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Achievements and Prospects of Project Course Research for Art and Design Majors in Higher Vocational Education of China

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Abstract: *The research achievements of China's higher vocational art and design professional project course include: first, it demonstrates the role and significance of China's higher vocational art and design professional program courses from multiple perspectives; second, it introduces China's higher vocational art and design professional program courses in detail. The third is to clearly point out the problems existing in the development of China's higher vocational art and design professional project courses; the fourth is to condense the construction strategy of China's higher vocational art and design professional project courses. Looking forward to the future, we still need to do: first, strengthen theoretical research and improve the accuracy of research; second, carry out systematic research and broaden research directions; third, enrich research methods and attach importance to empirical research.*

Keywords: *higher vocational; art and design; project course; achievement prospect; literature review*

What China's higher vocational art design majors need to cultivate are technical and technical talents who have strong art design capabilities, can engage in art design and are proficient in modern design techniques. In order to achieve this training goal, it is necessary to strengthen the training of key vocational abilities, and to strengthen the training of key vocational abilities, it is necessary to realize the zero-distance connection between courses and jobs and tasks. Project courses are adopted by the art and design majors in higher vocational colleges because of the characteristics of choosing the project organization course content centered on the actual work tasks, and taking the completion of the work tasks as the main learning method. The advantage of project courses is that they can strengthen the correlation between course content and work, integrate theory and practice, and improve the efficiency of students' professional ability training. (Jiang, 2005) In recent years, many researchers have has carried out research on professional art and design professional project courses and achieved a series of research achievements. The main achievements of existing research will now be reviewed in detail and future research directions will be prospected.

The research achievements of China's higher vocational art and design professional project courses

China's higher vocational art and design professional project course research has made great progress and accumulated rich research results. In general, there are four major achievements: First, it has demonstrated the role of China's higher vocational art and design professional project course and The second is to introduce

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in detail the experience in the development of China's higher vocational art and design professional project courses; the third is to clearly point out the problems existing in the development of China's higher vocational art and design professional project courses; the fourth is to condense the China's higher vocational art and design majors project course construction strategy.

Demonstrated the role and significance of the art and design professional program courses in China's higher vocational colleges from multiple perspectives

Project courses have become the leading concept of vocational education curriculum reform, and the breadth and depth of its influence far exceed the previous vocational education curriculum reforms in China. (Xu, 2016) In the professional field of art and design in higher vocational education, project courses have also been widely adopted and application. With the continuous advancement of practice and research, researchers and practitioners have demonstrated the role and significance of professional art and design courses in higher vocational colleges from various aspects. In summary, it is mainly demonstrated from the following aspects:

First, it will help to cultivate professional talents in higher vocational art and design who meet the needs of society. The ultimate purpose of developing art and design professional project courses in higher vocational colleges is to cultivate art and design professionals who meet the needs of society. Some researchers have demonstrated that the project courses can fundamentally stimulate students' interest in learning and improve the comprehensive quality of clothing professionals in higher vocational colleges.(Zhuang, 2008) There are also researchers through the school's art design project The curriculum reform demonstrates that the project course has found a feasible way for the comprehensive training of vocational skills and professional quality of art design majors in higher vocational colleges, which can greatly improve the quality of personnel training and achieve a virtuous circle. (Chen, 2013)

Second, it helps to promote the curriculum construction of higher vocational art design majors . After reviewing the curriculum system of higher vocational colleges, some researchers pointed out that the original curriculum system of art design majors in higher vocational colleges is no longer suitable for the needs of society, and it is necessary to carry out project courses to promote the reform of teaching modes, teaching methods and teaching methods.(Chen, 2012) After the "Women's Wear Product Design and Technology" project course was launched, some researchers passed The market research and visits have demonstrated that the product development and product production process of the enterprise can well correspond to the various work modules of the course project. A proven method in professional teaching to bring the classroom closer to the workplace. (Liu, 2017))

Third, it is helpful to promote the art of higher vocational education The improvement of the ability of design professional teachers. Teachers are the executors and implementers of vocational art and design professional project courses. Through the development of project courses, the distance from the actual society can be narrowed, and the rapid growth of the "double-qualified" teacher team can be promoted. (Huang , et al., 2010)

From the above statement, although the researchers have different research perspectives, they generally recognize the promoting role and positive significance of the art and design professional project courses in higher vocational colleges.

Introduced in detail the practical experience of China's higher vocational art and design professional project courses

The specific practice of art and design professional project courses in higher vocational colleges is one of the key points of the research. Many researchers have introduced the specific development situation in detail, and have accumulated a lot of experience for subsequent research and practice. After reviewing the literature, it is found that the practice is mainly carried out from two aspects:

The first is the research on the project course system of art and design majors. The discussion on the curriculum system of a certain art design major project mainly includes the following contents: A researcher introduced the development of the art design major project course of Guangdong Panyu Vocational and Technical College. The plan, work-study integration method and management, and implementation measures are discussed in detail about the development process of higher vocational art design project courses. (Li & Luo, 2014) Zhongshan Vocational and Technical College Clothing and Technology The apparel design major project course attaches great importance to school-enterprise cooperation. Relying on the school's good industrial environment and school-enterprise cooperation foundation, they have explored the "town-school-enterprise" cooperation to build a collaborative education platform, and built a "work, learning, and innovation" trinity project work. The training mode of the studio system talent system, the "Four-Double Integration" project-based course teaching form, and the development path of the innovative studio project course. (Xu, 2016) Another researcher introduced that the Department of Art and Design of Shijiazhuang Institute of Pharmaceutical Technology implemented the project course reform in the "studio" model by modifying the talent training plan, and especially emphasized the zero-distance connection between talent training and social needs. (Xiong, et al., 2013)

The second is the project course research on a certain course of art design major in higher vocational education. For example, some researchers started from the practical problems faced by the course, and introduced in detail the project course design and development process of the "Web Design" professional course of the visual communication major. (Bu, 2017) And the "Packaging Design" project course adopts simulation projects and real projects of enterprises. To cultivate students' overall quality and comprehensive ability. (Han, 2013) The research also seen in the "Environmental Art Design Major" The "Plant Landscape" course as an example introduces the reasons and process of the project course reform in detail. (Li & Luo, 2014) The above results provide enough reference and experience for the follow-up research of China's higher vocational art and design majors.

Clearly point out the problems existing in the development of China's higher vocational art and design professional project courses

The first,Project selection is the key to restricting the development of professional art and design courses in higher vocational colleges.A major feature of the project course is that project activities are the main learning method. It believes that only through a large number of well-designed project activities can it truly develop students' professional ability. (Xu, 2016) Therefore, the selection of the project is very important. Judging from the existing research, there is indeed a problem of project selection in the development of project cours-

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es for art design majors in higher vocational colleges. First, there is an over-commercialization phenomenon in project selection. Some researchers clearly pointed out that not all projects can be admitted to the classroom, especially those projects that focus too much on short-term business interests (not enough knowledge) and too much emphasis on mechanical repetition (not enough fun) must learn to refuse. (Xiong , et al., 2013) Second, the Institute There is still a gap between the selected projects and the authenticity of the enterprise. Some projects are only related to the original skills and techniques, and lack realism. Taking the art design software course in higher vocational education as an example, the content of the project is more determined by the teacher, considering the implementability and operability of the project, ignoring the close relationship between the project and the job position (Wang, 2016)In this regard, some researchers pointed out that the design projects are all professional teachers, and some of them went directly to the school after graduation. They have never engaged in front-line work, but only successively carried out some industries in the subsequent work process. Training, which leads to a gap between the designed project and the real degree of the enterprise. （Yang, 2012)

The second,Teachers are an important factor affecting the development of professional art and design courses in higher vocational colleges.Just as an imported view, the main body of curriculum development is teachers, but the biggest resistance to curriculum development is also teachers. (Xu, 2016) The art and design majors in higher vocational colleges encounter problems when developing project courses. The biggest resistance comes from teachers. First, the concept of the project course is not well grasped. Project courses have high requirements on teachers, which causes the problem that these teachers cannot grasp the concept of project courses well. In addition, professional teachers of art and design in higher vocational colleges have the characteristics of divergent thinking and relatively weak comprehensive knowledge, which also affects teachers' grasp of the concept of project courses to some extent. Second, the existing teachers lack sufficient practical ability. The art design major is closely related to the market. It not only requires teachers to have solid and rich theoretical knowledge, but also to be proficient in the practical operation process of the front line of production. Teachers' own practical ability directly affects the success or failure of project teaching.(Wang, 2018) And the scientific degree of project design is often affected by teachers Constraints of their own ideas and abilities. It can be seen that we must pay attention to the problems of teachers in the professional project courses of art design in higher vocational colleges.

The third,The evaluation method can not fully meet the needs of the curriculum evaluation of professional art and design projects in higher vocational education.Different from general vocational majors, art and design majors often need to evaluate students' works to obtain course grades. The criteria for judging works are a common concern of researchers, and many practitioners have also paid attention to procedural assessments. However, some researchers pointed out that a relatively scientific and practical project-based evaluation system has not yet been formed. (Yang, 2012) Curriculum evaluation should be based on curriculum changes Change, the evaluation method that relies on evaluating the final work is far from meeting the current needs. Constructing a suitable evaluation method is very important for the development of the curriculum development of the art and design majors in higher vocational colleges.

Condensed the construction strategy of China's higher vocational art and design professional project courses

The first,Select appropriate projects according to talent training goals and career needs.Vocational art design majors are highly practical, and the talents to be trained should also be talents who can engage in design and production on the front line. As mentioned earlier, project selection is an important factor restricting the development of professional project courses in higher vocational art and design. In order to accurately select the project, some researchers choose suitable projects to build a project course system on the basis of summarizing the vocational abilities of students majoring in art and design in higher vocational colleges. At the same time, he believes that the system of professional art and design courses in higher vocational education should start from the following three aspects, namely basic ability training projects, special skills training projects and comprehensive application training projects.(Tong, 2010)

The second,Pay attention to the role of teachers and guide teachers to become the driving force for the development and implementation of the project course.The difficulty of project courses and the relatively insufficient ability of teachers have affected the development and implementation of professional project courses of art and design in higher vocational colleges. In this regard, we should start from the following aspects: First, introduce teachers from enterprises to improve the overall level of teachers. Strengthen teachers' ability to understand and recognize project courses to determine the specifications and quantity of talent introduction based on industry job requirements, talent needs, and the teaching needs of each teaching team. (Huang, 2014) The second is to strengthen the post-service training of teachers. Some researchers pointed out that teachers should pay attention to the change of their roles during the implementation of professional art and design courses in higher vocational colleges. (Li, 2013) Some researchers mentioned that it is necessary to focus on training professional The combined dual-training course team stabilizes the quality and quantity of part-time teachers in the company, and at the same time pays attention to the training of young teachers and enhances the comprehensive strength of the course team teachers. (Zhao, 2012) Third, teachers should Consciously improve their comprehensive ability. Some researchers mentioned that teachers should comprehend the essence of higher vocational education, keep their understanding of course content fresh and innovative, and examine the feasibility of project carriers with their own unique eyes. (Wang, 2013) Some researchers pointed out that the project course requires teachers to be familiar with Professional practice, updating teaching concepts and interdisciplinary and teamwork spirit, can create learning situations according to specific professional content and requirements, and reposition their roles in the specific teaching process, that is, from "teaching" to "guiding", from "teaching" to "guiding" "Execution" has been changed to "supervision", and "scoring" has been changed to "comment". (Yang, 2012)

The third,establish a system suitable for the course evaluation of higher vocational art and design majors. Curriculum evaluation has always been a research issue that researchers pay more attention to, and many researchers have put forward suggestions and measures. First, focus on process evaluation. Some researchers pointed out that it is necessary to establish an evaluation system suitable for higher vocational art and design professional project courses, pay attention to process evaluation, and record every detail of students' creation. The combination of skill assessment and professional quality assessment highlights the quantitative assessment of multiple comprehensive qualities of students. (Shi, 2014) Some researchers also mentioned that through the "process" and "outcomes" to comprehensively evaluate teaching. (Jiang, 2012) Second, the introduction of a third-party evaluation system. Some researchers have mentioned that third-party evaluation can be used in the course evaluation of art and design majors to reflect the fairness of the results. In the course

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of course development, project evaluation is carried out throughout. Students, teachers, supervisors, enterprises, and parents conduct an all-round evaluation of practical course objectives, course standards, course implementation, and course results through students' works, students' public defenses, and exchanges with students, focusing more on students' abilities and quality evaluation. (Chen, 2018) Third, evaluation content and evaluation subject Diversification. According to the experience, the researcher proposes a multi-evaluation content and multi-evaluation subject evaluation system suitable for project course teaching. (Duan, 2014) Some schools have established a system composed of project parties, teaching A tripartite evaluation mechanism in which the team and the members of the student project team participate, and the opinions and suggestions from these three parties constitute the main source of evaluation. (Xiong , et al., 2013) There are also researchers In the process of practice, focus on the display and diversified evaluation of project results. The main body of evaluation is teachers, students and enterprises, and the evaluation is carried out through various aspects such as the completion process of the project, the completion results, the teamwork in the process, the acquisition of professional ability, and the overall comprehensive ability performance.(Gao, 2013) In the formulation of the evaluation plan, some researchers mentioned that it is necessary to Let the front-line person in charge of the enterprise and school teachers work together to compile a course assessment and evaluation form, focusing on the assessment of students' professional ability. (Yin, 2019)

The fourth,Deepen school-enterprise cooperation and promote the development of professional art and design courses in higher vocational colleges.In the course of project course development and practice, it is very important to deepen school-enterprise cooperation. Some researchers believe that the relationship between knowledge and skills is ignored in the process of project-based teaching reform. The key to solving this problem is that art and design professional teachers in higher vocational colleges should go to the front line of design enterprises to practice and exercise. If they want to find accurate and practical projects, they need art design teachers to complete through school-enterprise cooperation, so that front-line designers from the art and design industry can do so. The teachers are closely combined with the professional art design teachers in the school, give full play to their respective strengths and advantages, and establish an excellent teaching team to teach and guide students in practical training, so that higher vocational colleges and art design enterprises can achieve a high degree of closeness and seamless organic integration. Finally, we can achieve advantageous cooperation, mutual benefit and win-win situation. (Shi, 2014)

Research Prospects of China's Higher Vocational Art Design Program Courses

China's higher vocational art and design professional project course research has achieved many results, providing a solid foundation for the follow-up research. However, after sorting out, existing researches have problems such as "lack of systematic research on art design majors in higher vocational colleges", "research content is too simple" and "research methods and methods need to be improved". Project courses are deeply researched, and it is necessary to consider these issues and then look forward to the future.

Strengthen theoretical research and improve the accuracy of research

In a sense, the project course research of art design majors in higher vocational colleges is the practice and

application research of project course theory, which is rooted in project course theory. Judging from the existing research, many studies still have the problem of insufficient understanding of the connotation of the project course. Without strengthening theoretical research, it cannot be truly and effectively applied to higher vocational art and design majors. Existing literature shows that some researchers have not been able to deeply understand the connotation of the project course. Many of the problems exposed in the process of research and practice are caused by inadequate understanding. From a certain point of view, the research on the project course of China's higher vocational art and design majors is the application of the project course in China's higher vocational art and design majors. It is difficult to carry out this research well without a deep understanding of the connotation of the project course and its relationship with the art and design majors of higher vocational colleges. Therefore, it is necessary to strengthen theoretical research and deepen the research content in the future.

Carry out systematic research and broaden the research direction

Most of the existing research is an introduction to the development steps of professional project courses in higher vocational art and design, and some of the research shows a relatively scattered situation. In fact, the research of professional project courses of art design in higher vocational education also needs to pay attention to other aspects, such as school-enterprise cooperation, project selection and other specialized research. The existing research is especially lacking in the systematic research on the art and design professional project courses at the school level. However, art higher vocational colleges, which are the main force in the development of professional art and design courses in higher vocational colleges, cannot provide more research information. It can be seen that carrying out systematic research and broadening the research direction is bound to become one of the directions for follow-up research.

Enriching research methods and attaching importance to empirical research

After analyzing the literature, it is found that few researchers use research methods such as questionnaires or interviews to conduct survey research. As analyzed above, the existing research literature on art and design majors in higher vocational programs is basically "normative research". Too single research method will hinder the further research of professional project courses of art and design in higher vocational colleges. Therefore, we should take this as a breakthrough in future research, enrich research methods, and attach importance to empirical research. Try using more research methods like field studies, questionnaires etc. Quantitative research based on data analysis and statistics is also a direction of continuous efforts in the course research of China's higher vocational art and design majors.

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