The Teaching of Art Design Theory and the Cultivation of Students' Innovative Ability in Applied Undergraduate Colleges

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Abstract: Design is a professional course that keeps pace with the times. The teaching requires to master the market foresight and integrate the enterprise demand information and enterprise concept into the teaching. Therefore, we attach great importance to the cultivation of students' innovative ability. In the course of art design specialty, the knowledge of art design theory, as an important content, plays an important role in training students' ability of design innovation. Firstly, this paper introduces the teaching of art theory, points out its role in the process of cultivating students' innovative ability. Secondly, it puts forward corresponding countermeasures for the teaching of art design theory and the cultivation of students' innovative ability in Applied Undergraduate colleges, so as to improve students' innovative ability of design according to students' personality characteristics, so as to cultivate Art talents that meet the needs of the times.

1. Overview of Art Design Theory Teaching

1.1. Teaching Contents of Art Design Theory
An excellent design artist should not only have skilled art design skills, but also have solid knowledge of art design theory. Therefore, the teaching of art design theory can not be separated from the teaching of art design theory to continuously enrich and improve personal artistic accomplishment. The teaching content of art design theory mainly covers: design outline, design aesthetics, design thinking, design psychology research, design art history theory, design culture and so on. It plays a guiding role in cultivating students' innovative application ability in Applied Undergraduate colleges.

1.2. The Role of Art Design Theory Teaching
Firstly, the study of art design theory course helps to exercise the ability of designers to discover, analyze and solve problems; secondly, it helps to improve the ability of designers to appreciate art and criticize and correct art, to shape and improve the comprehensive design art accomplishment of designers, and ultimately to enhance the core competitiveness of art talents in the market, and to better adapt to market demand. Employment. Finally, the teaching of art design theory is the premise and foundation of cultivating and improving the creative ability of art design. It saves time for artists to explore theory in the innovation of art design, provides successful experience for artistic design innovation, and provides mature knowledge of art theory for artists' design. Therefore, Applied Undergraduate Colleges and universities cultivate students' creative ability of art. We should innovate
teaching methods, constantly cultivate students' theoretical thinking ability and enhance the ability of artistic innovation and application.

2. The Current Situation of Art Theory Teaching in Applied Undergraduate Colleges and Universities

2.1. Emphasis on technique rather than theory, and undergraduate teaching tends to develop in Higher Vocational Colleges and universities.

The teaching of art theory in Applied Undergraduate Colleges pays attention to the integrity and systematicness of knowledge, and emphasizes the cultivation of students' understanding of theoretical knowledge and the way of thinking to solve problems. The mastery and promotion of theoretical knowledge follow the principle of gradual progress. The intuition and clarity of art theory knowledge teaching are different from those of art practice ability. In addition, in recent years, higher education attaches more and more importance to the training of applied talents. Art courses pay more attention to the cultivation of students' practical ability than basic theory courses.

In order to promote students' better employment, schools, parents and students themselves will focus on practical ability as a major, and even the practical ability as a standard of assessment. This talent training mode, which aims at cultivating students' practical ability and employment, leads to the setting of specialized courses in practical teaching in Application-oriented Undergraduate colleges, which attaches too much importance to practical application, neglects the importance of theoretical teaching, and tends to be higher vocational and tertiary.

2.2. The teaching method is single and the theory teaching is not unified with the professional practice teaching.

In the art teaching of Applied Undergraduate Colleges and universities, the teaching method of art theory course is single, and the combination of theoretical knowledge and professional practice content in teaching is poor, which can not arouse the students' initiative and seriously affect the teaching effect. Generally, theoretical knowledge teaching emphasizes the systematicness and theory of knowledge, but art majors generally have the characteristics of well-developed thinking in images and poor logical thinking. Therefore, abstract and systematic theoretical knowledge should be displayed in concrete images. The dull theoretical knowledge in teaching should be supported by vivid, interesting and fresh cases, which is also raised to art theory teaching.

At present, the teaching of art theory in Applied Undergraduate Colleges and universities mostly adopts the methods of teaching and inculcating, mostly explaining the knowledge points of textbooks, lacking some case analysis and thematic discussion. At the same time, in the course design, the content of art theory course has less connection with other professional courses, which leads to the closeness and isolation of art theory knowledge, thus unable to ensure that students apply theoretical knowledge to the actual creation of art.

2.3. Uniformity of Assessment Method

The monotony of teaching methods directly leads to the singularity of the assessment methods of artistic theory. Examinations become the ultimate goal of teaching. Teachers focus on explaining the knowledge points of textbooks in class, and take the content of textbooks as the basic basis for assessing students, while students pass the examination by rote memorization of knowledge points. This way of assessment makes art theory teaching mere formality. Classes, examinations and credits become the contents of teachers' classes, which leads to the deviation between teaching and learning. Students and teachers do not communicate in the classroom, but regard the teaching of theory courses as a task. Students lose the motivation of learning, so they can not effectively cultivate and improve the ability of independent innovation.
3. Cultivation of Students' Innovative Ability in the Teaching of Art Theory in Applied Undergraduate Colleges and Universities

3.1. Change old teaching concepts and reform teaching contents
On the one hand, schools and teachers should attach importance to the important role of art design theory teaching in cultivating students' innovative ability, renovate the old teaching concepts of unilaterally attaching importance to skill teaching while neglecting theory teaching, optimize the curriculum structure, and strengthen art design theory teaching from the aspects of curriculum construction and teacher allocation. According to the current students' knowledge level and ability, we should adjust the content system of art theory course, integrate knowledge content, avoid repetition of teaching, strengthen the corresponding training of applied skills, give full play to the guiding significance of theoretical knowledge to practical application, understand and digest theoretical knowledge in creative practice, and form a complete system in the teaching process to help students learn art comprehensively. The theoretical knowledge of technical design will gradually improve students' logical thinking ability and innovative ability.

On the other hand, we should innovate teaching contents and cultivate students' research learning habits. Based on the weak cultural foundation of art students, the content of art design textbooks in applied undergraduate colleges can be divided into two parts: compulsory and self-study. The compulsory content is the core theoretical knowledge with high value, and it is equipped with corresponding application cases to select part of the content of design history. Teachers need not explain each knowledge point clearly, but guide students to explore and research after class. The optional content can introduce more designers of different schools and works of art of different styles, guide students to study and research independently, not only lighten teachers' teaching burden, improve students' learning efficiency, but also cultivate students' research-based learning habits.

3.2. Continuous improvement of teaching methods
The reform and innovation of the teaching method of art theory course in applied undergraduate colleges should follow the principle of combining teacher's leading role with student's main body. Students are the receivers and processors of theoretical knowledge. In teaching, teachers adopt heuristic, discussion and salon teaching methods, and integrate traditional teaching methods of imparting knowledge into divergent and creative thinking. The combination of discovery method and case method will stimulate students' initiative, change passive learning into active absorption and digestion, constantly accept and learn new knowledge, and constantly improve their knowledge structure.

In teaching, teachers make comprehensive use of teaching methods such as lecture method, graphic method, discussion method and case demonstration method to increase the teaching effect, maintain interactive communication with students, and timely grasp the learning situation of each student. For example, the use of discussion method in theory teaching can help students express their views, carry out discussions and exchanges on a certain issue, and cultivate students' exploratory spirit. In the course of explaining a certain theoretical knowledge, teachers should not only explain it through picture cases, but also connect it with the reality, stimulate students' interest in learning, enrich the skills and experience of design creation, and better understand the relevant theoretical knowledge through design training, so as to facilitate the later application in design, and then enhance the creative ability of art design.

3.3. Innovating teaching methods and reforming assessment methods
Art theory courses make full use of the advantages of Internet information technology, innovate and optimize teaching methods, introduce multimedia, teaching software and network technology into the teaching process of art theory courses, stimulate students through vivid audio-visual effects such as pictures and videos, change dull theoretical knowledge into an image, create a relaxed and interesting
classroom atmosphere, and then enhance students' interest in learning and promoting interaction between teachers and students.

Reform the traditional single assessment method, pay attention to comprehensive students in class, homework, final examination and other semester performance, to scientifically and accurately examine the students' learning effect, and then improve the students' initiative in daily teaching.

4. summary
Under the background of talent cultivation mode in Applied Undergraduate Colleges and universities, the teaching of art theory course in Colleges and universities should pay attention to cultivating students' practical application ability. Through adjusting and optimizing the professional teaching content, teaching methods, teaching means and assessment methods, this paper constructs a theoretical course teaching mode suitable for the needs of market development, and Cultivates Innovative Applied talents.

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