

A Research on Multidimensional Compound Talent Training Mode

Take Visual Communication Design Major as an Example

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Abstract—With the promotion of national educational reform, education in local universities should meet the requirements of the local economy development. Professional disciplines, discipline types, and discipline structures should be optimized; interdisciplines and multidisciplinary integration should be advanced; a market-oriented talent training mode should be established; highly-qualified, creative and compound talents who can satisfy the requirements of the knowledge and economy time should be cultivated. In terms of visual communication design major, market orientation decides the development of the major so that, in the talent training mode, market orientation should be taken into consideration. Meanwhile, personal development should be fully respected. Scientific, feasible and diversified teaching methods should be established; modularized and serialized ways of thinking should be adopted to construct the curriculum system so as to reinforce the professional foundation, and to expand the specialty coverage. The students will be treated as the center in the process of education. In this way, they can learn their professional knowledge according to their own ability, which embodies the teaching concept of humanity and diversity. Talents will be “qualitatively” cultivated according to the requirements of different positions in the correspondent profession or industry so that they can become talents competent in the correspondent positions. On the other hand, the research on the talent training mode of visual communication design major can provide valuable reference for the development and the curriculum construction in other majors of art design.

Keywords—*multidimensional mode; compound talent training; visual communication design*

I. INTRODUCTION

According to Outline of the National Program for Long and Medium Term Educational Reform and Development (2012-2020) of our country, higher education should be distinctive and its structure should be optimized. To meet the needs of both national and local economic and social development, dynamic adjustment mechanism should be established and the structure of higher education should be constantly optimized. Professional disciplines, discipline types, and discipline structure should be optimized; interdisciplines and multidisciplinary integration should be advanced; a

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market-oriented talent training mode should be established; highly-qualified, creative and compound talents who can satisfy the requirements of the knowledge and economy time is our present development trend. How to establish the talent training mode based on the major, and how to teach distinctively and to get expected teaching effects are the important issues our profession should immediately inquire into and settle. With the economic development, geographical restrictions, and updated concepts, the insight of changes is required and the education of art design majors should be developed in accord with different areas, different times and different disciplines. Particularly, with the increasing number of graduates majoring in design year by year, the employment pressure is greater and greater. For a local university, improving the competence for a job of the graduates majoring in the major, providing better service for the local economy, and developing a distinctive major are realistic issues that need to be settled.

II. THE ANALYSIS OF THE PRESENT SITUATION HOME AND ABROAD

Throughout the development trend of talent training in universities home and abroad, different universities in different countries are highly discrepant in terms of talent training.

- Foreign countries aim at high quality. Germany's vocational education is aimed at cultivating advanced applied professional talents and stresses “zero distance” from the education to the position. The abilities it cultivates are very specific and practical, among which the application ability and the ability to solve realistic problems are emphasized. Art design majors abroad are closely related to enterprises, which is a similarity among foreign countries. The cooperation between universities and enterprises supported by the government is closely related to the related industry in the local or surrounding regions., which provides a good opportunity to help cultivate applied talents. The design education only has a very short history in our country, most of which is a variant from the Central Academy of Fine Arts mode. The relation between education and technology and the relation between education and economy are not thought so highly of all the time and, at the same time,

the design education can not meet the requirements of economy. Following this mode restricts art design education of universities in our country. Consequently, the talent training modes are almost the same and monotonous. University education stresses developing the ability of theoretical research and training the ability of thinking. Traditional textbooks are always hysteretic and what is learned is not yet what is needed in reality so that students are bad at practical skills and need a long period of time to adapt to their job. Due to the incoherence between the education and the reality, students even can not carry out the most basic application in their job and are lacking in overall quality.

- In terms of way of cultivating, foreign universities emphasize the combination of work and study and the combination of theory and reality. They attach importance to employment ability and to the sustainable development of a major. Foreign universities have a feature of “broad foundation, broad major and interdisciplines”, and emphasize cultivating “compound” and “creative” talents and developing students’ integrative application ability for knowledge. Embedding interdisciplines in disciplines is the disciplinary development trend in foreign universities. They attach importance to comprehensive curriculum and there are lots of interdisciplinary courses. For instance, Interdisciplines are set in twenty five discipline groups in Classification of Instructional Programs, CIP-2000 of the US, which take up 66% of the total amount of discipline groups. In Japan, University of Tsukuba is a representative university which adjusts the structure of teaching on the basis of interdiscipline groups. In Germany, Bauhaus School of Design emphasizes interdisciplines and advocates the comprehensive integration of disciplines, such as the combination of design and art related literature, the combination of design and music, the combination of design and cinematography, and the combination of design and natural science disciplines, like medicine, physics, math, and psychology etc. After several rounds of big adjustment of disciplines in our country, over emphasis on the concept of “one major, one correspondent job” is changed. Although the talent concept that knowledge, ability and overall quality should be comprehensively developed has been set and the demand for high-quality compound talents in the job market is met, it is limited to the exploitation within a discipline. Meanwhile, this kind of research is tried in comprehensive universities in the country, for this kind of universities is strong in academical research and has a complete set of disciplines so that it has the premises for interdisciplinary cooperation. Art design majors are quite comprehensive themselves as it intersects with architecture, anatomy, engineering, and communication etc and it is closely related to the economic and social development. Most local universities set courses according to teachers and the training mode is casually adjusted so that the teaching system has no systematical development plan. Good

art design education modes abroad are mechanically applied without considering the art education mode suitable for its own development, resulting in problems, like the confusion, incoherence, and imbalanced structure etc of talent training mode.

In conclusion, local universities generally do not have very good students enrolled and do not have very good teachers and, at the same time, have not found a way of developing which is suitable for their own development. Moreover, they do not integrate existing teaching resources and advantages and form a market-oriented professional development mode, on the basis of local economic development and the actual situation of students.

III. THE ORIGIN OF “MULTIDIMENSIONAL” COMPOUND TALENT TRAINING MODE IN LOCAL UNIVERSITIES

Individual standard theory advocates individual value should be the center of the education goal. Meanwhile, education goal and education activities should be constructed according to individual spiritual needs of improvement and development. In individual standard theory, individual value, individual development, and individual needs are thought highly of, and it is thought that the value of education lies in the individual development and the satisfaction of needs; it is thought that the ultimate goal of education is to develop human nature and instinct naturally and to meet human needs; it is advocated that the goal of education should be set according to human nature and development. While in the research on market-oriented talent training mode in universities: in the talent training mode, market orientation should be taken into consideration. Meanwhile, personal development should be fully respected. Scientific, feasible and diversified teaching methods should be established; modularized and serialized ways of thinking should be adopted to construct the curriculum system so as to reinforce the professional foundation, and to expand the specialty coverage. The students will be treated as the center in the process of education. In this way, they can learn their professional knowledge according to their own ability so that they can find a job to make better use of their ability.

IV. THE SIGNIFICANCE OF “MULTIDIMENSIONAL” COMPOUND TALENT TRAINING MODE IN LOCAL UNIVERSITIES

- In the market-oriented talent training mode, students are cultivated “directionally” so that they can meet the requirements of local economic development and they can adapt to their job “immediately” in the future.
- The “multidimensional” teaching mode embodies the teaching concept of humanity and diversity, talents will be “qualitatively” cultivated according to the requirements of different positions in the correspondent profession or industry so that they can become talents competent in the correspondent positions.
- The research on the talent training mode of visual communication design major can provide valuable

reference for the development and the curriculum construction in other majors of art design.

V. THE CONSTRUCTION OF “MULTIDIMENSIONAL” COMPOUND TALENT TRAINING MODE

Take the teaching practice in visual communication design major as an example where “multidimensional” talent training mode is adopted. Through the analysis of market demand, the training orientation of teaching is set and the teaching mode of curriculum groups is applied. Moreover, students are “qualitatively” cultivated. More interdisciplines are set to develop students’ creativity and compound ability. Universities and enterprises cooperate to teach so as to improve students’ professional quality and vocational skills.

A. *The Research on the Professional Talent Training System*

In the professional talent training of visual communication major, the market demand orientation, the aim of “multidimensional” teaching, how to set curriculum groups reasonably and the assignment of curriculum groups and platform courses (interdisciplinary courses) are issues that need to be taken in to consideration.

B. *The Research on the Course Teaching Content*

The teaching content should be formulated according to the teaching aims and requirements of different curriculum groups. It should be formulated reasonably and coherently, in the process of which the different focus of different curriculum group teaching should be clear and the discrepant ways of teaching should be thought about. Meanwhile, diversified interdisciplinary courses should be established to cultivate in students the creativity and comprehensive ability. In the curriculum, the combination of production and teaching should be emphasized. Enterprise resources should be integrated in the curriculum so that the curriculum can bridge the gap between the students and the enterprises.

C. *The Research on the Supervision over Teaching*

Curriculum groups and platform courses (interdisciplinary courses) should be divided into different phases and different levels according to different grades and different directions. Teaching will be arranged per semester. To embody the systematicness and coherence of curriculum groups, the arrangements of platform courses should be centralized so that students in different curriculum groups can freely choose courses to study flexibly. In this kind of teaching arrangement, teaching quality is used to check whether the teaching arrangement is reasonable or not. Finally, the ultimate quantity and quality of employment will be used to reflect the accuracy of teaching design and teaching methods.

The developing trend of “multidimensional” compounds talent training mode.

Local universities should fully serve the local economic development and they should integrate teaching with the market. They should know about the market demand and advance the cooperation with enterprises. Teaching direction should be adjusted and the mismatch between the current

teaching content and the market should be improved. Meanwhile, enterprise resources should be made full use of, a diversified team of teachers should be established and “double-professional” teachers should be cultivated.

Student will be the center and individual student’s situation is taken into consideration. Multidimensional teaching system is established. Moreover, in the professional talent training mode, courses are packaged and curriculum groups are formed so that diversified talents suitable for different positions in the same profession will be cultivated.

Current curriculum is adjusted, and the percentage of inter-major and interdisciplinary courses taken will be increased. Students will be encouraged to undertake interdisciplinary and crossover study. Furthermore, the cultivation of compound and creative talents is emphasized.

Visual communication design major, as an applied major, facing the current educational development trend, must be firmly correlated to the market. Professional knowledge should be continually updated and educational ideal should be changed so that a characteristic way of developing for this major can be found and it can thus become an advantageous major for local universities.

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