Exploration and Practice of Talent Training in Art Design Major of Higher Vocational College

—A Case Study of Visual Design

Jiang Ke

Polus International College, Sichuan, Chengdu, 610000

Keywords: higher vocational colleges; art design; talent training mode

Abstract: Based on the design and manufacture of visual communication in higher vocational colleges as an example, the industry needs to cultivate talents in art design in higher vocational colleges. Talent cultivation orientation of art design in higher vocational colleges is out of line with market demand, with insufficient curriculum system, teaching content and occupation post demand, the loose combination of production, education, and teaching platform, the lack of resources, weak graduates competency and development ability, and the lack of professional services of local industry. This paper conducts the practice and exploration of training model of humanistic creative talent with strong skills, close to the market, builds the professional school-enterprise development course to train art practice ability, and Communist Party infiltration education personnel in four aspects on visual communication design, and puts forward the implementation strategy, design talents for art and culture studies in higher vocational college of to provide inspiration and reflection.

1. Introduction

The visual art design belongs to the art design category. Compared with other professional disciplines, the graphic art design has its distinctive features in terms of time, space, culture, and cognitive rules. For the cultivation of art design talents in higher vocational colleges, it is necessary to proceed from the analysis of occupational positions in the integrated industry development trend, identify employment positions, refine the core competencies of posts, and determine typical tasks; follow the rules of professional growth and cognitive development and based on humanistic cultivation and focusing on strengthening technical capabilities. Creative ability is the fundamental curriculum system. At the same time, the coordinated development of talent knowledge, ability, and quality is emphasized, so that artistic talents are under a higher aesthetic and vision, and strong practical ability, creative and innovative capabilities and sustainable development professional capabilities.

2. The Exploration and Practice of Talent Cultivation Model of Visual Art Design

2.1 Close to the market

Visual design is an art and design category that conveys information to the audience through the visual media and serves as a bridge between companies, goods, and consumers. In the traditional sense, many graphic designs are printed media. Nowadays, with the development of information, the traditional print media are moving towards the dynamic media represented by the network, from the single flat display to the interactive multi-media display [1].

1) First, starting from the market research, collecting the basic information on the size, structure, operation status, and personnel needs of the industry in the current status of the industry. From this, we also find some difficulties and problems that need to be solved in the design service industry. Therefore, in addition to understanding the current situation, we also analyze the future industry development, find key information from the design industry trends, finding the core competitiveness of the industry. The current advertising design industry can divide into four

directions: product development, brand design, interactive design, display design.

2) Determine the core occupations and relevant posts of the visual profession from the survey and define the national standards. At present, China has a national professional standard for the core position of the visual professional "ad designer", but it is basically based on the traditional advertising industry. Faced with the current new trend, it is obviously slightly lower than the industry standard, so it needs to be supplemented against industry standards.

2.2 School-Enterprise Course

Study through the market research-professional positions-professional abilities-typical work-curriculum settings to carry out the curriculum design, focus on ability-based, through the investigation of professional and job group and professional ability, find typical tasks , build a curriculum system, set up professional core courses, support the core courses of the main courses, and professional basic courses, sort out the core courses, and focus on the current market needs and segmentation and design company's business long-term, and build core courses together with companies. Emphasis is given to the introduction of industry standards in core courses such as brand design, product development, UI design, and interactive design. It utilizes corporate project resources, introduces industry experts to be involved in teaching, and integrates curriculum content with projects to jointly conduct course construction. Taking the school-enterprise co-research development course as a starting point, integrate and effectively use resources, and establish a long-term cooperation mechanism.

2.3 Creativity binding ability of art and technology,

The cultivation of visual art and design professionals needs to take into account both the art and technology. In general, the first is creativity and the second is the ability to production. In addition, if further development, it also requires considerable aesthetic vision and a higher vision. The addition of the three is "art, technology, and creativity." Only creativity cannot be implemented, it is "fantasy", can only produce without creativity, they can only stay in the "imitation" stage. Graphic art design students are prone to such polarization in the learning process. One is that they have ideas, but they are not well expressed in the graphical arts, or they do not achieve the desired effect. The second is a certain degree. Hand-painting capabilities will work with software, but it cannot always produce good design work. The reason for this is because of the separation of teaching and learning, the separation of arts and crafts, and the need for reasonable design of teaching organization forms, teaching methods and teaching methods, and matching with the curriculum, so as to truly cultivate students' abilities.

2.4 Knowing and practicing together

1) First of all, students need to "see" to enhance aesthetics, understand the laws of art and aesthetic standards, and inspire creativity through basic training. In the basic art curriculum, students need to conduct a large number of cases to be appreciated and collected under the guidance of teachers, copying excellent works, first clear what is a "good design," the basic standards of artistic aesthetics, and the ability of the art to perceive this phase of was initially established. Break through the traditional art teaching methods that emphasize techniques and "basic skills", and pay more attention to stimulating students from the point of view of interest, interest, life, and visual sensory stimulation, and experience the visual pleasure brought by the aesthetics, so as to master basic visual professional through basic training. The color, composition, modeling and other methods.

2) Through "doing" to master software operating skills and design methods, find ways to achieve creativity. On the basis of the previous paragraph "seeing", to solve the "how to complete" problem, visual professional design software such as PS, AI, CD and other software are familiar with the operation and mastery, is equivalent to the concept of writing will use the pen, and then through The completion of typical work, understand the workflow, design experience and design practice, and gradually master the design method.

3. Innovation in Talent Cultivation models for "Thick Humanities, Strong skills, and Creativity" in Visual Art Design

3.1 Recreating creative ideas - innovative visual arts design professionals

The school-enterprise cooperation aims to reconstruct the talent training goal. Based on the college's construction of a humanistic literacy training platform, it innovates the curriculum system of "thick humanities, strong skills, and heavy creativity". Cross-border innovation enables the systematicization of school-enterprise cooperation projects and the actualization of training tasks. Work productization, teaching integration, professional quality development, integration of production, teaching and research; based on the college's "layered, division, diversion" talent training operating mechanism, "all staff, all people, the whole territory" The talent cultivation management mechanism, the "thick humanities, strong skills, and heavy creativity" curriculum system has been implemented. The whole process of talent cultivation has been linked to personality development, professional development, and self-development. It has innovated visual arts design and production professional "re-creative, strong skills, thick Humanities "professional training model.

3.2 Strong skills - reforms "art and technology ideas", and "seeing and thinking" synchronization.

The teaching that aims at inspiring innovation and guiding design is closely linked to the practical process of designing experience as a means. It embodies the indispensable cognitive laws of visual profession as the "knowledge" and "behavior" of art majors. Teaching is conducted in a way that is typical of the design and practice of work tasks. Students improve their capabilities through design practices and experience design processes. [2] Innovation "Art and technical ideas" co-seepage, "see thinking" synchronization, knowledge and practice of teaching model, the transformation of a variety of cognitive models into specific teaching content, the use of multi-channel, multi-level and multi-method teaching format , Inspire students' understanding of design, and improve their design and innovation capabilities.

3.3 Thick Humanities - Development of arts major in traditional culture and the integration of literature, creation, and technology

By injecting ideas from the commodity world into deep traditional culture, creativity is rooted in life, rooted in culture, instilling cultural connotations for creativity, bringing ethnic style and national charm, creating new values, building new values, and increasing cultural added value. . Combining traditional culture with modern design and innovation concepts, using information technology and modern communication technology, the innovative arts specialty inherits the curriculum development techniques of integration of traditional culture and "literature, creation, and technology".

In light of the weak position competency of art design graduates in vocational colleges, we have learned and trained talents and conducted research on the cultivation of "three key abilities". To cultivate students' core competencies, basic abilities and development abilities, which are the "three key abilities" as their goal, they must implement the cultivation of various abilities and quality, and apply them to the development of one-on-one talents. Students' understanding of curriculum related theories and the corresponding design knowledge can often identify the quality and value of their design work.

References

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