Abstract. The core competitiveness of students majoring in visual communication design in the job market depends on their achievements. In this paper, aiming at the problems existing in the cultivation of art design professionals and the needs of modern enterprises for visual communication professionals, the “three-in-one” practical teaching training mode based on the concept of OBE is introduced. This mode ensures the professional, professional and professional training of visual communication design professionals, realizes the coordinated development of students' knowledge, ability and quality, and improves students' practical ability, innovation ability and lifelong learning ability.

Introduction

Outcome Based Education (OBE) is an educational concept oriented by students' learning outcome, also known as “outcome orientation”. Its main characteristics are “output orientation, student center and continuous improvement” [1]. OBE attaches great importance to the student's learning effect, because of its talent training concept, mode and operating mode close to the industry development direction, and the social demand for applied talents and closely matched discussed the transition from “what has been taught” to “what has been learned” as the main ideas of teaching reform tide, fit under the background of the new normal requirements for personnel training.

In the traditional visual communication design education model, it is carried out centered on the discipline professional training plan and curriculum setting. The course goals are more inclined to enable students to fully and systematically master the subject knowledge after completing the course. However, to a certain extent, it ignores the relevance between the curriculum and professional training objectives, and weakens the systematic connection between different courses, which leads to the feeling that students are confused, uninteresting or even useless when learning the curriculum. This article takes visual communication design major construction as an example, based on the OBE's education idea, re-examines the practice teaching system, cultivates students' practice ability and innovation ability as the goal, according to the modern professional requirements of “professional, industry, profession” to build a “three-in-one” practice teaching training mode (refer with: Fig. 1), namely the “student-centered”, “uses (autonomous learning) + class competition (practical learning) + project (innovative)” integrated teaching mode of “three-in-one”, pays attention to grasp the learning effect of expectation, in order to the realization of the expected learning outcomes.

The Composition of “three-in-one” Practical Teaching Training Mode

Leading by Projects, Constructing the Practical Teaching and Training System of Innovative Learning

It is an important carrier for cultivating students' innovative spirit and practical ability and improving students' comprehensive quality to play an active role in scientific research training and innovation and Entrepreneurship of students' projects and lead students to participate in social practice projects. Teachers lead students to participate in project practice and scientific research training, so that
students can find problems in the whole scientific research activities and adopt effective methods and approaches to solve problems, so as to achieve the goal of comprehensive vocational ability training [2]. The creation of an integrated practical teaching model with “project teaching” as the core (refer with: Fig. 2) can effectively improve students' sense of identity to their major and career planning, and realize the teaching reform principle of “combining work with study and production with study”.

Figure 1. “Three-in-one” practice teaching and training mode structure.

Project teaching is based on the ability demand of the vocational post, that is, the job task and work process of the professional corresponding to the vocational post, the demand of the basic knowledge, skills and ability of the project content and characteristics, especially the target requirement of the comprehensive vocational ability [3]. In this way, the contents and objectives of professional courses are defined, students' learning objectives are defined, and students' practical ability and innovation ability are gradually cultivated according to the basic theory and professional practice, and their project awareness and professional quality are trained to ensure the professionalism of talent training.

Figure 2. Practical teaching of innovative projects.

**Competition-driven, Establish a Practical Collaborative Innovation System**

The discipline competition mainly plays its role of “learning by competition”, which can stimulate students' learning interest and innovation potential, and cultivate an innovative spirit of advancing against difficulties and forging ahead. Introducing competitions into the classroom can not only improve students' enthusiasm for practice, but also effectively test the learning results. Establish a
discipline competition collaborative innovation system (refer with: Fig. 3) to provide a solid guarantee for the cultivation of students' practical ability.

To implement the “competition-driven” curriculum practice teaching, it is necessary to meet the following requirements: first, make teachers understand the teaching trend of the course, adjust the teaching contents and methods, stimulate students' enthusiasm and interest in independent learning, and realize the purpose of “promoting learning through competition”; Secondly, combine professional competition and professional training objectives, and combine competition training and course learning closely. Integrate learning, practice, competition and teaching, take competition as an opportunity to improve students' professional and technical skills; Third, by exploring the “competition-driven” course teaching methods and practices, students can meet the practical requirements of employers for mastering the skills of applied talents in this specialty, improve students' understanding of the status of professional development, and help students develop careers that suit their interests career planning; Fourth, through the organization and guidance of the competition, to promote teachers to continuously carry out teaching research, reform and practice, improve the teaching level and professional quality of relevant course teachers, to achieve the purpose of “promoting teaching through competition” [4].

**Problem-oriented and Cultivate a Multi-dimensional Autonomous Practical Learning System**

The development of the Internet has brought great innovations to university teaching. It establishes a problem-oriented multi-dimensional autonomous learning system (refer with: Fig. 4), which needs to take advantage of the real-time, interactive and ubiquitous advantages of online learning courses and resources in SPOC such as MOOC, boutique online courses and micro-courses. It develops independent learning and cooperative learning, and uses the classroom to build on the basis of traditional teaching and guide students to learn autonomously with questions, making the classroom a place for consultation, discussion, and cooperation between learners and learners or between learners and teachers. It has become a necessary supplement to classroom teaching and a guarantee for the cultivation of students' lifelong learning ability.

In the process of constructing an autonomous practical learning system, teachers should implement effective teaching behaviors in “designing organizational teaching” to create a multi-dimensional flipped classroom of autonomous learning before class, inquiry learning in class, and feedback evaluation after class. To construct the multi-dimensional mixed teaching model, teachers need to change the teaching focus, from the traditional “teacher-centered” to “student-centered”, from the role of the teacher to the role of the teacher to the role of the teacher to the role of the student's mentor, adviser, guide the active learning behavior, establish interactive open class. Through online and offline teaching, learning is no longer limited by time and space, forming a borderless learning model. In addition, carry out group discussion teaching, cultivate team cooperation spirit, teachers fully understand the learning situation of students in each stage, adjust the teaching content and teaching
methods of the course anytime and anywhere in combination with practical problems, and ensure the teaching quality. This will help to improve the level of college students' learning engagement, improve the level of teacher-student interaction and group collaboration, and thus improve their active learning ability.

Figure 4. Problem-oriented multi-dimensional autonomous learning system.

Incentive-oriented Ternary Joint Evaluation Methods

The standardization of evaluation is based on whether the graduation requirements are met, the cultivation objectives are set according to the graduation requirements, the observation points are set according to the cultivation objectives, and the evaluation criteria are designed for each observation point. The key to the implementation of OBE concept requires teachers to do a good job in teaching evaluation, instead of teaching method, students' learning degree and learning method, the key to teaching evaluation should focus on learning results [5]. The establishment of a diversified and standardized evaluation model requires standard processes for evaluation. Standardization of teaching evaluation should be reflected in teaching objectives, teaching content, teaching methods, teaching structure, teaching skills, and teaching effects. Based on the guidance of supervision and test to encourage students' learning, the evaluation mode of “comprehensive evaluation - network supervision - collective evaluation” is constructed (refer with: Fig. 5).

Figure 5. Ternary joint evaluation methods.

The outcomes-based joint evaluation is mainly aimed at the practical course teaching, and evaluates the student's output from various aspects such as creative thinking, work attitude, collaborative spirit, innovative quality, and ability performance. The comprehensive evaluation method can mobilize the enthusiasm of students and avoid the one-sided method of single evaluation of students' experimental results based on the results of propositional homework. Network supervision is mainly aimed at students' independent study. The network teaching platform -- learning pass is used to conduct remote guidance, inspection and communication for students, so as to ensure
that each student completes the study on time. Collective evaluation is mainly aimed at students' design works. Teachers and students' representatives conduct collective evaluation or teachers from different disciplines comment on and guide students' works from multiple aspects, comprehensively evaluate and guide students' design works, and provide further modification suggestions and guarantee the quality of learning achievements.

Summary

Based on the OBE education concept, the training mode of knowledge transfer, ability training, quality development and scientific evaluation is formed, which provides an effective solution to many problems existing in the cultivation of visual communication design undergraduate talents.

First, the practice teaching training system guided by the project guarantees the students' professional knowledge. It takes the action process as the core, the project practice as the carrier, takes the occupation situation as the support, implements in the teaching takes the student as the main body, the process core and the task carrier, in order to train the student's process method and the practice ability.

Second, “competition-driven” can enable students to be exposed to practical problems in design project processing, make up for the lack of theoretical practice in the curriculum practice teaching, and strengthen the practicality and "professionalism" in the teaching process. In order to enhance students' practical ability and innovation ability, we should pay equal attention to both theoretical teaching and practical teaching.

Third, in the multi-dimensional autonomous learning system, students complete knowledge cognition before class; teachers and students carry out teaching through multiple interactive learning in class, and teachers individualize tutoring students to fully mobilize students' initiative; consolidate and improve knowledge after class. Among them, with the help of network teaching platform and mobile terminal, students, teachers and all kinds of teaching resources are effectively combined to complete diversified mixed teaching.

In a word, the industry characteristics and career requirements of visual communication design major in the new era require us to seek principles, paths and methods that integrate into the long-term development of the school with the guidance of OBE teaching philosophy and the goal of achievement and output. Only by formulating the curriculum system and specific teaching practice of “three-in-one” three-dimensional teaching mode, realizing the linkage and play of all kinds of teaching resources, and optimizing education and teaching, can students' internal motivation be activated, they will break through the limitation of time and space, and finally improve the quality of visual communication design talent training.

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References
