

Study on the Application of Experiential Teaching in Visual Communication Teaching

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ABSTRACT

As a professional form of image, color, technology and art, visual communication is widely used in various industries and fields, especially in film and television media, advertising operations, e-commerce, and packaging. With the increasingly fierce competition in the industry, there are higher requirements for visual communication design elements and quality. In this industry background, how to improve the training quality of visual communication design professionals requires continuous exploration and practice in terms of teaching concepts, methods and paths, and the use of experiential teaching mode to improve the quality of talent training and better meet the market demand for high quality applied talents.

KEYWORDS

Experiential Teaching; Visual Communication Teaching; Application Strategy

1 Introduction

It is an important mission of modern education to respond to the development of the industry and improve the quality of talent cultivation. As a profession with both art and technology, the application of experiential teaching mode in visual communication teaching can give students more profound learning experience with more intuitive and realistic teaching situations, which is conducive to the improvement of students' professionalism. In this paper, we briefly explain the important role of experiential teaching in visual communication teaching and the application strategy for reference.

2 The Important Role of Experiential Teaching in the Application of Visual Communication Teaching

As an emerging form of visual design technology, visual communication has formed an inseparable application in many industries and fields in social production and life under the current flourishing social situation. It is no exaggeration to say that as long as people's vision can reach the place, there are different degrees of visual communication design applications. Whether it is the advertisements that people see every day, or various cultural works, creative products, cultural and recreational activities, as well as various types of product promotion, service activities, and the display of public resources and other industries and aspects, all of them are related to visual communication. Both individually and collectively, visual communication can be used to promote and express. Therefore, the scope of application of visual communication is very wide, which also

gives rise to the demand for high-quality visual communication personnel training. Under the market situation of diversified and personalized development, in terms of how to use effective education methods to improve the quality of talent training, to let high-quality professionals to improve the quality of visual communication design with diverse elements, highlight the level of visual communication design, to meet the aesthetic needs of different consumers, it is necessary to seek more design inspiration in the process of visual communication design, with diverse material elements to constantly enrich the connotation and style of visual communication design works. Obviously, in order to better adapt to the development needs of the industry and to highlight the novelty and thematic role of design works through effective visual communication design level, it is necessary to continuously explore new methods and new paths in talent training methods and means. Especially we should highlight the cultivation of students' practical ability and innovation ability, in order to implement the visual communication design, we must combine the characteristics of design objectives to effectively use patterns, colors, art and words to carry out scientific design, making the design products more creative and give people a new sense of visual impact, so as to more fully express the content and connotation of the products and better obtain the love and favor of the market.

Experiential teaching method is a kind of teaching mode that highlights students' subjectivity and pays attention to students' personalized development, and is a kind of teaching mode that takes context creation and problem and task as the leading mode. In the experiential teaching mode, students have more opportunities to participate, and in the process of participation, students will inevitably gain different experiences, maybe the joy of improving professionalism, maybe the satisfaction of completing tasks, maybe the sense of achievement of solving difficult problems, maybe the sense of cordiality arising from the process of cooperation. No matter what kind of experience, it can stimulate students' enthusiasm and initiative, and at the same time, it can cultivate students' sense of inquiry in the process of understanding and solving problems, and cultivate students' creative ability on the basis of completing tasks and solving projects. And under the influence of positivity, it motivates students to participate more actively, to investigate, to complete, to summarize, and to create. In the process of participation and practice, students' knowledge is allowed to accumulate, which is conducive to the improvement of learning effect. In addition, the use of experiential teaching mode in visual communication teaching is also an effective path to fully implement teaching reform and promote the growth of teachers' professional teaching ability. As the initiator, organizer and perfecter of teaching activities in the implementation of experiential teaching mode, teachers, regardless of the application and implementation of any teaching education concept, are premised on their own continuous learning, as well as meticulous observation, in-depth research and reasonable analysis in the specific process and work, and make scientific adjustment and improvement of teaching activities by combining what they have observed and analyzed, so as to achieve the goal of improving teaching level and promoting the growth of students' professional ability. In this process, continuous learning runs through the whole education process and continuous reflection runs through the whole teaching activities. How to combine the characteristics of students and the development of visual communication industry to implement personalized and targeted teaching is an important task for educators. Obviously, in this process, teachers are bound to be more involved and detailed in teaching activities, and will continue to learn, adjust, reflect and improve, which not only makes the teaching quality significantly improved, but also makes teachers' own growth in a continuous state. Therefore, the application of experiential teaching in the teaching of visual communication is very positive to the cultivation of students' professionalism and the promotion of teachers' teaching ability.

3 The Application Path of Experiential Teaching in the Teaching of Visual Communication

(1) To deepen the experience through the project subject

Based on the special characteristics of visual communication design, in order to further improve the teaching effect and promote students' active practice and innovation, the teaching form of project can be adopted to deepen students' experience, which is an effective form of theoretical verification and practical operation of professional knowledge through an independent project project. Compared with the traditional teaching mode, the project course learning is more open, directive and inspiring, and can highlight the cultivation of students' practical and creative abilities, which is also an important task of visual communication teaching. The project topic can be specified by the teacher, for example, combining the basic level of learning of different students and the requirements of teaching visual communication design. It is best to combine such topics with real life situations or environments to facilitate students' smooth entry, for example, designing posters for Chinese New Year parties at school, designing posters for school sports games, and so on. In addition, students can also choose their own project topics, including those that highlight their own abilities or complement their own weaknesses, taking into account their own learning situation. The students can form their own project team, so that they can be more active. Through the form of project experience, we will put into practice the methods of visual communication design and apply the theories of visual communication to specific products. In this process, we will improve students' cognition, help them understand the processes and procedures of the implementation of theories, and identify problems, understand them, solve them, and complete the tasks. Afterwards, the project will be summarized, including what they have seen and felt, so that they can better understand their own strengths and weaknesses in learning, and target the gaps. Through the completion of the project, the impression of knowledge is deepened, the sense of experience and acquisition is enhanced, and the sense of achievement is stimulated through the sense of acquisition, which enhances students' confidence and determination to learn the profession well.

(2) To promote experience through context creation

Experiential teaching can be done through direct experience and indirect experience, while direct experience is through projects, problems and tasks, and context creation is to use technology or resources to create a relatively realistic situation to promote students' experience. For example, students can participate in teaching activities with external organizations or enterprises, or simulate job hunting and recruitment activities, or conduct role simulation among students, so that the person in charge of the organization or enterprise can communicate with students on some professional issues of visual communication design, or adopt online sharing mode to communicate, for example, students can share some design ideas through the PPT they make, and during the communication process, the party playing the role of the client will present their design requirements, and the students will respond to the requirements of the client by applying what they have learned, and show the feasible countermeasures through methods and solutions. In this process, the students' sense of experience is awakened and their professionalism is enhanced.

4 Conclusion

In conclusion, in order to better meet the demand for high-quality talents in the industry, it is necessary to actively innovate the concept and change the method in the teaching activities of visual communication, to effectively improve the professionalism of students through the use of

experiential teaching, and to help students highlight the characteristics of product design and obtain better development.

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