

Research on the Innovative Paths of Visual Communication Design Professional Practice Teaching Guided by Industry Needs

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ABSTRACT

Through the study of relevant theoretical knowledge and practice training, students majoring in visual communication design need to meet the requirements of applied talents in terms of comprehensive design abilities such as styling design ability, color comprehensive application ability, thinking ability, creative ability of various visual art forms, control ability of visual process design, and computer-aided design operation ability. This paper starts from the industry needs and combines the practices and applications of practice teaching to explore innovative paths in practice teaching, so as to improve students' design practice abilities and lay a foundation for their employments.

Keywords: *Industry needs, Practice teaching, Practice ability, Innovation.*

1. INTRODUCTION

The training goal of the visual communication design major is to cultivate talents with comprehensive knowledge of basic theories of art and design, visual communication, and modern digital media design and creation methods, as well as high comprehensive qualities and innovative consciousness, who can independently carry out visual communication design practice and design innovation, have a strong sense of social responsibility, correct design ethics and good professional ethics, meet the economic and social needs of the Guangdong-Hong Kong-Macao Greater Bay Area, be able to base themselves on local economic and cultural development, and be competent in visual design, teaching, research, and management work in professional design institutions, communication institutions, enterprises, secondary schools, research institutions, and other enterprises and institutions. This type of talents possesses both basic qualities in art and design, as well as professional skills and abilities in visual communication design, and they can engage in visual design, development, operation, management, and other fields, and are high-level creative, cross-

border, and applied talents with broad knowledge and solid skills.

2. PRACTICE TEACHING SITUATION OF VISUAL COMMUNICATION DESIGN MAJOR

The construction of the visual communication design major adheres to the educational philosophy of "fostering character and civic virtue, serving the local area, and integrating industry and education". Based on teaching practice bases, it collaborates with industry-university-research cooperation units and College of Innovation and Entrepreneurship to implement industry-education integration and collaborative education, in order to inherit and innovate Zhuhai's intangible cultural heritage, a wide concept of health projects, and rural revitalization projects, drive students to conduct independent research and learning, and continuously improve the characteristics and quality of professional construction.

2.1 Practice Teaching of Freshman Year Basic Courses

The practice teaching of the courses "Design Form Composition I", "Design Form Composition II", "Design Form Composition III", "Design Sketching I", and "Fundamentals of Graphics and Images - Photoshop" in the first semester of freshman year aims to improve students' styling ability, color perception ability, and spatial thinking design ability through the training of 84 practice teaching hours. The arrangement of practice teaching content aims to serve professional design courses, with a focus on improving students' design perception ability and laying a foundation for subsequent professional courses.

The second semester of freshman year includes basic courses such as "Design Sketching II", "Decorative Patterns", and "Font Design". Through the training of 84 practice teaching hours, students are trained to develop their creative thinking, decorative styling, and abstract composition abilities, serving as a bridge for their entry into professional courses.

2.2 The Reform and Demonstration Role of Excellent Cases in Freshman Year Practice Teaching

2.2.1 Problems Encountered in Practical Teaching

During the teaching practice of the form composition course, there always have been several aspects of thinking. The first issue is that, there are some limitations in the content and methods of training the abstract ability of form, such as the problem of concretization and patterning of styling elements in form composition exercises. On the one hand, this leads to students being unable to effectively cultivate abstract thinking abilities, and on the other hand, it leads to the phenomenon of overlapping with the content of the "Decorative Patterns" course. The second issue is that the presentation of homework is constrained by traditions, and the process of student homework is still manually drawn, with a long production cycle, which affects learning efficiency. The third issue is that the teaching content and progress are not synchronized between parallel classes. Although there is a unified teaching outline as guidance, during the teaching process, there may be differences in homework progress, homework content, homework volume, and homework

performance among different classes, which is not conducive to making a unified evaluation of the learning outcomes of students in each class.

2.2.2 Ways to Solve Practice Teaching Problems

In response to the problems that have arisen in teaching, teachers have carried out the following reforms and practices under the leadership of the college. The first is to unify teaching ideas and adjust teaching content. Teachers strictly implement the talent training program for the visual communication major in the college and further improve the teaching outline of the form composition course. For example, teachers adjust teaching content, strengthen training in abstract thinking, and avoid the occurrence of repetitive course content. The second is to change training methods and means to improve learning efficiency. In the process of teaching practice, teachers encourage students to use computer software to create presentations based on hand drawn conceptual sketches, freeing them from the complexity of hand drawn production. The third is collective preparation of courses to improve teaching quality. "Form composition" includes three courses: plane, color, and three-dimensional composition. Teachers implement a "course leader system". Firstly, the course leader formulates the course plan and then fully utilizes the collective wisdom of all teachers. The college then organizes relevant course teachers to discuss courses and then the person in charge of the Basic Teaching and Research Office modifies and determines based on the opinions of the teachers, ensuring that the teaching content, progress, and homework of parallel classes are synchronized, providing guarantees for achieving a "high-quality classroom".

2.2.3 Exhibition of Practice Teaching Achievements

Through the joint efforts of teachers and students, the reform of the form composition course in the School of Fine Arts and Design has achieved initial results. The presentation exhibition of homework on the form composition of students has finally met with everyone. This presentation exhibition has been attended by 14 classes guided by 19 teachers and more than 470 student works have been exhibited.

2.3 Practice Teaching Situation of Sophomore Year Professional Courses

In the first semester of sophomore year, there are 232 hours of practice teaching, including design professional courses "Symbols and Graphics" (20 practice hours), "Printing and Production" (24 practice hours), "Photography and Video" (32 practice hours), "Engineering Drawing" (16 practice hours), "Perspective and Hand Drawn Effect Drawing Techniques" (28 practice hours), "Product Design Expression Techniques" (24 practice hours), "Product Design Procedures and Methods" (24 practice hours), "Clothing Painting Techniques" (24 practice hours), "Clothing Drawing and Craftsmanship I" (24 practice hours), and "Clothing Materials" (16 practice hours), which intend to improve students' design abilities through 232 hours of practice teaching.

In the second semester of sophomore year, there are 220 hours of practice teaching, including design professional courses "Book Design" (20 practice hours), "Illustration Design" (32 practice hours), "Graphics and Images" (24 practice hours), "Ergonomics" (20 practice hours), "Residential Space Design" (32 practice hours), "Product Design Management" (20 practice hours), "Product Design" (24 practice hours), "Clothing Drawing and Craftsmanship II" (32 practice hours) and "Fundamentals of Fashion Design" (16 practice hours), which focus on improving students' design and production abilities. The practice teaching content takes design practice projects and design cases as carriers. By guiding students to understand design cases and participate in design practice, it not only proficiently improves their software application ability, but also enhances their ability to design and produce project elements. This is a summary and improvement of the practice training teaching content of the previous courses.

2.4 The Practical and Innovative Role of Sophomore Year Excellent Teaching Practice Cases

2.4.1 Innovating the "Course Responsible Person System"

After group discussions, a responsible teacher is responsible for developing the teaching outline, schedule, teaching plan, courseware, proposition approval form, and weekly practice exercise topics for each course, ensuring that all teachers attending

the same course have consistent teaching progress and consistent requirements for students.

2.4.2 Adopting "Collective Preparation of Courses"

Teachers of the same subject prepare lessons and discuss together to ensure the accuracy, completeness, and scientificity of teaching progress and content, and to promptly avoid any existing problems and risks.

2.4.3 Implanting the Topic of "Sanzao Intangible Cultural Heritage" in the Courses in the First Semester of Sophomore Year

Students determine the design ideas and creative points through preliminary research, and after discussing with the teachers, the final creative plan is determined. Based on the content learned in the course, the design is carried out. At the end of class, practical teaching is completed through competitions (the competition they have participated in this time is the Jinwan Intangible Cultural Heritage Original Design Competition).

2.4.4 Organizing a Book Design Exhibition for Grade 2020 Students Majoring in Advertising Design

The book design exhibition has two main themes: one is the theme of a wide concept of health and the other is the theme of free design. The theme of a wide concept of health requires students to pay attention to the psychological health of the elderly, starting from the psychological needs of specific groups, combined with the five senses theory of book design, deeply reflecting the beauty of "people-oriented" book design, and carrying out book redesign. The free design theme includes "My College Life", "Childhood Fun Stories", "A Concert", "An Art Exhibition", "What I Want to Say", "What I Pay Attention to", "What I Want to Express", and other original designs. This exhibition reflects tradition and innovation in terms of book conception, topic selection, manuscript arrangement, illustration, color application, paper materials, printing technology, and binding forms. Overall, it reflects the creative level of advertising design students in the college and the good appearance of visual communication design education. At the same time, as a phased report, it also reflects the design talents of the college students and demonstrates the achievements of the

school in implementing the cultivation of applied talents. The book works are rich in content and diverse in form, reflecting the integration of aesthetics and technology through innovative artistic expression, showcasing the design ability

and creative style of students in the field of advertising design, and activating the learning atmosphere of the college. It is an effective teaching practice for book design to move from flat to three-dimensional direction. ("Figure 1")



Figure 1 Teachers and students taking photos at the exhibition.

2.5 Practice Teaching Situation of Junior Year Professional Courses

In the first and second semesters of junior year, there are a total of 552 practice study hours. Currently, the completed practice projects include such as the "College Badge Design Competition of the School of Fine Arts and Design", the "Mascot Design Competition of the School of Fine Arts and Design", and the "First Emoji Design Competition of the School of Fine Arts and Design". Through the arrangement of 552 class hours of practice teaching content, the college has integrated topics such as the "Yuanhua Cup Design Competition", "Future Designer Competition", and "National College Student Advertising Art Competition" into the junior year classroom practice stage, and introduced projects from cooperative units, forming an employment oriented practice teaching system with design practice cases and projects as carriers, focusing on improving students' design practice ability to meet market demand. In 2023, the college has won a total of 22 provincial first, second, and third prizes, and its practice teaching has achieved the expected goals.

2.6 Practice Teaching Situation of Senior Year Graduation Design

The practice teaching content of the graduation project integrates the content learned over the past

four years, with the goal of serving the local economy, inheriting and innovating Zhuhai's intangible cultural heritage, a wide concept of health projects, and rural revitalization projects, driving students to conduct independent research and learning, guiding them to seek and discover business opportunities, and actively undertake local design projects, and comprehensively improving their comprehensive professional abilities. At present, the completed graduation designs include the Grade 2018 rural revitalization project graduation design - Mashan Village, and the Grade 2019 rural revitalization project graduation design - Paishan Village. This year, the college is currently working on the graduation design of the Grade 2020 rural revitalization project - Wangshan Village. What sets this year apart from previous years is the addition of graduation designs for intangible cultural heritage projects and a wide concept of health themed graduation projects in Doumen District and Jinwan District of Zhuhai. Through the graduation design teaching content, the college guides students to participate in local design projects, cultivates their sense of social responsibility, and enhances their professional qualities, which is also a summary and sublimation of the 4-year practice teaching content. The college plans to publish a series of graduation design works and has completed the layout work of the portfolio. This is also the best summary of each student's four years of practice learning in the college.

3. SUMMARY OF PRACTICE TEACHING METHODS FOR VISUAL COMMUNICATION DESIGN MAJOR

The visual communication design major adopts appropriate practice teaching methods for different courses based on talent cultivation goals and student learning foundations. The summary is as follows.

3.1 Layered Practice Teaching

According to the admission scores of students majoring in visual communication design in 2023, it can be seen that the professional courses grades of 70% of students are above average, and 30% of students have weak foundations. In response to the current situation of students, teachers adopt a layered practice teaching method in the classroom teaching of basic courses in the freshman year and design courses in the sophomore year. For students with good professional foundations, the method of guiding breakthroughs is adopted, while for students with poor professional foundations, the method of consolidating foundations is adopted. Through layered teaching, students with different foundations are encouraged to improve their abilities, learn and achieve success. For students with a certain foundation in painting, teachers adopt a solid teaching method to continuously improve their styling ability. For students with a good foundation in painting, teachers use the method of enhancement training to guide them to cultivate their creative thinking and abstract composition consciousness through design training. Through layered teaching, the aim is to leverage the individual strengths of students, guide them to accurately position themselves, and lay the foundation for future design professional course teaching.

3.2 Project-driven Practice Teaching

In the teaching of design basic courses and design professional courses, teachers usually adopt a project-driven practice training teaching method for the training of design basics, designing classroom knowledge and ability points into practice tasks one by one, guiding students to complete practice tasks, and achieving the goal of mastering design principles and methods. For example, in the classroom teaching of "Symbols and Graphics", teachers incorporate the "Sanzao Intangible Cultural Heritage" topic into practice

teaching, design the 5-week course content into 5 exercise tasks, and guide students to complete these 5 exercise tasks to achieve teaching objectives. From market research on intangible cultural heritage to the design of intangible cultural heritage logos, from logo graphic design to the generation of design sketches, teachers guide students to complete 5 exercise tasks to improve their practice abilities, stimulate their interest in learning, and achieve a 100% attendance rate. The quality of practice teaching in the college has significantly improved.

3.3 Summary of Project-driven Teaching Methods

In the design of professional course teaching, teachers combine teaching content with design projects to guide students to practice design in accordance with market demand. Homework is both a product and a design work, laying the foundation for student employment. Teachers guide students to participate in project design, promote their understanding of market design needs, and cultivate their professional qualities. The design direction of the product collaborates with enterprises. The college has launched a wide concept of health product design activity. These designs are aimed at "elderly-oriented product design", and a team consisting of guiding teachers and students has conducted in-depth research in Doumen Village, western Zhuhai. They have conducted in-depth analysis and research on the physiological and psychological needs, living conditions, and environmental conditions of the elderly, with a focus on how elderly-oriented products can use contemporary technological means to "assist" the elderly in subtle aspects of life, how to establish a public service system for the elderly in rural areas using existing space, and how to increase public activity spaces and so on.

4. CONCLUSION

Guided by industry needs, the college innovates its practice teaching system to encourage students to design works that are close to market demands, meet factory production requirements, and truly transform themselves from students to professional designers. During students' internships, they can effectively connect with enterprise projects and lay a good foundation for future employments.

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