

Teaching Reform and Exploration of Digital Art Design Based on Local Cultural Expression

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Abstract: Local culture is the spiritual carrier of local social life customs, customs, and historical relics. Its rich historical heritage and rich cultural patterns have become magnificent treasures in the cultural treasure house of our country. The design transformation of digital art, so that local culture can be better promoted and disseminated, is an important topic of local cultural modernity expression. This paper mainly focuses on three aspects: creative expression of local culture, formal expression, and multidisciplinary integration. It has become a new requirement of modern education to cultivate students' digital application ability and art design theory, and to master the application of numbers in art. Students should have a further understanding of the new concept of digital art, improve the skills and application of digital art in many fields, promote the reform of the three-dimensional composition teaching of digital art design, and cultivate students with a wide range of knowledge and relatively skilled skills in this major. Strong high-end technical personnel.

Keywords: Teaching Reform, Digital Art Design, Local Cultural Expression

1. INTRODUCTION

Since entering the new century, several generations of educators in our country have made gratifying achievements in art design teaching through unremitting efforts. However, due to various reasons, compared with foreign design countries, no matter in art design theory teaching or in art design practice teaching There are gaps. With the continuous acceleration of the modernization process, the rapid development of my country's economy and the rapid rise of the manufacturing industry, the demand for design talents in the country and society has greatly increased. With the progress of the times, the society not only has a demand for design talents, but also puts forward new and higher requirements for their quality.

As the founder of composition teaching, the Bauhaus design school integrated the avant-garde art ideas of various countries at that time, broke the original art teaching mode, encouraged students to go beyond the shackles of old experience and visual habits, advocated the use of new materials, rational. Analyze and experiment boldly to cultivate students' rational and keen visual expression ability. The composition teaching system established under the guidance of these ideas has laid the foundation for modern art design education for a long time, but the introduction of these concepts in domestic colleges and universities only stays in the form.

Modern design requires colleges and universities to reform basic courses to meet the needs of art and design professional teaching. Three-dimensional composition is mainly aimed at training quality and skills. During the training process, it mainly trains the coordination of eyes, mind, and hands. Because the eyes are used to observe, the mind is used to understand and master, and the hands are used to operate and express in digital art design, the combination of these three can not only improve students' ability to develop designs, but also inspire students Responsiveness in digital art design.

Therefore, three-dimensional composition can cultivate students' imagination and understanding in digital art design and can also develop students' potential design thinking ability.

The source of art creation is practice, which can cultivate students' ability to analyze and solve problems. However, in the teaching of art design, the status of practice has not been given due attention, neglected, and theory is the guiding role of practice. At the same time, due to the influence of traditional education, we tend to pay more attention to theory than practice, and to pay more attention to teaching than application. In the teaching of art design, we must make it clear that the essence of design is innovation under the guidance of practice. It can be said that in art design teaching, practical teaching is a very important link, and together with theoretical teaching, it constitutes the entire art design education system.

2. THE PROPOSED METHODOLOGY

2.1 Problems Existing in the Current Art Design Theory Teaching Based on Local Cultural Expression

The new curriculum reform vigorously advocated by our country can not only be applied to primary and secondary schools, but also to the higher education stage where students' thinking is extremely active. However, as far as the current situation is concerned, when some college teachers teach art design theory courses, the teaching methods adopted are still at the level of "teacher teaching, students learning" and "teacher-centered, classroom-centered". The status of students' subjectivity in learning has not been fully emphasized. Therefore, the enthusiasm and initiative of students in learning will not be fully stimulated. These new design majors are very different in terms of design objects and methods and materials, and have different requirements for design learning, but the professors who make up the courses generally do not

make any distinction among students majoring in art and design. This leads to ambiguity in the direction of majors, and it is easy to cause a disconnection between professional basic courses and future professional courses. Students' understanding of basic theories and simple mechanics, and lack of interest in composition learning.

Therefore, the reform of composition teaching must first meet the requirements of major subdivision, and design teaching content and teaching methods according to the characteristics of each major. At present, the teaching method of the three-dimensional composition course is to let the students master the basic theory through the teacher's general teaching theory, and then let the students practice the shape of the image to be created according to the principle. Although this teaching mode can allow students to master the three-dimensional composition principle, there will be certain obstacles in the specific practice process, and it cannot be well applied to actual operations.

The most fundamental reason is that this teaching method does not perfectly combine and connect practice and theory. Art design is a subject with strong applicability and practicality and has relatively high requirements for learning and practical ability. Regardless of the development trend of the art design industry in the past, or from the teaching effect of art design, art design teaching needs to be reformed. The digital teaching method of art design is established based on pod software and hardware. It has changed the traditional art design classroom teaching method, and introduced sound and picture in the classroom, which can easily stimulate students' interest in learning and make the teaching content more colorful.

In addition, humanized teaching should be strengthened in the teaching process to mobilize students' enthusiasm and cultivate students' sense of responsibility and pride. Teaching objectives are the starting point and destination of classroom teaching. At present, some art design teachers in colleges and universities only pay attention to the teaching of theoretical knowledge when they talk about theoretical courses and neglect the cultivation of students' comprehensive quality. No matter what kind of subject, teaching is not only to impart theoretical knowledge to students, but more importantly, to cultivate students' abilities. As far as art design is concerned, according to the subject characteristics of art design, teachers should not only teach students professional design history, design introduction, and design theory knowledge, but also cultivate students' sense of teamwork, problem analysis and problem solving. ability, ability to deal with emergencies and innovative thinking. Set course plans according to majors, instead of teaching all art and design majors according to the specified textbook content. Only by incorporating the use of materials and tools into the teaching practice of basic courses in advance according to professional characteristics, exploring the characteristics of professional design thinking, and applying professional thinking methods to the training of basic courses, can we integrate with the future teaching of professional courses and truly integrate the composition course is reflected as the basic function of the professional basic course.

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On the other hand, when students with higher thresholds complete design practice in their senior years, they lack the basic composition ability and have no creativity of their own in three-dimensional design elements, resulting in works that

are not novel at all. To sum up, we should reform digital art design in the teaching of three-dimensional composition and actively explore new teaching modes. Since some college teachers turn the art design theory course into a large and complicated design theory course, colleges and universities should create conditions as much as possible in the specific teaching practice and arrange teachers of this major to teach design theory courses of this major.

First, the school must ensure that the professional quality and overall quality of the teaching teachers are improved, so that the teachers should be specialized and precise when explaining the design theory and have an absolute right to speak about the professional knowledge and cannot be generalized or vague. At the same time, it is ensured that teachers give lectures in a targeted and targeted manner according to the teaching content of this major. For example, when facing students majoring in industrial product design, the classic cases cited should focus on the frontier content of industrial product design; when facing students majoring in visual communication, the classic cases cited should focus on visual communication cases. The theoretical knowledge that constitutes the course must be reflected in the practical homework, with practice as the mainstay, and targeted explanations are the characteristics of constituent teaching. At present, the art undergraduate teaching in colleges and universities generally takes a class of 30 students as a teaching unit object, and sometimes even two classes are taught together, so it is difficult to arrange practical course content, and the teaching can only adopt the teacher-based "explaining one" listen" mode.

If the school can arrange classes in groups and arrange the ratio of teachers and students reasonably, teachers can better organize students to conduct in-depth research on practical topics. Therefore, increasing the number of composition course teachers and teaching experiment sites is a necessary condition for composition course reform. Using computer virtual three-dimensional composition sketches and composition through-center design and designing and making actual items for the selected content can not only save time and effort in operation, but also avoid errors in actual calculations. The authenticity and spatiality of the constituted objects can be felt through computer simulation.

Allow students to self-explore and solve problems independently. One of the most feasible means is that teachers organize and carry out seminars on the theoretical issues of art design. This is not only conducive to students' in-depth thinking on design theory, but also cultivates students' awareness of solidarity and cooperation with others. For example, in modern design teaching, teachers can break the original teaching form of blindly explaining, organize students to collect and analyze Bauhaus materials after class, and organize students to have group discussions after a brief explanation in class, so that students can exchange ideas and learn. experience. Establishing an assessment system that adapts to the assessment standards of teaching performance is an important part of teaching reform, and it is also a means to ensure the smooth progress of teaching reform. Therefore, the teacher's teaching quality assessment system and the student's performance evaluation system should follow the principle of adaptation, combined with teaching reform. The way and method are reasonably constructed.

To evaluate the quality of teaching, one is to evaluate the teacher's teaching plan, teaching content, teaching methods and other related content, and the evaluation should be based on the opinions of students; the second is to evaluate the

practice of students, and the evaluation should be made by Professional teachers finish it democratically and openly in order to form a reasonable and comprehensive evaluation mechanism to test the quality of the entire teaching activity. Human vision is for observation and discovery. Therefore, in the three-dimensional composition teaching of digital art design, attention should be paid to students' cognition of visual perception. Students are required to use vision to experience the three-dimensional composition of digital art design, learn to observe and identify the feasibility of the three-dimensional construction, and conduct observation and research in combination with the requirements of real life. Through long-term observation and accumulation, it is possible to achieve the teaching effect of three-dimensional composition creation under virtual conditions.

3. CONCLUSION

The times are developing, the society is progressing, and the social tide has put forward newer and higher requirements for students majoring in art and design. This requires teachers to break the original teaching mode in the teaching process of art design theory courses, update the knowledge structure system of art design in time according to the knowledge update speed and market demand, and change the teaching method. Therefore, it is necessary to strengthen the three-dimensional composition of digital art design. Through the three-dimensional composition in the teaching of digital art design, the three-dimensional composition teaching mode of digital art design is effectively reformed. Through the reform of the three-dimensional composition teaching of digital art design, the three-dimensional composition teaching of digital art design has made greater breakthroughs and progress.

4. REFERENCES

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