Integration of Chinese Traditional Cultural Elements in Modern Graphic Design Teaching Based on Big Data Analysis

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Abstract. Traditional culture is a reflection of the simple customs, living beliefs and social environment of the Chinese nation, which is very important for the development of the country. Under the influence of economic globalization, Chinese traditional culture has been widely used in modern graphic design teaching. It not only provides rich information for graphic design teaching in China, but also has great significance for the development of Chinese culture and art. The purpose of this article is to study the fusion of traditional Chinese cultural elements in modern graphic design teaching based on big data analysis. This article proposes the integration of classroom teaching and practice, and vigorously implements the "combination of training and training" teaching mode, with "on-site teaching" as the main form. Adding traditional graphic creative design, you can try to design and design works with a sense of the times and history, while mixing with the students' own, and different emotional factors experienced from traditional culture. Strengthen students' research and study of traditional cultural theories. In terms of experiments, by conducting a questionnaire survey on students of graphic design in a vocational college, students' expectations for the form of the course and their views on the role of modern graphic design are obtained. It was concluded that 25% of the students said that they like the teaching style that integrates culture and life. More than half of the students think that graphic design is the carrier of folk culture.

Keywords: Traditional Cultural Theory, Teaching Mode, Creative Graphic Design, Culture and Art
1. Introduction

Traditional culture is a force that supports the spirit of national prosperity and development. Chinese traditional culture has bred the wisdom of Chinese traditional art civilization in the long history development. Integrating Chinese traditional culture into graphic design education is conducive to absorbing and promoting the development of traditional culture, promoting the healthy development of graphic design education, cultivating the humanistic spirit of students, and forming views and judgments on life and art. Chinese traditional culture is a national culture, which reflects the national characteristics and appearance accumulated by the evolution of Chinese civilization, and has distinctive national characteristics for future generations of the Chinese nation. Extracting typical elements from traditional culture can be said to be an element of traditional culture. Chinese traditional culture is the source of our artistic creation. Its content is complex and its levels are different. It helps us to better understand the characteristics and connotation of traditional culture, and helps us to accurately convey its profound cultural heritage through modern graphic design, to better promote traditional Chinese culture, and make it play its unique charm in modern design.

Traditional culture has not been fully demonstrated in graphic design education. Due to the limitations of traditional teaching concepts for a long time, some teachers are still at the concept and surface recognition stage of combining graphic design education with traditional culture. Simply applying traditional culture with national characteristics to graphic design is just like connecting traditional culture to graphic design. Therefore, how to display the essence of traditional culture in plane education is a problem that we must consider, and it is a problem that needs to be resolved as soon as possible. If you want to fully display traditional culture in graphic design education, then the teacher will have an accurate and full understanding of traditional culture, and based on this, to achieve the derivative and secondary creation of traditional culture, education activities must be carried out consciously. Students should inherit the traditional culture, and at the same time improve their creative thinking ability and level.

This article proposes the integration of classroom teaching and practice, and vigorously implements the "combination of training and training" teaching mode, with "on-site teaching" as the main form. Adding traditional graphic creative design, you can try to design and design works with a sense of the times and history, while mixing with the students' own, and different emotional factors experienced from traditional culture. Strengthen students' research and study of traditional cultural theories. In terms of experiments, by conducting a questionnaire survey on students of graphic design in a vocational college, students' expectations for the form of the course and their views on the role of modern graphic design are obtained.

2. Method

2.1 Teaching and Practice Integration in Classroom Teaching

In the process of graphic design teaching, teachers must keep in mind a teaching point such as "awareness of innovation". They must gradually cultivate students' creative consciousness and improve the knowledge structure under the premise of conforming to the basic laws of teaching. Multi-level and multi-angle Teaching methods and training models to cultivate students' innovative consciousness and thinking [1]. In order to take shortcuts and produce quick results, some teachers
have summarized and summarized the laws and methods of design by formulas, and let students apply them according to their formulas [2]. The direct consequences of this method are: rigid thinking, lack of innovation, and self-sufficient. In the course of teaching, improving students' artistic creativity, aesthetic appreciation and market control is the real purpose of learning the course [3-4].

2.2 Add Traditional Graphic Creative Design
Tradition and life are the cornerstones of design. In the course of studying graphic design, you can increase the traditional graphic creative design teaching link of about 10 hours, so that students have the opportunity to pay attention to and understand some folk items with traditional Chinese characteristics, and have some decoration patterns on them. Cognition, so as to have a rational analysis and perception of their personality color [5-6]. China's traditional graphics are drawn from a wide range of materials, including natural landscapes, flora and fauna, totem worship, religious beliefs, thinking and other aspects [7]. "Chinese graphic language covers the entire process of Chinese historical and cultural development: ancient pottery abstraction of painted pottery in the Stone Age; serious and stylized bronze figures in the Shang and Zhou dynasties; quaint and solemn figures in portraits and bricks in the Qin and Han dynasties; paintings in the caves of the Sui and Tang Dynasties The artistic graphics are magnificent and exotic; the patterns and shapes of the Ming and Qing dynasties are influenced by foreign cultures. They all reflect the unique style and appearance of different social periods, and convey the emotions, ideas and concepts of the people at that time to the world "[8 ]. Students can practice observation, observation and learning through such courses, and find inspiration for creation and modeling from these things with typical traditional characteristics. In this way, you can try to design and design works that have a sense of the times and history, and at the same time mix with the students' own, different emotion factors realized from traditional culture [9].

2.3 Strengthen Students' Research and Study on Traditional Cultural Theory
In the decades that art education has developed in China, there has been a tendency to focus on design education practice and light on design education theory research [10]. Therefore, in the course of teaching, it was found that students can be appropriately guided to strengthen related theoretical research and investigation, write related small papers, and organize a series of activities such as paper awards to further stimulate students' enthusiasm for learning theoretical knowledge [11]. The current design teaching process generally has relatively weak learning of theoretical courses, emphasizing the practicality of design, which will make design lack theoretical support. For the relationship between traditional Chinese culture and poster design, we can carefully summarize, summarize, and abstract theories on the basis of practice, and then use it to guide practice and improve students' rational knowledge, thereby improving their consciousness and overcoming blindness. However, we must admit that the current theoretical research is seriously behind the design practice and is a very weak link [12]. From a certain point of view, this has hindered the development of the graphic design cause, and now it is time to strengthen theoretical research. College graduates of design majors in the university are the new force and backbone of the Chinese design career in the future. Therefore, students can strengthen their theoretical research at this stage.
3. Experiment

3.1 Experiment Purpose
Research on the Integration of Chinese Traditional Cultural Elements in Modern Graphic Design Teaching Based on Big Data Analysis.

3.2 Subjects
A student of graphic design in a vocational college.

3.3 Experimental Design
In order to deeply and accurately understand the students' preferences and preferences for graphic design courses, as well as their knowledge of graphic design, their attitudes and attitudes, this article conducted a questionnaire on graphic design students in a vocational college in August 2019. The questionnaire is divided into pre-teaching and post-teaching. The pre-teaching questionnaire focuses on investigating students' knowledge of design courses, their personal design willingness, and the reporting orientation of successful design, and secondly, understanding the students' degree of knowledge and practice of graphic design. Interests and interests, in the end, let the students make a personal pre-judgment of the course, evaluate and pre-judge the problems that may be encountered in practical operation, and count the students' expectations for the teaching of the entire graphic design course. The focus of the post-teaching questionnaire is on the student's personal course summary, which generally includes the student's personal design summary and the overall evaluation of the teaching implementation of the graphic design course. A total of 200 students were selected from graphic design students in a vocational college, and a total of 200 questionnaires were filled out before and after the class, of which 176 questionnaires were valid before and after the class, and the effective rate was 88%.

4. Discussion

4.1 Expectation of Teaching Forms for Student Design Curriculum
From Table 1 below, we know that most of the students surveyed hope to be able to study in groups in groups, and hope that teachers can provide targeted group instruction to students like graphic design in higher vocational colleges. In the choice of teaching content, students also hope that they can focus on the lessons learned in the curriculum can be connected with real life, do not stick to the textbook theory.

| Table 1. Teaching format expectations for student design courses |
|---------------------------------------------------------------|
| Teacher Introduction | Group inquiry | Create your own | Integrate with culture and life |
|----------------------|---------------|-----------------|-------------------------------|
| People               | 23            | 78              | 31                            | 44               |
| percentage           | 13.1%         | 44.3%           | 17.6%                         | 25.0%            |

Through a questionnaire survey of graphic design students in a vocational college, it was found that nearly half of the students said that they like the teaching method of group inquiry, and only 25% of the students said that they like the teaching method that integrates culture and life.
4.2 Innovative Thinking of Modern Graphic Design

The combination of Chinese traditional rich cultural art forms with contemporary design concepts, and the integration of traditional art into modern design is a research project worthy of our serious consideration and practice. Through research and reference, finding the most modern breakthrough point is a necessary stage for the development of modern graphic design. It is the designer's effort and pursuit to reconstruct the form and content in the new design and reinterpret modern civilization with a stylish design concept. For traditional cultural elements, we must use them on the basis of criticism and purposefully extract their essence according to time, place and occasion. If we use it directly without modification, then it is neither an era nor creativity, it is just an outdated expression. We should know that innovation is the soul of design. Keeping pace with the times is the main purpose of design, blindly repeating past designs. Ignoring the combination of modern fashion design elements and design styles is also inconsistent with modern graphic design. This is not only a question that designers need to consider, but also a question that decision makers should consider.

4.3 Innovative role of Traditional Culture in the Development of Chinese Graphic Design

According to the data in Figure 1, more than half of the students think that graphic design is a carrier of people-to-people culture, and some students think that graphic design is one of the ways to cultivate practical skills, and it is also economically beneficial. In understanding the meaning, characteristics and positioning of graphic design, most students can clearly recognize the status and importance of the art of graphic design in the field of traditional culture. At the same time, some students can also consider graphic design from a practical perspective. Other roles, identities, and how they can affect you. Through this kind of problem setting, students can begin to realize that the teaching focus of the course is biased, that is, this article repeatedly emphasizes that let students "learn what they have learned" and innovate on the traditional basis to complete a set of creative planes that have practical value Design works.

![Figure 1. The innovative role of traditional culture in the development of Chinese graphic design](image-url)
5. Conclusion
This article proposes the integration of classroom teaching and practice, and vigorously implements the "combination of training and training" teaching mode, with "on-site teaching" as the main form. Adding traditional graphic creative design, you can try to design and design works with a sense of the times and history, while mixing with the students' own, and different emotional factors experienced from traditional culture. Strengthen students' research and study of traditional cultural theories. In terms of experiments, by conducting a questionnaire survey on students of graphic design in a vocational college, students' expectations for the form of the course and their views on the role of modern graphic design are obtained. It was concluded that 25% of the students said that they like the teaching style that integrates culture and life. More than half of the students think that graphic design is the carrier of people's culture.

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