



Research on “Practice Market” Oriented Art Education Teaching System-- Visual Communication Design as an Example

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Abstract: With the rapid development of the market economy, higher education institutions are facing new challenges in meeting the demands for innovative and entrepreneurial abilities of higher art talents. This paper focuses on visual communication design, which requires not only the basic theoretical quality of art majors but also practical skills to meet social and market needs. Through an analysis of the current situation of visual communication design specialty, this paper identifies existing problems in teaching and proposes measures to optimize and solve these problems. By doing so, this paper aims to better strengthen the training of students majoring in visual communication design. The proposed measures include incorporating industry projects into the curriculum, enhancing practical training, and encouraging interdisciplinary collaborations. It is hoped that these measures will improve the quality of teaching and ultimately produce graduates who possess both theoretical knowledge and practical skills needed for the industry.

Keywords: Innovation and entrepreneurship; Visual communication design; Teaching practice

Foreword

With the rapid development of the economy and society, the social form has transformed into a knowledge-based and information-based society, exhibiting different characteristics that are reflected in various social fields, including the economy and education. These changes have also brought forth new requirements for the quality of talents. Visual communication design, the broadest field of modern design in the 21st century, is characterized by interdisciplinary, cross-disciplinary, and multidisciplinary participation in the information age, giving rise to a diversified visual culture phenomenon. The visual communication design profession involves not only visual morphological composition, semiotics, and computer graphics processing technology, but also non-technical fields such as sociology, psychology, and art aesthetics. In discussing the phenomenon of social innovation, Ezio Manzini believes that it is an emerging field of design applications [1]. Innovative thinking and novel ideas are crucial drivers of teaching visual communication design majors. However, the curriculum of art and design majors is still inadequate in terms of market articulation, resulting in insufficient innovative practical parts of the curriculum to better meet the needs of rapid commercial development. This requires corresponding changes in teaching for visual communication design majors to meet current market demand. Innovating to break traditional closed patterns and taking social application demand as the guide is necessary. To achieve this, it is important to clarify the goal of application-oriented talents training and actively explore the "innovation + application" teaching system for visual communication design majors under the new situation. Thus, this study focuses on the construction of the "innovation + application" teaching system for visual communication design under the new situation.

Literature review

The world of art education originated in Europe, and at the end of the nineteenth century, a new wave of thinking in art education was spearheaded by Ruskin, addressing the issue of the relationship between art education and industrial production, the quality of the workforce, and the consumer. Norton pointed out that the purpose of art education programs was to develop academic imagination, to express ideals through art [2]. As a pioneer of modern design education, the Bauhaus School of Design changed the tradition of training artists to a dual-track curriculum with art and technology as juxtaposed values [3]. Discussion-based problem inquiry is common in U.S. design schools, where teachers serve as guides for ideas and ways of thinking, and students gain experience and acquire the ability to analyze and solve problems through practice [4]. Since the end of the 20th century, Western countries have been emphasizing the philosophy of "practice first" in their art education programs, aiming to blur the boundaries between curriculum teaching and design practice [5]. Wang.W. G [6] believes that in the current globalization, the philosophical trend represented by postmodernism is having an impact on all aspects of the art field, and also has a profound impact on the training of design majors. As the development of information technology further broadens the fields involved in design majors, more attention is paid to the setting of practical courses. Ma.J.H [7] believes that because of the lack of in-depth understanding of the design market demand, the curriculum is disconnected from the actual demand, and should be

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market-oriented to broaden the setting of practical courses. Sun.T.H^[8] analyzed the education system of American design majors, whose emphasis on comprehensive ability, respect for individuality, and emphasis on the exercise of practical skills are worth learning from.

Current situation analysis

In 1994, China launched the Action Plan for Revitalizing Education for the 21st Century, and in 2012, the Ministry of Education issued the Ten-Year Development Plan for Education Informatization (2011-2020), and in 2021, the National Informatization Plan for the 14th Five-Year Plan was released, China's education informatization is steadily moving forward, under the impact of informatization. Under the impact of informatization, the visual communication design major, which is the main way to communicate information, should not and cannot stay in the original digital state of media, and more and more colleges and universities have started to try to open new professional directions or new courses to fit the informatized social environment. The curriculum system in the background is still the main body of teaching, and the teaching reform lacks the research and expansion of the subject content of visual communication majors. From the current statistical results^[4], the use of cloud platform in Chinese colleges and universities is more about the display and demonstration of teaching results, and there is no effective use of network information resources and technology to achieve communication and promotion.

Art and design education in China has only a hundred years of history from the introduction of the curriculum. It is not only an applied discipline, but also developed along with machine-based production, and it is inseparable from the economic development of society and industrial development^[9]. Although innovative practical education has been mentioned, it is not well implemented in the actual talent training due to the limited faculty strength and financial investment, and the one-sided knowledge and inherent thinking lead to our training students only mastering the concepts and theories of design, which cannot meet the demand of art design talents in the information society. They are not able to meet the diversified and innovative needs of art and design talents in the information society.

Based on this, it has caused many colleges and universities to have the same goal of training talents in visual communication design, and there is no regional and hierarchical difference between schools, which directly leads to the disconnection between the choice of curriculum content and actual design. Firstly, due to historical reasons, China's visual communication design majors are mostly stripped from art education, the inherent basic teaching of painting and arts and crafts training is detached from the cultivation of creativity and new design skills operation training, the lack of progression between courses and curricula, and the lack of correlation between basic courses and practical courses. Secondly, the expansion of enrollment has increased the pressure of practical links, the high hardware and software requirements needed for visual communication design majors, the imbalance of teacher-student ratio, and the lack of practical experience of teachers, which makes it difficult to lead students to practice that meets the needs of society.

Therefore, we must change our concept, face up to the development trend of the times, fully understand the impact of information technology on all aspects of talent training, deepen our understanding of the characteristics of the visual communication profession, consider market-oriented, update the training concept, rely on the joint construction of schools and enterprises, and realize the professional training mode of integration of production, learning and research.

Coping strategies

Based on the above problems, the following aspects should be optimized to meet the needs of the society.

1. Market-oriented, building a new teaching curriculum group

In recent years, with the transformation of higher education from "elite education" to "mass education", the training mode of talents has also changed from "professional" to "general" education, and the teaching content has also developed in the direction of "thick foundation and wide caliber". Accordingly, the professional curriculum and curriculum structure should also be adjusted to have an overall plan for the group nature of relevant courses. Optimizing the allocation of educational resources is also the basis for the reform and innovation of art education in colleges and universities, and provides decision support for the reform of art education^[10]. Each course in the allocation of educational resources is independent and closely related to each other, and has close correlation, inheritance, penetration and complementarity in content. " The curriculum group has the characteristics of "construction intensification, system openness, team members, and serial interaction. It takes student training as the main line, the logical connection of the curriculum as the link, the cooperation of teachers as the support, the quality and efficiency as the starting point, and the deepening of teaching reform as the driving force"^[11]. The setting of visual communication design curriculum group should be oriented to social needs, coordinate, integrate and optimize teaching resources, so as to give full play to the overall advantages of each course, avoid the phenomenon of fragmentation and closure in the previous curriculum setting, and make professional learning more systematic. The teaching quality can be effectively improved by optimizing the course structure and teaching content and paying attention to the infiltration, integration and connection of knowledge content.

In the specific implementation of the curriculum group, the teaching concept of "big visual art" can be established according to the social needs, and then the visual communication design can be classified. In addition, while optimizing the curriculum, we should not neglect the management of the art education curriculum. We should monitor

the implementation quality of the art education curriculum, make the curriculum and curriculum content meet the needs of expanding students' knowledge, broadening students' knowledge horizons, and cultivating students' comprehensive abilities, and cultivate students to become art talents needed by the society^[12]. While integrating the course content, it can concentrate the class hours, systematically and deeply study each course, enhance the understanding of the connotation and extension of "visual design", strengthen the research on the characteristics of subject design, break the inherent mode of traditional teaching, and boldly explore new teaching ideas. In the teaching method of curriculum group, the construction of core curriculum group can be combined with the construction of disciplines, and the project research can be carried out in the form of "teaching team" to exercise the overall collaborative ability and innovative ability of the teaching team. By equipping the corresponding teaching team, the curriculum integration can be carried out according to the large curriculum framework, so as to obtain the overall teaching advantages and improve the teaching quality.

First of all, the focus of training should be different for students of different grades. Lower grade students focus on theoretical knowledge and professional basic knowledge in school, supplemented by short-term internship during weekends and holidays, through observing service objects and working environment, experiencing service needs, feeling professional atmosphere and design culture, stimulating students' curiosity and forming professional awareness. Senior students then enter directly into social practice projects. Project practice teaching allows students to clearly understand the whole process of design program realization, from preliminary market research, to design solutions or works, to the implementation of the project or plan, to the final social evaluation and feedback. Through a project, students can understand and grasp the whole process and the basic requirements in each link, in addition, they can also develop their practical skills and cooperation spirit.

Secondly, the teaching mechanism of school-enterprise cooperation is incorporated into the talent training, and the main courses are taught in a project-oriented teaching mode with the cooperation of professional teachers and enterprise designers, and the courses not only contain theoretical knowledge but also incorporate practical project operations. Ensure that teaching tasks are completed in the real social project environment, innovative teaching form, integration of teaching, learning and doing, comprehensive enhancement of students' comprehensive vocational ability. The transformation of the classroom from indoor to outdoor can fully motivate students to participate, give them a mature change of mind, familiarize them with the workflow, and pave the way for future employment.

Finally, combined with market information, relevant and feasible practical projects are introduced into the classroom during the course of study, creating a real social project situation for students, cultivating an atmosphere of collaborative design, and giving full play to the main role of students.

2. Project-oriented and task-driven curriculum teaching mode

In view of the weak practice link in the current design education, the author believes that the project teaching method can be adopted in the teaching mode. Project-based teaching is a relatively new teaching method. It is a student-oriented activity teaching method jointly created by the famous American educator, Professor Katz of the University of Illinois, and Canadian educator, Professor Chadbertu of Albert University. Its prominent feature is the integration of practical activities and research activities in the learning process.

3. Relying on the "school-enterprise co-construction" project, strengthen the construction of "double-qualified" teacher team

At present, most of the teachers engaged in design teaching are directly transferred to colleges and universities from school graduation, lacking the necessary market practice experience. Therefore, according to the current situation of teachers and professional development needs, it is very necessary to formulate a medium and long-term teacher construction plan. With regard to the construction of teachers, first of all, we can strengthen the construction of the "double-qualified" quality team, train professional leaders, establish a part-time teacher employment system, and build a professional teaching team with sufficient number, good quality and reasonable structure through professional teachers' post practice, curriculum construction, teaching reform, and applied technology research. Secondly, we can build an excellent teaching team by adjusting and optimizing the structure of teachers, combining teachers with different strengths in knowledge structure, practical ability, innovation ability, etc., taking professional leaders as the core, excellent teachers as the backbone, and excellent design guidance personnel of enterprises as the guarantee, and combining full-time and part-time, so as to give full play to the strengths and potential of each teacher and achieve the optimal use of teacher resources. Thirdly, we should vigorously support full-time teachers' on-the-job further education, on-the-job training and scientific research practice, and create conditions to improve teachers' academic qualifications and professional titles; Support teachers to develop curriculum system and curriculum standard research; Encourage teachers to participate in domestic and international academic seminars and high-level training; Every year, some teachers are selected to work part-time in enterprises to actively cultivate "double qualified" teachers; We can also create conditions to send teachers to well-known universities at home and abroad for further study; Organize vocational education teaching ability evaluation, and organize teachers to visit, investigate and investigate relevant enterprises; Assist teachers to carry out horizontal research and provide technical services for enterprises.

In terms of specific teaching practice, we will develop a system for guiding the practice of full-time teachers of visual communication design, and select a professional teacher to participate in the practice of enterprise design projects by using the school-enterprise cooperation relationship each semester, or undertake the planning and design guidance of the "Practice Base" design project. Each semester, a teacher is determined to go to the enterprise to carry out project guidance and design work and student practice work, and the planning and guidance work of the teacher's enterprise practice, practice base and research institute is included in the workload of the teacher, and used as the evaluation standard. During the internship, the practice teacher participated in the management and guidance of student internship teaching this year. The design enterprises hire high-end designers to give lectures in the college, promote professional teachers to carry out design theory research in combination with practical experience, and form a double-qualified ability structure of "scientific research"+"application". In terms of external communication, under the guidance of professional leaders, teachers of visual communication design were sent to study at home and abroad, attended academic conferences, and invited well-known professors at home and abroad to give lectures. Professional teachers participate in the construction of practical teaching facilities, curriculum construction and teaching reform in the school, carry out professional skills competitions for teachers, encourage teachers to obtain relevant professional design certificates, carry out professional education and teaching ability training and evaluation, carry out curriculum project design, and promote the popularization of advanced professional education concepts in the curriculum. The application of these measures will largely push professional teachers to the forefront of the market, which is an important transformation for teachers; It will play an extremely important guiding role in teaching.

4. Establishing an integrated school-enterprise cooperative education mechanism of "production, learning and research"

According to the latest situation of visual communication design teaching and social needs, establishing school-enterprise cooperation is the basic idea for the development of visual communication design specialty under the new situation. The main points are: first, institutionalization. 2、 Long-term. 3、 Combination of production, study and research. Institutionalization is the key to the construction of the long-term mechanism of school-enterprise cooperation in running schools. Long-term cooperation is the embodiment of the effective implementation of school-enterprise cooperation. The combination of production, teaching and research is the basic connotation and form of school-enterprise cooperation. The first problem to be solved is to explore the connotation and cooperation channels of school-enterprise cooperation. Therefore, actively exploring the necessity and possibility of "going out" and "inviting in" in teaching, studying the mode of social and enterprise design concepts and means innovation, and actively seeking the latest scientific research projects that are concerned by enterprises and have application value are the key points of the "production, learning and research" integrated cooperation. The "production, learning and research" cooperation in running schools is not only limited to external training and providing practical training and practice bases for teaching, but also more important is to carry out comprehensive cooperation and joint construction in design creation, professional teaching, subject research and other aspects through institutionalized ways, and finally realize that both the visual communication design specialty and the cooperative enterprises benefit from it. The teaching characteristics of the integration of "production, learning and research" are mainly reflected in the following aspects: (1) introducing real social practice projects into professional teaching, consciously letting students understand relevant market information during the practice of teaching projects, and letting students establish market concepts; (2) In terms of teaching methods, it relies on teaching bases such as studios and practice training centers to make students familiar with the work process and enhance the standardization of practice and management; (3) In terms of teaching form, it has broken the original "one-person system" teaching mode of professional teachers, from professional teachers to excellent design and guidance personnel of enterprises, from classroom teaching to discussion, to achieve zero-distance communication, to achieve diversified teaching and improve teaching quality in both teaching mode and learning form. School-enterprise cooperation is the trend of the development of visual communication specialty, and also an important guarantee for the construction of a high-level teaching system in the future. Under the new situation, expanding the connotation and form of school-enterprise cooperation, from short-term or temporary consultative exchanges to long-term, institutionalized "production, learning and research" cooperative school-running mechanism is currently the most appropriate way for the visual communication specialty to change from classroom to market.

The school-enterprise cooperation of "production, learning and research" integration can be implemented in the studio mode. The studio model is a teaching method that adheres to Bauhaus' practical teaching ideas, establishes a teaching base that simulates the market, and professional teachers and enterprise excellent designers participate in the teaching and management of the studio. Connect with the society through the specific teaching window of the studio, take the social real project as the teaching subject, strengthen students' practical operation ability, team cooperation ability, and special event response ability through practical learning and training, and understand the market, industry background, basic industry operation specifications and other knowledge through contact with the project, so as to enhance students' adaptability to the society, At the same time, it also promotes the self-improvement of the teaching staff, which is conducive to the expansion of art teaching space in colleges and universities.

5. Expand the construction of off-campus practice base and establish a benign and long-term operation mechanism

The off-campus practice training of visual communication design specialty has the authenticity of design operation practice, high purposefulness, and standardization of enterprise management, and plays an irreplaceable role in the on-campus practice environment. Schools should expand the construction of off-campus bases, build off-campus practice and training bases in accordance with the principles of overall planning, reasonable setting and resource sharing, and ensure the systematization and standardization of practice teaching. Strengthen the cooperation with local animation base, advertising design entrepreneurship park and enterprises, focus on promoting the establishment of temporary teacher training projects with enterprises, and establish independent entrepreneurship projects with animation base and advertising design entrepreneurship park to ensure stable and sustainable internship sites and project sources. The establishment of off-campus practice base may not be difficult, but it is difficult to improve the management system of off-campus practice base. In terms of management, the internship unit and the relevant departments of the school can jointly complete the internship student management work, develop the internship management system, and make the teaching of the off-campus training base standardized and scientific. It is necessary to strengthen the contact with the internship unit, arrange interns, regularly visit each training base for teaching inspection, strengthen the monitoring of the whole process of internship, and establish a regular inspection and guidance system for professional teachers and internship management personnel and a system for evaluating the excellent teachers in the team. The establishment of training bases inside and outside the school has enabled students, teachers and students to realize the transformation of their identities. They are deeply involved in the market, have experienced the test of the market, and are familiar with the needs of customers and the market operation mode. They have realized that the school provides production opportunities for enterprise development projects and enterprise design for students, so as to achieve a win-win situation.

The teaching of visual communication design specialty is practical, and the development of teaching needs to establish a corresponding practical teaching model and system. Therefore, the teaching reform of visual communication art must be based on the needs of social development, pay attention to the market and practice, comply with the development law of art design education, closely focus on social needs, establish the concept of serving the society as the center, timely adjust the training objectives and training methods, pay attention to the practical ability and practical ability of students, and cultivate design professionals who truly meet social needs.

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