

# Construction of Innovative Thinking Curriculum System of Art Design Specialty Based on the Whole Process of Talent Training

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## Abstract

China's art design education has experienced different stages of development from "art education" to "arts and crafts education" and then to "art design education". It should be said that China's modern design education originates from arts and crafts education and is deeply influenced by pure arts. Teaching evaluation of innovative thinking course, as an important link to measure teaching, plays an extremely important role in the construction of innovative thinking course system of art design specialty. Application-oriented innovative talents are the talent training goal after the current application-oriented undergraduate education goes out of the academic and research mode. Students are required to be familiar with modern scientific knowledge and management knowledge, master professional application ability, have innovative thinking and strong professional quality. After fully analyzing the importance of the teaching system of art design innovative thinking course, this paper puts forward some ideas on constructing the teaching system of art design innovative thinking course. Through the reform and development of talent training, this paper constructs the innovative thinking course system of art design specialty with distinctive characteristics of higher art education.

## Keywords

The whole process of talent cultivation | Art design major; Innovative thinking curriculum system.

## 1. Introduction

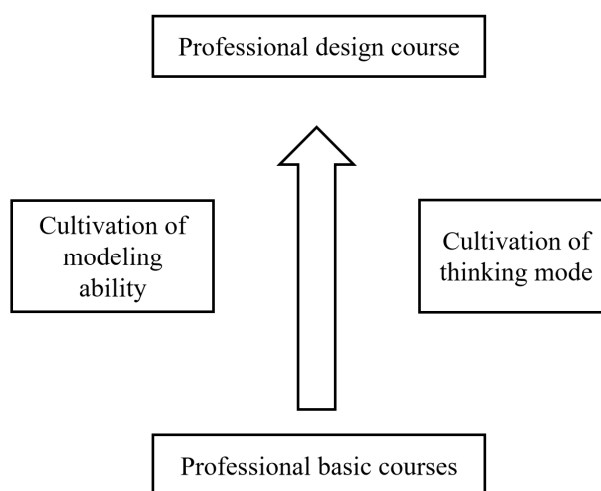
Art design specialty is a specialty with strong practicality and application. Paying attention to classroom teaching and practical teaching plays an important role in promoting the healthy development of art design specialty and improving the training quality of innovative talents [1]. China's art design education has experienced different development stages from "art education" to "Arts and crafts education" and then to "art design education". It should be said that China's modern design education originates from arts and crafts education and is deeply influenced by pure art [2]. Relying on innovation to promote the development of cultural creativity and design service industry is not only an important content of China's economic structure adjustment, but also an inevitable requirement for China's development from manufacturing to creativity [3]. As an important link to measure the course teaching, the teaching evaluation of innovative thinking course plays an extremely important role in the construction of innovative thinking course system of art design specialty. Application-oriented innovative talents are the talent training goal after the current application-oriented undergraduate education goes out of the academic and research mode. Students are required to be familiar with modern scientific knowledge and management knowledge, master professional application ability, have innovative thinking and strong professional quality [4]. Design education has always been based on pure art education and traditional arts and crafts education, so that most art colleges and universities include both art education courses, such as sketch and color; It also includes courses of arts and crafts education, such as patterns; It also includes courses of art design education, such as design sketch, composition, etc. [5].

In recent years, school enterprise cooperation has become one of the main ways to correct the deviation of talent training direction in vocational colleges. For students majoring in art and design, the talent training mode can not only provide them with better social practice opportunities and realize the combination of "teaching", but also enable students to learn and test the theoretical knowledge in practice [6]. In response to the needs of the global integrated market and the rapid development model of China's economy, the development of art education also presents the characteristics of increasing openness, diversification and internationalization. The traditional closed educational ideas and methods have been difficult to meet the new needs of the times. School-enterprise cooperation is based on the needs of social industries, and it trains high-quality applied talents for enterprise industries on campus, which is different from that of ordinary universities [7]. Improving students' professional comprehensive technical ability and enabling students to have a foothold in the strong social competition and market competition is the main mode of cultivating art and design talents at present. Therefore, how to cultivate international talents with good knowledge, ability and quality, which meet the needs of the times development, is an urgent problem to be solved in Chinese art major education [8].

## 2. Connotation and Main Purpose of Innovative Thinking Curriculum System for Art Design Specialty

### 2.1. Basic Connotation

Because art design courses have their professional characteristics, the most important teaching goal of innovative thinking course is the materialization of knowledge, wisdom, spirit and inspiration. Therefore, the open-book or closed-book examination method adopted by general arts, science and engineering courses is generally not adopted. At present, the way of evaluating creative works has been continued, that is, the final works of innovative thinking course are used as the evaluation basis for the final examination results of the course. Creative thinking course is closely related to professional design course. It is the key to the smooth transition from basic course to professional course. Especially in design training, it plays an important role in creative thinking, as shown in Figure 1.



**Figure 1.** Relationship between Creative Thinking Course and Professional Design Course

The teaching evaluation system of art design course mainly refers to the general term that in the classroom teaching and practical teaching of art design major, aiming at different links and aspects of the teaching process, on the basis of careful investigation and systematic description,

the teaching content, teaching methods, teaching process, teaching effectiveness and other links are comprehensively analyzed, measured, summarized and evaluated by certain means, and feedback and conclusions are made on the actual teaching situation of the course. This examination method has a certain one sidedness, which can not comprehensively and effectively assess the comprehensive level of students' actual innovation ability, and is bound to mislead students' usual cold study attitude. The core of innovative thinking course teaching evaluation is to integrate the existing teaching resources, excavate the valuable unused teaching resources, and constantly improve the teaching level and talent training quality.

## **2.2. The Main Purpose of Strengthening the Teaching Evaluation of Innovative Thinking Course of Art Design Specialty in the Digital Era**

From the perspective of management, behind the establishment of a set of evaluation structure system is the implementation for the realization of specific management objectives. The teaching evaluation system of innovative thinking course is the expected result that the education management department should pursue by supervising, inspecting and controlling different links and aspects of teaching activities. At present, most design courses pay more attention to the skills of students' expression of plane effects of design ideas, and mainly assess students' plane painting skills, that is, the accuracy of using painting languages such as lines, tones and composition to express design effects, which can not fully trace and verify students' understanding of the social environment behind the design, Students and teachers and students can not share the creative thinking process, which affects students' divergence. It is particularly important to strengthen the supervision and evaluation of the teaching quality of innovative thinking course. Through the evaluation of the teaching quality of the course, on the one hand, we can fully understand the actual situation of class students in learning various subjects, the completion of teachers' teaching tasks and teaching objectives; On the other hand, through the evaluation of teaching quality, teachers can know the strengths and weaknesses of their own teaching, and sum up the problems in teaching in time. At the same time, many students will not take the initiative to further explore whether their design ideas can realize real art products in terms of technology, material and technology, and lack the whole process practical ability to transform paper plane effects into real art products.

## **3. Teaching Measures of the Whole Process of Talent Training in the Curriculum System of Professional Innovative Thinking**

### **3.1. Clear Training Objectives, and Strive to Cultivate Comprehensive Quality Talents**

Knowledge, ability and accomplishment are indispensable. At present, the all-round development of college students' comprehensive quality needs to be strengthened urgently, so as to avoid single and one-sided professional and technical ability and neglect students' overall quality. The studio-led teaching mode improves the traditional teacher-centered teaching mode. Through project-based teaching, students can master the technical knowledge independently, improve their theoretical accomplishment, broaden their thinking and enhance their adaptability to emergencies. Talent cultivation involves a wide range of knowledge, and it is a subject integrating science and art. College students should not only have a solid theoretical foundation, but also cultivate their own aesthetic feeling and artistic cells. In the curriculum system, we should add ideological and political education, pay attention to the overall planning of explicit and implicit, pay more attention to students' Ideological and moral education and mental quality health education, and enhance their psychological tolerance and ability to resist crisis and solve difficulties. When colleges and universities provide a practice platform, whether it is social research in the early stage, scheme discussion in the medium term, or

project deepening in the later stage, it is inseparable from discussion and communication and the collision of thinking ideas. This process is a group interaction rather than an individualized performance. Talent training forms a systematic knowledge network by blending knowledge in different fields, so as to help students in Higher Vocational Colleges broaden their knowledge.

### 3.2. Reform the Practice Teaching Mode and Construct the Practice Teaching System

**Table 1.** Basic framework of assessment system

Serial number	Assessment content	Operation form	Examination form	Evaluation criterion	Weight
1	Preview before class	Write preview report in groups	Interactive discussion	Fully understand the course content and relevant research status, find out the questions and refine personal views	0.14
2	Learning attitude	Attendance, homework and class attitude, etc	In class investigation and Q & A	Class on time, correct learning attitude, good at thinking and serious homework	0.11
3	Technical skills	Classroom technique operation	Interactive discussion	Use various painting languages to accurately express the plane visual effect of the design idea	0.14
4	Curriculum related theory	Exam answer	Closed book examination	Master the basic concepts, historical background, design principles, methods and procedures involved in the course	0.12
5	Course content application development	Course summary application paper	Course group and oral defense	Refine the course theme, further explore the application of knowledge to solve practical problems, and have further understanding and improvement through oral defense	0.2
6	Exchange, display and promotion of works	Create works in combination with the enterprise proposition or the requirements of the main key of competition, exhibition and performance	Course group, enterprise participation and oral defense	Including feasibility scheme demonstration and completion of physical works of art. It is required to select appropriate raw materials and adopt feasible technology to complete physical art works that meet the requirements of the proposition. Through communication and display, whether the creative works have been recognized by the society and consumers, and analyze the reasons for being recognized or not. At the same time, it analyzes the consistency between the design concept and the physical effect, as well as the design thinking problems and technical reasons for the deviation of the compliance, draws up solutions, and summarizes the enlightenment for the expansion of design creative thinking in the future	0.3

Deepen the teaching reform, take innovation as the orientation, practice as the starting point, build science and technology laboratories and other bases, promote the competition scale of practical projects such as innovation and entrepreneurship, actively explore the school-enterprise cooperation mode in practice, and vigorously promote various teaching modes of practice and training, such as social experts' learning guidance mode, school-enterprise collaborative training mode and two-way extension mode between schools and enterprises. Therefore, interactive teaching based on studio construction can cultivate students' expressive

ability, critical thinking ability and teamwork awareness. The talent training mode of school enterprise combination makes the trained talents more targeted and targeted by closely combining schools, enterprises and the market, so as to provide the required talents for enterprises and increase the employment rate of students. Solid theory is the foundation, but talent training depends not only on theory, but also on inspiration. Innovative thinking needs to be added to the whole process of talent training teaching to guide higher vocational college students to give full play to their creative thinking.

### 3.3. Cross-disciplinary Curriculum Allocation to Cultivate Compound Talents

The characteristics and social needs of the innovative thinking course of art design specialty often require students to have better comprehensive ability and higher level of serving the society. In the course allocation, we should break the narrow textbook learning method and adopt the ability backward extrapolation method to analyze the general demand of the market for talents. This "interaction" includes the blending of different cultures, experiences and ideas between students and students, students and teachers, colleges and enterprises, and promotes the development of the discipline field in multiple dimensions. The innovative thinking course of art major can follow the school-running principle of "innovative system of school-enterprise industrial college based on the integration of production and education", take the demand direction of social enterprises for talents and the actual job content of social enterprises as the main components of the course of environmental art design major, learn from the experience of human resources management of social enterprises, and build a high-quality and high-yield teaching staff of environmental art design major. According to the examination contents and flexible examination methods of the course subdivision, systematic evaluation standards are adopted. The basic framework of the assessment system is shown in Table 1.

To train students' basic quality and theoretical level, we should broaden our horizons, cross-disciplinary and multi-disciplinary integration, set up corresponding channels for the unity of practice and teaching, allocate multi-effect teachers, unify self-study and teaching, and connect schools with society.

## 4. Conclusions

The creative thinking course of art design specialty is a talent training direction established according to the national education policy and the needs of social development. It is an interdisciplinary comprehensive specialty. Facing the deepening of higher education reform, strengthening the construction of curriculum teaching evaluation system for the cultivation of innovative talents in art design specialty is a comprehensive and systematic work. In the construction of evaluation system, we must combine the characteristics of art education and follow the law of educational development. The Innovative Thinking Curriculum System of art design specialty in the whole process of talent training is established on the basis of the reform of curriculum mode, teaching mode, practical education system and teaching management mechanism. At the same time, it also puts forward higher requirements for teachers' energy investment and teaching research, that is, building an applied high-quality teaching team is the premise of the reform. With the development of the times and the improvement of people's living standards, graduates majoring in environmental art design will be favored by more and more art design companies. To focus on the overall reform of talent training, we should study how to improve the overall reform scheme of art education curriculum by cultivating compound talents and innovative talents, and highlight the construction and practice of international compound talents training scheme, so as to build an advanced art design education training mode.

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2. Shandong University of Technology, 2019, Integrating innovative methods into design courses;
3. Shandong University of Technology, 2020, Integrating innovative methods into professional curriculum projects.

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