

Research on Cultivation of Students' Creativity in Art Design Teaching

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Abstract: With the rapid development of our country's economy, the demand for talents is growing, and the requirements are getting higher and higher. As a major with strong creativity, the art design major also puts forward new requirements for each student. In order to better adapt to the country's demand for innovative talents, colleges and universities should pay more attention to the creativity cultivation of students majoring in art design, expand their innovative thinking, exercise their practical ability, and cultivate high-quality technical talents.

1. Introduction

The major of art design is a comprehensive discipline, which tests students' creativity very much. It requires students to have a variety of knowledge, as well as the spirit of exploration and knowledge seeking. Nowadays, science and technology are so developed that students are easily interfered by other factors when creating, resulting in similar design results and failure to highlight personal characteristics. [1] However, the demand for talents in society is diversified, so students are required not to stop at the traditional design products when learning. On this basis, they should highlight new ideas from both design concepts and design factors.

2. The Reason Why Students Lack Creativity in Art Design Teaching

At present, many colleges and universities still hold a superficial view on the cultivation of creativity, believing that students have creativity as long as they have their own unique ideas. According to the survey, most cultural and creative products in Hunan Province still have serious problems of homogeneity. Only by identifying the root causes can we truly improve creativity.

2.1 Thinking patterns cause obstacles to innovation

Although China has long advocated entering the "mass entrepreneurship and innovation era", the process of art design is much slower than that of other majors. First of all, the most influential factors should be historical factors. The development of China's traditional crafts can be traced back to the late Qing Dynasty. At that time, art education was mostly practical, and most art works were created on the basis of real objects for innovation and copying, thus lacking the innovation of products themselves. Secondly, under the influence of traditional education, most of China's

traditional art education methods adopt the "master and apprentice" model, or one-to-one teaching. Teachers' style and design habits can easily affect students' design results. Moreover, traditional teaching methods focus on teaching students theoretical knowledge and practical skills. For creative thinking, students are required to understand themselves, and believe that creativity is the talent of children, which cannot be acquired later. Another point is that when China chooses to absorb foreign excellent cultures, it believes that all foreign cultures play a huge role in China, and that other people make both appearance design and concept innovation when absorbing and imitating them. In the long run, products made by Chinese designers will be labeled as "no creativity", "ordinary" and other words compared with foreign designs. While the enthusiasm disappears, some innovative ideas in China will also disappear. Therefore, some students will think that art design majors rely on talent and can imitate and reproduce, so they have no excessive requirements for design results.

2.2 Single teaching mode

Nowadays, the scale and coverage of education in China are constantly expanding, which leads to uneven education levels in various regions and a relative shortage of teachers. Some teachers still have traditional education ideas, overemphasizing talent and theoretical knowledge, ignoring innovation and practical ability and exploration of learning process. [2] Then, due to the reform of the economic system, all walks of life are experiencing the transformation of the socialist market economy, and we need to constantly adapt to the changes in the form and change ourselves. Some schools only pursue the rate of entering a higher-level school and economic benefits, and do not pay attention to the cultivation of students' personal quality. The art design major has also been affected. Because of insufficient teacher resources and lack of integration, the school's practical projects and new innovative plans cannot be implemented. Teachers can only explain relevant knowledge to students based on traditional design products, lacking fresh elements. The teaching content has not been updated in time. The teaching method is still the traditional "teaching method". In terms of teaching evaluation, theoretical tests are still used, with reference to standard answers and memorization. Such a teaching mode is difficult to cultivate students' innovative thinking, and it is easy for students to fall into the cycle of ineffective learning.

2.3 Lack of practical operation

According to the survey, art design teachers in some colleges and universities lack the cultivation of students' practical ability, such as the lack of combination of theoretical courses and practical projects in the art design major of Hunan Mass Media Vocational and Technical College. The entire curriculum is too focused on the explanation of theoretical knowledge, and tends to improve students' skills and knowledge. It does not involve deeply in students' employment, self-development and other related issues. The art design major is a discipline without regional differences. No matter at home or abroad, some good design concepts and products are worth learning from. However, Chinese universities do not do enough in exchanging with international art. Because of the distance limitation, it is also possible to transmit foreign advanced concepts indiscriminately through Internet display. In addition, school-enterprise cooperation and communication is also a way to expand students' thinking, but these methods only stay at the level of oral communication, and there is no special study group to study deeply, which can not effectively improve students' creativity.

3. Ways to Cultivate Students' Creativity in Art Design Teaching

The pace of education reform of art design specialty is accelerating. Colleges and universities plan and rectify from the system, teachers and other aspects, hoping to effectively improve the creativity of students.

3.1 To cultivate students' creative thinking

Creative thinking is also called creativity, which requires new ideas and new views in art design. For students majoring in art design, good creativity is not only an academic achievement, but also a profound influence on their future employment and life. Before cultivating creativity, we should abandon the view that creativity is innate, gifted and cannot be acquired. In modern society, the scope of creativity is more extensive. It is not only ideological innovation, but also creativity in behavior, practice and even the product itself. What is lacking is the spirit of students to explore creativity and learning attitude to seek knowledge. [3] First of all, we should guide students in values, take creativity as one of the goals of personal striving, pass on the positive role of ideological and political education to students, and let the excellent traditional Chinese culture penetrate into the hearts of the people. With this basic direction, students will have stronger motivation and firm confidence. Secondly, teachers should use correct teaching methods to stimulate students' innovative thinking. Traditional teaching methods rely on book knowledge and single teachers' teaching. In fact, the times are changing; the content is updating, and the past design concept and style can no longer meet the requirements of contemporary society for students. If they still keep tradition, the students will be successful in their studies and will not help their future development. At present, not only the major of art design, but also other disciplines are making continuous progress. For example, college English courses are constantly strengthening the proportion of ideological and political education courses, and there are mixed teaching methods everywhere. Colleges and universities are using the latest ideas and rich resources to stimulate students' interests. Teachers of art design can also learn from some excellent methods to play the guiding role of teachers by taking the lead of students, teach students to study with mind map and exercise their divergent thinking. Finally, we should help students build a complete knowledge system and stimulate their imagination, which is the most important premise of creative thinking.

3.2 To implement open teaching

Creative thinking requires students to have rich imagination and divergent thinking. Open teaching is more suitable for students majoring in art design. The so-called open teaching does not mean that teachers assign all tasks to students to let them solve by themselves, but that teachers adjust teaching methods and teaching methods according to the requirements of the syllabus. For the art design students, the imagination alone is not enough, and they should also enrich their knowledge reserves. The open teaching method is that teachers change the "cramming education" method, add scientific and technological elements, combine knowledge content with product display, use the Internet hybrid teaching method, combine domestic and international advanced design concepts and cultural backgrounds, so that students can better absorb foreign excellent culture, so as to bring forth the new. [4] The teaching purpose of teachers is to stimulate and cultivate the creativity of students in the teaching process. They should be more flexible in the assignment. They can use different forms of group learning according to the different characteristics of students, break through the traditional teaching test mode, and carry out more design shows and competitions to stimulate students' morale. The teaching evaluation mostly adopts the method of mutual evaluation by students. Each group should actively participate in the design process of the

other groups, understand its creation background and environment, so that the scoring can be more fair, and students can learn from each other. The criteria for teachers' evaluation should be changed. For students majoring in art design, theoretical knowledge is not the only criterion, and the proportion of innovation and integration should be increased to evaluate students' works in all aspects.

3.3 To deepen school-enterprise cooperation

In schools, students have limited time, and it is difficult to improve their personal ability only by online teaching. Teachers must lead students to make good use of the second classroom to improve their practical ability. Teachers should have strong professional quality, be able to find students' problems in practice and actively guide them, have a strong sense of responsibility and patience, help students create better works, timely find students' strengths and weaknesses, teach students in accordance with their aptitude and carry out targeted teaching, and constantly help students find new elements and accumulate experience in the process of students' creation. [5] School activities and competitions alone are limited to the improvement of students' abilities. Schools should cooperate with institutions or enterprises outside the school to organize students to learn and exchange. Inspiration is the most important source of creativity for art students, and inspiration often comes from life. In the process of school-enterprise cooperation, enterprise culture and style will give students different inspiration. For example, when students contact project design, customer needs, technical elements and practical elements should be taken into account. How to design works satisfying customers under the premise of maximizing the interests of all parties is a test of students' patience and professional knowledge. At the same time, the cooperation between teachers and students is also a good way to deepen teachers' understanding of students by creating together, put forward targeted questions to students, and customize personalized plans.

4. Conclusion

The study of art major cannot be separated from the continuous efforts of schools, teachers and students themselves. In the severe social background, it is difficult to move forward without innovation. Of course, there is no way out. For students, it is both an opportunity and a challenge. In today's rich social resources, as long as we firmly grasp the educational standards, fully mobilize all resources, and absorb the excellent achievements of many parties, we can always create new sparks on the existing basis. The school should also pay more attention to the cultivation of innovative ideas, so that every promising young person can grow into a batch of innovative talents under the guidance of the school.

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