

Basic Research on Interdisciplinary Creation under the Background of New Liberal Arts

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Abstract: Under the background of the new liberal arts education, it is of great significance to break the bottleneck and barrier of the training of design talents with innovative teaching mode, ideas and methods according to the specialty characteristics of design discipline. Foundation of Creation is a professional foundation course with interdisciplinary advantages. It is a teaching system that takes thinking as the targeted goal of basic teaching of digital media art major and cultivates students' creativity and imagination, laying a solid foundation for future professional creation and graduation design. In addition, the basic course of creation follows the teaching law of art design and the innovative teaching mode of art talent training, which can more accurately expand students' creative thinking and thus improve the teaching quality of design talent training.

1. Introduction

Interdisciplinary creative basic research is an important research field under the background of new liberal arts education, and in the field of digital media art, with novel teaching mode and extremely rich discipline connotation, to promote the cross-integration of disciplines, thinking training as the orientation, to tap students' creativity and imagination, and cultivate new forces for the design field.

The Creative Foundation curriculum emphasizes interdisciplinary strengths and integrates diverse knowledge, skills and thinking methods. This teaching mode helps students to form a comprehensive and in-depth professional understanding, and provides strong support for students to flexibly cope with and innovate in the future complex and changeable design environment.

2. An Overview of Interdisciplinary Creative Foundation Courses in the Context of the New Liberal Arts

2.1. Research Background of the Creation Foundation Course

Under the historical background of the new scientific and technological revolution, the great transformation of economy and society, and the development of socialism with Chinese characteristics, "new liberal arts" belongs to the category of humanities and social sciences. Compared with traditional subject teaching, interdisciplinary education under the background of new liberal arts emphasizes interdisciplinary integration, collaboration and sharing. It is more inclined to break through the traditional teaching methods, and instead explore the curriculum path with innovative thinking and a more open and diversified curriculum environment; It is more committed to creating a comprehensive interdisciplinary learning system for students, and cultivating liberal arts talents in the new era who serve social and economic construction and enhance comprehensive national strength. Since the end of the 20th century, the teaching thinking and discussion on the basic courses of different disciplines in fine arts colleges have been particularly active. The focus of the review is mainly to train the logical thinking ability of students in the new era, pay attention to enhancing their understanding and innovation ability, and emphasize the necessity and participation

of innovation in teaching. Only by responding to the call of The Times and strengthening interdisciplinary theoretical integration and professional integration of disciplines, can we promote the further integration of knowledge among various disciplines with a forward-looking vision and weaken the boundary between theory and practice of different disciplines, so as to give full play to the advantages of interdisciplinary orientation.

2.2. There Are Interdisciplinary Teaching Experiments in China

Personnel training is a necessary guarantee for China's socialist modernization drive, especially in recent years, the national economic construction has entered a new track, and the development trend of economic globalization is becoming increasingly obvious, making the training of high-tech innovative talents a necessity for the economic and social construction and development, and also becoming an important resource for international competition.

At present, many domestic art colleges and universities pay attention to the teaching method of multi-disciplinary participation in the construction of art design courses, and have made certain progress and results on the basis of interdisciplinary research.

In 2013, Tongji University added interdisciplinary/cross-school elective courses for the first time to enhance students' general education, broaden students' horizons, promote interdisciplinary and enhance professional composition.

In the course design of art design major, Jiangnan University has carried out multi-disciplinary courses with various levels and rich content, including: Sociology, design psychology, UI and interactive technology, service and design and other cross-type comprehensive courses, in terms of the coverage of curriculum knowledge is the integration of management, social, psychological, computer and other disciplines of professional knowledge, combined with traditional basic design teaching, multi-disciplinary teaching team and well-known designers inside and outside the industry together to form the interdisciplinary construction of teachers.

2.3. Interdisciplinary Significance of Creative Foundation Courses

As an innovative way to cultivate interdisciplinary talents under the background of new liberal arts, the creative foundation course can better stimulate and guide students' creative thinking and creation. This course is to explore how to integrate with multi-disciplinary fields in the education of design creation, cultivate students' sense of inquiry and creative design thinking, and make students learn to look at things from multiple angles. The unique value of the creative foundation course can complement each other with multiple disciplines and jointly promote the creative thinking established by students as the main body.

The creative foundation course is a course that is conducive to breaking through the inherent habitual thinking mode, and leaves the initiative and choice of thinking to the students. Through cooperation and communication, students choose interest directions under major themes, actively explore problems, explore research methods, promote the exploration process with design thinking, record results and create ideal models. The basic course of creation is an organic integration of conceptual thinking, inspiration thinking and visual logic thinking, which requires students to investigate, analyse, summarize and refine all abstract information in the process of artistic creation. Finally, through the creative process of practice, students can exercise their concentration and study, and cultivate their comprehensive ability and learning initiative ^[1].

The creation foundation course is aimed at cultivating liberal arts talents in the new era who serve the social and economic construction and enhance the comprehensive national strength of China. It is expected to achieve the curriculum outcome goal of enabling students to effectively combine theoretical knowledge of thinking innovation with creative practice. In order to solve the lack of subject consciousness in students' learning, cultivate how to express them more comprehensively and how to apply and integrate technical means more efficiently in creative practice, this course promotes the development of education and teaching with an innovative teaching mode.

3. Construction of Interdisciplinary Creation Basic Curriculum System Under the Background of New Liberal Arts

3.1. Based on the New Liberal Arts Background of Interdisciplinary Creation of Basic Curriculum Concept

This course follows the law of art education and explores a new mode of innovative talent training, which can promote the further improvement of talent training quality. More accurate control and improvement of students' creative and innovative thinking, so that their thinking mode is more extensive, from the basic teaching guide students to eventually have interdisciplinary thinking ability.

To train students' creative thinking, we must first cultivate students' thinking abilities such as thinking, analysis, association, practice, memory, cognition and expansion, and on this basis, combine the innovative thinking of knowledge seeking innovation, comprehensive practice and multi-disciplinary interaction ^[2].

3.2. Based on the New Liberal Arts Background of Interdisciplinary Creation of Basic Curriculum Practice

Teachers should reform the mode of basic teaching of traditional design disciplines, adjust teaching methods from a more advanced and keen perspective, integrate new technologies with traditional teaching, form new subject curriculum growth points, make full use of the assistance of new technologies, improve the level of course content, and make technology assist courses, so as to promote the optimization and transformation of the education system.

3.3. Based on the New Liberal Arts Background Interdisciplinary Creation of Basic Course Main Content

Through the analysis of phenomena and things, the course introduces a number of thinking modes from different entry points to complete the transformation, reorganization and reconstruction of concepts. Through thinking about the body of the sensory carrier, extracting the symbolic symbols that express emotions, perceiving the time dimension, applying the space and place, understanding the form of language, positioning and analysing the identity and other aspects of self-analysis. After all this is completed, students are guided to extract key words, use "proper nouns, adjectives, verbs" and "sentence making" to stimulate the essence of language and the self-subject of the creator, transform the linguistic and literal teaching content into visual language and auditory elements that can be easily understood, extract important thinking directions, and help students improve their artistic acuity ^[3]. Free from rigid thinking. Then through the introduction of proposition, the purpose is to explore the subjectivity of the individual, so as to expand the dimension of thinking.

To cultivate students' creative thinking of art design, we should first cultivate creative divergent thinking. What is creative thinking, there are different opinions in different disciplines. From the perspective of psychology, creative thinking is first of all ground-breaking thinking, which can help people to open up new knowledge categories and update practical results. The comprehensive application of practice, memory, cognition, thinking, analysis, association, expansion and other abilities is the basis of creative thinking. Creative thinking is a kind of high-level psychological cognitive activity, which is characterized by multi-disciplinary interaction, knowledge seeking and innovation, and comprehensive practice. The development and creation of creative thinking requires the full application of daily mental activities. Moreover, creative thinking has many characteristics, such as originality, divergence, artistry and innovation, so creative thinking can be cultivated, it is developed on the basis of general thinking, and the result of nurture and training.

Teachers should guide the students to "Vipassana" from the internal "thinking" (giving certain guidance) to the external "doing" (synthesizing experimental materials and interdisciplinarity). Let students conduct self-dialogue and imagination at the same time, in the process of design to build a thinking model and memory space. Teachers should through the text to explain the teaching content, set up a strong expansion of free propositions, combined with a specific scene atmosphere and context, guide students to open the artistic language text, the actual use of their own creative works.

Secondly, experimental artistic creation methods can be used both inside and outside the classroom

to organically transform images, forms and colours with the help of different materials, and to synthesize the creation. When students complete their own works of art through multiple steps such as Vipassana, imagination and experiment, they can appropriately intersperse the explanation of contemporary works of art. Through diversified forms of artistic expression and conceptual art concepts, students can understand the connotation of modern and contemporary art after the 1980s, and further deepen their understanding of world art and culture ^[4].

Finally, students are guided to use different media and contemporary living materials to experience the changes in psychological feelings expressed by the collision between different materials. Through the emotion and temperature of living materials, the history and sentimentality of natural materials, and the cold and ethereal of industrial materials, students can improve their grasp of artistic emotion expression. When setting the creation proposition, the contemporary artistic context should also be considered, and the perceptual part and rational part of the teaching should be integrated through repeated trial and error, so that the intentionality of language can be presented with interdisciplinary knowledge attributes and diverse materials.

4. Based on the New Liberal Arts Background Interdisciplinary Creation Foundation Curriculum Planning Prospect

On the premise of learning from the traditional teaching mode, the creation of basic courses adds the pioneering thinking, goes beyond the traditional teaching mode of classification, further expands the professional teaching content, expands the overall learning scope and exploration perspective of students on the design of basic courses, and deepens the essential connotation of talent ability training. After combing and analysing the results and experience of interdisciplinary teaching and research in other majors and fields of universities, the future development direction of this basic course is summarized.

First of all, we should constantly introduce teachers, introduce teachers from different disciplines or multi-disciplinary backgrounds, enrich the diversity of curriculum content, and make the curriculum level more distinct.

The second is the course arrangement in the later stage. The creative foundation course is not only a basic course for students, but the way of thinking learned can be consolidated in the subsequent courses, and the course selection method can be added to stimulate students' consciousness of "independent" choice of interdisciplinary and take the initiative to choose the direction they are interested in.

Finally, the curriculum system and framework should be continuously optimized and upgraded, and the teaching model should be established.

5. Conclusion

As the basic teaching of digital media art specialty, the role of thinking training is immeasurable. The course introduces Husserl's phenomenology into the thinking teaching system. Through the concept reconstruction of the object and the self-construction of the subject, it introduces a number of thinking modes to break the inherent inertia of students' thinking, and carries out conceptual analysis, reorganization and reconstruction of objective objects and subjects from a multi-dimensional perspective. In this way, the expansion ability of thinking is trained (deconstructive thinking, divergent thinking, deductive thinking, transformational thinking, subject-object replacement thinking, logical thinking and anti-logical thinking, leaping thinking, reverse thinking and other thinking modes). According to the characteristics of interdisciplinary thinking, the thinking basis is taken as the teaching target, and the logical thinking ability and innovation of students are mainly cultivated. To enable students to more clearly understand what creation is and to understand design in a new interdisciplinary dimension.

Creative foundation course is to expand the dimension of creative thinking through the cross-integration of disciplines, so that students can break the fixed mode of creative thinking and establish innovative consciousness in the process of creation. When students complete a work after absorbing

knowledge from different disciplines, the problems they encounter will be more complex than those encountered in traditional courses. In the process of solving these problems, students' comprehensive quality will be trained and improved, so as to train students' ability to coordinate and control environmental elements, enable students to have a global vision, and further cultivate students' comprehensive ability of communication, communication, organization and coordination.

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