

Teaching Reform and Research on Art Design Majors in Higher Vocational Colleges under the Background of "Double High Plan"

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Abstract: Training talents for the society is the responsibility of colleges and universities. The society needs applied and innovative art design majors. In order to cultivate talents needed by society and keep up with the development plan of the Ministry of Education, higher vocational colleges need to reform. This paper adopts the method of theoretical analysis to elaborate from the four aspects of focusing equally on science and education, promote learning by competition; integrating industry and education, nurturing talents together; keeping the mission in mind while serving students; and finding the right positioning, giving full play to the advantages.

Keywords: "Double High Plan"; Higher Vocational Colleges; Art Design Major; Teaching Reform

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On January 24, 2019, the State Council of China issued the "Implementation Plan for National Vocational Education Reform", and a plan for high-standard higher vocational colleges and professional construction with Chinese characteristics was launched. Huang Zhiming^[1] pointed out that, when facing market demand and employment, China's art design majors have shown a series of problems such as lack of practical experience, poor innovation ability, and lack of communication skills with others. To get around these problems, we need to focus on students' design thinking and psychology from educational innovation and model reforms, integrating practical teaching and theoretical teaching,

and adapting to the changes of the times to nurture innovative applied talents; Wang Ruoyao^[2] proposed that in the current application-oriented art major talent training process, there are problems such as low professional quality of teachers, unclear training objectives of professional talents in the college, and imperfect teaching facilities in the colleges. Improve from the aspects of curriculum, teaching mode, teaching method, and practical teaching, etc.; Li Haomin^[3] pointed out that in the current teaching of art design majors, there are problems such as outdated teaching modes, backward evaluation and assessment mechanisms, and less interaction between teachers and students in the classroom. Integrate internet technology in the teaching process, innovate the internet evaluation mechanism, change the teaching mode, and innovate teaching methods according to the background of the times; Lu Man^[4] studied the need for craftsmanship in art design majors students of higher vocational colleges in the current era, design teaching from students' innovative thinking, designing ability, curriculum core, project teaching, and practical creation, integrate schools and industry, and combine theory with practice to nurture students' craftsmanship in all aspects; Tian Xiaohong^[5] pointed out that the primary requirement for changing teaching methods is that teachers should change their teaching concepts, innovate teaching methods, and change the students' course assessment methods to nurture outstanding applied talents. This paper mainly elaborates on the approaches of teaching reform of art design majors in higher vocational education under the background of the "Double High Plan".

1 Focus Equally on Science and Education, Promote Learning by Competition

The concept of the education model of promoting learning by competition: Introduce design competition topics related to art design majors into the classroom as design projects, and conduct target case practice training with design competitions as the starting point. Reorganize teaching methods, design competitions for specific design themes, and gradually establishing a curriculum model with professional characteristics, which can improve the quality of classroom teaching and enhance students' professional awareness, innovation ability and entrepreneurial spirit. Encourage students to participate in design competitions, support students to participate in design practice, and cultivate problem-solving skills in design practice; focus on the hot topics of design majors, citing the educational concept of integrating art and technology by the German Bauhaus College to promote students' professional design level.

The interconnection of courses and competitions serves to combine professional courses and industry competitions. According to the nature of the design project, students can complete the project in groups, and the teacher will follow up and guide them regularly. The teaching process is shown in Figure 1. The entire assignment is completed by students through group discussion, collaboration and communication. For example: in the art design major courses, the teacher chooses a regional cultural and creative design competition as the coursework, inserts the theme of the competition into the course, and adopts the competition requirements as the coursework requirements. Firstly, the teacher analyzes in-depth and explains the meaning of regional culture in the competition so that students can extract the most important source of cultural meaning and redesign its composition. Incorporating competitive suggestions into the classroom not only meets the basic requirements and content of the teaching objectives, but also enables students to expand their design concepts through task-oriented guidance. In the process of students participating in the design competition, the teacher summarizes the results of the competition. In this way, the teacher not only enriched the teaching content, but also got to innovate teaching methods continuously, which also enables the students to achieve the educational goal

of completing the design task independently.

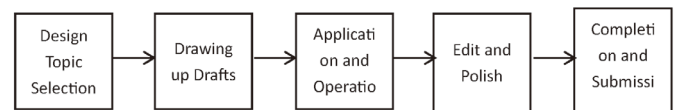


Figure 1. Teaching Process

For example, in the 12th National University Student Advertising Art Competition in 2020, the theme "battle" was used to convey the sense of mission of the era in contemporary art design through interactive (mobile phone H5 interactive advertising) and videos (including film and television advertisements, micro-movies, short videos), clearly convey the spirit of united efforts to fight the epidemic, and demonstrate China's strength; promote learning by competition, keep up with political and economic development, and raise the level of humanistic care, so that students' interest in learning and creative thinking abilities can be greatly improved, which is consistent with the cultivation of talents that fit the needs of the informatized era.

2 Integrate Industry and Education, Nurture Talents Together

Implement the "result-oriented comprehensive education" plan, cultivate innovative talents, and strive to achieve a holistic innovative practical education. According to the needs of cultivating innovative talents at different levels in combination with the characteristics of each grade, organize different innovation teams, set up creative workshops or innovation studios, and create entrepreneurial training teams for mentors with different research directions. Students in each grade actively participate in various innovation teams according to their abilities, interests and hobbies, and participate in various types of practical activities under the guidance of mentors, such as course practice, innovative project practice, thematic research and development practice. By establishing a university-level innovation and entrepreneurship training practice platform and allocating special funds for talent innovation projects and professional practice projects, students of all grades can choose the projects they want to join according to their professional development directions. The establishment of this project is conducive to promoting the cultivation of innovative professionals, encouraging cooperation

between professional groups, actively creating an innovative practice atmosphere of "everyone can be creative", and laying a solid foundation for various practical education work.

Closely integrate the needs of schools and enterprises, and committed to cultivating "seed" graduation projects. On the basis of co-cultivating potential talents, deeply integrate the teams from enterprises and schools according to industry demands, enterprise development, teachers' teaching and scientific research directions, and determine the theme of graduation design project through joint proposals of internal and external mentor groups. Activities such as "the theme of business choices" to come up with a graduation design theme that meets market needs.

Under the influence of a consistent "result-oriented" education system with a comprehensive sense of innovation, the formulation of graduation projects is based on the foundation of research and accumulation of achievements. We promote the conversion of the fruits of graduates' designs through market promotion, so that graduates' designs have market value, and through competitions and comprehensive packaging of outstanding graduation designs to achieve value conversion. The connection between the government, schools and enterprises has promoted the cultivation of talents. The exhibition of graduation design works can be held to further promote job performance and increase social influence.

3 Keeping the Missions in Mind while Serving Students

Building a first-class faculty is a major task in the education reform. Universities must provide teachers with learning platforms and optimize their knowledge structure. Teachers in the information age should focus on improving informatized teaching skills, and have a way of thinking and behavior in line with the information age. Teachers can fulfill the requirements of course education with platforms such as Station Cool App Platform, which protects personalized network resources through a digital platform to obtain cutting-edge design information. Students can also search for more knowledge with the convenience of big data on Station B to discover popular trends, and the method of storing knowledge has changed

the unilateral delivery of teachers in the past into the convenience and multi-dimensional supply based on the internet. Actively promote education at all levels to carry out different types of scientific and technological innovation activities, and encourage students to participate in art design professional competitions. In the field of contemporary art design teaching practice, teachers and students are provided with new views and ideas on artistic creation, innovation and entrepreneurship through the guidance of industry experts outside the school in professional seminars. Through new art projects, art and technology are implanted in classrooms. This combination provides students with more ways to obtain cutting-edge fashion information, and as an important part of classroom training, technological innovation is of great significance for cultivating the creative consciousness and ability of art design students.

4 Find the Right Positioning, Give Full Play to Advantages

Higher vocational colleges confirm their own school positioning and professional positioning according to the development needs of the regional industries (professions), and build characteristic majors that are deeply connected to the industry. Meanwhile, do a good job in education market research and survey, do a good job in comparing the same and similar majors with other vocational colleges of the same or different levels, look for the characteristics and differences of professional development to avoid overlapping. The profession construction principles of differentiated development and complementary advantages are conducive to the sustainable development of vocational education.

5 Conclusions

In conclusion, higher vocational colleges aim to achieve the development level of national and international advanced industries through the construction of the "Double High Plan", follow the nurturing rules of higher vocational occupational skills, to promote the well development of high-quality innovative and applied talents. In the teaching process, teachers can improve teaching methods in various effective ways, enhance students' professional skills, stimulate students' divergent thinking, and

cultivate innovative thinking ability by guiding students to learn innovatively.

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