

An Empirical Study on the Practical Teaching Mode and Effect of Design Major Based on “Competition for Training”

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Abstract: This paper starts with the three aspects of synchronicity, pertinence and comprehensive, and analyzes the characteristics of the practical teaching mode based on the “in the course of a race”, and then, around the course setting, the competition type, the management structure, the team building, the team learning. According to the six aspects of the process control, the implementation strategy of the practical teaching model based on the design of the competition is studied; and finally, the effect and the value of the practical teaching mode of the design of the competition are evaluated in the light of the experience of the work.

1. Introduction

The design study, as a practical and professional subject, has a high demand for students' hands-on ability. At the same time, with the development of the society, the quality standard of the art design product is gradually improved, and an urgent optimization requirement is put forward for the training mode of the professional teaching of the design science. In this background, it is necessary to discuss the new practical teaching mode of the “in the course of a race”.

2. Characteristics of the Practical Teaching Mode of the Design of the “in the Course of a Race”-Based Design

The so-called “replacing training with competition” integrates the course teaching into the competition items, so that students can realize the comprehensive improvement of professional literacy in the process of pre-competition preparation, competition in competition, post-competition reflection and so on, so as to achieve the teaching practice effect of high quality efficiency and strong penetration. Under the concept of “replacing training with competition”, on the one hand, it can guide students to establish concrete and definite learning goals and plans on the basis of specific competition system and competition content, so as to improve the efficiency and value of students' learning behavior. On the other hand, it is also helpful to build a tense and fierce competitive atmosphere, stimulate a higher enthusiasm for teachers and students, and bring a certain amount of enthusiasm to teachers and students. Stress, which drives teaching activities, optimizes and innovates learning activities, and strengthens the overall quality of professional teaching. From the current point of view, the practical teaching mode of “replacing training with competition” mainly shows the following characteristics:

(1) The practical teaching model of “substitute training by competition” is synchronous. In order to ensure the implementation effect of “substitute training by competition”, colleges and universities must synchronize the competition system with the course schedule, the development of students and the social needs when planning the competition time and establishing the competition theme. Only in this way can students achieve all-round development in the whole competition process and obtain professional ability and professional accomplishment adapted to the needs of social talents.

(2) The practical teaching mode of “replacing training with competition” is targeted. From the current point of view, most of the competition events of “replacing training with competition” are linked to the social fields such as commerce, market and so on, which is not only an important embodiment of the needs of social development, but also an important foothold of the needs of

vocational education. In this context, students' learning plan, learning content and work results will be carried out according to the actual work in the future, and then a deeper and more comprehensive understanding of the industry situation and market dynamics [1].

(3) The practical teaching mode of the “in the course of a race” is comprehensive. Compared with the traditional vocational education concept and the means, the “in the course of a race” has achieved the organic unity of the knowledge theory and the practical skills, and has made higher demands on the students' comprehensive ability, and also reacts to the development of the students' comprehensive ability. In addition, the competition is not the “combat” of the students, but the organized and the division of the team sex competition activities. Therefore, in the course of the “in the course of a race” 's learning, the students will also set up the internal quality of the team concept, the competition idea, the innovative thinking, the rule consciousness and so on, and further promote the students to become the “people of the whole development” “.

3. The Implementation Strategy of the Practical Teaching Mode of Design Specialty Based on “Replacing Training with Competition”

3.1 Curriculum Development

In order to construct the “in the course of a race” teaching mode, the system of the system should be integrated into the course of the students' daily contact design. For example, we can combine the course system with basic graphic design, packaging design, market research and other courses, such as the trademark design competition and the creative collection competition of the product creative products, and guide the students to study and practice the socialization in the course, and lay the foundation for the high-quality design of the entries. However, it is necessary to pay attention to the fact that most of the course structure of the design of most colleges and universities is relatively traditional, and there is a lot of theoretical knowledge, which leads to a great study burden for the students. in response, that relevant teacher must be actively innovative, To make the course content independent and scientific and adjust, while expanding the student's practical space, encourage the students to participate in the course-related competition activities, and smoothly introduce the “in the course of a race” into the teaching situation of the professional course[2].

3.2 Type of Competition

At present, the competition activities of design major are mainly commercial, industry and subject. Among them, the commercial competition (such as “Longliqi Cup first Life Aesthetics Flower Water graphic Design Competition”, “Pepsi bracelet Design Competition”, etc.) has the characteristics of semi-propositional activities, its design theme, work requirements, project strategy is mainly put forward by businesses, time is also high uncertainty; Industry competitions (such as “the third Chinese Design Grand Prix”, “Innovation Cup National Design Competition”, etc.) are mostly undertaken by design-related associations, societies or other social organizations, with relatively fixed time, and most of them have annual or The period characteristics of the multi-year period. At the same time, the industry class competition usually holds the subject class and the non-subject class, which can be selected by the participants. The theme class competition (such as “The Design Competition of the Academy of Art and Design in Jiangsu”, “The third international environmental protection public welfare design competition”, etc.) covers the colleges and universities, the public interest contest, the city race, the international competition and so on, and is similar to the industry class competition in the time setting. There is also a one-year or multi-year cycle feature, but each has a clear design theme. In contrast, the theme class competition is more advanced and exploratory, and the creative and individualized requirements of the entries are higher. on the basis of “on-the-match” In the practical teaching of the design major, colleges and universities must make clear the specific requirements and subject directions of different types of competition system, and then carry out targeted teaching means to provide students with multimedia computer room, copy room, film studio, design equipment and other resource conditions, and obtain appropriate external support from government departments and trade associations.

3.3 Management Structure

At present, most of the design majors adopt the three-tier management structure of hospital-department-room. Among them, the college is mainly responsible for policy, funds and other input support, the design department, the fine arts department is responsible for the organization and cooperation of teaching activities, and all kinds of teaching and research rooms under the design major are responsible for the concrete implementation of the teaching mode of “replacing training with competition”.

3.4 Team Building

Because the “in the course of a race” teaching mode is in line with the social fields such as the business, the market and the like, the construction treatment of the university teachers' team has a higher requirement. In general, in order to ensure the quality of the students in the design, the view of the knowledge is matched with the social reality. In addition to the basic teachers' team, the colleges and universities need to introduce the experts and scholars and the working personnel in the design study through the means of cooperation and external use. At the same time, under the condition that the conditions permit, the university should also invite the senior personnel in the relevant field to carry out the teaching according to the specific theme of the event so as to ensure the high quality and professional teaching support of the students. For example, the Chongqing project In the course of carrying out the teaching practice of the “to play a game to promote learning and to train for the purpose of the race”, the Institute of Arts and Design of the Professional and Technical College has actively constructed the “double-teacher type” 's teacher team, and specially engaged the interior design expert of the Chongqing Vocational Skills Appraisal Center. The talents of the R & D staff of Changan Suzuki Company of Chongqing are introduced into the teaching staff, and the socialized and market-oriented educational resources of the product model production and environmental art design are provided for the students.

3.5 Team Learning

In the teaching mode of the “in the course of a race”, the students' learning activities, the participation behavior is mostly carried out by the team. In particular, the students are required to be freely divided into 3 to 5 practical teams, and the proposition direction of the team learning is clearly identified. After that, a team leader is selected as coordinator, and different practical tasks are assigned according to the team member's ability level and long-term advantage, and the final assurance team can complete a design work under the benign state of coordination and operation. In this process, in order to improve the comprehensiveness of the student's practice learning, the teacher should actively manage and guide the task of each team, and encourage the study Students carry out in-depth observation and independent attempt of different task links, so as to promote the operation of team colleges and universities, so that students can master the overall thinking and practical methods of work design [3].

3.6 Process Control

The design and evaluation of the design works need to go through many steps, such as market research, data collection, sketch drawing, scheme coordination, finalization, model adjustment, finished product production, photography and camera, submission of applications, display of results, data preservation and so on. In this process, the teacher should communicate and communicate closely with the student team, and no students should provide targeted and dynamic opinions and suggestions, and from the perspective of teaching, carry out detailed guidance around each process link of the work design, so as to assist the students to complete the learning plan, optimize and perfect the design scheme, and finally launch high-quality competition works.

4. An Empirical Study on the Effect of the Practical Teaching Model of Design Specialty Based on “Replacing Training with Competition”

Since the development of the practical teaching mode of “replacing training with competition”,

the author has led students to participate in dozens of competitions for all kinds of design majors, and has guided students to win gold, silver, bronze, shortlisted and outstanding awards in many competitions. Some of the students' design works have successfully applied for relevant patents and obtained good market evaluation. In contrast, before the implementation of the teaching mode of “replacing training with competitions”, the average annual number of students majoring in design in our school was less than 10 and the number of winners was only more than 20. After the implementation of the teaching mode of “replacing training with competitions”, the average annual number of students majoring in design in our school was as high as 80 and the number of the winning prizes is greatly increased. It can be seen that the teaching mode of the “in the course of a race” is integrated into the practical teaching of the design, so as to improve the social experience and the professional accomplishment of the students, and further promote the optimization and reform of the whole teaching work, and achieve the smooth integration of the vocational education of the school and the actual demand of the society.

5. Summary

In summary, under the new education requirement and the talent environment, the university must take the “in the course of a race” as the important application mode of the design study professional teaching work, and deeply explore the teaching reform road which is in line with the society and matched with the market, so as to build a positive and independent way for the students. The learning atmosphere of the benign competition is to promote the overall development of the students' professional accomplishment.

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