

Replacing Training with Competition--Exploration and Practice of Packaging Design Teaching Mode

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Abstract: In view of the current situation of packaging design courses in local application-oriented universities, the subject competition is integrated into teaching to form a teaching mode of integration of teaching and competition, which not only stimulates students' interest in learning packaging design courses, but also cultivates students' practical ability to face packaging design, convey design and respond to the market, and improves the teaching quality and effect of the course.

Keywords: Replacing Training with Competition; Packaging Design; Teaching Mode.

1. Introduction

Packaging design is an important professional course in the graphic design direction of visual communication design major, which requires students' professional ability to break through the basic professional ability, with the characteristics of interdisciplinary and multi-dimensional. Students' core ability needs are not only graphic creativity, font design, structural design, but also container design, market research and other ability needs. Almost all local application-oriented colleges and universities in China have offered this course. The graphic design direction of visual communication design major in Huainan Normal University regards "Packaging Design" as one of the core courses in the sixth semester. Its purpose is to train students 'comprehensive design application ability on the basis of the prerequisite courses "Image Creativity" and "Font Design". However, due to the lack of market research, structural design, container modeling and other courses, students are prone to superficial and perceptual design works in the process of learning, which are out of touch with the actual needs of the market. At the same time, the enthusiasm of students in learning will be relatively poor, and many students will have obvious fear of difficulties in learning. In order to change this situation and improve the teaching effect, the teaching mode of "competition instead of practice" is introduced into the teaching of packaging design course. At the same time, the project-driven teaching mode can stimulate the enthusiasm of students from many aspects, and also ensure the landing of the course project, which improves the teaching effect.

2. Current situation of packaging design teaching

2.1. Unreasonable teaching content

The course objectives of packaging design are mainly in three aspects: first, to understand the history of packaging, packaging materials, packaging design strategies, creative methods and the relevant laws of the national system. Second, master the visual expression of packaging structure design, container design and packaging. Third, familiar with the printing and production of packaging. Through the training of packaging design course, students can master the basic process of packaging design, and can independently produce packaging design works that can be produced. Taking the

course of packaging design in Huainan Normal University as an example, the basic procedure of classroom teaching of packaging design is usually composed of four links: speaking, listening, practicing and evaluating. Teachers usually arrange 30 class hours to complete a special topic teaching. In the traditional teaching mode, there are mainly the following problems: First, the selection of topics is reasonable and weak. The basic purpose of packaging design is to solve problems, and the ultimate goal is to sell products better. In the traditional packaging design topics, students are generally free to choose the theme, imaginary design topics, the final design results are bound to be "artistic" rather than rational. Second, the design process lays particular stress on visual design and despises printing and production. The process of packaging design is not complete if the project is just a "design on paper". Thirdly, from the perspective of design evaluation, the whole process is only the design process of electronic manuscripts, teachers and students are in a closed learning environment, and the design quality of works cannot play a role in adjusting students 'design because of the lack of multi-evaluation [1].

2.2. Single teaching form

In the traditional course of packaging design, teachers usually teach in the form of PPT. However, such a teaching method is too simple, which can only disseminate part of the knowledge of the course in the form of electronic pictures, while ignoring that packaging design is a landing design category: on the one hand, the course lacks practical research, and students usually can only rely on imagination to find out packaging problems in class, on the other hand, the production process and process play an important role in packaging design. Students do not understand the cost of specific materials and processing technology, many design schemes can only be a concept draft, cannot be actual mass production.

2.3. Unreasonable assessment method

The examination results of the course "Packaging Design" accounted for 70% at the end of the period, and 30% at ordinary times. The traditional assessment ratio is difficult to reflect students 'mastery of curriculum knowledge, and even there are some difficulties in the distinction of scores. In the course assessment, a variety of assessment methods should be introduced to replace the traditional form of examination, and

the assessment points also need to focus on the ability of packaging visual design and structural design, as well as the ability of students 'research and analysis, as well as the level of finished product production.

3. The teaching mode of replacing training with competition.

The teaching mode of competition instead of training (Figure 1) refers to the multi-dimensional curriculum teaching mode of one axis (competition-driven), two points (teachers and students), multi-core (enterprise participation, social evaluation, mutual evaluation between teachers and students). "Competition instead of practice", that is, competition instead of practice, competition is an important way to find problems and check the training effect [2]. It aims to solve the problem that the content of students 'learning cannot be combined with the real market environment, and also to promote the quality of school teaching.

The teaching process of the whole mode is shown in Figure 2. In the teaching process, teachers and enterprises jointly analyze the competition, students actively understand the requirements of the competition, design the competition works, comment on the works, modify the works by students, deliver the works, and evaluate the enterprises and society. Add the links that the traditional classroom does not have: competition theme (real questions and real practice), enterprise evaluation and social evaluation. These links can make up for the shortcomings of the traditional classroom to a great extent. Firstly, enterprises generally choose their own actual products or products to be developed as the theme of the competition, which ensures that the theme is scientific and landing, and always maintains the theme orientation of solving problems. Secondly, multi-angle evaluation can effectively solve the problem of single evaluation method in the traditional curriculum model.

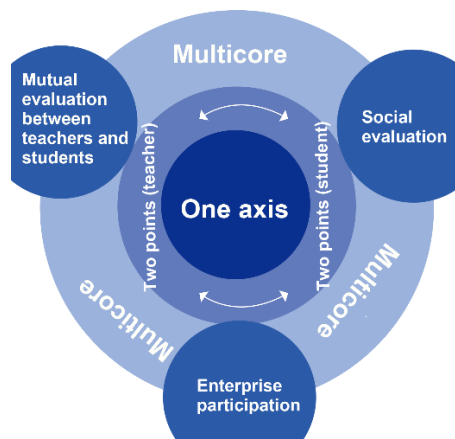


Figure 1. Teaching mode of competition instead of training

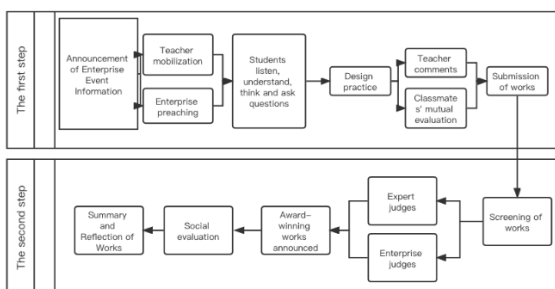


Figure 2. Teaching Process Driven by Competition

4. Implementation process

4.1. Optimize teaching content

First of all, the course objectives of Packaging Design have been greatly revised to match the graduation requirements. The course education is not only to improve the professional knowledge and ability of a single dimension, but also to increase the cultivation of correct outlook on life, values and other abilities, as well as to emphasize that students need to have certain organizational management ability, expression ability, interpersonal skills and teamwork ability. Table 1 reflects the course objectives of Packaging Design and the corresponding supporting graduation requirements.

Table 1. Division of course objective support

Course objectives	Supported Graduation Requirements	Supporting graduation requirement indicator points
Course Objective 1	1(H)	Have a correct outlook on life, values, history, morality and legal system, and a sense of social responsibility.
Course Objective 2	3(H)	Have strong computer application ability.
Course Objective 2	7(H)	Have certain organizational management ability, expression ability, interpersonal communication ability and team cooperation ability.
Course Objective 2	9(M)	Master the basic innovation methods and have the attitude and consciousness of pursuing innovation.

4.2. Teaching form

After integrating into the subject competition mode, the teaching form is not only in the classroom PPT, but also in various forms such as enterprise propaganda and visiting enterprises. At the same time, it is also necessary to develop and intervene in the classroom content in the way of "demonstration-imitation". In pure art courses, teachers usually give a lot of demonstrations to help students understand certain techniques. However, in the current design courses, there are few teachers to demonstrate. Most of them are mainly teaching theory and sharing cases, and students lack the most direct imitation, which leads to a deep understanding of some knowledge points. Finally, we should increase the participation of students and guide them to find transfer cases, that is, students should choose the content of "pre-learning". This can not only improve their exploration ability, but also reduce the phenomenon of lack of resonance between teachers and students in transfer cases caused by generation gap. [3] Reduce the weakening of information caused by generation gap, guide students to think to the greatest extent, and achieve exploratory and heuristic teaching purposes.

4.3. Teaching evaluation

Through the new teaching mode, students have changed in the following aspects at the behavioral level. First, the students' enthusiasm for learning has changed significantly. Compared with the previous teaching mode, the center of students' curriculum is teachers and achievements. After the change of teaching mode, students' focus has changed, from the original achievements and teachers' affirmation to multi-

core value-driven. Students' focus has become the result of the competition, the collection of excellent packaging works, the affirmation of teachers, the recognition of classmates, and the temptation of bonuses. Driven by multiple values, students have a strong motivation in class and competition. Secondly, the "professional" ability of students has been significantly improved. Students have not only improved their professional skills and "abilities" to a certain extent, but also made remarkable progress in their comprehensive literacy. From the perspective of university, the education of art design specialty cannot look at the basic needs of various industries for art design in the current society alone, and cannot simply correspond a certain "industry" to a fixed "specialty", which is not conducive to the development of the discipline, but also limits the professional education. The "professional education thought" is firmly drawn. [4] Therefore, for the future development of students, we should not only look at the immediate results, but also look at the future development of students from the perspective of development.

After two years of reform and practice of teaching mode, the students of Grade 2016 and Grade 2017 of Visual Communication Design in Huainan Normal University have made some achievements in the competition. In the course of packaging design in 2019, Anhui Industrial Design Competition won 1 silver and 2 bronze medals. In the course of packaging design in 2020, Anhui Industrial Design Competition won 1 gold and 1 bronze medals. The award rate of grade award is 35% higher than that of similar classes. In the 2020 Academy Awards Spring Competition, he won 1 gold/silver award and 5 excellent awards.

5. Summary

To sum up, integrating the mode of competition instead of training into the course of packaging design can stimulate students' interest, enable students to master the corresponding professional knowledge, and improve students' comprehensive team organization and management ability, expression ability, interpersonal skills and team cooperation ability. This teaching mode fully reflects that courses with strong applicability should learn from real application cases, enrich the teaching mode of courses, and enhance the overall effect of teaching.

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