

A Brief Analysis on Chinese Universities' Teaching of Foundation Course of Art Design

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ABSTRACT: As for the foundation course of art design, the current teaching content and methods still emphasize the regular pattern of artistic model, artistic technique and color matching, thus to some extent, it does not have all the teaching functions. There are conflicts between conventional teaching concept and the current teaching of foundation course of art design. In fact, conventional model of teaching has not been accommodated to modern society. This article proposes that foundation course of art design should center the teaching process in "artistic thought and performance" to make students achieve aesthetic ideality on artistic model, artistic technique and color matching, what's more, be free to the direction for future study.

KEYWORD: Foundation Course; Teaching Pattern; Artistic Thought and Performance

1 THE CURRENT SITUATION OF FOUNDATION COURSE OF ART DESIGN

According to related statistics, Chinese universities that open a major of art design are no less than 1,200. Annual art design graduates are almost as many as 100,000. Therefore, it's necessary to reflect on what kind of design talents are needed by the society because of so big a number mentioned above. Based on various characteristics of Chinese universities, we'd better take advantage of the rich artistic resources and focus on students' artistic quality to highlight the experimental teaching and forward looking after attempting to develop the overall quality.

Art design majors firstly came into contact with several foundation courses after entering the university - sketch, color and composition design. For quite some time, in Chinese conventional art design education, as for the three courses' teaching experiments, almost every university has a common point, that is skill-oriented training takes up a large proportion. Former foundation education of art design had a disadvantage that it "emphasizes techniques but ignores concept", "emphasizes production but ignores creation". As a result, college art design education makes students lower in artistic quality more and more because it does techniques' favor than to develop innovation.

Therefore, art design teaching must break the old teaching pattern. It should not be limited to

knowledge accumulation and skill training, but ought to fully emphasize innovative sense and innovation ability. That's to say, shift the attention to the training and practice on art design's creative thought to fully improve students' artistic literacy. In addition to sketch, color and composition design courses, and artistic model, artistic technique and color matching, it is required to provide art design majors with the most direct practice platform for artistic aesthetics through "artistic thought and performance". To tell the truth, art design majors' artistic thought and performance play a key role in realizing modern art education's vision.

As for the foundation course of artistic model, there are two tendencies in Chinese universities' art design major: firstly, to emphasize design and rational teaching, for instance, structure sketching, design sketching, design color, etc. Its disadvantage is for lack of training aesthetic accomplishment, thus is easy to develop superficial formalism. That's to say, it does not develop students' innovative thought.

Particularity, the second is from design speciality emphasizes the technical performance modelling, cause students aesthetic rigid, thinking durance, make students more difficult to fit into follow-up courses" Art and design thinking of training" and "artistic language expression of aesthetic experience" tend to be ignored, just this is a design professional students understand the relationship between design and technology, art and design, and social relations. It should also be the basic course to

carry the teaching content, and is not going to enter the design professional to do after class.

2 GRASP THE THINKING AND EXPRESSION OF ART

As teaching institutions should have a clear teaching goal, today's society requires today's education should cultivate students' innovative thinking, the collection of education age has in the past, Guangzhou Academy of Fine Arts professor Yin Dingbang once said: "if thousands of students to learn the same, the China design has to die." Therefore, in the teaching goals from open innovative thinking to avoid death. How to train the student to learn the thought, has become the goal of modern art educators to explore. In this context, in the 90 s the Chinese art education also has carried out a series of academic schools of thought contend for this purpose. led by The Central Academy of Fine Arts (CAFA) professor Zhouzhi Yu ,led the design basis curriculum reform, and form a system. Emphasis on design discipline particularity, in order to cultivate students' creative thinking as the center to optimize curriculum organization.

As is known to all, the modern art design education, both at home and abroad are extremely emphasized "thinking training". Thinking is the essential attribute and its law of the human brain to objective things of generalization of indirectly reflect, creative thinking, is the root of the design, is the designer to look at the natural objective world, screening, induction, summary, and all aspects of the synthetical use of knowledge, information, materials, produce the association and imagination, to form a new and unprecedented thinking results, give a person with a brand new visual enjoyment and visual impact. Therefore, creative thinking is established on the basis of the objective world, is to break the routine, innovation of thinking form. Basic course is designed according to the course characteristic, focus on "art" of thinking training, and is in the process of the performance of the "art" to grasp, to achieve the teaching purpose. Because in the entire design teaching system, no course can be so directly to the students with "artistic language" into the context of the dialogue, and allow students to quickly enter the state of "art thinking". In this process, the teachers guide the students aesthetic, it is easy for students to step into a whole new aesthetic world, the students understand the shape and the technique is no longer a conceptualization, modeling, but personalized.

3 SPECIFIC CONTENT AND METHODS OF TEACHING

The first one, in the "art of thinking and expression" experience in the process, emphasizes the art aesthetic quality of training. Aesthetic consciousness needs through the senses the experience of the outside world, thinking of visual analysis, finally by hand accurately express on the carrier, observation, analysis and performance constitutes the whole process of visual thinking. Granted by according to the characteristics of basic course break the traditional single train of thought of design basis teaching, emphasize the dualism of the art design basic teaching of art and design, set up reasonable teaching goal, curriculum content, and the relationship with good cohesion between subsequent design course. Help to inspire and guide students to correctly understand the relationship between art and design. In representational, imagery and abstract on the basis of the modelling rule pay attention to the cultivation of the students' aesthetic quality, artistic thinking ability training, and experience of art language performance, and through the basic course learning more profound cognition and understanding of the harmony between the shape and color. Finally realizes the visual art students. Insight and artistic creativity of thinking and artistic language expression.

The second one, from the target type teaching transformation for procedural teaching, emphasizing the process of teaching, more conducive to cultivate the students' art understanding, understanding, creativity and art personality. Zhouzhi Yu, a professor at The Central Academy of fine design experiment teaching of "transition - from natural form to abstract form" wrote: "the important thing is still thinking training in the process of transition, brains and drawing, and inspired the mind, to think in creative design explore the possibilities of model elements, the integrity of its significance than the local operation."

Traditional basic course is the target type teaching way, hinder the development of students' perceptual cognition. And "art of thinking and expression" value is in the teaching process, to cultivate students' aesthetic quality and performance ability, is inspired by the visual insight, the development process of thinking creativity, to comprehend artistic language show these stage of project implementation. Procedural teaching, more conducive to cultivate the students' artistic individual character and artistic creativity.

4 CONCLUSION

Basis of today's art design teaching put forward new thinking, in this new thinking to guide our new

education practice, reform the traditional teaching mode which must proceed from the needs of society, from the reality of art design development, the training target, training specifications, teaching mode, curriculum system, teaching content and teaching material to conduct a comprehensive and systematic reform. To promote art and design professional basic course teaching mode innovation is a creative thinking activity process. Creativity is an important power of push design basic course constantly update perfect, cultivate students' creative potential, develop imagination, higher culture art accomplishment, social responsibility, is the ultimate goal of design of professional teaching.

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