

Research on the Integration Mode of Art Design Majors from the Perspective of Production, University and Research

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Abstract. The cross-school study model is very different from traditional distance education and MOOCs (MOOCs), as they are now known. Cross-school study is a new teaching mode. Through cross-school study, students can choose courses shared by the university (the user) and other universities (the course builder) according to the bridge built by the platform, and obtain corresponding credits after approval by the university and the course builder. The cross-school study mode broadens the time and space boundary of teaching, solves the problem that the original limited teaching resources cannot meet students' thirst for more and more knowledge, and also provides great convenience for students' course selection in terms of mutual recognition of credits.

Keywords: Industry-University-Research; Study Across Schools.

1. Introduction

To reform the teaching of art design is the goal that the School of Art has been pursuing. Through the establishment of an integrated training model for art design talents, the school of Art has continuously consolidated the concept of application-oriented talent training. The teaching practice is carried out as a project, the art design teaching mode of production, study and research is consolidated, and the overall professional level of art design majors can be effectively improved by fully integrating in-class theoretical knowledge, extracurricular practice and cross-school study integration mode. The combination of "Internet +" and traditional industries, like a computer processor integrated with a number of computing engines, such a "multi-core" system is easier to expand, easier to integrate powerful functions, "Internet +" gives the traditional industry in the new era of optimization and upgrading of new help. Internet + Education allows standardized educational content to be easily distributed and updated, learners can control when and where they learn, and preset programs provide automatic real-time feedback for teachers and learners. Of course, educators are not abandoning the teacher-teacher-learning-centered pedagogy, but using online learning opportunities to enhance and extend existing curricula and explore new teaching models, and learners are more receptive to this feature. The implementation of the project is of great practical significance to students, teachers and universities. The results of the implementation of the project have also promoted the exchange of teaching experience and personnel training modes between the schools.

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2. Course Teaching Design

2.1 Multimedia Teaching and Network Platform Combined Teaching Means

In the course of classroom teaching, the combination of multimedia teaching and network platform is adopted, and the "Super star Pass" platform is mainly used to carry out network teaching. After students complete the network registration, they can watch the lecture video of the teacher on the

platform. At the same time, the teacher can immediately publish the homework in class, and the whole class can study and analyze together, which is not only conducive to improving the efficiency of classroom teaching, but also conducive to teachers to expand their knowledge and vividly expand the teaching content. In addition to classroom teaching, students are also provided with sufficient after-school learning materials.

Instructional design is a planning process operation that further determines the steps and programs to solve the teaching problems on the basis of analyzing the teaching needs and problems, verifies the effect of program implementation through evaluation and feedback, and revises and improves the program to optimize the teaching. With the progress of science and technology and the development of the Internet, many new media and forms have emerged, which have a great impact on the original communication mode and content. Traditional teaching mode can no longer meet the needs of students' growth and development at this stage.

The development of new media under the iteration of network resources also presents many other characteristics. For example, the speed of communication, broad information content and strong interaction also bring new requirements to students majoring in art and design. However, the practical ability of students majoring in art and design is weak under the current background of Internet resources, so it is necessary to effectively use Internet resources to improve students' practical ability and practical ability. First of all, we need to analyze the characteristics of the current art design specialty and the shortcomings of the current course design, and then propose how to effectively carry out the course teaching design.

Through cross-school study, students are guided to use the concept and method of independent learning innovation in flipped classroom, so as to mobilize students' learning enthusiasm and initiative, and stimulate students' creativity. The author guides the theory and method of innovation through the online video question-and-answer method of teachers. By guiding teachers to carry out innovative practice guidance, the content of innovative practice is completed, and the purpose of cultivating students' exploration spirit and pioneering spirit, cultivating basic teamwork spirit and professional quality and professional skills that need to be emphasized in the process of team cooperation is achieved.

2.2 Course Content Organization and Arrangement

Cross-school study mode makes good use of online resources, enabling students to have more flexible learning time and more free learning methods. Through the video playback function, students can repeatedly study the knowledge points they do not understand, so as to achieve the purpose of understanding and mastering. General knowledge can be watched repeatedly to achieve the effect of reviewing old knowledge and learning new things. However, this mode still belongs to the traditional teaching mode, that is, the "speaking-listening-practicing" mode, which does not realize the effective use of intelligent teaching means and fails to achieve the best learning effect. Online teachers still teach unilaterally without classroom interaction. Even if some offline face-to-face courses are set up, teachers mainly teach knowledge points in series, and students can only passively accept them. Without good interaction effect, it can not meet the real needs of students under the background of modern education informatization, which is not conducive to the cultivation and improvement of students' ability level.

2.3 Construct the Teaching System of Production - Study - Research

The talent training mode of the integration of production, university and research can cultivate more comprehensive professional talents, and the art design talents cultivated can meet the needs of market economy and enterprises. In the overall training mode, students' theoretical knowledge will be continuously consolidated, and at the same time, a lot of practice will be carried out to strengthen students' practical ability and improve students' adaptability to society. In the talent training mode of the integration of production, university and research, students can not only improve their professional ability of art design, but also gain a lot of experience in connecting with the society. The

integration of design projects into the teaching process of art and design can be targeted to carry out the teaching of technology and design methods, guide students to a more clear direction, and have more pertinence and goals in the learning process. The school has intensified its efforts to build an innovation base related to art and design to create a more positive learning environment for students. In the innovation base, students can conduct a series of relevant trainings and carry out relevant practices in the experimental teaching base. The traditional closed teaching mode is no longer suitable for the development of modern economy, so teachers need to innovate the talent training mode, and provide three-dimensional teaching guidance from the teaching form and learning form as a whole.

3. Results

3.1 The Implementation Plan of the Integrated Mode of Cross-School Study of Art Design from the Perspective of Industry, University and Research

Through "fragmentation" intensive teaching strategy, improve the teaching effectiveness per unit time Different from the traditional teaching mode, the theoretical part of the inter-school learning credits is transmitted digitally through the Internet, and students learn theoretical knowledge mainly by watching videos on the Internet to receive new knowledge points. Students can freely choose the lecture time, and the teaching mode of the course providers and course selective providers also needs to keep pace with The Times Carry out the corresponding reform, tailored to suit. It is more suitable to decompose and refine the knowledge points, decompose the big knowledge system into small knowledge points, and implement the intensive teaching strategy of "fragmentation". Compared with the integrated teaching, the strategy of "fragmentation" is to split the systematic and complete knowledge points in the whole teaching as far as possible and teach them into small knowledge points. In the "fragmented" intensive teaching strategy, teachers are required to integrate and refine the key and difficult points in the teaching content, select the key problems in the teaching content and the common problems that are difficult for students to understand, carry out elaborate design, search for the source, thorough analysis and incisive explanation, and strive to make students have a deep understanding and integration of the knowledge, and realize the long-term memory of important concepts and laws.

3.2 At the Student Level

At the student level, middle school students focus their attention on the teacher and the content in class, selectively accept knowledge information in their brain, and focus their attention on the knowledge points taught by the teacher. Good attention will improve students' learning efficiency. Physiological, psychological, environmental interference, pathology, educational methods and other reasons will affect the concentration of students' attention in listening, and the length of time students can concentrate attention also determines the efficiency of listening. In response to these problems, we have reformed and adjusted the teaching time of cross-school credits, and each knowledge point is controlled at 20 to 30 minutes. Reduce the lengthy content, the implementation of the knowledge point of the most refined, lightweight class, in ten minutes can complete a knowledge point of the teaching work. Students can use their spare time or scattered time to arrange their own flexible learning time. The fragmented teaching mode improves the flexibility of teaching and learning. Students can grasp the key points of each course in the best learning state in a short time, improve the absorption rate and effectiveness of students' learning, and students have a sense of active participation, so as to achieve the learning purpose of building up to thousands of miles.

4. Conclusion

Cross-school arts courses allow students to choose their own learning content. By offering a wide variety of arts courses, students can choose between their interests and majors. You can complete face-to-face communication opportunities with great artists without leaving school, and even have

direct discussions with technical experts online. For art students to expand their professional skills, for example, the educational resources of packaging design courses will bring practical teaching experience to schools that are unable to provide a teaching environment. For non-art majors, cross-school art courses can give more enthusiasts the opportunity to try the real process of art creation, compared with the various art appreciation courses on the market. Professional and rational college art course teaching can improve the artistic quality of individuals to achieve twice the result with half the effort.

The improvement of students' active learning interest. Art courses are more experiential and attractive than other subjects. When many students choose art courses, they find that art courses are more closely related to real life. Good courses can even be directly applied to life and work needs. Some classic examples of art can have unexpected effects on job hunting. This also greatly enhances the willingness of students to learn actively.

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