

Research on Curriculum Construction of Visual Communication Major

Yang Fan

Xi'an University, Xi'an, Shaanxi, 710061, China

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Abstract: With the vigorous development of China's economy in the new century and the growing cultural needs of people, the public is now transforming from basic demand-oriented to entertainment demand-oriented. Consumers' requirements for products are also increasing day by day. People are no longer only satisfied to meet basic physiological needs, but require to meet more brand value needs and aesthetic needs. On the basis of this objective reality, the curriculum of visual communication major came into being, which is design-oriented. Teachers mainly teach students how to impart cultural value and brand value to the audience through visual impression, which makes it easier for the audience to accept the information that the designer wants to convey to the audience. In this paper, how to construct the curriculum of visual communication major is studied, and from the perspective of practice, the basic ways of the curriculum construction of visual communication are discussed.

1. Overview of Curriculum of Visual Communication Major

The curriculum of visual communication major belongs to the category of design. Visual communication refers to the initiative behavior of communicating specific things through visual form. Simply put, it applies a series of elements, such as visual and visual symbols, to output information value to the public intuitively, so that the information to be expressed by the designer can be better accepted by the audience and social and economic value can be created. What visual communication major curriculum teaches is to let students analyze and summarize the known information, then create, compile it into visual information through a series of elements such as text, graphics, cultural symbols, and have a certain impact on the audience. The courses of visual communication major are mainly divided into font design, display design, packaging design, logo design, poster design and other categories. It is worth noting that many people have a single understanding of visual communication as simple graphic design, which must be one-sided. The main focus of visual communication curriculum is the amount and effect of information reflected in the works received by the audience. The main purpose is to enable the audience to better absorb, understand and accept. While graphic design focuses on the design work itself. There are certain differences between the two. The curriculum of visual communication focuses on cultivating students' thinking ability and creativity, highlighting the application of multimedia technology to visual design. In a fundamental sense, visual communication makes use of visual stimulus to transmit information and create value.

2. Current Teaching Situation of Visual Communication Major

2.1 Lack of Teaching Materials and Ineffective Teaching

The major of visual communication design is an interdisciplinary one, containing abundant theoretical knowledge and social practice experience. This shows that once students want to learn the courses of visual communication major well, they must master various professional knowledge. However, due to the late start, the current curriculum of visual communication major lacks professional textbooks recognized by all parties, causing that students can not fully understand the breadth and depth of the curriculum of visual communication major. It is also because of the lack of teaching materials, which directly leads to the poor teaching effect of teachers and students' poor understanding of the content in class. Textbooks are the guidance of curriculum. Teachers usually

take them as the basic outline and explain professional knowledge to students in the frame of textbooks. However, the lack of excellent textbooks directly leads to teachers' inability to make students understand the knowledge of visual communication major very well.

2.2 Lack of Practical Experience in Teaching Staff

Teachers are the imparters and pioneers of students. The biggest teaching problem of visual communication curriculum is that teachers generally lack practical experience. Because the establishment history of visual communication curriculum is short, and the teachers who teach visual communication course are relatively young, it has led to the lack of professional theoretical knowledge and rich social experience of most teachers. Without theoretical knowledge summarized by predecessors, it is relatively difficult for young teachers to teach. Moreover, because most are young and lacking social experience, they are unable to teach from the perspective of social practice. Teachers themselves have not been in contact with the society for a long time, and are not fully aware of the industry. If students are taught by them, students will become unable to apply what they have learned after learning, which results in serious consequences of the disconnection between what they have learned and society. In addition, it is worth noting that most teachers do not offer students practical part in the process of teaching, nor do they guide students to think independently. They only carry out the model teaching of curriculum content, directly causing that students are unable to apply the knowledge that they have learned to reality. On the contrary, because of the single teaching mode, students' thinking is limited and good creativity is lost. The ultimate goal of students is society. If they only learn theoretically in class, they will encounter lots of rejections in society.

3. Ways to Construct Curriculum of Visual Communication Major

3.1 Establish College-enterprise Cooperation and Increase Practical Experience

To effectively construct the curriculum of visual communication major, the most important thing is to increase students' social practice experience. Visual communication curriculum is required to integrate teaching objectives with theoretical research, so that students are able to face the actual situation of society, understand the actual needs of society, and grasp the trend of social aesthetics. Although many students' works are excellent, they are not recognized by the society. The main reason is that they did not carry out social practice during the period of college studying, and take self-esthetic and self-consciousness as the leading factors to create, which led to the disconnection with society. Therefore, colleges are suggested to apply the method of college-enterprise cooperation to broaden the way for students' social practice and cooperate with small and medium-sized enterprises in society. Teachers are expected to regularly organize students to visit and practice in various enterprises, make them understand the whole design process and aesthetic trend, and find their own shortcomings, so as to achieve improvement. Some plans of small and medium-sized enterprises can also offer students practical operation, so as to enhance students' practical ability. Colleges are also expected to regularly invite designers from well-known enterprises to come to colleges to share the experience gained in social practice and some theoretical knowledge and skills in visual communication for students. They can also answer questions and solve puzzles for students, so that students can really participate in social practice and apply the theoretical knowledge they have learned to practical life. In this way, before students graduate, they already own the standard qualities of designers. Their works can also meet the needs of various enterprises. Thus, the seamless connection from colleges to society can be achieved for students, and the problem of difficult employment can be improved to the greatest extent.

3.2 Become Student-centered and Stimulate Students' Interest

Student-centered is the core idea of the new curriculum reform in primary and secondary schools in our country. Similarly, it can also be used in the teaching process of colleges and universities. Student-centered refers to think and look at problems from the perspective of students, and to teach

on the basis of students. Because the binding force of colleges and universities on students is not very strong, and students' self-demand is not so high, if teachers adopt the traditional teaching mode to teach, it may lead to students' lack of interest and attention since they are tired of single teaching mode. Therefore, teachers' teaching must be student-centered, think about problems from students' point of view, consider what students may like and accept, discuss and solve problems with students in the way students can accept, and stimulate students' interest, so as to achieve a pleasant teaching atmosphere. For example, in the era full of self-media and short video, Douyin, Kuaishou and other short video platforms are popular. So in the process of teaching, teachers are suggested to insert a representative Douyin video or Kuaishou video to tell students why such video is attractive and what visual communication skills this video uses. Meanwhile, there are also many excellent designers who are short video creators in the industry. Students are recommended to appreciate their works on the short video platform. This teaching mode will fully stimulate students' interest and arouse their enthusiasm. Student-centered class must be a class in which both teachers and students are participating. Teachers are no longer just imparters, but should also discuss real-time hot spots and topics of interest with students. Taking this as a starting point, teaching to students will help students better absorb, understand and use the theoretical knowledge of visual communication major.

3.3 Take Guidance as the Main Way and Train Students' thinking

Excellent curriculum of visual communication major must not be impartial inculcation, but exploratory and personalized. During the course teaching of visual communication major, many teachers take themselves as the basis, and inculcate students with their own aesthetic vision and mode of thinking, which lead to students' imprisoned thinking, insufficient imagination and same aesthetic. It limits students' growth space and is not conducive to students' individualized development. Therefore, teachers must give priority to guidance not teaching, and train students' thinking and creativity. Unlike other disciplines, design disciplines need to give full play to subjective initiative, so teachers are required to conduct guiding teaching. For example, in the above, after leading students to watch Douyin videos, the teacher can guide them by asking questions: Why is the visual communication effect of this video so good? What theoretical knowledge we have learned is applied? Which picture in the video has the most visual communication effect? If you were the creator, what elements would you use to express such information? Students can be divided into groups, and discuss freely and express their views. Teachers are also suggested to leave homework for students after class. They can design the plane independently and use their own unique visual expression to convey information to the audience. This will not only give full play to students' subjective initiative, and mobilize students' thinking, but also grasp each student's personality, and provide individualized guidance to students.

3.4 Prepare Lessons Carefully and Carry out All-round Teaching

The curriculum of visual communication major contains many kinds of theoretical knowledge, which requires teachers to prepare lessons carefully and teach students from all directions and angles. Visual communication is not only graphic design, but also information transmission. Because of this characteristic, designers are required to possess comprehensive qualities in many aspects, not only professional theoretical knowledge of visual communication, but also many kinds of knowledge such as color, psychology and so on. Because the curriculum of visual communication requires students' knowledge to reach a certain breadth and depth, teachers are required to prepare lessons carefully, not only the content of textbooks, but also some basic knowledge of audience psychology and color psychology for students. Only when teachers prepare lessons adequately can students master more theoretical knowledge of visual communication, become comprehensive talents and achieve good teaching results.

4. Conclusion

In summary, with the development of social economy, visual communication design has become

a new practical discipline. This requires teachers to teach students professional knowledge of visual communication from the perspective of students and on the basis of social practice. Teachers are also expected to conduct innovative teaching, prepare lessons carefully, shape students' all-round knowledge ability, stimulate students' interest, and cultivate students' autonomous initiative in learning, cultivating more all-round and comprehensive talents for our country.

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