm.

Experimental course is an indispensable course and means for students to understand theory, explore the unknown and create new knowledge. The key to cultivating students' innovative ability lies in applying subject knowledge to practice and expanding knowledge in practice. In the teaching of art design, teachers and students should establish a good teacher-student relationship, and teachers can play a good guide, while students, as educatees, need to seriously understand teachers' guidance and ask teachers for advice in time when they encounter difficulties. At this time, teachers' high-quality teaching guidance is particularly important and will have a great impact on students' learning achievements. At this time, the teacher will lead the teaching to the depth according to the situation, give students room for free play and innovative thinking, and actively build their own cognitive and creative structure. In this way, the effect of art design practice teaching will be very effective. Through this practical teaching method, teachers and students can discuss teaching experiences and feelings together, reach a consensus on practical teaching methods and effects, and jointly seek to formulate a good prescription for practical teaching of art design, which will greatly promote the development of the whole art design education.

5. Conclusions

The purpose of art design education is to cultivate high-quality and comprehensive design talents who meet the needs of society and people, and have innovative spirit and practical ability. The traditional art design education model is teacher-centered, focusing on the teaching of basic

theoretical knowledge and different artistic academic viewpoints. Nowadays, the old design education method, which ignores practice and talks on paper, can no longer meet the needs of practical design talents in society. Practical teaching has the characteristics of openness, flexibility and diversity. At present, there are still many shortcomings in art design education and practice teaching, so we need to pay attention to them. It is very important to carry out practical teaching methods exploration and practice research in art design education, improve practical teaching environment, build innovative practical teaching environment and platform, cultivate students' ability to combine theory with practice, train students' design ability and practical ability, cultivate students' innovative thinking ability, visual art perception and expression ability, and improve students' comprehensive quality.

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