

Local Applied Academic Result on Constructing Course Teaching Reform and Practice

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Abstract: *Localization courses teaching reform is applied fusion one of the best way to development, production and education in colleges and universities from the early project teaching, project teaching, development to today's studio system teaching mode, the form is novel, but follow the teaching philosophy has always been to improve the students' ability of practical application. Through the summary and analysis, to find suitable for applied undergraduate colleges and universities teaching model of the studio system.*

Keywords: *Co-Construction, Talents Training, Practice Teaching, Teaching Reform*

1. Introduction

To deepen the cooperation between colleges, effectively raise the quality of personnel training and college art Design College of industry and commerce in shanxi and shanxi wanrong county xin chang da handmade products co., LTD., for "intangible innovation design" course has carried out a semester of university-enterprise build. Through profound cooperation, jointly create professional course teaching, and geared to the needs of actual project of actual combat training, and implements the teaching post seamless, cultivate the qualified professional skills talents can meet the demand of enterprise.

2. The Teaching Plan

Between build course combines the talent training scheme, the enterprise needs and standards of choose and employ persons, in combination with project requirement to complete the design of the course. Localization through the establishment of art and design professional course teaching implementation plan, on the basis of curriculum knowledge, to serve the local economy to develop the core, with professional technical personnel as the leading teachers and industry, enterprise and students as the main body, the relation analysis of its characteristics, course system, supervision and evaluation system, method of cooperation between colleges and other issues, put forward the reform of the concrete implementation plan, study art and design professional course localization practical teaching new mode, in order to establish the model is applied to carry out the teaching reform of colleges and universities, promote the education plan of applied talents, realize the goal of personnel training in the school.^[1]

And mainly from the following aspects:

2.1. The Syllabus Revision

On the basis of the original course syllabus into project requirements, in order to train professional ability as the goal, to the integration of teaching content, breaking the original content structure, abandon the past teaching material as the core, with the order of chapters teaching mode, teaching content, on the basis of project type to product development and design as the main line, to make every task closely integrated with practice operation skills.

2.2. To Adjust the Teaching Task

According to the progress of the project, timely adjust teaching task, will each class learning content and complete the task of closely integrated with the progress of the project. With the enterprise practice, students to the enterprise standard requirements. Business mentor has a strong practical ability,

to guide students to solve practical problems.

2.3. To Establish Evaluation Criteria

The project evaluation.

This course in accordance with the requirements of enterprises to formulate the five projects, respectively: cloth tiger "toys" theme, the design, cloth tiger "household life" theme and design, cloth tiger festival supplies "newborn" theme design, cloth tiger "baby children's clothing class" theme, the design, cloth tiger kingdom tide wind pattern application design. Project based on "intangible innovation" course teaching, students through the project requirement to realize design practice closely combined with the market, enterprise as training process and the environment as far as possible, to build the course evaluation to provide the good result on the basis of.

The group assessment.

Students are grouped according to the project category, to avoid repeated wen gen category, distribution, taking the form of a lottery. Team members randomly to form a combination, and choose a different direction to enrich carrier form under the same subjects. Members is determined, according to wen gen product development steps, common to complete the project prophase research, then independently design practice, the final report of the project team to complete. Suggest choosing members from each other, assign task team members selected according to its own special features.

The enterprise teacher evaluation together with the teachers.

Business mentor to participate in the project implementation process, and make evaluation standard. Integrated design, market, considering various factors such as the specific circumstances, ability, method and team collaboration implementation evaluation, reflects the evaluation of students' comprehensive ability.

3. The Teaching Implementation

Based on the intangible creative design course, cloth tiger "theme" design "project implementation, in practice organization and implementation scheme to manage enterprise standards. In the project practice in the process of product development as the main line, on the basis of teamwork for enterprises to participate in team management, process monitoring and quality to grasp the three aspects, the three elements at the same time to study on the entire project cycle, and each link, the organic unity in the whole project implementation.^[2]

3.1. Enterprise Resolving Project

First, according to the enterprises of the cost of the project design (virtual), consider the design for cost, such as the designer's design, the design of the figure, the printing cost, etc., to estimate the possible benefits, considering whether to undertake design projects;

Second, consider if accept the design project of the enterprise, existing design studio and various managers whether can use, sufficient, if the staff is insufficient, still need to consider which aspects to add staff. Theoretical guidance teacher, now is enough.

Third, default risk of possible designs, such as the progress of the delay, the increased cost of design and so on, after all project involves sketches and proofing, studio existing students can through the test whether can bear corresponding, in the process of the whole project, the students' ability to face and solve these problems must be considered.

Fourth, according to the design of company given deadline, drew the outline of the steps in product development, draw a design of content, quantity, etc., in this, according to the features of the project, considering its wen gen product level of basic elements and the application in what is need to detail design, which is can be ignored for the time being, specific according to each set of design project. Due to the different project nature, scope is also different.

Fifth, the analysis enterprise expected demand of this project, determine the design goal, estimate the workload of May, is expected to approximate period;

Sixth, determine the enterprise design project and the issues relating to income distribution, etc.

When these comprehensive factors after analysis considering both consider the feasible, the project can be established.

3.2. The Design Team's Form

The group division. The combination of group can be divided into according to the random and voluntary principle of alternating. Team member role, to exercise the team cooperation ability.

The role. In order to achieve the integrity of the project, highlight the dominant position of students, students can simulate corporate operating procedures, a role.

The research and analysis problems, and puts forward the solution. As project preparation stage, the ability of teachers according to post requirement, establish the project, help to resolve project tasks, tasks at the same time, according to according to the task, students.

The sketch design and deepen the modification. Teachers in the process of project design, undertake to the student organization in the process of project implementation, monitoring, through the explanation and analysis found that the students in the process of project implementation problems, guiding students how to deal with and solve the key technical links, search for the best job path and the most simple steps, how to get a meet the requirements of the quality standards for work or work, etc.

3.3. The Project Development Process

The first phase-cultural research.

Select a topic to multi-angle comprehensive analysis research, including the subject, carrier, cloth tiger image, historical legends and folk beliefs and other relevant information, write a research report;

From the aspects of materials, techniques, forms, such as extraction can be sorting for the breakthrough point of the innovation design, rich in content, analysis, comprehensive, has good reference value, no less than 2000 words.

The second phase - market research.

Existing theme on market research project development present situation, analyses its design principle and method of visual elements, innovative design methods, such as multi-angle compared to the same type rivals, clear competitive advantage, form a PPT report.

The third stage, design practice.

Design drawing on the selected topic content, sketching and rendering performance of finished product.

The requirement of original design, pattern design novel, rich in content and form to cloth tiger's image and meaning of the full performance. Appropriate to show the modelling of finished product, material, size, color, interactive, organs, lighting effects, use details, such as the environment, and composed of at least 3 sets of product portfolio with item suits.

Innovative unique, widely develops the product form, innovative, unique effectively combines the intangible culture and product features, the formation of competitive advantage, make a design more meaningful.

Phase 4 - writing stories, comprehensive evaluation

Improve the design performance, writing the appropriate design and copywriting, enrich the culture behind the product.

Comprehensive evaluation of his work, understand the meaning of the intangible heritage and innovation project, the summary report into PPT.

3.4. The Communication Stage

Design team to the corporate image and its elements around the project for some research and discussion in the form of a may be used for this survey. These investigations including senior project on the business environment, market conditions and the view of the enterprise performance evaluation, on the degree of cognitive wen gen, expectations, etc; Development history and the cultural characteristics of the project; Project some existing visual image is consistent with the enterprise development goals,

whether can accurately convey the enterprise idea, defects which as well as the students to understand and cognition, etc. For the purpose of these investigations is to clear the new corporate image shape, find out the gap between reality and vision. Even at the same time through a collection of information and network to understand relevant industry and industry projects to build so that the design of wen gen products more market competitiveness.^[3]

4. Conclusion

Compared with traditional classroom teaching theory, the project teaching system has three big transformation, namely: References:

By traditional classroom teacher-centered to students (science) design training and guiding students after previous training for the center, independently or in teams to participate in the complete, enterprise project teachers are responsible for the entire journey instruction to make stuff.

The original textbook teaching content centered to project (introduction of actual project, participate in the design competition, etc.) as the center.

To drive the course of the project, at the same time of guarantee the teaching goal, helps to cultivate the students' learning initiative and self-study ability, project implementation capacity, rigorous work attitude and the spirit of unity and cooperation, this help to improve the students' comprehensive vocational competence.

Acknowledgements

This is 2020 year Shanxi Technology and Business College teaching reform innovation research project, project.(number: JG202018).

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