

Study on the Training Model for Innovative and Practical Visual Communication Design Professionals in Applied Undergraduate Colleges

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Abstract. Targeted education in applied undergraduate colleges and universities focuses on cultivating applied, innovative, and complex talents needed for national and local development. The driving force for the continuous development of the country and society is innovative education, and innovation is also the goal that a country and society continue to pursue. China's technological competitiveness continues to improve, but compared with developed countries, there are still quite a few shortcomings. The most fundamental reason among them is insufficient innovation capacity. The most fundamental reason for this is insufficient ability to innovate. However, many colleges and universities are continuously exploring how to train students to become applied and complex talents to meet the talent needs of the new era. Every college has a talent development plan and model suited to the scale of operation of each school. If the training plan meets the training needs of applied talents, it also requires continuous refinement and reform. For undergraduate students majoring in visual communication design, professional development also needs to be guided by the system. This research explores the application model for the training of visual communication design professionals in the School of Art from the perspective of innovative thinking and design. Conduct in-depth discussions on the training models and practices of innovative talents specializing in visual communication design in applied undergraduate colleges and universities, and enter more elite applied innovators into the design industry. Provide better paving guidance for the field of education majoring in visual communication design.

Keywords: Talent Development; Innovative Practice; Visual Communication Design Professional Talent Training.

1. Visual Communication Design Professional Innovative Talent Training Model

1.1. Innovative Talents Specializing in Visual Communication Design

For students majoring in visual communication design at the School of Art, students' education and professional practical ability needs to be put first. The final goal of education is to cultivate professional talents, send professional elites to the industry, adapt to the development of enterprise employment forms, and cultivate high-quality visual communication design professionals. This major not only requires students to have strong theoretical knowledge and professional skills in visual design, but also has strong innovative design thinking and sense of innovation, and comprehensive development, in line with current social requirements for visual professionals.

1.2. Innovative Training Model

Therefore, from the perspective of innovative training systems, each university's training system has its own characteristics. In addition to the need to carry out a new talent training system based on current social needs and the actual situation of the market, it is also necessary to strengthen students' innovation, independence, and originality. The cultivation of artistic design guarantees the independence of design. Only in this way can we achieve the goal of cultivating innovative talents.

1.3. The Importance of Innovative Talent Training Models

1.3.1. Building an Innovative Undergraduate Talent Training Model is a Requirement of Changing Times

Construct an innovative undergraduate talent training model to provide more effective operation and guidance based on the construction of an innovative talent education and training model. According to the development of socio-economic construction, it is also necessary to have a certain understanding of current social development and knowledge in the field of visual professional design. Strengthen students' basic professional abilities, lay a good professional foundation when entering their freshman year, do a good job in basic skills, and raise their sense of innovation and ability to cultivate non-plagiarism and originality.

1.3.2. Establish an Innovative Talent Training Model to Adapt to Forms of Employment Competition

The task of higher education is to cultivate talents with an innovative spirit and practical ability. Therefore, as an applied undergraduate university, we should develop effectively with the goal of cultivating innovative talents to promote economic and social development. The goal of undergraduate college education is to cultivate talents with innovative abilities, establish a training model for innovative talents, provide high-quality and high-quality training for students majoring in visual communication design, and provide students with jobs in various directions after graduation.

2. Problems with Traditional Talent Training Models in Applied Undergraduate Colleges

2.1. The Philosophy and Methods of Talent Training and Education are Backward

Innovative talent training models require comprehensive basic reforms based on traditional training models. We must abandon traditional teaching methods and inject innovative educational ideas into the classroom. In previous classrooms, we stipulated that teachers taught according to the curriculum plan, syllabus, and textbooks designated by the major course. As a result, the teaching method was very mechanical. The teacher continued to teach knowledge throughout the class, leaving students in a situation where they were distracted and unfocused, and students were unable to grasp the key points of course knowledge. As a result, when reviewing the course in the second class, students did not know what was being taught in the previous lesson. There are also very few students who have carefully completed the course, and there are also very few students who have taken notes. Even when the final exam highlights, students' textbooks are blank. In the classroom, teachers also ask and answer their own questions. Students are unwilling to answer questions in the classroom. Everyone looks down and whispers as soon as they get to the questioning session. Furthermore, the teacher's process of naming and answering questions is very boring, and the teaching goals in the lesson plan have not achieved the desired results. Traditional teaching concepts and teaching methods, and at the same time, due to lack of basic classroom equipment, etc., it is impossible to effectively cultivate students' creative thinking. Conservative and retrogressive training concepts greatly hinder the cultivation of innovative talents. The traditional training concept can no longer meet the training needs of top innovative talents. A complete change in the training concept is a basic prerequisite for the reform of the training of innovative talents.

2.2. Theoretical Knowledge is too Heavy in the Curriculum, Leading to Stereotypes

In terms of curriculum allocation, basic professional courses pay more attention to theoretical curriculum arrangement, ignoring professional practical ability. Students have less time to practice the course. Students are not very subjective when studying. The teacher's class was also a one-man show, which did not achieve good teaching results. Not many students go back to the dormitory to study after class. They also rarely review the main points of the final exam. For exam-type courses, students stay up all night to endorse the final exam in the week before the exam, memorize and write down the main points of the final exam. They made a surprise pass before the exam, and after the

exam, they forget all the knowledge points they had taken. After a semester was over, they basically couldn't remember what they had learned in the middle school in the classroom at all. This situation is widespread, and as a result, the current undergraduate teaching staff cannot meet the needs of society. This situation is due, on the one hand, to the fact that the students themselves are not interested in the course of this course, and on the other hand, the schedule of the course is not adequate. The schedule is not reasonable enough. Some courses are four lessons, but other classes have been split from four lessons to two in the morning and two in the afternoon, leaving students without the mindset to attend class. The lack of practical links in the course environment leads to the decline of students' practical ability, and the theoretical study time will soon be completely forgotten. In terms of assessment, the difference between an exam and an examination course is too obvious. Students feel that the examination course only needs to submit their usual homework and final work, and obtain final results through a summary. However, exam courses are different. Exam courses must pass a paper type written exam at the end of the term. In order to pass the exam at the end of the term, students can only force themselves to study by surprise. How can this kind of education method cultivate applied talents with innovative thinking? Innovative talents should not only focus on learning professional theory, but also on cultivating professional practical skills. Cross-integration courses other than those majoring in visual communication design can be added, such as professional art elective courses, and integrated elective courses in journalism, film, television, and media, which are conducive to cultivating students' ability to innovate. It is conducive to the future direction of work and employment.

2.3. The Teaching Method Form is too Single and Needs to be Added

In the current teaching process, teachers will use some of the practical courses for theoretical teaching, and the lessons in the classroom are also based on the book. Some teachers even follow the textbooks. During class, they don't care whether the students' attention is focused or not. They don't care about the interactivity of the classroom, making the classroom very rigid. It did not achieve the goal of acquiring knowledge, nor did it improve the cultivation of innovative thinking and creativity. Students' self-learning ability is weaker. Few of them go directly to the library to study after class. After the teacher assigns the homework before the class, the students are also randomly searching materials on the design website to complete the homework, and the students also lack initiative. The motivation to contact the teacher, students are embarrassed to disturb the teacher when encountering problems after class, more and more professional problems have accumulated over time, the interest in this professional course is not as good as before, and they may even give up this professional course class.

2.4. The Training System for Innovative Talents in Applied Undergraduate Colleges is not Perfect

Applied undergraduate colleges and universities should establish a complete innovative talent training system to adapt to the current talent demand situation in the market. Currently, there is a need to carry out a large number of school-enterprise cooperation activities and hold job fairs for employment internships. There are still few cooperative units between the college and corporate enterprises. It should be expanded on a large scale. The School of Art should reach long-term cooperative relationships with society, enterprises, and listed companies, and uniformly recruit graduates and employees when students graduate and do internships. Graduation internships are one of the compulsory courses for students in their senior year at modern universities. The School of Art undertakes the responsibility of cultivating outstanding talents majoring in visual communication design and entering elites for the majors. However, at present, students trained by colleges and universities are not widely recognized by society. As a result, it is difficult for students to find employment and find jobs before graduation. They have not yet met the basic requirements for entering social design positions. This requires strengthened exchanges, cooperation, and cooperation between the college and partner enterprises, and that the needs of enterprises and the needs of the school authorities be agreed upon. The education and training systems of colleges and universities

are closely integrated with society. Currently, there is more and more cooperation between schools, colleges, and enterprises, but there is very little implementation of internships, jobs, and employment for students. Basically, it is only nominal cooperation. Enterprises also do not accept undergraduate graduates for internships and work in companies due to uncertainties among undergraduate graduates and other reasons. This makes it difficult for colleges and universities to effectively combine theory and practice in terms of talent training, and the final goals of the plan have not achieved the expected results.

3. Analysis of Innovative Talent Training Methods in Applied Undergraduate Colleges under Innovative Thinking Conditions

3.1. Change Traditional Educational Concepts and Learn to Flip Classrooms

The traditional training concept is quite old. It can make the teaching atmosphere more diverse, increase teacher-student interaction in the teaching atmosphere, learn to flip the classroom, students as teachers, and teachers as students. The School of Art searches for suitable personalized solutions based on the characteristics of visual communication design majors, and finds an overall teaching style specific to visual communication design. People-oriented, student-centered, comprehensively develop and cultivate personalized, open and diverse innovative and applied talents. Schools and colleges pay attention to the training of young teachers, give young teachers full opportunities to improve their own quality, encourage young teachers to participate in educational competitions, bring in more top high-level talents to join the teaching force, and let young blood enter the classroom.

3.2. Increase Innovation and Entrepreneurship Course Practical Projects and Career Experience

An applied undergraduate college with the goal of cultivating innovative applied talents and enhancing students' professional innovation ability. On the basis of the original training program, the School of Art has added innovation and entrepreneurship courses that can develop students' thinking, encourage students to start their own businesses, innovate and start businesses, and project credits. In June 2018, the visual communication design department of the School of Art of the Liaoning University of Communication and Communication held the “Ma Lanhua” innovation and entrepreneurship project. Through their own independent entrepreneurship, students carried out a series of plans for the course projects, creating opportunities for students to learn and practice innovation and entrepreneurship. The School of Art created the “Ma Lanhua” course for innovation and entrepreneurship, and carried out various forms of innovation and entrepreneurship practice projects, the establishment of entrepreneurial projects, and the public market, so that students could understand how hard it is to start a business, and also let students understand what type of career is more suitable for them.

3.3. Strengthen Practical Experimental Teaching and Diversify Teaching Methods

Applied undergraduate colleges focus on cultivating students' professional innovation ability, and more on cultivating students' professional application skills. Therefore, when designing training programs, practical and experimental courses are strengthened to encourage students to carry out innovative scientific research. The most basic thing is to let undergraduate students participate in professors' scientific research projects, conduct basic research studies first, and cultivate students' scientific research ability. Students are encouraged to participate in various contests at the school, province, and national levels. By participating in innovative and entrepreneurial project contests, schools should provide financial and institutional support. In particular, schools should provide financial and institutional support, especially to reward students who have achieved outstanding results in the competition to achieve the goal of motivation. Establish an incentive policy for scientific research and creative research in art design, and encourage teachers to lead students in scientific research and art design practice. By collaborating with the school industry, enhancing design practical

experience, helping enterprises continuously improve their artistic design level, solve practical problems, improve teaching level and quality, promote the overall quality of the team, and achieve a win-win effect.

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