

Research on the Reform Direction of College Design Major in China under the Background of Humanistic Education

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Abstract: With the continuous promotion of reform and opening up, the professional reform of China's colleges and universities is also in full swing. Design is a professional and highly innovative major, which requires not only good professional skills, but also rich creativity and accumulation. Humanistic education is an indispensable part of college education, especially for design. At present, the spirit of humanistic education is generally lacking in colleges and universities, and the importance of humanistic education is easily neglected in the process of reform. Starting from the background of humanistic education, this paper expounds the connotation of humanistic education, analyzes the current situation and problems of the reform of college design major in China, expounds the advantages and functions of humanistic education on the reform of college design major, and finally puts forward the direction and ideas of the reform of college design major in China under the background of humanistic education.

Keywords: Humanistic education; Design major; Reform; Innovation

1. Introduction

With the continuous development of socialist market economy, the overall social reform has entered a critical period. In the process of reform and opening up, the reform of colleges and universities has become a "hard nut to crack", and a series of problems need to be solved urgently. College design major is an important way to cultivate high-quality talents in the society. Every college design major should have good professional quality and outstanding humanistic spirit. At present, most of the design works are generally formulaic and unified, and there are few works with independent thinking and humanistic spirit. This is related to the lack of humanistic education in current higher education. In order to train more excellent design talents, it is necessary to understand the connotation of humanistic education, recognize the reality, grasp the key points of humanistic education, and promote the reform of college design major, so as to improve the innovation ability of the whole industry and realize the change of design major quality.

2. The Connotation of Humanistic Education

Humanistic education, as its name implies, cultivates talents with humanistic spirit by means of humanism. Humanistic education is very popular in some countries, and has been developing well with outstanding achievements. But the word "humanities" first appeared in our country. As early as in the Book of Changes, there is a

description that "It is what human society is like to be civilized and to stop being impolite" and "If rulers can observe and be aware of the changes in society and humanity, they can guide the people of the world to a better direction". In today's society, "humanity" is not a shackle that imprisons citizens' thoughts, but an ability to see the world independently. The ancients said, "it is better to teach a person to fish than to give him fish", and humanistic education is a way of "teaching him to fish". The original intention of humanistic education is to enable people to see problems independently, distinguish right from wrong, understand the value of human existence in the world as well as their own strengths and weaknesses, enhance their sense of social responsibility, and have an independent personality [1].

Confucius said, "A gentleman should not be constrained by means without thinking of the aim behind them." A gentleman should more than be a professional and technical person. To be a gentleman, you must have a value judgment besides your major. A gentleman should not only understand his own professional issues, but also understand the rights and wrongs. Such judgment is also one of the aims of a liberal arts education. Humanistic education is to train people to be a "gentleman" who can control himself and think independently, rather than a "machine" manipulated by others. Humanistic education is to finally enable people to really think with their own brains, to distinguish right from wrong according to their own judgment. Therefore, the core of humanistic educa-

tion is to let people understand the "what is human", but also to stimulate people's creativity.

3. Current Situation and Problems of Design Major Reform in Colleges and Universities in China

3.1. Current situation of college design major reform in China

Under the new situation, reform is both an opportunity and a challenge. In the past twenty years, most schools in our country have made different scale of reforms to the design major. At present, the policy in the main position is still "the penetration of both arts and science". Under the guidance of this policy, many school reforms have been quite effective. Peking University is the benchmark among them. In addition to setting ideological and political education in the curriculum plan, as most universities in China do, it also adds a number of philosophy courses. In addition, each semester has opened more than 100 humanities and social sciences elective courses, many experts and scholars have taken on these elective courses. Other universities, such as Shandong University and Xiamen University, have also added a number of humanities subjects for students to choose, which is a great progress in the reform of college majors [2].

Although the reform of colleges and universities has made such great progress, there are still serious problems in specific majors and their implementation. Design is a major with high requirements for professionalism and creativity. It not only requires students to design works with the knowledge they have learned, but also requires students to give play to their creativity and imagination to create different works. At present, most of the reform of design major in colleges and universities in China is superficial but not fundamental. Although many disciplines of humanism have been established, most of them have a strong ideological tendency, and what students are confronted with are basically various ideas and theories. Although these courses are also indispensable, quite a few of them are very repetitive, and students have little choice. If they study by themselves, they will waste a lot of time and finally fail to broaden their minds. Therefore, the current reform of college design major in the context of humanistic education is only based on humanistic education, and there is no real in-depth reform.

3.2. Problems faced by the reform of design major in colleges and universities in China

(a) Backward educational concept

At present, the education idea in some schools have remained in the "force-feeding", "cramming", although this idea was strongly negated in the teaching plans of every year, but in the concrete teaching process, in order to keep stability, schools and teachers is still in accor-

dance with the traditional way of teaching, so that the teachers have no teaching enthusiasm and students have no interest to listen. This kind of teaching mode can only train "apprentice", no longer adapt to the current social needs. In the context of humanistic education, there is no shortage of skilled people, but a shortage of skilled and more creative talents. The task of colleges and universities is not to send off students in batches, but to elevate the academic atmosphere of the school so that the school has its own characteristics.

(b) Single teaching mode

Design is a major for students to "design". With the continuous development of information technology, the forms adopted by design are also changing. From the original manual drawing to the present hand drawing and computer drawing, this discipline needs more new ways and methods. However, some design majors in colleges and universities still adhere to the concept of knowledge-based, and more of them are taught by teachers and listened by students, which, to a large extent, makes students' ideological creativity decoupled from the trend of the times. In the end, students may only blindly pursue the correspondence with the reality template, and only talk on paper [3].

(c) Lack of pioneering spirit

The successful experience of design major reform does exist, some cases of world-famous universities can be used for reference. However, due to the lack of pioneering spirit and innovative consciousness of some designers who like to stick to the beaten track, and have misunderstanding of humanistic education, or even fear of humanistic education, which leads to the fact that colleges and universities are often empty slogans, and finally unable to move forward.

(d) Not forward-looking

In the age of electronic information, technology is changing with each passing day. Often, one technology has just been produced and another new technology has already been launched. However, the current reform of design major in colleges and universities is too complicated in form. After a long time of discussion, the plan is already behind the times when it is published. This has a lot to do with the lack of foresight on the part of decision-makers. Most schools attach more importance to the design major than to literature, and seldom understand the cultural literacy construction of students. As a result, the teaching plan and reform plan made are not timely, and finally become empty talk.

4. The Advantages and Effects of Humanistic Education Background on College Design Major Reform

4.1. Enhance the overall academic atmosphere

"What makes a university a university is whether it has good professors." Said by Mei Yiqi, the former president of Tsinghua University, is still remembered by all. With reform, our country has built many universities, many hardware facilities of the university are perfect, even the world's highest, however, been a long time in our country, it has no Nobel prize-winning scholars and scientists, which is closely related with the current situation of lacking of humanistic education in colleges and universities of our country. Liberal arts education is not teaching students professional knowledge or skills, but guiding students to think independently and thus stimulate creativity. From this point of view, it is equally important with the learning of professional knowledge. Paying attention to humanistic education can make a university have unique temperament, improve the overall academic atmosphere, and then cultivate talents of higher ability [4].

4.2. Improve students' innovation ability

The purpose of humanistic education is to liberate people's mind and let students go from "knowledge" to "wisdom". The ultimate goal of university reform is to make universities a place to train talents and serve the country. For students majoring in design, strengthening humanistic education can improve their comprehensive quality rather than blindly following the lead of others. When your mind and thinking are open, your creativity will continue to grow.

5. The Basic Idea of College Design Major Reform under the Background of Humanistic Education

5.1. Attach importance to humanistic education and improve leadership quality

Universities are not officialdom, but their leaders are still powerful officials. When they are in control of the allocation of resources throughout the school, it is particularly important to enhance the humanistic quality. Every university leader should attach great importance to humanistic education from the bottom of his heart. The "achievement" of a university depends on its quality rather than the quantity of papers and employment. To be honest, it's not easy to reinvent yourself in the current environment, but leaders should spend most of their time at work, focusing on school, leading as the example, and valuing the humanities. At the same time, the leadership should have the spirit of pioneering, while seeking stability, should not be complacent, should actively seek new ways of reform. Every university should choose leaders with high humanistic quality and understanding of humanistic education while considering their leadership ability, which will play a good role in the operation and development of the university [5].

5.2. Optimize teaching mode and enrich teaching means

As a direct participant in teaching, teachers should change their teaching methods in class and put humanistic education into teaching. Education is the process in which teachers use their own knowledge and accomplishment to drive students' enthusiasm for learning and then accept what they have learned. Design majors need enthusiasm and creativity, only the unique vitality of the work can attract everyone's attention. Developed network makes people receive thousands of information every day, too much repetition and too much mechanical imitation makes people have aesthetic fatigue. At this time, creative and healthy content can attract people's attention more. In the process of the teaching in class, therefore, teachers should actively cultivate the students' interest, the design itself is a very interesting professional, which requires teachers to make full use of existing teaching resources and means, combining with the present new design concepts and ideas, not only develop students' creativity, but also to evaluate students' work in a timely manner, not conceal the flaws in the works and commend the uniqueness contains in their works. In The Chorus, the teacher makes full use of every child's characteristics and interests, and no one is left behind. Finally, an excellent choir is formed. This way is also useful for college students. During the teaching process, teachers should leave less theoretical knowledge and more space for students to create. They should get familiar with the advantages and disadvantages of each student and develop their interests according to their characteristics. As the saying goes, do not have great plans but little skills, however, as a designer, one should have great plans but little skills, only great plans, can see farther, the creation of things will be more advanced, more novel. The teacher must train the student "have great plans but little skills".

5.3. Increase the proportion of humanities, change the way of assessment

At present, in the curriculum setting of college design major, professional courses account for the vast majority, while the few courses of humanities and social sciences are occupied by most of the theoretical ideas. This is not a good thing for the design profession. In the process of reform, colleges and universities can appropriately reduce the proportion of specialized courses and ideological and political courses, increase the operation part, and appropriately lead students out of the campus, broaden their horizons. Some expert lectures can be added, and some excellent designers can be invited to draw works hand in hand, so as to arouse students' interest in unrestrained works and cultivate their sense of innovation. At the same time, in the assessment process, the proportion of written test should be reduced, the hand-drawn and computer-drawn investigation should be increased, and

the works with novel ideas and certain feasibility should be praised. For design works, there is no strict sense of right and wrong, only good and bad. In the examination, the teacher should stand in the objective fair angle, does not let the good work be buried.

6. Conclusion

Under the background of humanistic education, there is still a long way to go in the reform of college design major, which not only requires feasible reform plans from top-level designers, but also requires the spirit of humanistic education to be carried out throughout the implementation process. Humanistic education is the soul of cultivating talents and the guarantee and foundation of cultivating independent personality. Although there are many problems at present, as long as we grasp the key link of humanistic education, put people first, improve and deal with all parts well, and make steady progress, we will eventually build the design major of our university into a world-class major and cultivate first-class talents.

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