Reform and Practice of Project Teaching Mode of Visual Communication Design Course under the Background of Application Transformation

Xinyi Sun

School of International Education, Dalian Polytechnic University, Dalian, Liaoning, 116034, China

Abstract: With the transformation and upgrading of the national and local economic and industrial structures, project-based teaching, as the basic feature of the application-oriented undergraduate visual communication design talent training target, is the core and key to improving students' employment competitiveness. Based on the positive understanding and in-depth analysis of the problems existing in the visual communication design course project, this paper proposes reform measures, the purpose of which is to provide a reference for the transformation and development of the visual communication course project-oriented teaching model. , This article takes the reform of the system and teaching mode of the visual communication design major in colleges and universities as the starting point, discusses the specific implementation plan of the project-based teaching mode, and proposes to create innovative projects with the concept of combining production and teaching, industry and teaching, and enterprise and teaching. The teaching method is to implement entrepreneurial education and practical operations in the process of experience, and form a teaching model that meets the needs of the society for visual communication design talents in the new era, and finally complete the unification of higher education and industrial development, and make better use of colleges and universities Talent training functions and characteristics. The experimental research results show that in order to successfully reform the practical teaching of visual communication design under the background of application transformation, we should first realize the advantages of the school-enterprise cooperation model and eliminate the traditional practical teaching of visual communication design with the help of new media technology. To take reasonable measures to comprehensively improve the quality of practical teaching.

1. Introduction

In the current project teaching method that we often say, the main method of teaching activities in teaching activities is to carry out systematic and complete "project" work [8]. It is different from the traditional classroom practice teaching mode. The teacher no longer imparts existing book knowledge or related skills to students as the main purpose of teaching, and it is no longer the teacher to obtain a course result according to his own arrangement and knowledge transfer [2].

Instead, with teachers as the guide, students actively explore and find ways to obtain this course, and finally get a result consistent with their course arrangement. In this teaching process, students will become the main body of course implementation and effectively cultivate The enthusiasm of students in the implementation and operation of project courses, teachers will play a supporting role in the whole process of supervision and guidance [3]. Closely centering on the talent training goals in the context of application transformation, construct a talent training method from creative design to entrepreneurial practice oriented by industry demand [4].

The project-based teaching model is the basic feature of the current student visual communication design talent training goal, and it is the core and key to cultivate students' application ability, analyze problems and solve problems [5]. In order to achieve this goal, it is particularly important to explore practical teaching methods for visual communication design [6]. This requires us to have a new understanding and research on the existing practical teaching system, and how to train a group of high-quality visual communication design talents in the context of local economic and social development [7]. The ultimate goal of practical teaching of visual communication design major is to apply the knowledge you have learned to the market and realize the socialization and practicality of the course. This puts forward higher requirements for the setting of practical teaching content. However, some practical teaching content of visual communication design is outdated, slow to update, single teaching method, lack of practicability and comprehensiveness, and cannot meet the requirements of social development [8].

In the context of application transformation, if the reform process of the project-oriented teaching model of visual communication design professional courses can be carried out under the conditions of the current school-enterprise cooperation model, it will not only give students more practical operation opportunities, but also reduce practice The teaching burden of teaching teachers can give these teachers more opportunities to communicate with enterprise technical personnel, understand the current industry's requirements for people, and provide more clear goals for teachers to carry out teaching work in the future. At the same time, students can also know what the current society demands for themselves, and provide them with a clearer direction for their future efforts [9]. School-enterprise cooperation can allow schools to select the plan, content, and skills used to train talents in the process of cultivating talents, alleviate the current employment pressure of students, and improve students' practical ability and talent market competitiveness. Improve the quality of practical teaching. With the aid of the school-enterprise cooperation model, the school can allow companies to appoint technical personnel with rich practical experience to the teaching classroom, explain some practical operation skills to students, and enable students to more accurately grasp the theoretical knowledge learning Focus on improving learning efficiency [10].

2. Method

2.1 Determine a Stable Project-Based Curriculum and Realize a Diversified Teaching Model

In the current teaching process of the actual visual communication design professional courses, the project-based courses introduced by the courses are unstable, and the teaching practice lacks consistency with the actual project cycle courses. This requires us to take this issue into consideration when formulating talent training plans and outlines, and to list some solid, timely, and stable projects that are guaranteed in the teaching plan to ensure that the basic courses of the project are relatively stable. . At the same time, do not blindly shorten the implementation time period of project-based courses in order to blindly complete the filling-type theory teaching. Therefore, teachers should plan the time and content of this course in the teaching progress of this semester to further ensure the implementation of project-based courses . Implementing the project teaching method in the teaching process can actively explore the teaching content, course evaluation and

student organization form in the project implementation process. By changing the way students learn, students can actively stimulate their enthusiasm for majors and courses.

2.2 Focus on Building and Cultivating students' Design and Innovation Capabilities

Focus on cultivating students' design ability and entrepreneurial ability, and construct characteristic and interactive teaching models and methods. According to the current training goals of applied innovative and entrepreneurial talents, revise the current talent training plans and management methods of higher education institutions, and gradually form the main line of education led by high-tech service industries. With the cultivation of innovation ability, engineering ability and entrepreneurial ability as the core, establish an interactive education mechanism of classroom teaching and enterprise production practice, comprehensive quality training and professional ability interaction, and the combination of theoretical study and design practice. In order to strengthen the cultivation of innovation ability, engineering practice ability and entrepreneurship practice ability, and shorten the relationship between graduates and society, enterprises focus on cultivating students' design ability, innovation ability and appropriate business operation ability, which is the core of the characteristic entrepreneurship education model. In order to solve the problem that the traditional visual communication design method emphasizes creativity, ignores practice, and does not pay attention to the cultivation of students' entrepreneurial awareness, the whole process has explored the talent training methods from creative design to entrepreneurial practice. Training for future art design.

2.3 The Reform Direction of the Project-Based Teaching Model of the Course Using New Media Technology

In the context of the current application transformation, the new media technology should be reasonably applied in the reform process of the project-oriented teaching mode of visual communication design professional courses. New media technology is the product of the development of the times. If we want to realize the advancement of the teaching process, we must first be able to apply these products of the times in the teaching process. We should ensure that the teaching content, teaching methods and teaching concepts are updated in a timely manner. Make these teaching modules advance with the times and meet the needs of social development. MOOC breaks students' dependence on classroom teaching and makes students' learning styles more flexible and changeable; with the help of micro-class teaching videos, students can see more of others' ideas when designing, and improve their ability in visual communication design; flip The classroom allows students to master more initiative in the practical classroom, strengthens the interaction between students and instructors, allows teachers to be more targeted in classroom teaching, and improves classroom teaching efficiency.

3. Experiment

3.1 Experiment Object

In order to have a more in-depth understanding of the reform and innovative application research of the project-oriented teaching mode of visual communication design courses in the context of application-based transformation, this experiment selected 75 students majoring in visual communication design at Communication University The object of research and investigation, through the form of questionnaires to students, understand the learning situation of students, and lay a foundation for the development of mixed learning mode in the application of visual

communication design curriculum teaching. The research on the project-based teaching mode of visual communication design courses based on application transformation has laid the foundation.

3.2 Research Design

This research analyzes the relevant literature on the learning applied teaching background and curriculum teaching practice at home and abroad, and collects the theoretical and applied research data of the visual communication design curriculum project-based teaching model based on the application transformation background at home and abroad, and clarifies Research ideas and clear research content lay the foundation for the development of this research and the writing of the thesis. The questionnaire method is also called the form-filling method, which is to prepare the survey research report of "The Reform and Practice of the Project-based Teaching Model in the Curriculum", which is distributed to the subjects of the research survey by paper method. In this research, a total of 56 questionnaires, 55 valid questionnaires were recovered. Then, collect and organize the collected questionnaires, and then use statistical and comparative research methods. Finally, an action research method was adopted. In a natural and real educational environment, actual educators use various research methods and techniques according to certain operating procedures to solve the primary goal of research models in the reform of visual communication design teaching.

4. Results
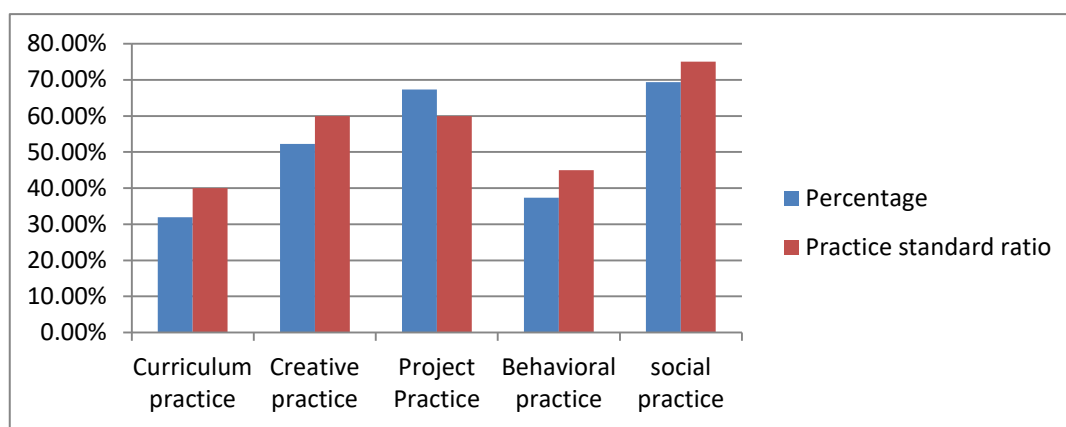
4.1 Experimental Research Findings

Fig.1 Project-Based Teaching Methods of Visual Communication Design Courses from the Perspective of New Media

According to the statistical chart shown in Figure 1, the "New Media Visual Communication Design Course Project Teaching Method" in the experimental survey report is statistically sorted. It can be seen that after the survey report of 75 students of Communication University, In the teaching mode of the visual communication design course, the Communication University attaches great importance to project practice and curriculum practice. The Communication University uses practical work as the teaching arrangement to bring students into the working environment and practice positions. Students participate in the business projects of their work units as designers, and evaluate their achievements based on their work content and completion effects. Let students learn and exercise in real professional applications, and measure, guide and modify students' works with realistic design requirements. Practical teaching is better than the training mode of virtual subjects

in the classroom. It can exercise students' application ability of design knowledge in the work. The practical subjects of visual communication design projects and social practical subjects are mainly graduation practice. For the purpose of cultivating applied talents, strengthen professional practice training, teach in practice, and increase practice to about 75%.

Table 1 Teaching Curriculum Plan for the Visual Communication Design Major of Communication University

Course Title	Total period	Class time	Credits	Semester
Design basis (A)	32	32	2	1
Design basis (B)	32	32	2	2
Sketch and line drawing	48	48	4	3
Layout Design	64	64	4	1
Photography basics	64	64	2	2

As shown in the survey statistics in Table 1, this article sorts out some representative data on the teaching plan of the Visual Communication Design major of Communication University. The data in the table shows that the project-based teaching model of visual communication design courses is still in further innovation, because some teachers are not clear about the project-based teaching model. From the data in the table, we can see that the layout design course in the first semester has increased to 64 hours. In addition to the layout design and the four credits, the two or two highest credits are sketch and line drawing. The teaching of visual communication design major is a teaching mode characterized by professionalism, practicality and practicality based on the cultivation of comprehensive knowledge and cultural literacy such as society, nature, and technology, as well as art and art design theory. Through professional teaching, students can master the necessary professional theories, professional knowledge and professional skills, understand the frontier science and technology and development trends of the profession, and cultivate the ability to analyze and solve general practical problems within their professional scope.

4.2 Problems in the Teaching Mode of Visual Communication Courses

First of all, the teaching purpose of basic courses is not clear. The setting of course content makes the teaching goal tend to improve drawing ability. The purpose of painting is not to improve the aesthetic level of painting, but to improve the quality of teaching. Although realism training can enhance the performance of works, when performance content and concepts are blank or blind, performance skills will become pale and weak. Secondly, the teaching goal ignores the cultivation of students' artistry and aesthetics. The teaching of basic courses in many colleges can focus on the observation of the structure of things and the cultivation of expressive ability, but it ignores the cultivation of students' aesthetic ability. Art comes from the soul, and art design needs to come from people's aesthetic feelings and imagination and creation of art. Finally, the basic course teaching still follows the traditional art education model. Visual communication design education in colleges and universities is transformed from arts and crafts education and traditional art education. In the teaching process, many colleges and universities still use the traditional art education model. Including teaching objectives, curriculum structure arrangement, topic training arrangement, assignment design, work evaluation standards, etc. In particular, the teaching content relies on books, and most of them use traditional theory-based textbooks, and lack certain research and grasp of the knowledge of design and innovative thinking.

4.3 The Development Model of Project-Based Teaching of Visual Communication Design Courses in the   New Era

The reform of the visual communication design professional curriculum should pay more attention to practice. In this rapidly developing information society era, strengthen the practice and communication of students. Through the integration of practice and accepted theoretical knowledge, it is conducive to improving the practical ability of students; after the teacher Student exchanges can enable students to continuously exchange, sort, analyze, and research information, which can better stimulate students' creative inspiration and creative design; in addition, traditional teaching models can no longer adapt to this rapidly developing society, and universities should embed projects The so-called project-based teaching is that the teacher gives a complete project to the student, through the teacher's guidance and explanation, so that the student can better complete the project, the student can participate in the actual project throughout the process, and can accumulate more practice Experience, lay a solid foundation for future employment.

Finally, with the advent of the new media era, teachers are required to fully explore online resources, add new knowledge in time, teach some of the latest and most cutting-edge design knowledge and design cases, actively mobilize students' learning enthusiasm, respect students' differences and personalities, and strengthen guide. Only by allowing students to form their own unique and innovative design concepts, can they create good design works, provide a reliable guarantee for future employment, and output more innovative and compound outstanding design professionals to the society.

5. Conclusion

The visual communication design course is a highly applicable and practical course. In teaching, we must dare to try to accept different teaching methods and means. As long as it is beneficial to students, it can enable students to get the maximum exercise and improve their professional level and market competitiveness. As teachers, we should explore and study it. Introducing a project-based teaching model in the visual communication design course, using actual projects as the carrier and design tasks as the guidance, can exercise students' independent design ability, effectively shorten the employment adaptation period, and truly realize the zero-distance connection between the school and the enterprise , So as to achieve the goal of training qualified application-oriented talents. At present, the design industry has a greater demand for talents and is becoming more practical. In the era of informationization and big data, the reform of application-oriented visual communication design is inevitable. The visual communication design profession should always meet the needs of the industry in different aspects of talent training. Only by continuously learning advanced design concepts, carrying out reforms and innovations, changing the concept of talent training, and constantly optimizing the methods and methods of talent training, after three years of continuous practice, exploration and research, we will explore "industry-university-research cooperative interactive education". "As the main line, the training mode of creative and entrepreneurial art design talents should highlight the cultivation of students' innovative ability and appropriate business operation ability. In the course of actual visual communication design, students should be the main body and the content should be the foundation.

References

[1] Nassar M , Alzaatreh A , Abo-Kasem O , et al. A New Family of Generalized Distributions Based on Alpha Power Transformation with Application to Cancer Data[J]. Annals of Data ence, 2018, 5(3):1-16.

[2] Takeda R , Kawamura A , Kawashima A , et al. Second-order asymmetric transformation; Application for practical synthesis of α-amino acids[J]. Organic & Biomolecular Chemistry, 2018, 16(27):4968-4972.

[3] Jackson A C , Seán Lacey. The discrete Fourier transformation for seasonality and anomaly detection on an application to rare data[J]. Data Technologies and Applications, 2020, 54(2):121-132.

[4] Wu H , Li G . Visual communication design elements of Internet of Things based on cloud computing applied in

graffiti art schema[J]. Soft Computing, 2019(6):1-10.

[5] Marcus A , Wang W . The Analysis of Visual Communication Design of Commonweal Information Through Interactive Design Thinking - Public Commonweal Information Design and Communication in Urban Traffic Spatial Environment as an Example[J]. 2018, 10.1007/978-3-319-91806-8(Chapter 27):351-362.

[6] Sanchez-Parcerisa D , Udías, Jose. Teaching treatment planning for protons with educational open-source software: experience with FoCa and matRad.[J]. Journal of Applied Clinical Medical Physics, 2018, 19(4):302-306.

[7] Alan S , Giuliano T A . An Effective Project for Teaching Repeated-Measures Designs[J]. Teaching of Psychology, 2018, 45(3):251-255.

[8] Grossman P , Dean C G P , Kavanagh S S , et al. Preparing teachers for project-based teaching[J]. Phi Delta Kappan, 2019, 100(7):43-48.

[9] Eagle L , Dahl S . Product Placement in Old and New Media: Examining the Evidence for Concern[J]. Journal of Business Ethics, 2018, 147(3):1-14.

[10] Yang Y , Yu G . The analysis of social resource mobilization on new media: A case study of Chinese environmental protection documentary Under the Dome[J]. Telematics and Informatics, 2018, 37(APR.):128-136.

[11] Research Project of Education and Teaching Reform of Dalian Polytechnic University in 2019- Reform and Practice of Project Teaching Mode of Visual Communication Design Course under the Background of Application Transformation

[12] Project Number: JGLX2018145

[13] Cultivation Project of Teaching Achievement Award of Dalian Polytechnic University in 2019- Research on the International "Trinity" Practice Teaching System of Visual Communication Design Major under the Background of Mass Entrepreneurship and Innovation