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Curriculum Reform of Art Design Major in Application Oriented Universities from the Perspective of "New Liberal Arts"

-- Taking the New Liberal Arts Curriculum Construction of "Mask Fashion" as An Example

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Abstract

This paper puts forward the background of the new liberal arts construction of art design specialty, points out that the transformation of knowledge production and the marginalization of liberal arts jointly lead to the discipline crisis of art design specialty, and then discusses the overall goal of the new liberal arts construction of art design specialty, as well as the three main conflicts to be solved by art design specialty in the process of the new liberal arts construction. This paper analyzes how the art design specialty carries out Curriculum Optimization and teaching reform from the perspective of the new liberal arts, and puts forward that in the integration of repeated courses and the elimination of outdated contents; Based on the needs of local economic development, add professional characteristic courses; And based on professional needs, deepen the reform of educational evaluation. Through the reform and innovation of art design special teaching activities, this paper attempts to verify the above theory, and finally achieve satisfactory results.

Keywords

New liberal arts; Application type; Art design; Curriculum reform; Teaching activities.

1. INTRODUCTION

After the "new engineering" education concept was put forward, China's higher education then put forward the new liberal arts. As an important new task related to the construction of liberal arts specialty in the top-level design of higher education in China, the construction of new liberal arts has become a topic of common concern in the educational and academic circles. [1] This is not just to simply correspond to the concept of "new engineering", but a targeted reform direction based on the comprehensive analysis of the actual needs of talents in modern society and the practical problems in the development of liberal arts disciplines. From the reality of higher education at this stage, the proposal of the concept of new liberal arts is under a very special demand of the times.

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2. THE TRANSFORMATION OF KNOWLEDGE PRODUCTION AND THE MARGINALIZATION OF LIBERAL ARTS -- THE CONSTRUCTION BACKGROUND OF THE NEW LIBERAL ARTS OF ART DESIGN

Why should we intensively introduce policies and guidelines for Discipline Development and Reform in the new era? From the perspective of the development of science and technology, with the profound social changes brought about by the development of science and technology, the pace of knowledge production is not only faster and faster, but also the environment of knowledge production depends more on the new application situation brought by science and technology. On this basis, the traditional discipline classification often can not accurately cover new knowledge. The emergence of more and more interdisciplinary disciplines proves the contradiction between knowledge production and traditional disciplines. In 1994, Michael Gibbons put forward three models of human knowledge production, which deeply expounded the three stages of human knowledge production. In human knowledge production activities, the model adopted in the first stage is an institutionalized discipline model. That is, the production and evaluation of knowledge are limited within the traditional discipline framework. Relatively stable discipline boundaries and relatively fixed academic groups can bring more focused discipline attention, so as to improve the efficiency of knowledge production. After the 1980s, people found that although the long-term institutionalized knowledge production mode has continuously improved the efficiency of knowledge production, the disciplinary barriers have gradually solidified. The huge gap between disciplines not only leads to great deviation in human cognition of the world, but also turns this one-sided knowledge into a pure word game, It is more and more difficult to guide people's practice, so the scientific development after the 1980s restarted the instrumental and guiding significance of knowledge to practice, emphasized the positivist knowledge production mode, established the problem oriented mechanism of social practice, and paid attention to the bridging role of interdisciplinary disciplines on the existing discipline system. A knowledge production model characterized by application, situational and social will has gradually become the mainstream. Nowadays, people have found that the high-speed transmission of information makes it possible to construct a multi-dimensional world. Knowledge production is no longer a linear development, but a mass production based on the Internet and knowledge globalization. Everyone consumes knowledge and produces knowledge at the same time. With the first mock exam of globalization and the construction of multimedia network to the multidimensional world, third modes of knowledge production are emerging. Under this mode, the so-called four helix structure, namely "University production government society", plays a mutual influence and mutual promotion in the knowledge production, and it is a pattern of multi subject production. When the mode of knowledge production changes, humanities and Social Sciences, as an important subject of knowledge production, will gradually change with the evolution logic of knowledge production mode. From the perspective of discipline composition, the humanities and social sciences with the human spiritual world as the research object and the natural sciences with the natural material as the research object are the two camps that constitute the human knowledge system. They are inseparable from the relationship between human scientific and technological progress and social development, and compete with each other in the expansion of knowledge and the competition for resources. The cultivation of Humanities and Social Sciences talents in Colleges and universities once brought up a large number of excellent builders. Now, in the digital intelligence era, the data intensive scientific research paradigm begins to appear [3]. In addition, due to the lack of liberal arts talent cultivation and the relatively slow growth of liberal arts talents, liberal arts is becoming a weak discipline. The construction of colleges and universities will shift limited resources to short construction cycle The benefit output of science and engineering is relatively obvious, and the liberal arts is in danger of being marginalized. As

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a part of the field of Humanities and Social Sciences, art design is also full of a sense of crisis in the current knowledge system. Generally speaking, the new liberal arts concept of art design is put forward under the dual environment of the transformation of human knowledge production mode and the marginalization crisis of liberal arts. Based on the above analysis, the construction of the new liberal arts of art design is bound to meet the development needs of the current digital society, advocate the diversity and interaction of knowledge production, and take solving social practical problems as the main task in the context of information globalization, so as to improve its own academic status, academic value and academic recognition. Therefore, according to today's scientific and technological development trend, the construction of Liberal Arts in the new era is a major reform related to national development and scientific and technological progress.

3. OBJECTIVES AND CHARACTERISTICS OF NEW LIBERAL ARTS CONSTRUCTION IN ART DESIGN SPECIALTY

3.1. The Goal of New Liberal Arts Construction of Art Design Specialty

The concept of new liberal arts was originally put forward to comply with the development of the times. It is natural that it must meet the needs of the new era. As an overall change in a broad academic category, the epochal nature of the new liberal arts reform should focus on the common perspective of the specific stage of human development. For example, local discipline construction should be viewed according to the overall trend of human scientific development, rather than being confined to the short-term employment trend and blindly pursuing the so-called hot majors, As a Local Application-oriented University, the construction of new liberal arts should take into account the needs of the times of practicality and overall discipline planning. The objectives established by the art design specialty in the specific construction of the new liberal arts curriculum system are multiple, which should not only be conducive to the effective cultivation of students' practical skills when facing the society, but also conducive to the long-term development of the art design specialty itself. Although the global and holistic trend of design innovation has always been the general direction of design learning and research, the in-depth thinking of local traditional culture is also the expression of cultural self-confidence, and cultural self-confidence can significantly enhance the value of design. Therefore, the new liberal arts reform of art and design specialty should also have a discipline system, academic system and discourse system with Chinese characteristics, Carry out the training purpose of Building Morality and cultivating people around regional characteristics. To achieve the above objectives, we need to do the following three points: first, as the basic quality and needs of undergraduate students, different from other professional education, art design specialty cultivates high-level comprehensive application-oriented talents who master art and science and technology because of the diversity of professional knowledge. As the undergraduate education in the new era, the cultivation of students' high-level humanistic spirit is not only conducive to building morality and cultivating people, but also conducive to improving students' professional level and even overall quality. Secondly, the professional skill education of applied talents should meet the needs of the market. Because of the leading role of market value, art and design professionals should become the main force of regional economic construction. This identity positioning requires them to master certain professional skills. The professional needs of the new era often have the characteristics of interdisciplinary and interdisciplinary. Therefore, The professional skills training of applied talents should be guided by the actual needs of society, and professional integration and division should be carried out. Finally, the long-term development needs of art design major, which echoes with the needs of students and the needs of the market.

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3.2. Characteristics of New Liberal Arts Construction in Art Design Specialty

Modern design originated in Bauhaus, and Bauhaus's achievements in design theory, design practice and design education came from the reflection and summary of design by generations in the arts and crafts movement and the new art movement after the industrial revolution. Today, its greatest contribution to us is not the thinking of the three components and the relationship between art and technology, but it enlightens us that when mankind encounters the leap of science and technology and the society is in the process of great change, the design discipline should have the courage to break through the old ideas that do not coincide with social development and try a new way out in the change. Under the background of human scientific and technological revolution caused by digital media technology, how to face a series of great changes in art design still needs the guidance of Bauhaus spirit. Art design is an innovative practice that appeals human aesthetic wealth to the market economy. Therefore, it is necessary to cultivate professionals with local characteristics in art design theoretical knowledge and practical ability based on the actual needs of economic construction. Under the background of the construction of new liberal arts, full consideration should be given to the participation of digital media technology, Art and design categories show a new trend of mutual integration. The cultivation of interdisciplinary and cross-cultural basic knowledge and professional skills needs to emphasize that cultivating contemporary talents with professional quality with the intervention of computer network technology is the ultimate goal of art design, talent training and new liberal arts construction. Based on the above analysis, the new liberal arts construction of art design specialty is mainly characterized by solving three prominent contradictions in the art design teaching system.

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4. ADJUSTMENT OF NEW LIBERAL ARTS COURSES AND METHODS OF DESIGN SPECIALTY IN APPLIED UNIVERSITIES

The new era puts forward higher requirements for the educational quality of art design specialty, and the high-quality matching of courses and methods is the most direct factor to cultivate excellent students. How to improve the course quality of art design specialty in the

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construction of new literature course, and provide corresponding methods. Here are three suggestions.

4.1. Integrate Duplicate Courses and Eliminate Outdated Content

Since the intervention of computer technology, the discipline of modern art and design has developed greatly in a very short time. Great changes have taken place in the teaching of this major from concept, path to technology and means. Nowadays, the education of art design specialty, the structure of teachers and the concept of education often can not keep up with the pace of scientific and technological development. The traditional design teaching mode formed in Europe since the 20th century still continues to be used today. Many courses are still very old and conservative, and many courses can not keep up with the needs of modern art and design. For example, there are already courses of "design sketch", "design color" and "three components", and at the same time, there is also a course of "design basis". Such a course arrangement has become very inappropriate and repetitive in modern design dominated by computer-aided design. This arrangement of teaching content has its rationality in a certain historical stage in the past, because in the past era of hand-painted design, the design basis is mainly used to further train students to draw and produce works with specific functions after the three components, which leads art students from painting to the field of function-based design step by step. It is in line with Bauhaus's teaching links and can basically meet the design training requirements under industrial production. However, with the help of informatization and digitization, modern art design has become an effective integration and creativity of information. The traditional teaching content of basic design is difficult to cultivate students' ability in this regard. As a result, it has become a repeated teaching of three components, occupying a lot of valuable teaching time. Therefore, it is very necessary to reasonably delete and modify the curriculum to provide space for updating the curriculum.

4.2. Based on the Needs of Local Economic Development, Add Professional Characteristic Courses

Add characteristic courses for art design specialty, and build courses with local traditional cultural characteristics based on the needs of local economic development. Local culture is the innovation source of art design, and local economic growth is the main purpose of art design. In order to fully realize the goal of talent training in local colleges and universities serving local economic construction, we should build a collaborative education mechanism in the specific teaching of characteristic courses as far as possible, including school enterprise cooperation, interdisciplinary cooperation Cross College cooperation and even cross-border cooperation are powerful ways to improve teaching quality. Enable students to make full use of various ways to improve their professional skills, optimize the proportion of major and minor courses in the setting of professional courses, incorporate micro professional courses related to local culture and local needs into minor courses, ensure students' basic professional ability, enrich and expand discipline boundaries, and make use of local cultural elite characteristic technical talents The inheritors of intangible cultural heritage carry out lectures or lectures, so as to build a diversified application-oriented and characteristic talent training system.

4.3. Deepen the Reform of Educational Evaluation Based on Professional Needs

The new curriculum content and new education methods will inevitably bring new evaluation standards. Several levels of the teaching quality evaluation system of art design specialty should be reformed. "Teaching quality evaluation is a powerful weapon to promote educational reform and achieve quality improvement. Building a teaching quality evaluation system consistent with the cultivation of innovative talents in the new era is not only an inevitable choice to improve education quality, but also the practical need for colleges and universities to achieve connotative development." [4] the simplification and theorization of

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teaching evaluation is still a prominent problem, Practical operation ability and objective and dynamic progress should be taken as the main evaluation criteria. In the past, art design teaching evaluation was mainly evaluated by experts, peers and students. In the new liberal arts era, the quality of art design teaching should consider introducing more direct user satisfaction through modern communication technology. The talents trained by the school serve the local economy. Therefore, the methods of employer evaluation, social evaluation and follow-up evaluation should be gradually introduced, Make full use of modern communication means and digital visualization technology to supervise the teaching effect more directly and long-term. In addition, after making a comprehensive and three-dimensional evaluation of the teaching quality, a more effective rectification feedback evaluation should be established to ensure that the rectification of problems in teaching is not a mere formality and re evaluate the effect after rectification. Form a circular improvement scheme of "evaluation rectification evaluation", each link is connected, coordinated and unified with each other, and build a multi-level, three-dimensional and composite teaching quality evaluation system. Finally, we should pay attention to drawing lessons from the construction of disciplines similar to ourselves, such as literature, music and so on, echo each other in the curriculum and practice path, and form the intersection and complementarity of multiple disciplines.

Table 1. Contents of course construction and improvement of "mask fashion design"

Class hours	32		credit	2
Course introduction	The course "mask fashion design" is a professional design elective course for students majoring in product design in the College of art and design. Through learning, students can master the principles and characteristics of wearing aesthetics and the professional knowledge of class II medical device design. At the same time, they should pay attention to combining the learned knowledge with practice and master the knowledge points in the form of practical operation, so as to deepen their understanding of all aspects of mask design. Teachers should not only carry out the teaching of face wear ergonomics, visual communication and other related contents, but also combine the corresponding learning methods, through observation, discussion, practical operation and other methods, so as to enable students to obtain an intuitive feeling of the learning contents and improve their ability to solve practical problems through practical application.			
Quality and goal of curriculum training	The course "fashionable mask design" requires students to understand the basic connotation and characteristics of wearing aesthetics, understand the relationship between mask shape and facial structure, and master the professional knowledge of class II medical device design. Mainly aiming at the principle of wearing aesthetics, through theoretical teaching, observation and discussion and practical operation, it intervenes in the actual design application from the aspects of facial fitting correction, decoration matching, manufacturing materials, class II medical device design knowledge, wearing culture, and carries out work appreciation and work evaluation. Through learning, improve students' aesthetic ability and design professional ability, improve the design learning and adaptability of special appliances, enhance the sense of social responsibility of design, and lay a good foundation for job selection and employment.			
Teaching content design	Knowledge module	credit	Teaching location	
	Mask shape and facial structure	4	Multi-Media Classroom	
	Morphological correction technology	4	Computer aided design center	
	Interpretation of national standards and product indicators for the design of class II medical devices	4	A local mask manufacturer and multimedia classroom	
	General methods for the design of class II medical devices	4	A local mask manufacturer and multimedia classroom	
	History and style of wearable design	8	Multimedia classroom, Market Research	
	Design practice and work appreciation	8	Our product R & D center, model making and training center	

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5. EXAMPLE DISCUSSION: PROFESSIONAL CURRICULUM CONSTRUCTION UNDER THE CONCEPT OF NEW LIBERAL ARTS

"Mask fashion design" is an elective course newly established by the research group in the specialty of product design. This course has strong pertinence to the social era. It not only meets the urgent needs of society and market to the greatest extent, but also highly integrates the professional knowledge of ergonomics, visual communication, design psychology and class II medical device design, and realizes the new liberal arts curriculum characterized by interdisciplinary, social needs and professional advantages. Under the special circumstances of COVID-19, masks have become the most important protective products for people. The traditional mask design has not been valued for a long time, resulting in the fact that single modeling and the fact that people can not satisfy people's aesthetic needs under this special environment is the starting point of the problem. Pay more attention to the characteristics of economic development and social needs. The main contents of this course are as follows:

Table 2. Teaching method reform of "mask fashion design"

teaching method And teaching means reform	Teaching methods: 1. Task guidance method The combination of online and offline is adopted, and the learning task list is issued to students according to the teaching content. Under the guidance of teachers, students complete the tasks assigned on the task list by consulting materials and online learning, which is suitable for the preview of each module, so that students can clarify the teaching objectives of each module. 2. Case teaching method Teachers select typical cases, organize students to analyze and discuss, and then summarize their opinions for induction and analysis. This method can improve students' understanding of wearing aesthetics and class II medical device design knowledge, promote them to be diligent in thinking and expression, and improve their interest in participating in practice. 3. Incentive teaching method The students are divided into groups, and the competition between groups is adopted. The competition results are recorded in the process assessment results, so as to stimulate students' learning enthusiasm and cultivate students' sense of unity and cooperation and spirit of cooperation. 4. Discussion teaching method Teachers design meaningful discussion topics in class, mainly to design schemes for different scenes, guide students to think and discuss purposefully, and improve students' literacy and adaptability to adapt to the society. 5. Scene simulation teaching method Master knowledge points in the form of practical operation to improve the ability to solve practical problems. Through program analysis, design, report and summary, the project training is completed to realize the all-round interaction between teaching and learning, cultivate students' comprehensive ability and facilitate students' growth of professional ability. Teaching means: 1. Inquiry learning In the application of mask wearing in specific scenes, under the guidance of teachers, students conduct special research and reasonable mask matching for specific occupational types. Actively acquire knowledge, apply knowledge and solve problems in the research process; Focusing on problem solving, the determination of common research contents, the selection of methods, and the process of mutual cooperation and communication for problem solving. 2. Group cooperative learning Students are divided into groups to design environmental protection masks. Teachers cooperate through guiding group members, and two or more students cooperate with each other in action in order to achieve common goals. Give play to the positive function of the group, improve individual learning motivation and ability, and change the situation that students are in a passive position, so as to stimulate students' initiative and creativity.

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Table 3. Process learning requirements

Extracurricular learning requirements, process operation contents, assessment and evaluation methods and guarantee measures	Extracurricular learning requirements: The course learning platform provides modules such as teaching courseware, design book recommendation, design website recommendation, course resource sharing and so on. Students need to learn and test by themselves after class according to the discussion topics specified in each teaching unit, and the total number of replies in the "discussion area" shall not be less than 4 times. Full marks can be obtained if there are 8 or more. If the same paste or irrigation paste is found, it shall be deleted. Process operation contents: 1. Matching application of masks in specific scenes Requirements: (1) a copy of investigation and analysis description. In a given scene, match it according to professional requirements and display it with PPT. 2. Environmental protection mask design Requirements: (1) at least one set of formed clothes in each group. (2) Reflect the "recycling" of products, and the cost of works should not be too high. (3) The works are innovative and the raw materials are environmentally friendly. (4) Each work needs to be attached with a brief explanation of the work. The name of the work is named by itself, focusing on the theme and highlighting the characteristics of the work. Assessment method and proportion: This course is assessed by the combination of practical operation and interactive assessment. The assessment contents include usual assessment, process operation completion effect and final assessment results. Assessment method 1: usual assessment (10%): assessment of students' attendance, classroom performance, unity and cooperation; Assessment method 2: completion effect of process work (30%): mainly including students' mastery of knowledge and skills in the matching and application of masks in specific scenes and the design of environmental protection masks during the course; Assessment method 3: final assessment (accounting for 60%): students complete a course paper with no less than 2000 words according to the topics provided by the teacher. It mainly assesses the students' awareness and basic ability of discovery, perception, appreciation and evaluation of wearing aesthetics and class II medical device design knowledge and related fields. Thesis requirements, format specifications, submission methods and others. Please pay attention to the relevant notice requirements in the course.

After one year's practice of curriculum construction, this course has significantly improved students' professional quality and exploration enthusiasm. This course has won the "excellent" grade in students' teaching evaluation, and has also been recognized as the key curriculum project of the new liberal arts reform by our university.

In view of the above analysis, generally speaking, the art design training mode in the new liberal arts construction stage should pay attention to five aspects of innovation. First, pay attention to the training direction of talents to adapt to the local actual needs. Although the trend of economic globalization is the general trend of future development. However, the highlight of the characteristics of local economic development is the prerequisite for local development to integrate into global development. Only by meeting the needs of local talents can the talent training of local colleges and universities obtain the coordinated development of local governments and colleges and universities. Second, the specialty setting and teaching content must be coordinated. We need to arrange the teaching content according to the characteristics of the specialty in the new era, rather than simply copy the traditional specialty

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courses. Whether the new major or the old major in the new technological revolution is the product of historical development and must have the content of the times. Only by boldly trying the teaching content can we really adapt to the changes of the new era. Third, the curriculum is scientific and reasonable. The teaching content of the times needs to be carried by scientific courses. We should not only avoid the low-level and low-level repetition of courses, but also pay attention to the effective connection between courses. The courses should be orderly, reasonable and in-depth, so as to avoid excessive span, resulting in the repeated accumulation of courses that cannot be integrated or a large number of similar contents in practice. Fourth, the diversification of teaching modes, teaching methods and evaluation methods. Internet communication technology has brought about a revolution in the way of communication between people. As a knowledge exchange between educators and educatees, classroom teaching should also make full use of scientific and technological means such as the Internet. It should be noted that classroom teaching should not aim at the use of high-tech means, but should pay attention to the teaching mode brought by the renewal of modern educational means With the change of teaching methods and even teaching ideas, the intervention of modern teaching means in teaching is meaningful only if we fundamentally grasp this change of the times. Fifth, improve the teaching quality evaluation system and new educational objectives in the construction of new liberal arts.

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