



Study on Teaching Method Innovation of Art Design Basic Courses

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Abstract

Teaching methods are operating methods and techniques applied by teachers to finish teaching tasks. The key to improving the teaching quality is to rationally and flexibly use appropriate teaching methods which are actively explored and reformed as per the features and requirements of the design majors that is also essential to improve teaching effects. This essay analyzes the status of teaching of design basis and the premises of teaching innovation, and tries to give opinions and suggestions on the innovation of teaching methods in art design basic courses, in combination with the author's teaching practices in recent several years.

Key words: Art design; Basic teaching; Methods; Innovation

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Teaching methods are operating methods and techniques applied by teachers to finish teaching tasks. The key to improve the teaching quality is to use proper teaching methods rationally. Therefore, it's very essential to explore and reform teaching methods according to features and requirements of design majors and flexibly apply them to the improvement of teaching methods and effects.

As the foundation of modern art design major education, basic design courses play an important role in the whole design teaching. To strengthen the reformation and research on design basic teaching methods is of

great importance on the cultivation of students' solid foundation, acute oversight, unique creative thinking ability and other related abilities. Once mentioned in the past, the basic courses were easily brought together with equivalent techniques related to style design or skills on operational level, which emphasized too much on hand practice instead of brain training and the cultivation of creative thinking ability.

On the perspective of teaching purpose, design, whether basic design or professional design, is always a whole system aiming at cultivating students' design perception, creative thinking ability, unique thinking style and personal charisma. When the basic courses start, to stimulate and influence students' thinking and mind is not only the function but the goal of basic courses, which help students to deal with design problems with an open mind and thinking which maybe of great benefits for students in design major.

During recent several years of design basic courses teaching, the author summarized and clarified students' questions and feedback for the teaching effect, continuously modified teaching methods, and put forward his own opinions and suggestion for teaching methods so as to improve methods to better teaching effects.

1. ANALYSIS OF STATUS QUO OF DESIGN BASIC TEACHING

In recent years, some domestic art colleges and universities make reformation and adjustment of design basic course system and intensify the design basic course teaching to develop the course towards a more reasonable and well systematic direction. However, in general, design basic courses in most colleges and universities still keep traditional teaching ways of thinking and teaching systems with the teaching pattern of previous arts and crafts, which applies the antiquated and fixed teaching methods

that throttles the personality development in teaching and learning, which fail to meet current requirements of development of all design majors due to low teaching efficiency and unsatisfying teaching effects.

Without solid and strong foundation, it is mere possible to build a skyscraper, the same goes to basic learning. Basic courses are of crucial importance and meanings in all disciplines, definitely including art design major. The basic courses teaching in art design major plays an irreplaceable role in cultivating students' perception, insights, creative thinking abilities, unique thinking styles and other aspects. Mainly based on teachers' explanation and class infusion, the original teaching pattern can not meet the requirements of modern art design teaching. In consequence, deeper exploration and research of current design basic education status shall be carried out we should explore and research to work hard to reform and innovate teaching methods, and improve the teaching quality in order to meet requirements of development of all design majors.

Currently, main factors influencing teaching methods of art design basic course teaching can be clarified as two aspects: teacher-related aspect and student-related aspect. The teacher-related aspect mainly includes weak consciousness of teaching innovation, lack of enthusiasm in teaching, insufficient acknowledgment of basic teaching, the limitation of individuals and other factors. Meanwhile the student-related aspect mainly consists of ambiguous learning goals, insufficient understanding of the course, poor self-study ability, lack of interest, inappropriate learning methods and other factors. The effort made to improve and perfect basic teaching education should take the above two aspects, teaching and learning into consideration, with deep analysis to reform and modify the design basic teaching and innovate with targets.

2. PREMISES OF TEACHING METHOD INNOVATION

The foundation and method are emphasized in the teaching of design basic courses. The foundation here is a general concept, a wide concept that surpasses the major restriction, which leads students to see design in a whole perspective and understand foundation from a creativity perspective without much stress on major. Methods here refer to both teaching methods and thinking ways. For teachers, the transformation and update of educational ideas are more important than merely conveying of knowledge, and systematic and reasonable teaching methods are more efficient than numerous aimless design practices. Therefore, the exploration and reformation of the design basic course teaching should be established on mastery and thinking of the whole basic course system, otherwise, even the newest teaching methods make no

sense. Several premises should be held in the proposal and completion of teaching methods innovation of basic courses on the basis of recent years' basic course teaching.

2.1 Teachers Shall Change Concepts and Set Up Innovative Consciousness

Due to the fact that the teacher is the leader in teaching process, the best way for teachers to adapt to the gradually changing requirements of modern art design major is to change ideas according to practical situation, adjust teaching methods, update knowledge structures, continuously fulfill and improve themselves so as to stimulate students' interest and positivity with abundant teaching and design experiences and considerable knowledge. The updating of teaching methods and ideas derives from thorough knowledge system, wide professional perspective, numerous teaching experiences, design practices and mastery of professional frontier. Appropriate teaching methods and educational ideas shall be decided step by step by long-term teaching practices and deep understanding of method application referring to other teaching pattern with high operability with the combination with specific major features.

2.2 Comfortable, Dynamic and Open Class Atmosphere

Class is the main place for teaching. Therefore, a comfortable, dynamic and open class is not only helpful to make students accept knowledge, but also to stimulate their potential innovative thinking to the maximum extent. To create such atmosphere, teachers are required to treat every student with an open and equal attitude, and fully respect each individual. At the same time, teachers are requested to make changes on teaching pattern, to drop the previous dull explaining teaching method and put more emphasis on the application of enlightenment, interesting, encouraging and other teaching principles.

2.3 Change Students' Ideas and Cultivate New Learning Habits

Students' participation and interaction in class is an essential condition of teaching methods' implementation due to the fact that students are the only target of any teaching methods. In the teaching process, efforts shall be made to appropriately change and adjust students' learning habits, turn the negative acceptance mode into the positive exploration one, cultivate students' self-study ability, which enable students to update their learning concepts, to apply scientific learning theory to guide self study. It is helpful to change learning concept and habit to fit in the changing mode of teaching methods of teacher and to quickly participate in teaching process with an open mind.

2.4 The Main Purpose Is to Cultivate Students' Innovative Awareness

The most important purpose of design basic course teaching is to cultivate students' innovative awareness

and creative thinking ways in whole teaching process, in which the innovative awareness should be presented from design of topics, choice of teaching methods to teaching assessment and all other steps. The cultivation of innovative awareness improves the fluency, flexibility, and uniqueness of students' thinking. During the teaching process, the main line of basic teaching shall be to stimulate students' potential to the maximum extent, focus on the cultivation of practical abilities, and guide students to explore, find, and solve problems creatively.

3. STUDY ON THE INNOVATION OF TEACHING METHODS

The key of teaching methods is to establish methods base and modify methodology, which is essential to all the design majors. Educational ideas shall change from the knowledge teaching to learning ability teaching, to stimulate and guide students' innovative needs. Though considerable teaching methods with great differences are easily accessible in daily teaching, it's important for students of design major to explore specific teaching methods as per features of design major, which are finally created on the understanding of individual characters (Necessary communication with each student is needed) and the summary of tons of practices and ways of thinking. With the guiding thought of teaching students to learn and the method to learn, and teaching them to create, the special teaching methods help students master the general disciplines of learning and special learning methods of specific courses, and give the learning initiative back to students, arouse the positivity of learning and cultivate good learning habit and interests of exploration and experiments, all of which change passivity to initiative, and continuously improve learning ability.

Study on the innovation of teaching methods of design basic courses can be discussed from two aspects.

3.1 Pieces of Advice for Teaching Method Innovation

3.1.1 Take Open Teaching Methods and Cultivate Student's Innovation Awareness

To take open teaching methods and promote open education is helpful to the establishment of students' subject consciousness and the cultivation of their innovative awareness. In the teaching process, the open teaching methods are characterized by teachers' open way of teaching, student's open way of query, casual interaction between students and teachers, comfortable class atmosphere and other features. Only when teaching and learning are under a relatively open condition can creative potentials of teachers and students be stimulated. The open teaching methods also fully embody the educational idea of focus on students' subjective

consciousness and respect for individuality, only based on which can realize true open learning.

3.1.2 Take General Foundation as a Basis to Seek for Appropriate Teaching Methods With Universality

The teaching of design basic courses serves for different design major fields, so it must be the wide foundation that surpasses the limitation of specific major field. Therefore, the question that every teacher involved in basic course teaching shall always think and work on is to seek for proper teaching methods for different majors in accordance with their characteristics and to explore the teaching content and educational purposes with mutual regularity.

3.1.3 Take "Teach Students the Method" as the Method Standard

It's better to grant fishing than to offer fish. The reformation and research of teaching methods are aimed to teach students the method of right learning, innovating and presenting. The correctness and rationality of the methods shall be valued by the standards of students' practical learning effects and assignment quality instead of the only pursuit of newness and differentiation. The method innovation shall change as per the specific situation for the reason that the application and implementation of teaching methods are influenced by condition change of each school, each class, and even each student.

3.1.4 Determine the Assessment System of Teaching Effects

The effect of teaching methods should be measured by the quality of students' works, so regular class discussion and collectively evaluation of assignments are helpful for the in-time feedback for teaching effects. Students can deepen understanding of knowledge and learning methods, while teachers can thoroughly master the effects after application of some teaching methods through communication and contact with students, which is helpful for the in-time summarization and adjustment of teaching methods.

3.2 Innovation and Discussion of Specific Teaching Method

3.2.1 Question-Setting Method

Guide students to find related questions related to the topic offered by teachers, from points to planes and finally enlarged to areas, which allow students to positively learn knowledge and change students from negative acceptors to positive finders of knowledge and questions. This method is of great importance in illustrating learning interests and innovative inspiration.

Questioning is a feeler of thinking extended from known to unknown and specific reflection of the innovative awareness. In the teaching process, some questions related to the teaching are always set to stimulate students' thirst for knowledge, cultivate their flexible thinking. Another function of question-set teaching method is to nurture students' consciousness

of question, the lack of which not only influences the acquirement of knowledge, but also hinders the innovation of thinking. Einstein once said, "To find a question is more important than to solve one. To learn needs to ask, to ask frequently and cleverly. It is a good learning method to start thinking from questioning.

3.2.2 The Method of Seeking for the Difference With a Mutual Background

The thinking of seeking for difference is actually a kind of divergent thinking, which refers to the thinking process and ways of exploration of different or distinguished answers for a question. To be divergent requires to think in different angles and to extend to different directions, the meaning of which is to put forward more solutions, assumptions, creativity and conception. Considering the uniqueness, flexibility, adaptability and fluency of divergent thinking, we can deduce from rational ideas and be divergent in function, structure, pattern, method, combination and others aspects of the matter in teaching. We can be divergent in thinking to be different and unique, unusual and wonderful, unstrained and vigorous or even random and ridiculous. It is an efficient teaching method, a reasonable way of thinking and a design method.

3.2.3 Exploration of Solving Method

Doubt is an attitude and a spirit, which also is the start of change and an exploring trip for the truth; it is both the result and start of thinking at the same time. It is necessary to learn how to doubt and question. To doubt means to question to reach mental independence and self-confidence of original design instead of taking current existences as invariable or absolute truth.

The spirit of doubt shall be proposed to seek for the critical cognition of the current knowledge and conclusion and have their own distinguished opinions. The application of the spirit of doubt is to doubt the common ideas and methods for breakthroughs with above attitude, the real meaningful method of which is to doubt and question concepts.

In teaching, students should be encouraged to doubt and illustrated to cognize the current existence critically. The new design way is to change the tradition, turn impossible to possible, and transfer from ordinary state to differential state.

3.2.4 Interest-Stimulating Methods

Interest is the best teacher and every one has his own interests and hobbies. Students' interests should be explored to take use to the maximum extent. Stimulation of students' interests allows them to find-analyze-solve the problem according to their interests. The aim is to fully stimulate their learning positivity, bring more fun and help them develop towards the right art fields for themselves.

3.2.5 Character-Exchanging Methods

Class is where students study. Teacher should change their leader role in class and transfer the initiative to students and let them lead the class, which not only benefits the communication between students and teachers, but also helps students to think about the question deeply and systematically. The kind of character exchange makes students think in teachers' side, which brings new methods of cultivating students' multi-dimensional thinking ways and accurate positioning of professional design. Role changing of students and teachers, giving opinion of teaching topics on their own view, helps to improve the systematically comprehensive thinking ability and their presentation skills.

Teaching methods are so endless and various that different courses are with different teaching methods and even the same course can adopt distinguished methods. No matter what kind of teaching methods is taken, it should meet the teaching requirements of the course and students' learning requirements. Above is the innovative teaching methods applied in my teaching process, and suggestions are welcomed for enrichment and perfection.

CONCLUSION

The teaching of art design basic courses is dynamic and multivariable, so it is crucial to update educational ideas in time, set up innovation consciousness and teaching methods and keep their advancement and practicality in the basic teaching practice. In consequence, the deep research into teaching methods based on the academic features of the basic course and practical situation of colleges and universities shall be performed under following principles: On one hand, it needs innovative teaching methods with flexibility and creativity, and the reasonable application of a variety of effective methods. On the other hand, continuous adjustments should be made in the practical teaching process to improve and perfect teaching methods, so as to develop it towards a more reasonable and effective direction, contribute to the enrichment of teaching methods of art design basic courses and ultimately to provide necessary methodology support for cultivation of professional characteristic talents in art design field.

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