Research on the Construction of "Four Arts Overlay" Applied Talents Training Model of Design Art Specialty in Higher Vocational Colleges Based on the "Great Development Era of Philosophy and Social Sciences"

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Abstract. "The development of philosophy and Social Sciences in the era of great development" has brought good opportunities for the development of Higher Vocational Art Education in China. Faced with the challenges and opportunities of the historic leap from "Made in China" to "Created in China", enterprises need a large number of innovative teams, theoretical knowledge and high-skilled applied talents. Application-oriented talents of design art specialty are the important direction of training talents to meet the needs of current social development, and also the inevitable outcome of the development of society and productive forces to a certain stage.

1. Research Theoretical Significance

Combining the art teaching thought of combining art education with technology education and the characteristics of modern art and Design Vocational education, the "studio" talent training mode of "project-oriented, task-driven" is explored. The cultivation of Applied Talents in design specialty mainly aims at formulating special technical talents with innovative thinking to meet the needs of the development and production of modern society according to different teaching objectives, which can solve practical problems in practical work. Applied talents need to master certain basic scientific knowledge and professional knowledge, can solve practical problems in production through solid skills, and have the ability of innovative technology thinking.

Constructing the "four Arts superposition" applied talents training mode of environmental art specialty in Higher Vocational Colleges Based on "the era of great development of philosophy and social sciences". We should strengthen project-based teaching in schools and establish an integrated curriculum system of design courses and project-based teaching supported by "Four Arts Overlay" applied technology. For the purpose of practical skills training of vocational post ability, we should strengthen the cooperation with enterprises in "production, teaching and research" (Fig. 1), and establish Chongqing to maximize the sharing of teaching resources.

![Figure 1. Research Status at Home and Abroad.](image-url)
With the strengthening of international cooperation, high-quality, high-skilled composite design art talents are needed in foreign-related enterprises and transnational cooperation. On May 17, 2017, Xi Jinping chaired a symposium on the work of philosophy and Social Sciences in Beijing and delivered an important speech pointing out that under the new situation, the status of philosophy and Social Sciences in China is more important and the task is more arduous. History shows that the era of great social change must be the era of great development of philosophy and social sciences. Contemporary China is experiencing the most extensive and profound social changes in China’s history, and is also carrying out the most magnificent and unique practical innovation in human history. This unprecedented great practice will certainly provide a strong impetus and broad space for theoretical creation and academic prosperity. As a new thought and strategy, the philosophy and social sciences with Chinese characteristics are not only the lifeblood of economy and culture, but also the lifeblood of Vocational education. Through the professional knowledge and skills, future career ideals and beliefs and professional quality training of art design students in Higher Vocational colleges, this paper analyzes the talent needs in the vision planning of "philosophy and social sciences with Chinese characteristics", and then makes a two-way comparison to show the actual gap.

It is not long for us to set up a "design art" major in our higher vocational and technical colleges. Because of the different understanding and understanding of the concept of "design art" and the different nature and foundation of schools, there are great differences in the orientation of professional construction and the setting of teaching content. The specialty of design art has the characteristics of comprehensive disciplines. It should have a clear professional orientation when making the teaching implementation plan. Otherwise, it will inevitably lead to a passive situation of extensive but inexperienced curriculum setting. In view of this educational situation, it is necessary to improve the understanding of the subject of design art, reform the structure of design art specialty, integrate and construct from professional teaching plan, curriculum outline to practice link, and train high-quality skilled and compound design talents. In order to improve the teaching level of design art specialty in Vocational colleges, we should focus on training applied vocational and technical talents according to the needs of the social market. With this goal, we should explore the corresponding teaching rules, teacher structure, teaching material series and corresponding training bases.

1.1 The Training Objective of Design Professionals is not Clear

The major of design art is the training of technology oriented talents. It is a new type of Vocational and technical education which is different from discipline, research and engineering. Only after establishing the target system of professional talents training, can the corresponding practical teaching objectives be determined. At present, our problem is that the ambiguity and ambiguity of the concept of training objectives are caused by the unclear nature of schools and the concept of specialty setting. The research on professional background and social industry background is not deep, and the direct problem is that the training objectives are too high, too wide or too narrow. Design art is a very practical system engineering, which requires students to verify and complete specific design projects through a large number of practical operations and exercises on the basis of mastering basic theoretical knowledge. Because of the engineering nature of the specialty, it determines that the training goal of our practical teaching should make a balance and trade-off between designers and construction operators. In the past, I always heard complaints from enterprises: your students don't know anything! Why don't they know anything? They have too much theoretical knowledge but lack the basic ability of practical innovation. This is a mistake in our practical teaching. If we can't understand the reasons for this, how can we expect others to understand it? After all, the nature of our specialty determines that we must adopt the appropriate practical teaching mode. This is the fundamental starting point of our practical teaching. It is clear that the goal of cultivating talents is the first prerequisite for all work the vacillating concept will influence our thinking and make the practice teaching deviate from its correct track.
1.2 The Teaching Mode of Design Art is not Systematic

The curriculum arrangement of design art specialty is divided into three stages: basic course learning, professional course deepening and comprehensive design course practice. Although the teaching objectives of these three stages are clear and the teaching focus is prominent, there is a lack of systematic connection between them, and there is a serious disconnection between them. The study of basic courses only stays at the theoretical level, which is too abstract and empty, and cannot be well explained with cases, so that students cannot understand its essence and connotation. And the study of professional courses is too limited to the training of professional skills, so that students only know it but do not know why. The final result is that in the course of comprehensive curriculum practice, students often fail to come up with innovative ideas and find problems. Even if there are problems, I do not know where to solve them. This is the prominent problem existing in the design specialty at present: the theory and method of students' basic course learning is difficult to apply to the professional course, and the study of professional course is only on the surface, lacking in deep-seated innovation and inspiration. As a result, design majors tend to feel that they have touched everything but are not proficient at the end of their studies.

1.3 Weak Teachers and Shortage of Specialized Laboratories

Design art specialty is a new industry, and it is a combination of many disciplines. It needs not only artistic revision, but also the foundation of software operation and teaching skills. There is no such perfect teacher training system in China. Therefore, most art and design teachers are from computer, art and other professional changes, it is difficult to meet the actual teaching needs. Especially in higher vocational colleges, the quality of teachers of design art needs to be strengthened. Teachers' teaching experience and professional level need to be further improved.

Professional laboratories are places for practical teaching and training. How to make full use of laboratory resources, standardize the training site and make it play a more effective role in students' training lies in how to construct and design training scenarios that are in line with the industry. It is directly related to the progress of teaching projects and the quality of students' training. However, there is still a gap in the training rooms of natural arts majors in some higher vocational colleges, which also brings certain limitations to teaching.

2. Research Plan of "Four Arts Superposition" Applied Talents Training Mode

We should innovate the talent training mode of design art specialty, construct the teaching standard system, and improve the teaching quality management and guarantee system. In order to establish a market-oriented model, strengthen efficient cooperation within the region, and promote the training of regional environmental art and design talents as a link, the "four Arts in one" application-oriented talent training model is introduced, that is, "artistic ethics", "artistic skills", "artistic works", "artistic new" integration.

2.1 Overall Framework:

As a new thought and strategy, "the development of philosophy and Social Sciences in the era of great development" is not only the lifeblood of economy and culture, but also the lifeblood of Vocational education. Higher Vocational Colleges in China must seize opportunities, meet challenges, accelerate the transformation and upgrading of professional structure, strive to enhance the competitiveness of Higher Vocational colleges, and create more talent dividends for our economic construction and social development.

"Artistic virtue": political, ideological, moral, social and professional, students' deep thinking, teachers' attentive cultivation, stimulate students' interest in learning under the new ideas and Strategies of "the development of philosophy and Social Sciences in the era of great development". "Technical skills": solid foundation and excellent skills, laying a solid foundation for applied talents.
"Artwork": the integration of practice and theory, that is, practical skills tract knowledge system, knowledge system expands practical skills.

"Yi xin": Innovation and entrepreneurship is the accomplishment of environmental art design professionals and the ability to develop projects independently or in teams.

The relationship between "four arts": virtue is the foundation skill is the pillar art is the hormone new art is the effect four are mutually integrated and inseparable.(Figure two)

2.2 Key Points and Difficulties

Emphasis: Constructing the training mode of Applied Higher Vocational Art Talents Based on "the era of great development of philosophy and social sciences". The curriculum of design art specialty generally adopts the "floor type", that is, basic courses - technical basic courses - professional courses - innovation and entrepreneurship course structure, highlighting the "professional standard" setting - the "four Arts overlapping" framework. At the same time, the connotation and characteristics of the design art discipline, the curriculum system, the personnel training program and the standards of the practical quality evaluation system are all the key points of the training mode of Applied Higher Vocational Art talents.

Difficulties: it is not long to set up a "design art" major in Higher Vocational and technical colleges in China. Because of the different understanding and understanding of the concept of "art" and the different nature and foundation of schools, there are great differences in the orientation of professional construction and the setting of teaching content. From professional teaching plan, syllabus to practice, they are still in the exploratory stage, and there are few cases for reference. Based on the era of great development of philosophy and social sciences, it is difficult to popularize the training mode of "four Arts overlapping" applied talents for art majors in Higher Vocational colleges.

2.3 The Application Prospect of Research Results, and Expected Economic and Social Benefits.

The training of Applied Talents in design art specialty is slightly different from that in other disciplines. Because of the particularity of art discipline, its training mode needs to be based on practical ability and aimed at cultivating strong artistic creativity. Its training cost and training mode are relatively complex. At present, Chinese society needs a large number of design and art professionals. According to relevant statistics, China's shortage of design and art professionals will reach 2 million by 2019. This shows that the current teaching and training mode still cannot meet the needs of society, and urgently needs innovative ideas, open up training channels and blend all kinds of favorable resources. To develop applied talents in design art vocational and technical schools bear important responsibilities and obligations. Educators must innovate and reform, establish a joint training system based on the cooperation of "school-land-enterprise", market demand-oriented, practical ability-based, and focus on "solid foundation, strong skills, innovative
thinking and strong quality”. In principle, the training mode of innovative talents with skills training as the core should be constructed.

3. Conclusions

The requirements of "the development of philosophy and Social Sciences in the era of great development" and the demand of talent market should be adjusted and reformed in terms of personnel training objectives, specialty setting orientation and curriculum system construction in a timely manner, so as to actively carry out the transformation and upgrading of the structure of Higher Vocational Education in China. Based on the training mode of "four Arts overlapping" applied talents in Higher Vocational Art Specialty in the era of "great development of philosophy and social sciences", we should construct the teaching standard system, improve the teaching quality management and guarantee system, take strengthening students' employment and entrepreneurship ability as the core, take national vocational standards and professional post groups as the link, and promote "four Arts overlapping". "Personnel training mode to adapt to the development of China's market economy.

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