

Exploring the Binary Union Teaching Mode of Art Design--Taking the "Home Space Design" Course as An Example

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Abstract

The Binary union teaching mode in classroom discussed in this paper draws on German vocational education model and Bauhaus's successful art design education experience, adheres the theory to practice, combines school education with Actual Production, cultivates students' comprehensive and professional ability as the main goal. The cultivation of artistic ability and the training of engineering ability are integrated to enrich the teaching connotation. The "Binary union" teaching mode in classroom has initially realized the unification of school environment and professional environment, the unification of knowledge learning and skill training, the unification of artistic ability training and engineering ability training, and improved the effect of art design . It provides useful experience for the development of vocational education of China's art design in college.

Keywords

Art Design, Binary union, Teaching mode in classroom.

1. Introduction

The vocational education' history of art design in China is not long, although the educational philosophy, educational methods have been continuously reformed and developed, due to subjective and objective reasons, there is still a certain distance in the goal of vocational education in art design and the reality. Especially in the cultivation of students' practical ability, there are still many shortcomings, which affect the quality of vocational education of art design and personnel training. The Binary union teaching mode in classroom discussed in this paper draws on German vocational education model and Bauhaus's successful art design education experience, adheres the theory to practice, combines school education with Actual Production, cultivates students' comprehensive and professional ability as the main goal. The cultivation of artistic ability and the training of engineering ability are integrated to enrich the teaching connotation. The "Binary union" teaching mode in classroom has initially realized the unification of school environment and professional environment, the unification of knowledge learning and skill training, the unification of artistic ability training and engineering ability training, and improved the effect of art design . It provides useful experience for the development of vocational education of China's art design in college.

2. Current Situation and Analysis of Vocational Education of Art Design in China

In the traditional teaching of vocational colleges in China, due to the limitations of teaching resources, the teaching of art design pay more attention to theoretical teaching, emphasizes the art design knowledge, neglects the practical training of project . So there are often situations which leads to the lack of students' professional ability in artistic design, and it is difficult for graduates to match the social needs. The paper analyzes the main reasons for the above situation:

(1) Module 1

Most of the vocational colleges in China are born out of colleges or upgraded from specialized middle schools. The subject thinking is deeply rooted. Many colleges copy the training model of university, pay attention to the teaching of theoretical and knowledge of artistic design, neglect the art design ability training, most of the art design classes are lack of professional atmosphere.

(2) Module 2

At present, most of the teachers in vocational colleges are graduated from universities. The teachers themselves have little contact with art design works, and have little art design experience. The attention paid to the students' art design professional ability training is not enough.

(3) Module 3

Some vocational colleges have sought the cooperation of enterprises for the sake of construction needs, but the enterprises are mainly pursuing economic benefits. If the school-enterprise cooperation requires the enterprise to invest too much manpower and financial resources, It will affect the efficiency of enterprises. Therefore, the current enthusiasm of enterprises to participate in school-enterprise cooperation is not high. As a result, most of the school-enterprise cooperation stays in signing a cooperation agreement, having a cooperation meeting, and setting up an order class . The important part of the vocational training is often still arranged by full-time teachers, and most of the full-time teachers who have not experienced enough vocational training often let the art design vocational training flow in form, tangible.

3. The Exploration of the "Binary Union" Teaching Mode of Art Design Vocational Education

In view of the above-mentioned status and analysis of vocational education in China's art design field , the paper explored the teaching reform and innovation of the "Binary union" teaching mode carried by the full-time teachers and professional technicians in vocational colleges, and initially formed the "school + enterprise", "teacher + designer", "student + design assistant" "Binary union" teaching mode.

In order to solve the problem of the Inactivity of enterprises to participate in school-enterprise cooperation, and to create conditions for the "Binary union" teaching mode , the school adopted the measures of "building nests and attracting phoenixes"and to free up more than 1,000 square meters. The teaching room is funded by the school and is decorated according to the requirements of the enterprise. It is provided to the enterprise for free. According to the school-enterprise cooperation agreement, the company only needs to send a designer to design branch,and all the students have become design assistant of the design branch office. In the spare time, under the guidance of the designer, the professional training is carried out.

The specific practice of "Binary union" teaching mode is: according to the requirements of the teaching standards of "Home Space Design", the author, as a full-time teacher, fully communicates with the heads of the branch offices of the enterprise. Then in the design process of home space, training stages is divided into "trainee", "design assistant", "internship designer" three stages, the knowledge system and ability system will be reconstructed step by step, the "on-the-job training course" and " design course" will be completed in turn. In the learning phase of the "on-the-job training course" in which the student status is "trainee", the identity of the enterprise designer is "trainer". The main task of the enterprise designer is to cooperate with the school to help students develop their ability to work. The ability to create value for the enterprise is improved in the learning stage of the "Design Assistant". "Designing Assistant" lasted for 18 weeks while the identity of the corporate designer was "Designer". His main task was to coordinate with the school to assist the students .In the branch office of the enterprise, after the learning phase of the "expansion and improvement course" of the "internship designer" for 10 weeks, the students have been able to assist the enterprise designer to create some value for the enterprise. At that time the identity is "Director Designer", whose main task is to assign students in design tasks, manage and guide students' design

practices, while students can already create value for the company as a designer. The "Binary union" teaching mode between the school and enterprise worked.

Each unit takes 4 lessons and each classroom unit completes a relatively independent teaching and professional ability training according to the teaching plan. The teaching arrangement of each classroom unit is shown in Table 1.

Table 1

Session	Speaker	Main teaching content	Teaching organization	Teaching place
The 1st lesson	teacher	According to the teaching plan, explain the professional knowledge, relevant normative provisions, design techniques and requirements of a relatively independent design work process.	Large class	Multimedia Classroom
The 2nd lesson	designer	According to the group needs and the teaching needs, the students should be given the real work tasks corresponding to the above work process, organize and guide the students to complete the work tasks according to the regulations within the prescribed time, and improve the professional ability .	Group practice	Enterprise Branch Office
The 3rd lesson				
The 4th lesson	designer	The group's design results will be reviewed in groups, and the review will be composed of designer presentations, student mutual evaluations, and designer reviews.	Group review	Enterprise Branch Office

In the above teaching process , the school teachers and the enterprise designers all do their best, each of them integrate the artistic quality training with engineering ability training, and jointly cultivate high-level professional and technical talents in art design.

4. The Significance of the Exploration of the "Binary Union" Teaching Mode in the Vocational Education of Art Design

The author focuses on cultivating students' comprehensive professional ability, exploring the teaching mode of "Binary union" between schools and enterprises, teachers and designers, integrating artistic quality training and engineering ability training. The teaching mode of "Binary union" in the course of art design is popularized and applied in the teaching of vocational art design related courses now, which has a lot practical significance.

(1) Module 1

Solving the problem of the disconnection between art and engineering in traditional teaching, the disconnection between theoretical teaching and practice, the disconnection between school education and social needs, the exploration of a new mode of classroom teaching in art design, and the theoretical teaching of classroom teaching reform in art design courses. The new mode also provide support, methodological guidance and practical reference for teaching.

(2) Module 2

Constructing a teaching environment with a school-enterprise dual-teaching environment, an operational mechanism of industry-university linkage, a knowledge structure of artisan integration, a practical and integrated teaching content, and a highly simulated teaching process.

(3) Module 3

Build a set of open and shared teaching resources library embodying the characteristics of "Binary union" classroom teaching mode for the relevant teachers and students.

5. The Problems in the "Binary Union" Teaching Mode of Vocational Education in Art Design

Art Design in Vocational Education "Binary union" teaching mode currently has the following main problems:

First of all, due to the limitations of students, the vocational students are generally in different levels. Some students have poor learning habits, lack of learning initiative and self-discipline. Some students can't keep up with the teaching rhythm and can't complete the prescribed tasks on time. This delayed the training of the relevant knowledge and affect design ability. The teachers should strengthened the guidance and classroom communication and guidance.

Secondly, the size of the class and group have a certain impact on teaching effect. It is necessary to control the size of the class and group in order to facilitate the effective interaction between teaching and practice . The control of the group size is mainly determined by the number of resident designers, therefore, we should optimize the working conditions of the branch offices as much as possible, we also should attract more enterprise designers to enter the school, and improve the effect of "masters with apprentices" model.

In addition, we must attach importance to the integration of the curriculum of the school's full-time teachers and corporate resident designers. The "double-linkage" classroom teaching mode of art design higher vocational education requires the dedicated teachers and corporate designers to strengthen the input to further improve the quality of art design courses.

6. Conclusion

The "Binary union" teaching mode of vocational education in art design aims to change the old concept, cultivate of students' professional ability, and carry out the teaching from the perspective of students and respect the learning habits of students, highlighting the cultivation of professional competence in the teaching process. The teaching goal and the design of the learning link in line with the characteristics and requirements of the individualized learning of the students, the teaching is developed around the knowledge points and ability points of the art design, and evaluating the design to achieve supervision and encouragement while exerting the advantage of resident enterprises is to enhance the professional ability and artistic quality of students by strengthening the practice links.

Through the reform of the "Binary union" teaching mode of art design in vocational education, encouraging the teachers to redesign the curriculum according to the training objectives, clarify the teaching objectives of the curriculum, reform the teaching methods, and transform from simple knowledge transferers to classroom organizers and work guides. Students also change from passively receiving knowledge to managers who are self-learning in real work, discoverers of knowledge, and practitioners. The reform of the "Binary union" teaching mode is a significant role in promoting the teaching quality of art design in vocational education.

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