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Research on "Working-Based Learning" Teaching Mode of Ceramic Art Design Specialty in Universities

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ABSTRACT. *With the development and progress of China's economy and society, the requirements for ceramic art professionals in colleges and universities are constantly increasing. The cooperation between enterprises and ceramic art design majors in universities is a very important practical teaching method to promote the development of ceramic art design majors in universities. However, in the process of school-enterprise cooperation, the ceramic art design majors in universities have gradually revealed the disconnection between their professional theory and practice. In addition to enterprise cooperation, how to improve the combination of theory and practice of ceramic art design majors in colleges and how to reform the existing teaching mode is a problem that the ceramic art design majors of colleges and universities should pay attention to. The "working-based learning" teaching model is a new teaching model. If applied properly in the ceramic art design major of colleges and universities, it can play a role that cannot be ignored.*

KEYWORDS: *Colleges and universities, Ceramic art design major, Teaching mode*

1. Introduction

Among the ceramic art design majors in most colleges and universities in China, the university pays more attention to the cultivation of students' theoretical ability of art design. More teaching resources are invested in theoretical teaching, while no attention is paid to practical teaching and practical application of theory. As a result, there is a serious lack of practical ability in ceramic art design major in colleges and universities, and it is difficult to meet the needs of enterprises to enter the society after graduation. Colleges and universities lack feedback on the principles of market economy or practical concepts to guide ceramic art students to respond to practical and application-oriented talents that meet the actual needs of current social development. Therefore, ceramic art design majors in colleges and universities should change the teaching of students concept and take practical actions to strengthen the practical teaching link of the traditional ceramic art design teaching mode.

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2. Overview of the "Working-Based Learning" Teaching Mode of Ceramic Art Design Major in Colleges and Universities

The "working-based learning" teaching model is a major attempt by major colleges and universities to reform the professional teaching model. Guided by the needs of social talents and the goal of cultivating compound and applied professional talents, the "working-based learning" teaching mode combines classroom theoretical learning with the practical requirements of participating in the social enterprise technical posts, and the theoretical learning and working practice are carried out alternately. It can effectively improve the phenomenon of separation of theory and practice in the profession.[1] The application of the "work-learning" teaching model of ceramic art design majors in colleges and universities refers to the combination of school-enterprise cooperation with the school's curriculum content and enterprise's production practice, emphasizing the importance of production practice and society to students, so as to strive to cultivate high-quality composite and applied ceramic art design professionals. Generally speaking, the form of cooperation between ceramic art design majors in universities and off-campus enterprises is often to establish practical teaching bases in local ceramic companies as a venue for the "working-based learning" teaching mode of ceramic art design majors, because most colleges and universities in China lacks a place to implement practical teaching of ceramic art design majors, and enterprises have certain deficiencies in theory. Colleges and universities and ceramic enterprises outside the university can make up for each other's deficiencies in theory and practice, so as to promote the common development of both sides. Specifically, on the basis of ensuring the quality of teaching, the school creates a good learning environment for students to learn professional skills, and simultaneously creates a good foundation for students to enter the society after graduation and cultivate their innovative ability. In addition, the practical teaching courses are carried out in the workshop. Teachers can impart knowledge related to work practice to students in a more vivid and vivid environment, so that students can immediately put into practice and get good learning feedback. At the same time, colleges and universities can save a lot of practical training equipment funds. The cooperation between ceramic enterprises and ceramic art design majors in colleges and universities can obtain direct production labor, and students can directly take jobs after graduation, which indirectly saves training costs.

3. The Practical Application of "Working-Based Learning" Teaching Mode in the Ceramic Art Design Specialty of Colleges and Universities

3.1 To Establish a Ceramic Art Design Practice Base

The establishment of a ceramic art design practice base is mainly for students to experience the actual output of ceramic art design ability in a better practice learning space. The ceramic art design major involves many different design and

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artistic fields, so the ceramic art design practice base should meet the practical requirements of multiple directions and conform to the major to complete the practical teaching tasks. The specific implementation should be discussed with the relevant ceramic enterprises outside the University. In order to ensure the stability of the practice base and the long-term development of ceramic art design specialty in the future, the management of colleges and universities should choose the ceramic enterprises with good development prospects and stability, and be able to accept a large number of long-term student groups, and sign a fixed and long-term agreement under the common will of both parties, so as to ensure the safety and technicality. At the same time, the agreement should standardize responsibilities, clarify the obligations of both parties, and actively meet the requirements of professional internships. If the ceramic enterprises signed by colleges and universities are difficult to meet the number of internship needs, colleges and universities can use multiple channels or means to establish auxiliary practice units, so as to solve the problems and contradictions such as insufficient number of posts provided by fixed practice bases or different needs of enterprises. They can adopt decentralized practice method to make some of students who have employment intention go directly to the employment company for internship.[2] If the company is willing to accept such students, these students can familiarize themselves with design work and business in advance, and strengthen job training. The establishment of a diversified auxiliary practical base can effectively ensure the conditions for students to practice learning and meet diversified training opportunities.

3.2 To Report on Practical Results

The main purpose of the application of the “working-based learning” teaching model is to solve the problem of low integration between theory and practice in the current ceramic art design majors in colleges and universities, and to provide the society and enterprises with compound and practical professionals. The purpose of practical teaching is also to improve students' practical ability in an all-round way, so that students can have good practical working ability when facing the needs of enterprises or society. The display of practical teaching results of ceramic art design major can effectively enable students to fully reflect the actual learning effect of theoretical knowledge and display the results of the transformation of knowledge to ability. Students participate in related ceramic art design projects in practical activities, experience the joy of completion of the results, and also can accumulate real work experience in the process of practice. The report of ceramic art design results is mainly to display design project works. During the display process, it can not only detect the application ability of ceramic art design students in practical teaching, but also fully reflect the effect of practical teaching. Teachers pass the results of learning and practice reflected by students can improve certain problems in the teaching process in a timely manner, as well as discover students' deficiencies in a certain aspect, and provide timely guidance to students to check for deficiencies. The practical results report proves that the design thinking and design abilities of many students participating in the project

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practice have been greatly improved to a certain extent. At the same time, most students can communicate with teachers and other students in practical teaching activities. Changing the state of autism before practice, sharing one's doubts and experiences in practical activities, and continuous communication can increase students' interest and enthusiasm in teaching to a certain extent. For the reporting of practical teaching results, colleges and universities can use exchanges and summaries, results demonstrations, expert lectures, college exchanges, etc.. For example, universities can hold ceramic art design practice summary exchange meetings, where students actively exchange their feelings and experiences in the process of practice, and display students' practical results and share the joy of the establishment of the work results, but it is best to hold the exchange meeting to combine the displayed results with the graduation design. Colleges and universities also need to make certain requirements for the students' practical results and the quality of the project works. After the exchange meeting, universities can also invite authoritative experts or famous ceramic designers in the field of ceramic art design to hold academic lectures and exchanges between different colleges, so as to promote the improvement of the practical teaching system. Practical results reporting is the characteristic content of constructing a new model of practical teaching management. It is beneficial to expand students' horizons through multiple channels. Meanwhile, it is helpful to stimulate students' creative thinking and practical ability in practical teaching activities, so as to realize "work-learning" teaching purpose by applying the model in the ceramic art design specialty of colleges and universities.[3]

4. Conclusion

In summary, there is the important problem of emphasizing theory and ignoring practical teaching in the teaching of ceramic art design in colleges and universities. The application of "work-based learning" teaching mode in ceramic art design specialty in colleges and universities can shorten the distance between the theory and practice of ceramic art design specialty, improve the social adaptability of ceramic art design specialty in colleges and universities, and provide compound and practical talents with professional theoretical knowledge and practical working ability for social development. The reform of teaching mode is the path that the traditional teaching of each major in colleges and universities must go through in order to better adapt to the social development, and seek development opportunities in the change, so that the teaching quality of colleges and universities can have a broader development space.

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