

Analysis on Teaching Reform of "Graphic Design" in Higher Vocational Colleges

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Abstract. Graphic design course uses the basic elements of a two-dimensional space to create the image (for example: the use of point, line, surface), and deal with the relationship between image and subject image. In the teaching process of graphic design, how to make students in accordance with the law of formal beauty, create beauty on visual effects and relationships, art and design education system is an important, integral part. Then, as a teacher of graphic design curriculum, how to develop a high-quality, graphic design talents to adapt the times and social development needs, this is the one thing teachers should seriously think about. After several years of teaching practice and research, how to further enhance the graphic design concept to enhance the teaching quality is much meaningful.

Introduction

Commercial graphic design includes graphics and images. Graphic design courses in many colleges and universities offer only an image processing software Photoshop, but not including the graphics processing; in teaching, some teachers completely scripted, only explain the theory and textbook examples, few actual social needs to choose teaching content, teaching focus, which resulted in many students can only learn the knowledge scattered and can not produce a comprehensive knowledge application ability; in addition, many schools practice teaching + multimedia classroom teaching room on the plane experiments, students can only watch the teachers operation can not be performed immediately verify operation, in operation only "imitation" experiment seriously neglected the students' initiative and creativity of culture.

No social practice session, students will not be able to deeply understand the power and usability of graphic design software, can verify in classroom teaching examples in the experiment, it is difficult to make a comprehensive creative work, nor exercise professional project design the necessary team spirit.

Do not focus on practical assessment, using only paper exam, students to meet the test memorize rote knowledge points; or using only practical assessment, does not attach importance to the theory of knowledge and terminology, leading students do not understand the professional design design documents. Both evaluation mechanisms are unreasonable. Only to theoretical knowledge based, competency-based assessment of the practice in order to lead the direction of student learning, viewing the student's learning outcomes.

Some teachers have only theoretical knowledge, lack of project experience, can not properly reflect the practical courses in teaching, student interest will be destroyed by a lot of boring theory on paper, seriously affecting the quality of teaching.

The Root Problems in Graphic Design Teaching

In recent years, the basic teaching of art and design professionals have adopted the basic set up a unified training courses, including drawing, color and composition and other three. Students enrolled in the unified after receiving such a public platform for teaching and training, particularly professional direction after entering the study, and this is set clearly neglected teaching students to take the initiative to recognize professional basic courses and the exploration process. This phenomenon can be traced to the beginning of the economic reform started, the art education

system along with a huge change. It is undeniable that teaching philosophy reformed to achieve greater educational benefits schools, training a large number of design talent. But with the development of education in graphic design, hidden behind also increasingly exposed, our graphic design education with a very strong philosophy of pragmatism in the teaching guide. Therefore, the current design of the profit-oriented education will exist, too prevalent custom of mind. In recent years, the development of art and design professional enrollment is such excessive overheating state performance. In this educational background, is the impact on students that can see the practical benefits of the activities is valuable. Compared with the market and post-professional courses, foundation courses are considered useless, lack of attention.

Curriculum Education Reform Program in 2001 by the Ministry of Education promulgated 6, stressed the need to change course too much emphasis on structure-based, and too many subjects lack of integration of health Most of the domestic professional graphic design art school in the core curriculum of basic training will mainly art from realism to abstract painting deformed from flat two-dimensional graphics to three-dimensional three dimensional modeling. We have become accustomed to this mode of teaching program, but this program is customary teaching experience to reform the role of graphic design when initially formed dictates, not a logical relationship between the professional courses. The current graphic design curriculum generally lack basic structure logical relationship between courses, the lack of a reasonable relationship between the organization and the concept of integration between basic courses and professional courses. This will make the student reaction to the different courses vary, can not find the contact at different stages of learning, especially in difficult to understand its significance for the latter part of the learning curriculum goals for learning basic courses in. Therefore, a reasonable, long-term goal of the curriculum is an important cause of graphic design curriculum teaching in question. It is lack of long-term basic curriculum, scientific design, often in casual and emotional state of disorder. In the teaching process should continue to improve teaching philosophy and methods, the development of curriculum goals of sustainable development policies have meaning.

Discussion of Specific Reform Measures

After a market demand for detailed investigation and analysis, teaching ideas can be appropriately adjusted according to the new teaching ideas, teaching contents of their adjusted accordingly and appropriately strengthen the teaching process actual link. In the specific teaching process, teachers must not only software skills to explain methods of operation of the complete system, but also to the work practice, a lot of examples for students to explain and demonstrate, which could reach to enable students to apply their knowledge of the results.

First, the requirement for graphic design curriculum teaching content and make reasonable adjustments science. In the course content can be analyzed traditional teaching content, and for its selection, the selection process should focus on learning and the design of its relevant content and software connected with Han. This will not only help students apply their knowledge of the problem was the ability to analyze and improve the design level of student work and aesthetic layout capabilities, but also help students to solve practical problems. Secondly, in the proper curriculum should be innovative. You can send in the curriculum reform arrangements, curriculum content to make reasonable adjustments may be retained in the original teaching arrangements essays, added to the creative plane training. In order to guide the students to increase their awareness of ideas, with creative thinking, you can consider increasing the proportion of creative graphic design, graphic aggravating weight, which can make students pay more attention to learning new forms of expression and a unique and innovative concept.

Computer Graphic Design course is a comprehensive strong curriculum, student learning, involves knowledge of psychology, journalism, marketing, sociology and so on. Therefore, in terms of students, broaden their horizons more important, it is necessary to give students a basic understanding of print ads theoretical knowledge and mastery, to enable them to better understand the market. Graphic design teaching, we should pay attention to the students to develop skills and understanding of the expression, so that students can be based on sound knowledge of regulations

and market knowledge to guide their design ideas, which is the basic literacy courses in graphic design. The design of computer application ability is the ability of students to the market after the necessary, so the teaching process, we should strengthen the cultivation of students in this area, it must have a strong practical ability; Also, you can appropriately the ability of students to look from the perspective of multidisciplinary work, in-depth analysis to guide their work, to provide experience for their graphic design, which is graphic design professionals to increase awareness of the packaging work and upgrades.

Graphic Design in the teaching process, not only to focus on students skills, we must also strengthen the overall quality of students. In order to broaden their horizons, students may be appropriate to strengthen ties with the community, the "market research" as a priority program. Let students out of school, to learn the necessary market information and design-related propositions. Strengthen the combination of student assignments and social practice and some students do the actual design of the business to enable students to change from the psychological role.

Teachers in the teaching process, in order to enable students to create good work and you can use effective teaching methods to stimulate students' potential and creativity of the purpose to stimulate their creative thinking, to teaching. In traditional graphic design curriculum teaching process, students often design thinking process is not enough attention.

For a long time, too much emphasis on design methods, in the teaching process, can not effectively stimulate students' desire to create such a way that the student teachers lost the ability to perceive new things, can not depart from the design thinking body, just copy and patchwork plagiarism data. Therefore, to guide students to pay attention to the design process is to train students to rational thinking, problem-solving one of the key practices. Schools need to work closely with the business aspect, joint development of student training programs, which will help to realize the depth of integration of higher vocational education and school teaching, improve students' ability to adapt and professional and technical standards. Strengthen the school and enterprise is the best way to enhance the level of higher vocational education, but also an effective way to cultivate innovative special talents. In short, with the continuous development of social needs, requires schools and teachers from the perspective of graphic design for reform, to make it sync with the changing times, make our teaching more relevant, for the community to train more high-quality application-oriented talents.

Conclusion

As a very practical course, graphic design has many aspects of the application in the corresponding technology in graphic design packaging design, book design, layout, other post-processing and characterization of picture content renderings. In order to improve the teaching quality of the course, we must be student-centered, social needs-oriented, dare to break the traditional teaching mode, innovation and reform of teaching methods, full use of modern teaching conditions to realize the basic theory and practical ability the co-culture, improve their social competitiveness and lay a solid foundation for its success.

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