Discussion on the Reform of Postgraduate Students Training with the Background of Design Art Major

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ABSTRACT

Present master degree candidate of design art accounts for heavier and heavier proportion in postgraduate education system. Though analyzing the problems in rapid development of design art postgraduate education, this paper discusses from admitting, training mode, curriculum provision and the training of design practice ability with the starting point of reform, and explores the mode of training art postgraduate talents that fits for the demand of present society, so as to promote the graduates’ ability of innovation and to adapt to the society, and contribute to the sustainable development of the whole design art postgraduate education.

KEYWORDS

Art Design; Postgraduate Education; Teaching Reform; Curriculum Provision.

INTRODUCTION

Compared with the design art master education of western traditional developed countries for nearly a hundred years, our master degree candidate education of relevant majors started late, and since 1980s, all academies of fine arts started to recruit art postgraduates with the form of nature of industrial arts. At present, with the rapid development of our economy and the fast promotion of arts and culture industry, the cultivation and requirement of these talents attracts more and more attention, and the major of design art master degree candidate transforms to the first-level discipline form the edge discipline gradually. To 2020, ministry of education plans to realize the target of transforming the education of master graduate candidate form cultivating academic talents to taking academic talents as the dominator and paying equal attention to applied talents. Therefore, it has important practical significance to cultivate new design art talents who can fit for the demand of social and economic development better.

CURRENT SITUATION OF THE CULTIVATION OF OUR ART DESIGN MASTER DEGREE CANDIDATE TALENTS

Enrollment System Causes Unsteady Quality of Students

Firstly, our present enrollment system for postgraduate abides by “large classes”, with the proposition of content of first-level discipline, and stresses basis and widening caliber.
This kind of system tends to neglect the feature of design art major, and reject a lot of examinees whose cultural courses are poor but artistic skill and practical ability are very strong. Secondly, present enrollment system of master degree candidate does not have explicit system for the application of trans-discipline and cross-discipline, and the examinees of art major who have poor basis but good cultural disciplines, such as English, History and Management, can register for examination of theoretical direction for their high scores and account for great proportion. Thirdly, the purpose that many examinees choose the postgraduate of this major is to promote their own education background and seek greater development and only a few examinees want to improve their personal artistic practical ability and artistic theoretical mastery. The above reasons cause that the students’ professional basis of design art is uneven.

Cultivating Mode is Single and Curriculum Proposition Lacks Scientific

Firstly, as the extension of stage of undergraduate, master degree candidate should possess the involvement and integration with multi-discipline knowledge related to this subject, such as major in environmental art design should have the knowledge related to architecture; ceramic art design should involve the basic content of sculpture. According to the researchers, the curriculums of many colleges and universities aims to their own majors, but a little relation with the related curriculums, which neglects to set up the curriculums that have intersecting and marginality with design art discipline. Secondly, every professional degree of design art postgraduate has some different research directions, taking Jingdezhen Ceramic Institute as the example, 5 enrollment specialties that relate to art have near 60 major fields, while the curriculum proposition carries out according to their own content but not major field. Thirdly, the content of major curriculum proposition is disjointed with the times and it is just extension of the content, and does not separate the cultivation between academic talent and applied talent postgraduates, so their curriculums are united. Meanwhile, they pay little attention to the content of the newest development and close combination between scientific technology and industrial manufacture, so the knowledge of academic talent is not professional and the technology of applied talent is not professional also.

Lack Flexible and Effective Assessment System

At present, the enrollment scale of Chinese postgraduate is enlarging gradually, and the students who are lucky to enter the stage of master degree for study are busy in dealing with the study of public courses and the writing of academic paper, and the basic skills and innovation ability that are required the most are neglected often, so many graduates do not possess high artistic ability. During the process of graduating for academic and applied postgraduates, they cannot balance the quality of academic paper and the level of the dissertation effectively, so their professional knowledge is not professional.
THE REFORM ON CULTIVATION OF THE TALENTS OF ART DESIGN
MASTER DEGREE CANDIDATE

Establish Flexible and Springy Admission System and Talent Structure

As the first pass to choose talents, entrance examination should be suitable for the training objective and group characteristics of contemporary design art postgraduates. The following discussion is from the perspectives of reform:

(1) Optimize and adjust the recruitment catalogs structure of design art postgraduate. The master degree candidates that our country recruits now are divided into two types, academic and applied postgraduates. From the quantity, academic postgraduates account for two thirds of the total amount; from the specific professional direction, academic postgraduates are divided into pure theoretical direction and the direction combined theory with practice. Some majors repeat with professional degree postgraduate. Thus, under professional catalogues, practical researcher direction should be adjusted to the catalogue of professional degree, and this separates academic and practical directions from the entering stage, which have stronger pertinence and practicality to further cultivate talents.

(2) Flexible Admission Qualification. With the development of economy and the improvement of people’s material and cultural life, the demand of high-level design art talents for the whole society is higher and higher. Now, both social arts group and commercial institutions need high-level talents, but the employees cannot find teachers because of educational level and many limitations. While the students who enter the stage of master degree candidate from undergraduate stage directly have low practical level because they lack practical experience. China has an old maxim “Do not limit too much, which can get more talents”, and it is indeed from foreign advanced experience. The development tendency of foreign higher education is flexible admission qualification. Therefore, for different objectives should establish flexible selection system, such as it should broaden the admission qualification for the employees who have much personal experience and practical experience, while those excellent undergraduates can study at the stage of postgraduate in advance.

Establish More Flexible Personnel Training Mode and Scientific Curriculum Proposition

An excellent design art postgraduate should be the combination of art, technology and academy, so training innovative and applied talents is not only to response government orders, but also to comply with the trend of era development. Cultivate the students into the person who can find and solve problems, create and innovate constantly, have solid professional knowledge and have responsibility to the society, which is the new requirement put forward by educational institutions. The knowledge transference of traditional colleges and universities takes the schools as the leader, and does not separate from the traditional mode that takes the teachers’ teaching as the domination and the students are forced to accept the knowledge, and limiting with the reason of teachers’ knowledge reserve, the level of the students cannot be improved further. The students who enter the stage of postgraduate are the ones who have better professional knowledge, and what they lack is practical ability, and schools’ training cannot meet the demand of the society gradually in present stage.
(1) According to the specific professional direction, set up scientific curriculum arrangement. Firstly, at the same time of pursuing broad scope of knowledge, cross-discipline courses related to the subject should be set up. Meanwhile, it must realize the fundamental of curriculum proposition is that there is expertise involved in so many professions, and the research directions of different majors should depend on their features to set up special subjects, but not great and union. Secondly, according to the regional features that different universities locate in, it should set up curriculums with local cultural features, and this promote the combination of theory and practice. In the history of design, America has vast territory and abundant resources, bold design style, while Japan has narrow territory, effective space using and North Europe has small population, abundant resources, so there are many minimalist design, which are all examples. Thirdly, quite a part of postgraduates hope to work in technical secondary schools and junior colleges after their graduation. For this, it is necessary to conduct curriculum proposition and study with purpose in the stage of postgraduate, start as the teaching assistant and finish teaching work with the help of the supervisor.

(2) Pay equal attention to theory and practice, and set up labs and training rooms related to all majors. From the perspective of science, practice should run through the process of theoretical courses, but not the present stage practice. Take the group team as the unit, conduct virtual or real “project” with the help of supervisor, all students should face specific communication and idea description and also accept others’ scheme assessment and suggestions on revision. Meanwhile, the teaching practice of this kind of teaching method can invite enterprise personnel and consumers, and take their advice. Whether a planning achieve design requirement, the assessment of enterprise and consumers is very important without any doubts.

(3) Establish normalized deep visit, investigation and survey and teaching practice. During the teaching process, design art students need consolidate and update knowledge in time, go deep into different regions and projects to conduct field visit and investigation with the lead of the supervisor. During the period, veteran front-line technicians can serve as the lecturers and participate in the teaching process to teach practical project construction and deepen students’ perceptual understanding of professional knowledge. On one hand, the students can contact commercial design in advance, and from the view of employment, it can complete the study of theoretical knowledge. On the other hand, school can solve the practical demand that some tutors lack practical experience, and finish the explanation and teaching of part knowledge by using the designers of enterprise, and explain the research methods and settlement procedure of the problems by using practical design cases. This kind of practical training can run through the whole studying period of postgraduate, with multiform, which can be the combination of industry-university-research, and short-term competitive training, but also can be the researching cooperation with enterprises and other non-profit organization directly. With the basis of using multi-materials of teaching platform, it can make students explicit studying and researching direction in this atmosphere and avoid advancing in groping. Meanwhile, this kind of teaching method can optimizing curriculum proposition further.

Establish More Perfect Studying Process and Assessment System

Assessment has guiding role, and has integrated and prospective features on assessing the studying and graduation conditions of design art students. For the
assessment of the whole design art postgraduates, it needs not only to reflect on the final dissertation assessment, but also to reflect on technology, art and applied value of assessment of course grade, medium term design and practical research reward. The guiding role of a good assessment system can guide students to promote the ability of creativity thinking, artistic culture and creative potential. At the same time of doing well dissertation defense, it also should aim at graduation project to carry out the defense. Graduation project is an important aspect to assess the candidate who wants to apply for the graduate degree, and the creation of graduation project should reflect on not only academic value and social value, but also individual technical depth.

Meanwhile, the requirement of the dissertation for academic and professional degree postgraduates is different. Academic dissertation stresses on research and witting. Professional degree postgraduates should pay equal attention to write dissertation and make graduation project. Therefore, the forms of the dissertation should be in diversified development. The writing of professional degree postgraduates should be close with professional artistic creation and practice, aiming the problems in professional practice, combining theoretical knowledge and the features of the major to analyze and explain, through research report, work state, case analysis and other forms to present the research achievement. The dissertation of academic postgraduates should express that the student has mastered systematical professional knowledge and solid artistic theory, and the dissertation should possess creativity, prospective and systematic and also should reflect theoretical depth.

SUMMARY

The cultivation of creative talents is the main task of cultivating talents in design universities and it needs to depend on enrollment, teaching, practice and assessment to realize this task. While stress the cultivation of students’ creativity, it should deepen the reform of curriculum proposition, establish students’ automatic learning, form the teaching mode of paying equal attention to research and practice, and realize sustainable development finally.

FUND PROGRAMS

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REFERENCES