

A Practical Study on the Introduction of Discipline Competition into the Course Teaching of Visual Communication Design Specialty

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Abstract: Discipline competition is usually a kind of competition activities beyond the scope of textbooks. It can popularize scientific knowledge, stimulate students' learning interest and initiative, and is also an important practical platform for testing and improving students' skill level and innovative practical ability. The introduction of discipline competition in the teaching practice of visual communication design is also an important way to adapt to professional development and the growth of design talents. This paper first gives a brief overview of the teaching situation of visual communication design major in Sichuan Minzu college, the introduction of discipline competitions related to the major, and the achievements of the major in discipline competitions. Then, it expounds the significance of introducing discipline competition into the course teaching of visual communication design from multiple dimensions. Finally, this paper analyses the practice process of introducing discipline competition into the course teaching of visual communication design major in Sichuan University for Nationalities from three aspects: course and pre-competition preparation, course teaching and competition project integration practice, course reflection and post-competition summary. The purpose of this paper is to summarize the role of participating in discipline competitions and practical promotion, and help visual communication design students to understand professional development and enhance comprehensive competitiveness.

Keywords: Visual Communication Design; Professional Course Teaching; Discipline Competition

1. Introduction

The Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Institutions of higher Learning issued by The General Office of the State Council stressed that all regions and universities should formulate implementation plans for deepening the reform of innovation and entrepreneurship education in their local schools, strengthen supervision, strengthen publicity, and do a good job in implementing reform measures. How to cultivate and improve students' innovative ability and practical application ability in higher education teaching is one of the important goals of every application-oriented higher education institution to cultivate skills talents in the new era.

Discipline competition, as a comprehensive application competition platform facing a wide range of professional and innovative, has always played an extremely prominent role in higher education teaching. On the one hand, through the discipline competition, students can truly apply what they have learned, improve their learning enthusiasm and innovative thinking ability; On the other hand, it enables students and even teachers to have access to the most cutting-edge teaching concepts and research directions, which helps teachers and students to timely understand social development and needs and keep pace with The Times. In recent years, subject competition has been better developed under the influence of educational policy support and commercial development needs[1]. Therefore, the introduction of discipline competition into the teaching process of visual communication design majors can better increase students' learning initiative, and further improve their ability of practical application of skills and thinking innovation, so that students can

continue to transform in the competition and eventually grow into applied talents in future design.

2. Overview

2.1 Overview of Teaching of Visual Communication Design Major and Professional Courses in Sichuan Minzu College

The Visual Communication design major of Sichuan Minzu College (hereinafter referred to as Sichuan Institute for Nationalities) originated from the Fine Arts education major (Arts and Crafts direction) of Kangding National Normal College, which was founded in 1985. In 2012, the undergraduate major of Visual Communication Design officially began to enroll undergraduate students. There are more than 200 students in this major. This year, the enrollment of visual communication design has increased from an annual average of 50 to more than 80 people, indicating that the demand for professional talents in visual communication design is also developing in a better and better direction.

The Visual Communication design major of Sichuan Institute carries out professional construction in accordance with the "Visual Communication Design Professional Construction and Development Plan", and establishes a practical teaching system by continuously strengthening the construction of teaching staff, improving school-running conditions, carrying out curriculum and textbook construction, strengthening teaching reform research, standardizes and strengthens teaching management and quality control. This major focuses on the cultivation of students' practical ability. Under the guidance of two documents, "Several Opinions of the Ministry of Education and other Departments on Further Strengthening Practical Education in Colleges and Universities" and "Implementation Opinions of Sichuan Minzu College on Strengthening Practical Education", it cultivates students' comprehensive language application ability through the establishment of practical teaching system. In the course setting, emphasis is placed on increasing the number of practical courses and scores, such as the core courses of Brand Image Design, Poster Design, Cultural and creative Product Design and Packaging Design, which have high credits. At

the same time, the "Visual Communication design professional course teaching outline" and "Visual Communication Design professional course training outline" were written to implement practical teaching links; through professional internships and internships, students can deepen their understanding and mastery of the theoretical knowledge they have learned, especially through the opening of art practice and art investigation courses. Through a series of art investigation and practice, students can truly realize the size of the world and feel the beauty of design, broaden their horizons, open their learning and cognitive space, and improve their mental development. The cultivation of character and professional quality is of great help and promotion.

2.2 General Situation of Discipline Competition and Visual Communication Design Discipline Competition in Sichuan Minzu College

Li Subei of Xuzhou Institute of Technology clearly pointed out in his paper "Promoting Curriculum Construction and Cultivating Students' Innovative Ability by Using Discipline Competition as the carrier": "Discipline competition is a feasible educational and teaching behavior, which has a special innovative educational function that cannot be achieved by conventional teaching. It can cultivate students' strong interest in science, and make them possess the developmental knowledge structure, the exploration learning method, and the psychological quality of pursuing scientific discovery indomitable" [2]. Discipline competition is not only a practical platform for students to improve their innovation and practice ability, but also a practice for students to apply their learning results and a test for teachers' teaching level.

Under the background of the practical teaching and talent training mode advocated by the Ministry of Education, "to carry out college students' competition activities, focus on subsidizing college students' competition activities with greater influence and wide participation in the country, stimulate college students' interest and potential, and cultivate college students' teamwork consciousness and innovative spirit"[3]. In recent years, the Visual communication design major of

Sichuan Minzu College has mainly participated in the Future Designer National College Digital Art Design Competition (hereinafter referred to as the Digital Art Competition) and the National College Student Advertising Art Competition (hereinafter referred to as the Grand Canton Competition), both of which have achieved good results. The visual communication design major of Sichuan Minzu College has won one national first prize and one third prize each, and nearly 100 provincial first prize, second prize, third prize and excellence awards, and the guiding teachers have won many national and provincial "excellent guiding teachers". For example, in the 7th National College Digital Art Design Competition in 2019, Liu Liang, a student of visual communication design, won the first prize (national level) for his work "VI Design of Yuan Gu Villa".

3. The Significance of Introducing Discipline Competition into the Course Teaching of Visual Communication Design Specialty

3.1 Enrich the Course Teaching Content and Teaching Form

In the course teaching of visual communication design major, subject competition is taken as the starting point to promote the reform of practical teaching, expand the function of experimental teaching platform and form the characteristics of practical teaching, which greatly enriches the content, methods and means of practical teaching system and urges colleges and universities to further improve the practical teaching system [4].

The digital Art competition consists of four tracks: "non-proposition", "public welfare", "proposition" and "Innovation and entrepreneurship". Among them, content visual communication design, national Chao and intangible cultural heritage design, virtual IP and emoji design, digital painting, etc., can be selected according to the teaching content of different professional courses of visual communication design. The competition integrates social resources, serves the teaching reform, takes the real marketing project of the enterprise as the proposition, combines with the teaching, does the real problem, understands the audience, researches and

analyzes, puts forward the strategy, and realizes the close relationship between the teaching and the market in the process of on-site proposal. On the platform of Daguang Competition, mutual exchanges between universities and enterprises, universities and industries have been realized, students' practical ability has been improved, and social culture and corporate culture have been integrated with the professional courses of contemporary college students, which has enriched the course teaching content and teaching form, and also strengthened the concept of collaborative education through innovation and entrepreneurship.

3.2 Improve Students' Innovative Thinking and Competitiveness

The Digital Art Competition is a national college student competition sponsored by the Talent Exchange Center of the Ministry of Industry and Information Technology, recognized by the Chinese Association of Higher Education of the Ministry of Education, issued a project by 15 provincial education departments, and supported by the learning platform of "Learning Power". The competition has four tracks, and the content of the competition includes meta-universe + design, future design, National tide·intangible cultural heritage design, visual communication design, virtual IP and emoji design, digital painting, digital photography, etc., which are the most cutting-edge design applications at present, allowing students to understand the professional development trend in learning, and greatly open up students' innovative thinking. At the same time, the teacher integrates discipline competition into classroom teaching to provide a platform for our students to create a balanced level and stimulate their sense of competition. In the practice process, students broaden their professional vision through learning and transform passive learning into active learning [5]. In the whole process of the competition, from the initial sketch concept to the final design work, the whole process is inseparable from the students' continuous analysis and learning of the competition concept, as well as the continuous innovation and improvement of the creative works. Only through fair competition can the best entries be finally competed. The process itself has improved the

students' sense of competition and ability to think creatively.

3.3 Test the Teaching Effect and Promote Teaching and Learning

The major of visual communication design, itself as a professional of application skills, the most important thing is to apply what you learn. By introducing discipline competition into curriculum teaching, teachers can not only improve students' learning initiative, exercise students' skills and practical ability, but also enable students to access the latest development information and improve the continuous progress of professional skills in practical application. Because there are many differences between the competition and the traditional courses, the teaching content and teaching methods must be adjusted [6]. For teachers, subject competitions also promote the constant updating of teachers' knowledge, so as to keep up with the rapid development of the society, and ultimately guide students to achieve good results in subject competitions. Through discipline competition to form a harmonious relationship between teachers and students, teaching and learning, and constantly improve the quality and level of college talent training.

4. Introducing the Teaching Practice of professional Courses in Discipline Competition

4.1 Lessons and Preparation

For a long time, teaching and competition are independent of each other, which makes the teaching is not strong, and the students' learning purpose is not clear[7]. Therefore, teachers should introduce discipline competitions into the teaching practice of professional courses, and select appropriate discipline competitions according to the characteristics of courses, teaching content and competition time. Before the start of professional courses, teachers need to plan in advance and select specific categories and contents that are most suitable for the content of the professional courses. At the beginning of the course, the teacher should not only inform the students of the course content, characteristics, learning hours and learning weeks, but also inform the students of the content, time and significance of the

competition. At the same time, through the past excellent award cases, guide and encourage students to actively participate in learning, study hard, and enhance students' positive initiative in learning and participation.

4.2 Curriculum Teaching and Competition Project Integration Practice

The integration practice of curriculum teaching and competition projects puts forward higher requirements for teachers and brings greater subjective challenges, which can also stimulate teachers' active learning and constantly improve their teaching level. First of all, the teacher should explain the knowledge points of the course, complete the coursework in combination with the content and requirements of the competition, and make a macro analysis of the course and the competition project. Secondly, with the continuous updating and iteration of the application of skills, the requirements of competition award are also constantly improving. Many competitions usually need to be completed by teams, so the team formation before the competition is particularly important. By allowing students to combine freely in the form of groups, the communication between students can be increased [8]. Thirdly, pre-competition research is also an indispensable step, not only the winning works of the previous years of the competition, but also the winning works of other influential discipline competitions of the major. The winning works of the research are not only to browse, but also to analyze their creative points, color matching and visual effects, so as to help students to create their own sketches. Finally, in the process of the specific guidance of the competition, students are encouraged to actively explore innovation, and all kinds of ideas proposed by students are effectively screened, such as whether the ideas are novel, feasible, and have strong display effect. In the whole process, teachers and students have to pay a lot of time and energy to make a good visual effect of the competition works.

4.3 Course Reflection and Post-Race Summary

The teaching of visual communication design emphasizes the integration of theory and reality, and the relevant professional discipline competition provides a certain standard for

testing students' practical ability. [9] The ancients learned without thinking, lost; thought without learning, perilous. After completing the teaching task of a discipline competition, teachers need to reflect and summarize the whole teaching process and effect in time. Whether the teaching process explanation is complete and reasonable; whether the teaching methods are appropriate; Analysis of the reasons why the competition works fail to meet expectations. For example, the winning work of the third prize of the 11th National College Student Advertising Art Competition (Sichuan Competition area) in 2019, Wahaha Yishi poster - All Seasons are suitable is also a course assignment of "Graphic (advertising) design and Printing Production". There is no doubt that the award itself also shows that the work has certain design highlights, and it is also an affirmation of the students' ability, such as the original illustration is delicate and the work is strong. However, there are still some problems in the works. For example, the four illustrations, in addition to using words to indicate the four seasons, are not prominent enough in color or graphics for the four seasons and lack significant representation of the seasons. Perhaps this is one of the reasons for the low award level.

After the teaching of discipline competition courses, excellent coursework or award-winning works will be presented through public recognition and exhibition, on the one hand, to enhance students' interest in learning and stimulate their potential [10]; On the other hand, this is also the recognition of students' active participation and the affirmation of learning results, which can also play a better guidance and example role for students, especially lower grade students, so as to create a good learning atmosphere. Finally, the most important thing is to consider the industrialization of the winning works of the competition to realize the integration of "production, teaching and research", which is also an important measure for the competition of art and design and the transformation of results to promote the transformation of design innovation and help the development of powerful design countries [11].

5. Conclusion

It is not only the need of social development, but also the trend of talent training for teachers

to introduce discipline competition into the teaching practice of visual communication design. At the same time, we should further think about how to transform the excellent award-winning works in discipline competitions. It is not only the recognition of students' creative thinking, but also the effective promotion of the school's popularity, and it is the unremitting pursuit and responsibility of our college design teachers and students to achieve the great goal of design power.

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