

# Discussion on the reform of mixed teaching mode in art design specialty

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**Abstract:** *With the development of market economy, the mode and means of higher vocational education continue to be optimized. Under the influence of information technology, the education ecology has undergone dramatic changes. Colleges and universities should make full use of the Internet to build a new situation of professional teaching, and improve the teaching quality with an efficient working mode. In practice, we should find the combination point of mixed teaching according to the different course contents, that is, highlight the core position of knowledge points, and grasp the role balance between teachers and students. Colleges and universities should exchange the roles and positions of teachers and students online and offline, and explore a suitable teaching mode of art design. Promote the implementation of mixed teaching mode from the following aspects: reasonably positioning the position of online and offline teaching, using multiple teaching methods, and constructing comprehensive evaluation methods.*

**Keywords:** *Art design; Student body; Mixed teaching mode*

## 1. Introduction

The development of education should serve the needs of society. With the development of market economy, the mode and means of higher vocational education are constantly optimized. "In the era of Internet plus, art design majors in colleges and universities are facing great challenges, but also bring new opportunities for reform. The traditional talent training model has been unable to meet social and market needs. Digital technology, the Internet, and new media have become new components of society, constantly affecting and changing people's production and life" [1]. Under the influence of information technology, the education ecology has changed dramatically. Colleges and universities should make full use of the Internet to build a new situation of professional teaching, and improve the teaching quality with an efficient working mode. The difficult content of this paper is to make detailed analysis of the connection between the mixed teaching mode and the art design specialty in higher vocational colleges, and to seek improvement strategies; The key content is to analyze the current teaching situation of art design specialty in higher vocational colleges and the characteristics of mixed teaching.

Driven by information technology, human society is moving towards the information age. The informatization of education has realized the innovation of the traditional teaching mode, broken through the space-time environment of students' learning, and can realize the self-centered learning mode in life by means of the Internet platform, through MOOC, micro class, official account, etc. Today, with the rapid development of mobile terminals and the Internet, the traditional model cannot meet the personalized psychological characteristics and fragmented learning characteristics of students. The implementation of mixed teaching mode in art design majors is of great significance for exploring innovative teaching paths.

## 2. The teaching status of art design course

From the research results of the academic community, the mixed teaching model has entered a targeted and professional practice stage since its development. Different scholars have different understanding of the mixed teaching model, but the basic framework model has formed a consensus. In addition, in addition to the design and application of mixed teaching mode, the focus of research trends has shifted to promoting students' development and maximizing teaching effects. In the era of information technology, online education has become an important part of future education, and there is still much room to refine research methods. From the current situation, the current situation of

implementing mixed teaching mode in art design majors is as follows:

First, there are many kinds of courses, and the characteristics of teaching generalization are obvious. From the learning order of the course, the course can be roughly divided into basic courses and professional courses, covering a variety of courses from sketch to color. From the perspective of the distribution of knowledge points in the course, it includes two links: theory and practice, such as interior design and advertising design. From the current situation of curriculum knowledge points, the focus of each course is different, but no matter which course, there are a lot of knowledge points to master and learn, which poses new challenges to teachers' teaching methods and design ability. At the same time, the current number of art examiners is increasing, and the enrollment scale of colleges and universities is also gradually expanding. However, the number and quality of art teachers in some colleges and universities are not improving fast enough, and the relationship between rich resources and curriculum design cannot be properly handled in the face of complicated courses. "The unreasonable setting of professional curriculum system in higher vocational colleges leads to the mismatch between talent cultivation output and market demand. Facing the large and comprehensive curriculum system, higher vocational students have difficulty in learning and are difficult to learn deeply" [2]. In the context of building application-oriented colleges, the growth of students' practical ability should be put first. Some colleges and universities have fewer teachers and more students, and the time of a single course is constantly shortened. Under the traditional technical model, teachers are restricted from intensive cultivation of course teaching, and the problem of teaching process generalization is large.

Second, the difficulty of curriculum knowledge is different and changes violently. The basic courses are relatively easy, which are similar to the knowledge that students have learned in high school, and students have less difficulty in learning. However, the curriculum of professional design is more difficult and requires the participation of double-qualified teachers to guide students to master the key points of knowledge to the greatest extent. Therefore, many teachers have increased the training of double-qualified teachers. "Art design majors combine the form and aesthetic feeling of art with social, cultural, economic, market, technological and other factors to reproduce in a design closely related to our life, so that it has not only aesthetic function, but also practical function"[3].

At present, under the impetus of information technology, the art design curriculum has strong practicability and is closely linked with social development. Both teaching content and technology are in an era of rapid change. The fixed mode and fixed thinking are no longer suitable for the talent training needs of the new era. Teachers should keep pace with the times in teaching.

Third, the construction of online courses is not durable and vigorous enough. Some colleges and universities have started to create online platforms, record online courses, build online learning resource libraries, and upload a large number of resources to the website several years ago. The teaching column of the course includes courseware and materials, and then adds teacher-student interaction and knowledge point disassembly videos. In general, the reform of online teaching mode has brought new ideas to teachers and played a positive role in the quality of teachers. However, in practice, some teachers did not improve their grasp and understanding of relevant operating technologies in time, and some students lost their freshness after learning for a period of time, and the online courses that invested a lot of energy were ignored. The implementation of mixed teaching in art design majors is based on traditional online courses. Through the re-combination of the relationship between teachers, students and knowledge, we constantly think, improve and practice, and comprehensively improve the teaching situation. In practice, we should find the combination point of mixed teaching according to the different course contents, that is, highlight the core position of knowledge points, and grasp the role balance between teachers and students. Colleges and universities should exchange the roles and positions of teachers and students online and offline, and explore a suitable teaching mode of art design.

### **3. Key points of implementing mixed teaching mode in art design specialty**

First, the core content should be determined from the perspective of students. "The content and structure of the course are in line with the law of students' growth, and the knowledge system and teaching content of the course are constantly updated according to the current frontier dynamics of the discipline and the needs of industry development" [4]. In the training of talents in higher vocational colleges, more emphasis should be placed on practicality and applicability. The teaching purpose is to cultivate students' professional ability and innovative thinking. Taking PS course as an example, when implementing the mixed teaching mode, the teacher can assign a task that requires students to search for relevant resources on the Internet and submit a variety of hot topics in their fields of interest according to their own life and

learning needs and in combination with current hot topics. After that, the teacher analyzed and selected the PS cases made by the students, and summarized the main contents, including the following aspects: portrait refinement; Production of expression package and certificate photo; Image specialization; P Remove redundant characters, etc. After that, the teacher will compile the content that students want to learn and master in a centralized way, and make key explanations in teaching to continuously improve the teaching quality.

Second, expand the teaching content in the form of short videos. "On the guiding ideology, blended teaching aims to improve the depth and flexibility of students' learning, broaden their knowledge, and let students understand and master industry knowledge" [5]. In order to fully mobilize students' enthusiasm, stimulate students' interest, and guide students to deeply understand the value and role of the curriculum. Under the mixed teaching mode, teachers should design the teaching content according to the students' psychological and cognitive structure characteristics in practice. For example, after the teachers have sorted out the relevant knowledge points, students will be organized to vote on the network platform, and the final statistical results will be used as the basis for the explanation order. Short video is a popular knowledge dissemination platform with a wide range of knowledge at present. It has a good effect when applied in art design courses, which can stimulate students' enthusiasm, improve teaching efficiency and improve teachers' level to the greatest extent. When conducting short video teaching, on the one hand, we should expand the coverage of relevant knowledge as soon as possible, on the other hand, we should organize students to independently create short video accounts to share their learning experience and recognize the progress stage. However, students' knowledge base should be taken into account when selecting relevant content, and the principles behind each step of operation should be explained to ensure the learning effect. Teachers should guide students with specific problems, and gradually improve students' abilities on the basis of attracting students' attention.

Third, based on the network platform, realize the efficient sharing of curriculum resources. The informatization of teaching mode has changed the way of teaching and learning, and also changed their way of thinking. Teachers can use the Internet platform to share the collected multiple resources into the class group for students to learn and learn, so as to achieve efficient resource sharing. In the mixed teaching, the online should give full play to the resource aggregation ability, and the offline should realize the efficient use of a large number of resources, and realize the sharing of resources in the maximum range. In essence, resource sharing is a collision and exchange of ideas between teachers and students, students and teachers, and ultimately for cooperation and win-win results. The efforts of different students have gathered the wisdom of all students, explored their strengths and weaknesses in the comparison of resources, and constantly improved their cognitive system.

#### **4. The implementation path of mixed teaching in art design specialty**

In order to implement mixed teaching in art design specialty, we need to pay attention to many problems and play a role in teaching quality assurance with new technology. Teachers should make good preparations before class. The implementation of the mixed teaching mode is not blindly seeking new or breaking away from the traditional mode, but to optimize the problems existing in the traditional teaching and create a better environment for students. Teachers should design the key and difficult points before class, correctly handle the connection of multiple links, grasp the classroom rhythm, and optimize the classroom according to the actual situation.

##### **4.1 Position online and offline teaching reasonably**

The development of Internet technology has provided a solid foundation for the development of hybrid teaching mode. In recent years, colleges and universities have invested more energy in the construction of network infrastructure, providing great support for the reform of teaching mode. Taking PS teaching as an example, in practice, the function of online platform should be defined as stimulating students' interest, enlightening students' wisdom and broadening students' knowledge. On the online platform, teachers should use courseware, links, websites and other resources to provide rich content and stimulate students' brains with strong auditory and visual impact. Compared with other majors, the major of art design pays more attention to the foresight of ideas and practice. It needs to keep abreast of industry trends, continuously update resources, play the role of online and offline integration, and guide students to create higher quality works. Uploading resources to the network can realize resource sharing, large-scale discussion and analysis, and realize the complementarity of students' advantages. Offline teaching should play a role in digestion, consolidation and improvement. The massive content that students are

exposed to online should be digested offline. At the same time, offline classroom is also an important position for teachers and students to interact and stimulate innovative thinking. Teachers need to set up some open questions offline and let them be solved offline. They can also encourage students to go deep into the enterprise to experience and feel real, and constantly strengthen the understanding and consolidation of platform and offline classroom knowledge.

#### ***4.2 Use multiple teaching methods***

(1) Task-driven approach. The use of task-driven method in mixed teaching requires that students be assigned tasks in advance before class, guide students to clarify learning objectives in time, fully stimulate their desire for knowledge, integrate them with teaching task components, guide students to find the most suitable method, and cultivate their ability of independent analysis and collaborative solution. For example, when students use PS technology to complete landscape painting design, they should make a prompt before class, standardize the core task, explain the relevant use methods and knowledge background in detail, so that students can complete the task efficiently under the guidance of teachers. In this process, they should pay attention to highlighting students' autonomy and encourage them to make diversified style designs. In addition, this method is also conducive to breaking the one-word model, cultivating students' imagination and creativity, and the development of innovative ability is also beneficial to students' sustainable development.

(2) Case teaching method. In the explanation of PS art and design course, case law should be implemented throughout the whole process. In the traditional learning method, the explanation pursues step-by-step, and the effectiveness of the course cannot achieve the expected effect. Therefore, in the teaching of art design, case theme teaching should be carried out in the classroom. In addition to textbooks, teachers can also collect and classify more practical cases through the Internet, learning resource databases and other appropriate ways, and incorporate social work topics into school curricula. This allows students to use samples in the same class at any time. While fully meeting the actual needs of students, their practical skills have also been improved. For example, when teaching PS path courses, teachers can use case method under specific conditions to promote a more intuitive understanding of knowledge points.

(3) Promote teaching by competition. The method of competition in the art design course can improve teaching, guide students to fully show themselves, and also check and accept the teaching results of teachers. When using this method, teachers should encourage students to participate in different events according to their cognitive differences and cognitive levels. The whole process needs effective guidance from teachers and full participation of students, from pre-competition preparation, in-competition conception, post-competition finished products, etc. When using this method, we should highlight the importance of the process and not pay too much attention to the results. In this process, students should fully accumulate their own knowledge, realize their own sublimation, stimulate students' creative enthusiasm, and improve the efficiency of hybrid teaching.

#### ***4.3 Build a comprehensive evaluation method***

The Internet is the best carrier of mixed teaching mode and the main way to carry out teaching innovation in the new era. It can monitor the whole learning process and understand the status of students. Therefore, in the evaluation of mixed teaching, we should have a full understanding of students' online performance, carefully evaluate students' offline performance, and comprehensively assess students' social practice, competition results, offline works, etc. The evaluation results of teachers should be true and objective to ensure that the evaluation can inspire students and help students build confidence. In addition, in teaching, excellent evaluation should be able to stimulate students' feedback in a timely manner, and achieve efficient processing of relevant feedback information, dynamically adjust according to the problems and changes in the rhythm of students' learning, and implement the principle of teaching students according to their aptitude. "Monitor students' homework completion time and submission time through big data, and set online daily learning time limit and homework submission time limit to improve students' learning habits" [6]. For example, in the process of students making LOGO, teachers should use the online assessment platform to combine self-evaluation, mutual evaluation, teacher evaluation, social evaluation, etc., comprehensively examine students' attitudes, performance, effects, etc., promote the construction of three-dimensional teaching evaluation, guide students to recognize their own shortcomings, guide them to develop the habit of reflection and self-examination, and also lay the foundation for the reform of teachers' teaching methods.

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