

Orientation Change of the Value of Design Art Education and Management Path Innovation

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ABSTRACT. *Exploring the orientation change and management path innovation of design art education value is of great importance for promoting the development of design art and improving the quality of design art talent training. Under the premise of analyzing the scientific and technological rationality and the market value orientation of the current design art education, this paper puts forward some innovative measures to change the value orientation of design art education from the aspects of reforming the curriculum system, setting up optional humanities courses with mixed subject knowledge such as design aesthetics and design ethics in the design departments, strengthening the interaction and integration of teachers specialized in design aesthetics and ethics, promoting the integration of design art, aesthetics and ethics academic community, and establishing the academic journals of design art and aesthetics, aiming to provide suggestions for the development of contemporary design art and the cultivation of design art talents .*

KEYWORDS: *Design Art; Reform of the Value of Design Art Education; Management Innovation*

1. Introduction

Design art education, though beginning earlier in developed countries, started at the end of the 20th century in our country due to the discipline and specialty catalog promulgated and implemented by the State Council after the adjustment of the discipline catalog in 1998, which divided design art as a secondary discipline under the first-level category of art to the first-level discipline of Literature. After more than ten years' development, the Catalogue of Disciplines and Specialties issued and implemented by the Academic Degrees Committee of the State Council in 2011 listed art as the 13th first-level discipline, and design as an independent first-level discipline of art. Since then, design art establishes its discipline status and social value.

2. Methodology

2.1 Case research methods

The research use case research methods to Investigated the actual situation of design art education in Chinese universities.

2.2 Questionnaire survey and interview survey methods

The research use questionnaire survey and interview survey methods to analyze the current situation and value orientation of design art education in China.

3. Results and Discussion

In the backdrop of the establishment of the disciplines, along with the urgent demand for design talents in market economy in China, design art education has made great progress in over 20 years' development in terms of scale, speed and education level. Not only Art Colleges and Universities inherit the history to offer design art majors, but also Comprehensive Universities have successively established design art majors, which makes the design art education in China present unprecedented development in history.

3.1 Science and technology rationality and market value of the current design art education

By exploring the values highlighted in the current design art education carefully, it is easy to find out that the design art education in our country now pays more attention to the integration of technology and art. Definitely, "there is a natural connection between art, science and technology, and art, science and technology have the same origin. Fine art displays the great achievements of science and technology all the time, and the emergence and development of science and technology also absorb the beneficial concepts of art^[1]. For example, artist Bronwen Brown (2000) demonstrated the visualization of traditional technology in the world textile decoration industry^[2]. In addition, artists Jiang S.Q, E. Newton, C.W. M. Yuen, C. W. Kan (2004) fused all modern methods of composition, boldly tried all new materials, and developed to a high degree of freedom of abstraction. It is not so much a style, as it is a unique and unconventional creative desire. Constantly give new language to materials^[3].

However, if it goes wrong, it will deviate from the original intention of art, laying great stress on the education of the personality quality and personal style of design art, emphasizing the economic benefits and economic interest of the design works and strengthening the external manifestation of design art and the rendering function of the so-called artistic effects. In other words, the current design art education in our country lays more emphasis on the development of design art

promoted by scientific and technological rationality and the publicity of design art personality, aiming to make design art meet the needs of the market as much as possible. The economic benefits, market competitiveness, consumption level, design profits and visual impact of design art have also become the goals pursued by design art education. These utilitarian values deviate from the original intention of design art and lead to the alienation of design art.

As is known, art education belongs to the humanities education, and design art is also included. It serves humans, so there is no doubt that it must express humans' needs and reflect their spiritual world. For this reason, it is urgent for design art education to change its value orientation. This author believes that the design art education in the future should highlight three kinds of values--aesthetic value, ethical value, and social value.

First of all, the design art education should make the design more humanized and reflect the spiritual needs of people, especially the aesthetic quality education that reflects the aesthetic needs of the students majoring art design. Hegel once pointed out that the so-called aesthetics is the philosophy of art. Aesthetic quality training should not only educate design students in the form of design art, but also focus on the knowledge and skills education including the beauty in material, language, color, content, and thought.

Secondly, the education of design art should also cultivate the students majoring in design with their design morality, design responsibility and design character, so as to eliminate the shortcomings of the existing design ethics and responsibility, and make the design art develop towards a healthy and humanized direction.

Thirdly, design art education should focus on the cultivation of students' humanistic values to highlight the social value of design art. In the context of contemporary social transformation, it is necessary to have an in-depth reflection on the humanistic and social values of design art, refer to Confucius' idea of "neutralization" in art education and strive to realize the concern of design art for human nature and social harmony. It is in line with people's spiritual needs, shaping the design environment ethics, resolving contemporary design art's abuse of neglecting people, and promoting the pace of ecological civilization construction.

3.2 Innovative measures of educational management for the orientation change of the value of design art education

In order to change the value of design art education, it is urgent to take effective measures to carry out innovative management of design art education, and specific management innovation measures as follows could be adopted:

First, it is necessary to reform the curriculum system, and set up optional humanities courses with mixed subject knowledge such as design aesthetics and design ethics in Design departments. A common international practice is that whether or not a subject can be set up in the university, which is the tower of ivory, determines the academic status, vitality and its future trend of the development. Setting up design aesthetics, design ethics and other interdisciplinary courses in the

form of humanities optional courses in colleges will broaden students' professional vision and enable them to benefit from these interdisciplinary courses. Moreover, it is also important to strengthen the implementation of the general education curriculum, and strive to cultivate more comprehensive talents, so as to get rid of the narrow professional curriculum education. Similarly significant is to clarify the value of the concept and practice of "the combination of general education and professional education" concerning the deepening of the talent training mode of universities in China, thus attempting to explore the possible path of deepening general education in China^[4]. It will also have a direct and positive impact on students building the creative spirit of design art, developing the design aesthetics quality, and shaping design ethics and responsibilities.

Second, the interaction and integration of teachers specialized in design aesthetics and ethics need to be strengthened and promoted. The teacher is the key to education, so teachers of design art should not only communicate and interact with teachers specialized in philosophy, but also with those in aesthetics and ethics, so as to form a cross-disciplinary teaching team. It is also the most important factor to realize the transformation of educational values of design art. This, therefore, requires the management staff in colleges and universities, especially the personnel administration and educational administration staff to intervene and take effective actions to create the interactive space and path for the philosophy and design art teachers, giving them chances to go together, learn from and encourage each other and realize the dream of cultivating students of design art with new values. The tutorial system can be adopted when necessary. The Tutorial System, extended by the Socratic method, is not a course-centered but a student-centered teaching method, which aims at giving individual guidance and teaching to a student or a group of students^[5]. "The tutorial system not only cultivates students to form a unique thinking ability, but also serves as a powerful social and cultural force for students."^[6] Therefore, it is suggested that each group of students should be allocated with primary and secondary tutors specialized in design art and aesthetics and ethics to improve the quality of design art talent cultivation.

Third, it is necessary to promote the integration of design art, aesthetics and ethics academic community. College administrators, especially those in charge of academic affairs, need to frequently organize cross-border academic "salons" to keep abreast of international and domestic academic trends and strive to be at the forefront of academic research. It is particularly essential to know about the new academic problems and horizons arising from the intersection of design art and aesthetics and ethics, so as to facilitate the production of new academic achievements and provide fresh blood for the design art education. If an academic organization consisting of researchers of design art theory and aesthetics and ethics can be established, and institutional meetings can be held, the integration of each other will be essentially promoted, facilitating the renewal and transformation of the values of design art education and enriching the research of aesthetics and ethics.

At last, the academic journals of design art and aesthetics are suggested to be established. The academic vitality and maturity depend not only on the efforts of administrators, practitioners and theorists, but also on whether there are specialized

academic journals as a platform to promote academic development and publish related achievements. It will do help to motivate the research of design art philosophy, enlighten the students majoring in design art, correct the bias of contemporary design art and then realize the symbiosis of technological art innovation, if a magazine of "philosophy of design art" can be published, combining modern design art concept, design aesthetics and design ethics and continuously outputting new knowledge and achievement. "Exploring the relationship between technology and art from the perspective of interactive symbiosis, we can find that the unity of technological and art innovation is embodied in the following aspects: they have the same origin, the same nature of activities, the similar products of activities, the fundamental consistency in meeting people's needs, the complementarity in the way of thinking, the dependence in the process of innovation, and the persistence in society of the artifacts created by the type and degree of symbiosis of the two^[7]. In modern society, the interaction and integration between different disciplines has become the normal state of the production of new knowledge.

4. Conclusion

As a new knowledge that integrates multiple disciplines and sciences, modern design art requires scholars in different directions to work together to promote its development, so the existence of the relevant academic carrier will be of great importance.

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