Research and Practice on the System of the Transformation from Basic Art Theory Courses to Application-oriented Courses

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Abstract: *Based on the new curriculum standards, new goals and new requirements have been put forward for talent training. The implementation and implementation of the concept of application-oriented talent cultivation, together with the renewal and development of the concept of art design, has become the focus of the art school's research on how to promote the transformation of basic art theory courses to application-oriented ones, realize the fundamental transformation of teaching ideas, and meet the basic requirements of application-oriented talent cultivation. In this regard, the teaching of basic art theory courses should not follow the rules, nor should it be too concerned about application and eager to achieve success. Under the premise of pursuing effective connection with the theoretical courses, systematic basic training should be realized.*

Keywords: Art design; Basic theory course; Applied talents; System construction.

1. INTRODUCTION

In the late 1970s, with the establishment of China's engineering colleges and art design research institutes, and the establishment of the China Industrial Design Association, the art design profession gradually showed a hazy influence. With the development of education in China, "Art and Design" was first set up in the professional catalogue of ordinary colleges and universities in 1998, from which the art and design specialty came into being. Under the background of the new era, in the face of the renewal and development of education concepts and the wide range of changes in art majors, the teaching of basic theory courses in art schools must actively respond, carry out in-depth thinking and exploration, and promote the innovation of teaching ideas, so as to achieve the major goal of cultivating application-oriented talents.

1. Arrangement and teaching status analysis of basic art theory courses

2.1 The preparation of basic art theory curriculum focuses on skills and ignores the cultivation of students' innovative ability

With the deepening of curriculum reform, art school education has generated new ideas and new ideas. However, in fact, most art schools still focus on the training and mastery of artistic skills in the teaching of basic theory courses, while ignoring the cultivation of students' thinking ability, let alone the excavation and cultivation of students' innovative thinking [1]. At the same time, in the practical teaching of basic theory courses, there are few practical projects related to the training of artistic creativity courses.

2.2 There is a fault in the teaching of basic theory of art

At present, the prominent problem that most art schools are facing is the fault of the teaching of basic art theory courses. In practice teaching, the original teaching tasks are repeatedly presented, and the expanded basic training is ignored, and the relationship between basic courses and professional courses is not correctly understood. In the teaching of basic theory courses, most students think it is not important, so they will have an incorrect learning attitude and have no interest in learning theoretical knowledge. The assignments assigned by teachers are also sloppy and careless, and students do not know how to use the theoretical knowledge mastered by learning to serve the subsequent design [2]. For example, for the training of basic courses such as sketch, color and pattern, the methods used by teachers in the classroom can be said to be commonplace, and the ideas for the setting of basic theory courses are also vague, lack of professionalism, and the combination with practice is obviously insufficient, and there is a gap with the basic content of professional design course teaching, which makes the basic theory course teaching and professional design teaching out of line.

2. Scientific establishment of the curriculum system structure of basic art theory based on the application-oriented talent training mode

The structure tends to be the same, which is divided into realistic basic training, form composition training and art design basic courses. (1) Realistic basic training courses are divided into basic sketch, basic color and landscape sketch. From the perspective of content, this kind of course mainly focuses on sketching. (2) The form composition training course is divided into plane composition, three-dimensional composition and pattern, etc. It takes three major components as the main body, and implements teaching activities with the effective integration of materials and forms. (3) The basic theoretical courses of art

design are divided into the introduction to aesthetics, the history of Chinese and foreign arts and crafts, and the history of Chinese arts and crafts. These basic courses are based on the theoretical knowledge explanation and implementation of teaching activities. As for the cultivation of application-oriented talents, it is self-evident that the importance of realistic basic training courses, form composition training courses and basic theory courses of art design is not clear. If the structure is not reasonable, it will have a negative impact on subsequent learning [3]. It is also a loophole in the way of talent cultivation caused by the fact that most schools focus on the teaching of professional curriculum knowledge and ignore the teaching of professional basic theory courses.

In this situation, according to many years of practical teaching experience and experience, regarding the construction of the curriculum system of basic theory of art, the courses of realistic basic training mainly include "basic courses of sketch+basic courses of color", which can effectively meet the learning needs of students' subsequent professional course knowledge, whether it is sketch, color, or design sketch and design color; The form composition training courses should be set up with "three major components+pattern courses", which is more convenient to penetrate the basic design concepts and design methods to students; In addition, two or three courses of basic theory of art and design should be set up in combination with the specific direction of the later majors, such as the introduction to aesthetics and the introduction to design, and one course of design history can be selected, so as to meet the actual needs of the cultivation of application-oriented talents in the new era [4].

In fact, when constructing the curriculum system of basic theory of art under the concept mode of application-oriented talent cultivation, the key point that needs to be focused on is the innovation of curriculum supporting teaching. (1) In terms of teaching purpose, students' expressive power and creativity should be actively cultivated. In traditional teaching, students' training is regarded as the basic purpose of performance, combined with the procedural and inherent operation of composition training, which causes students to be unable to show their individuality during learning, and is not conducive to the cultivation of students' creative power and creativity. The inevitable result is that the teaching of sketching is superficial. (2) In terms of curriculum content, it is necessary to promote the infiltration between basic courses. Because the previous basic theory courses were set up by category, realistic and abstract, black and white and color, two-dimensional plane and three-dimensional three-dimensional were all divided into independent modules during practical training. If not carrying out penetrating teaching will inevitably affect the development of students' leaping thinking, and will also have a negative impact on the cultivation and development of students' innovation and creativity. (3) With regard to the evaluation of teaching results, we need to go hand in hand with the process and results, and focus on the positive interaction between "teaching" and "learning" in the classroom. Previously, because of the limitations of teaching objectives and curriculum structure, it is basically based on the actual situation of students completing homework to judge the results, so it is impossible to generate a scientific mechanism to encourage teachers and students to achieve innovation, thus it is difficult to stimulate teachers to explore and think about curriculum innovation in depth.

4. Reasonable construction of the core objectives of the curriculum system of basic art theory based on the concept mode of application-oriented talent cultivation

Based on the concept and mode of application-oriented talent training, the arrangement of basic art theory courses must be redrawn, and the corresponding curriculum structure and evaluation mechanism must be constructed. Among them, the teaching goal is to cultivate application-oriented talents. The teaching structure must meet the actual requirements of the development of the times, organically and deeply integrate the scattered and independent courses, optimize and innovate the teaching structure system, so as to achieve the comprehensive development of students' innovative ability, thinking ability and practical ability.

4.1 Take the cultivation of application-oriented talents as the foundation, explore and grasp the rules, and determine the teaching objectives

Determine the basic teaching idea of comprehensive development of "emphasizing foundation, strengthening practice, seeking innovation and showing individuality", promote the deep integration of "teaching and research" and "theory and practice" through the seamless connection between "teaching+practice" and "basic theory course+professional course", clarify the basic teaching idea, optimize the basic theory course, innovate and develop the teaching mode, and timely integrate and update the teaching content, Completely break away from the pattern of "high eye, low hand, floating on the surface" above the traditional classroom [5]. Attach great importance to ability training, guide students to understand and digest basic theoretical knowledge in practice, so as to achieve the basic goal of applying what they have learned and thinking innovation. Think and explore the characteristics and laws of teaching, construct an open platform for communication and interaction, make professional topics, and actively guide and encourage students to participate in scientific research activities, so as to dig students' innovative thinking and ability. At the same time, teachers should guide students to enter the society and integrate into enterprises to conduct field research, so as to deepen students' employment sensitivity.

4.2 Take rebuilding the new teaching system as the basic goal, attach importance to teaching reform, and seek new ways of talent cultivation

Rebuild the new teaching system, optimize the basic theoretical knowledge, explore and grasp the basic curriculum rules, and realize the construction of the basic theoretical curriculum system. Analyze students' knowledge structure in depth, broaden

students' horizons, help students establish comprehensive cultural awareness, and effectively cultivate and develop students' innovative ability through the collision and integration of various ideas. Create a diversified classroom with the help of the internal links between basic theory courses,

Use multimedia technology to set up online courses and promote the development of students' autonomous learning ability through online communication and interaction between teachers and students [6]. Explore the basic education model suitable for professional characteristics, carefully design the classroom, use new teaching methods through thematic discussions, guide students to walk the platform, speak creatively, stimulate discussion, let students experience the work of teachers, form new teaching relationships, and promote the development of students' innovative thinking and innovative ability.

4.3 Promote the deep integration between basic theories and professional abilities by taking the cultivation of innovation ability and the needs of the corresponding era as the core

First of all, with regard to the practical teaching of basic theory courses, we need to pay attention to the application of the cutting-edge achievements of the discipline, and sublimate the teaching achievements through the establishment of teaching reform projects, leading students to practice innovative projects. Secondly, we should pursue the cultivation and development of students' practical ability, and use practice to help students understand and digest basic theoretical knowledge. Finally, extend and integrate the teaching content of professional ability training, endow the teaching of basic theory courses with pertinence, practicality and interest, and then help students establish a positive attitude and innovative spirit.

4 Summary

Cultivating applied talents is the fundamental demand of social development in the new era, and is also an important goal of art school education. Based on this, the construction of the new system of basic art theory curriculum under the concept of application-oriented talent cultivation needs to take the actual teaching situation as the starting point, through the innovation of teaching content and methods, as well as practical training, to promote the comprehensive development of students' ability and quality while improving the teaching results.

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