

# Research on Curriculum Teaching Mode in Higher Vocational Colleges under the Concept of Action-oriented Teaching—Take Graphic Design Course as an Example

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## Abstract

With the deepening of teaching reform, the concept of action-oriented teaching is gradually entering the curriculum teaching in higher vocational colleges, and it has become an effective way to explore and realize the cultivation of students' innovative spirit and enhance their key abilities. On the basis of expounding the connotation, basic characteristics and application value of action-oriented teaching concept in graphic design course teaching, this paper puts forward some concrete suggestions on optimizing graphic design teaching mode from the aspects of grasping the application principle of action-oriented teaching mode, adjusting the teaching content of graphic design course and innovating the teaching method of graphic design course. In the teaching of graphic design course in higher vocational colleges, innovative course teaching mode by using action-oriented teaching concept can effectively cultivate students' key ability, realize the organic integration of learning process and action process, and finally promote students' knowledge internalization and significantly improve students' ability. Therefore, how to construct the teaching mode of graphic design course based on the action-oriented teaching concept has become an important research topic.

## Keywords

Higher vocational colleges, Graphic design, Action-oriented teaching concept, model of instruction

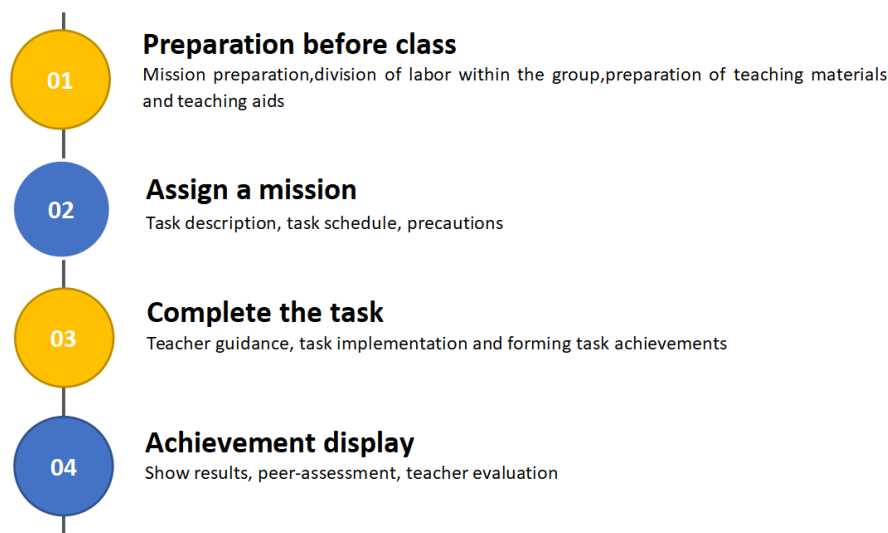
## Introduction

Higher vocational colleges are an important part of the higher education system, providing a large number of high-quality and high-skilled talents for the society. In recent years, the Ministry of Education has intensively issued a series of policies to promote the development of vocational education, which has pushed China's vocational education forward in the direction of high quality. In the process of continuous deepening of vocational education reform, action-oriented teaching idea, as a mainstream teaching reform idea promoted by German vocational education field, pays attention to the cultivation of students' key abilities, and provides a reference idea for vocational education reform in China (Feng Shengwa, 2014).

## 1. Connotation and basic characteristics of action-oriented teaching concept

German vocational education expert T Tram put forward the action-oriented teaching method in 1980. Ac-

tion-oriented teaching is a kind of teaching idea and guiding ideology, which emphasizes the organic integration of action process and learning process, and the organic unity of mental and physical labor, that is, it requires students to master working skills and knowledge structure by completing the complete working process under the effective guidance of teachers (Ren Min, 2014). In China, the understanding of action-oriented teaching focuses on cultivating students' key ability, emphasizing that students should recognize in practice, and gain rational cognition through repeated practice, and finally be integrated in the specific work process. The process of action-oriented teaching is a spiral process of cyclic change. The basic characteristics of action-oriented teaching philosophy are mainly embodied in three aspects: first, taking the action process as the guide and going through the repeated learning process of "practice-cognition- practice"; Second, take students' practice as the center, highlight students' subjectivity and emphasize students' practical experience. Thirdly, based on the ability training, we should highlight the key abilities and innovative abilities required by students' career development. The basic process of action orientation is shown in Figure 1:



**Figure 1. Basic process of action-oriented teaching.**

The application value of action-oriented teaching concept in graphic design course teaching is mainly reflected in three aspects: first, it can effectively stimulate students' learning interest on the premise of respecting students' subjectivity, and change passive acceptance of knowledge into active completion of learning process, which is conducive to students' knowledge construction and ability improvement; Secondly, it can effectively improve students' teamwork ability, guide students to form a sense of teamwork, and be good at completing specific work with the help of teamwork. Third, it can effectively help students build up self-confidence. In action-oriented teaching, students' successful experience through cooperation can help them build their self-confidence and lay an important foundation for their further study (Li Dongsheng & Ding Jingmin, 2014).

## **2. Suggestions on Optimizing Teaching Mode of Graphic Design Course Based on Action-oriented Teaching Concept**

In graphic design teaching, reconstructing the course teaching mode and optimizing the course teaching activities based on the action-oriented teaching concept can significantly improve the course teaching quality. Optimizing the teaching mode should start from the following aspects:

### **2.1 Grasp the application principle of action-oriented teaching idea and ensure the orderly development of action-oriented teaching activities.**

When constructing the action-oriented teaching mode of graphic design course, we should follow the principles of scientificity, students' subjectivity, situation and reflection to carry out teaching activities, so as to ensure the efficient implementation of teaching activities. Specifically: First, the scientific principle requires teachers to fully combine the needs of graphic design teaching, scientifically set teaching objectives, make teaching plans, and reasonably control teaching progress to ensure the steady and orderly development of project tasks at different stages. At the same time, we

should pay attention to the combination with students' cognitive level and learning foundation, and help to promote the cultivation and promotion of students' key abilities. Secondly, the principle of student subjectivity emphasizes that in the specific process of project trial, students should be given full autonomy, project activities should be designed around students, students should complete the whole process of project tasks as much as possible, and teachers should always play the role of organization, coordination and guidance (Zhang Yan, 2014). Thirdly, the situational principle emphasizes that the implementation of specific actions must be connected with the real work situation, and must be based on full practical experience and real action situation. Fourthly, the principle of reflection requires students to learn to think independently in the process of completing specific activities, reflect on the shortcomings existing in the process of trying in time, make self-correction and self-improvement in time, and promote students' self-study ability, innovative thinking and innovative ability in the process.

## **2.2 Rationally optimize the course content and improve the pertinence of action-oriented teaching.**

This paper analyzes the employment situation of the students in this major in recent years, and what kind of requirements the social development puts forward to this major. First of all, in the investigation, it is necessary to analyze which employers currently need graphic design talents, grasp the distribution characteristics of employers as a whole, and organize targeted investigation activities; Secondly, cooperate with the enterprise, and invite the responsible person, manager and technical backbone of the human resources department to conduct in-depth exchanges, so as to clarify what requirements the current positions related to graphic design put forward to employees; Thirdly, it analyzes what kind of requirements employers put forward to the professional ability of professionals. In order to enable students to develop into excellent graphic designers, have good post competency, and meet the professional requirements, higher vocational colleges should optimize the course content of graphic design, and form a new teaching content system around the goal of cultivating students into design talents with strong comprehensive ability and high professional skills, so as to enhance the pertinence of action-oriented teaching. Specifically:

First, select teaching materials reasonably and make good use of teaching reference books. No matter whether teachers teach or students learn, textbooks are important media, connecting teachers and students together like bridges. Teachers should thoroughly understand textbooks, understand every knowledge point in textbooks, and present them to students to enrich their professional knowledge. If teachers can choose a set of reasonable and effective teaching materials, they will get twice the result with half the effort in teaching. First of all, in the selection of teaching materials, give priority to the teaching materials that are in line with the training objectives of graphic design talents in our school, and organize experts to evaluate the teaching materials from the perspectives of scientificity, potential and adaptability, and finally determine the teaching materials of graphic design courses that are recognized by the industry. Secondly, for the content arrangement of self-owned textbooks and the choice of expanded content, we should follow the principle of integrating theory with practice. Besides helping students to lay a solid theoretical foundation, we should also focus on cultivating students' practical operation ability, so that students can not only have the ability to make a living by graphic design, but also have a place in the fierce talent market.

Second, follow the principle of organic combination of theoretical basis and professional ability to arrange teaching content. On the one hand, we should be guided by the teaching objectives, make it clear which theoretical knowledge students should master, and divide the theoretical teaching contents in a modular way to ensure that students get enough professional knowledge. On the other hand, it is necessary to cultivate students' comprehensive ability according to the requirements put forward by their posts to practitioners. In the process of teaching theoretical knowledge, it is necessary to introduce the frontier development of graphic design industry. For example, when teaching the content of graphic advertising design, first determine a reasonable process for advertising design, select appropriate materials, and analyze design ideas in combination with the frontier of design; Secondly, students can be guided to analyze creative and innovative cases, think critically about the works that are not optimized, and even "reinvent"; After that, teachers should integrate the theoretical knowledge points such as plane composition, color composition, advertising culture and creative expression to demonstrate the case, so as to enrich students' theoretical knowledge reserve and improve their practical ability.

Third, arrange teaching practice activities step by step. Teachers should organize teaching activities in an orderly way after defining teaching objectives and selecting teaching contents. First of all, students in the group are encouraged to work together to accomplish the task in the process of project design and production. The implementation of the project should be consistent with the specific work, and the operation methods adopted at different stages are different: in the creative design, thinking should be drawn, and brainstorming is suggested; In the design and implementation, it is necessary to exert the team synergy effect, and the members of the team should work together. Complete the design task, the team members will show the results together, arrange special lecturers, and make adjustments under the evaluation

of teachers and other team members. Secondly, two ways should be adopted in the process of project implementation: first, enterprises set up projects for students and evaluate the progress of the projects, so that the projects can be closely linked with the posts, so that students can deepen their understanding of professional knowledge in the real working environment, get close contact with the society and enrich their design experience; The second is to organize the design of competition activities, integrate the competition content into the course teaching, and replace the traditional homework with the way of project design and implementation, so as to stimulate students' willingness to participate in practical exercises and improve their professional level.

### 2.3 Innovating the Teaching Methods of Graphic Design Course

Teachers should innovate the teaching method of graphic design course. Taking project teaching method as an example, we can organize and carry out project teaching according to the basic process of "selecting project-analyzing project-autonomous learning-completing project-project evaluation and project display". Specifically:

First, reasonably design the project according to the teaching content and the actual situation of students, to ensure that the project matches the actual level and ability of students, and is conducive to the development of students' professional skills and other key abilities. It is necessary to ensure that the project content adapts to the market demand and combines with the social needs. For example, you can design a series of posters on the theme of red gene culture, a series of posters on the fight against epidemic situation, etc., and arrange projects in combination with a series of contents such as image processing, layout design and font design in graphic design courses.

Second, make preparations for the project. On the premise of defining the project task, students will determine the design task by combining the knowledge they have learned with the relevant materials they have collected, collect materials around the task, sort out the knowledge they have learned and how to operate the project. On this basis, the project design scheme is determined, and the division of labor and respective tasks of the teams are defined. For example, on the basis of finding out the professional ability, we can choose specific tasks to provide carriers for curriculum implementation, design a tourist album for a scenic spot, or design posters for a real estate, etc., and carry out action-oriented teaching activities. Organize teaching activities in the form of project design and implementation, present teaching contents in real task situations, complete corresponding tasks in groups, and organize teaching activities in a targeted manner.

Third, implement the project. In the process of project promotion, teachers play the role of customers, students take the main responsibility of project implementation, and take project design as the carrier to cultivate students' multiple abilities under the guidance of action-oriented teaching theory. In teaching practice, it is necessary to rearrange the carriers and truly reproduce the whole process of layout design. All projects are completed independently by students, and teachers will not impart knowledge to students forcefully, but they will enlighten and enlighten students from different aspects, and seize key knowledge points to encourage students to study in depth. Students play the role of designers in project design, deepen their experience in the design and production of works, and encourage students to be exposed to various challenges and diverse tasks. In the process of group discussion, students not only exchange ideas, realize the collision of thinking, but also master the skills of communicating with others, so as to improve their professional quality (Huang Shan, 2022). In the implementation of the project, students need to flexibly use the core knowledge and expanded knowledge of their major, improve their professional quality in practical operation, and master the operation methods of software. Role-playing and project collaboration enable students to get the opportunity to practice skills, and implement the idea of "taking students' ability as the standard".

Fourthly, project display and effect evaluation. When evaluating the teaching effect, it is necessary to be scientific, comprehensive and objective, so as to ensure the realization of the curriculum objectives. In the aspect of evaluation, it is necessary to enhance the connection among industries, majors and enterprises, establish and improve the linkage mechanism, evaluate students jointly by schools and employers, teachers and key personnel of enterprises, reform the evaluation mode, attach importance to the construction of teaching staff, set up a school-enterprise platform, and separate teaching from examination, which reflects the value and significance of evaluation.

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