

On the Cultivation Mechanism of Postgraduates in the Background of the Fusion of New Arts and Sciences

Chao Zheng

China Academy of Art, School of Design and Art, Hangzhou 310000, China

ABSTRACT

To make comprehensive plans for the development of New Arts Disciplines, the Ministry of Education issued the “Declaration on the Construction of New Liberal Arts” on November 3, 2020. In order for a strong cultural nation to be achieved by 2035, the development of the “New Arts” as well as the promotion of high quality and high level development of the arts disciplines is of the utmost importance. The “newness” of the “New Liberal Arts” is not only the newness of forms, but also the newness of thinking and theory, and the newness of application and practice. Likewise, the “new arts” need to discover new research objects, explore new research paradigms, and adapt to new social needs. As the Internet and intelligent media have empowered multiple aspects of art, the field has undergone fundamental changes in production methods, expression forms, and dissemination methods as a result of cross-fertilization and technology-driven innovation. As a result, art boundaries have been broken, with integration and innovation becoming the new focus. Different fields and disciplines have accelerated their operations due to technological advances, while the deep embedding of technology has changed people’s cognitive mode and the application scenarios of art. Design disciplines in particular should conform to technological changes and integrate across borders to create design works that serve society and have foresight.

Keywords: New arts and sciences, Graduate student, Cultivation mechanism

INTRODUCTION

The postgraduate education of our design discipline has achieved fruitful results in discipline construction and talent cultivation in recent years, as our institute has been sending high-quality professional talents to society annually. While we are making significant efforts to educate and cultivate design postgraduates, there are still many problems associated with the education and cultivation process. 1. exam-oriented education instructs students to think singularly, and brushing leaves them passively accepting knowledge at the postgraduate stage. 2. postgraduate design students generally emphasize self-professional capabilities, yet little study is done in relation to their thesis and subject matter. Students are held hostage by various on-campus and off-campus design projects, and they do not have enough time and concentration for academic research, resulting in academic papers lacking originality, scientificity and practicality (Li and Xue, 2022).

Universities should establish effective training objectives for different disciplines, develop a teaching mode centered around postgraduate students, promote the development of postgraduate research abilities, scientific research consciousness, and innovation spirit, and develop high standard professional talents by combining emotional and rational thinking, art and technology, in order to further advance the rapid and sustainable development of society and enhance international competitiveness.

CREATION OF AN INDIVIDUALIZED TEACHING MODEL

There is more to the “New Liberal Arts” than simply an accumulation of technology and art curriculum. Rather, it is an iterative upgrade of educational philosophy and teaching methods designed to facilitate knowledge transfer and creativity. The design art teaching model includes hardware innovation and individualized teaching methods for students. At present, the development of design education is both enabled and challenged by the use of information technology. By integrating online and offline modes of learning, and updating equipment such as projectors, it has the ability to compensate for several deficiencies of traditional teaching, such as boring, monotonous, and time-consuming. As an example, the written lesson method was replaced by a multimedia touch teaching method. This makes it easier to analyze the information and pictures in class when explaining local enlargement, and the effect is evident. Master and proficiently use modern teaching technology as a tutor, and actively promote the organic integration of modern teaching methods with subject curricula.

The cultivation of “personality” is crucial to the growth of designers, which requires instructors to change their roles, establish a democratic and equal teacher-student relationship, become a facilitator of students’ knowledge construction, create a positive and free academic atmosphere, improve students’ enthusiasm for learning and practice, encourage and stimulate graduate students’ scientific and innovative thinking, and focus on cultivating students’ independent thinking, innovation ability and practical ability. We focus on cultivating students’ ability to think independently, to be innovative, and to be practical. After four years of undergraduate study, graduate students have already acquired basic knowledge and skills in their field of study. In the three-year master’s program, we will explore each student’s strengths, highlight their individual characteristics and academic personality, and teach them in a targeted and personalized way to help them find the most appropriate answers.

The rapid development and changes of today make it necessary for everyone to rethink their own value manifesto. The connection between individuals and teams becomes stronger and stronger. In addition, the importance of teamwork and expertise in different topics and tasks has increased. The creation of a personalized teaching model tailored to the individual should also foster the ability to organize cooperation and collaborative innovation.

THE TRAINING OF INNOVATIVE THINKING SKILLS

Liang Qichao proposed: “The ability to keep to the old ways, so that the task is done. However, I believe that people in the world are like a ship sailing

against the current, which either forges ahead or falls.” Postgraduate students in the new era must have a sense of innovation in order to adapt to the development of the times and create value. Innovation’s significance is vast: from the revival of a nation to the progress of an individual, innovation cannot be discounted. What is innovation? Innovation is to break the shackles of inherent thinking, to dare to break out of the barriers of traditional thinking. This is to find creative ways, to find creative solutions, to make a qualitative improvement in the development process of things. Art and design is a creative discipline, the content of which is inseparable from the word “creativity”. The work of postgraduate education in universities should revolve around stimulating students’ desire for research and cultivating their sense of innovation. We strive to expand our horizons, absorb the strengths of various disciplines, actively draw on the nutrients of ideas, relentlessly fill our brains and break through the limitations of stereotypical thinking.

The “New Liberal Arts” encompasses not only updated forms, but also a brand-new way of thinking. Applied in the classroom, it should cultivate students’ personalities, stimulate their creative thinking, inspire them to acquire knowledge actively, and cultivate their innovative ability. Take the postgraduate students of the Department of Visual Communication Design as an example. The current curriculum of the first year of study is developed in two major teaching modules: the first one focuses on cultivating and exercising students’ cognition and application of the beauty of form, and understanding and mastering the qualities and principles of form. By using literature reading courses as an example, postgraduate students read and analyze professional books. They annotate and summarize their ideas and opinions, and finally convert the paper book’s into an electronic book. The advantages are: 1. By concentrating time on reading the literature, each graduate student reads and analyzes the books according to the list assigned by the supervisor, and explores and annotates the theoretical key points; 2. Emphasizing personal ideas and perceptions, and can disagree and argue with the book theory. Also find relevant cases to supplement, expand and compare arguments to the content of relevant chapters of the literature. In today’s knowledge explosion and diversification, various cultures and ideas are rushing into our horizons and overwhelming us. As an imperative part of graduate education, literature reading should not only be a step of “reading”, but also an exercise for students to learn “how to read”. At this stage, graduate students learn how to read in order to further develop their knowledge and understanding of reading. They do this by putting the ways and means of thinking into the process of reading. This research stage starts with the “meta” in order to cultivate the construction of students’ thinking systems, so that graduate students can comprehend and understand what is already available, and thus provide nourishment for future design practice. Thus, this stage is not just a simple text reading, but also a cultivation of students’ thinking abilities, which provides a foundation for the subsequent development of their ideas and their ability to design. To achieve breakthroughs in design, we must cultivate continuous reflection and discernment.

In the design education of graduate students, cultivating their critical thinking and exercising their discernment is one of the most effective ways to

maintain their pioneering nature. We have to learn to doubt, to criticize and discard all kinds of cultures and ideas with a skeptical eye, and to take the essence for our own use. Doubt is the first step towards maturity, and doubt is the first step toward developing awareness and the ability to make decisions on their own. People often say that students nowadays lack the ability and consciousness to learn independently and analyze deeply, and independent thinking is the independence of spirit and consciousness. If we do not have the ability to think independently, we will easily be “diversified” and lose our independence of thought, making our minds the convergence of various helpful and injurious ideas. Having the ability to think independently allows us to avoid becoming a copy of others’ spirits. Graduate students should learn to pay attention to finding solutions to problems by themselves, to express their own views, and to avoid the phenomenon of following others blindly.

University environments are different from those of general commercial systems and provide students with adequate reading space to demonstrate their innovation and vitality (Liu and Sun, 2022). By breaking away from the confines of commerce and the market, they will be able to expand design and futuristic boundaries to their fullest potential. As a novel and diversified practice of design, discursive design offers students ideas and perspectives that can get them started on their own with an open view of problems. This reveals a distinct and radically different aspect of graduate students’ design work. From this starting point, the discussion of future design and future society will also take on a more diverse attitude. However, in the traditional education environment, a large number of students lack the ability to think about the source. They lack the ability to discern, so their early involvement in the practice of design is not conducive to the construction of a complete concept of the academic system.

THE DEVELOPMENT OF COMPREHENSIVE HANDS-ON SKILLS

Zhai (2022) suppose that the new form of practice teaching in art colleges is not only a form of art professional teaching, it takes social needs as the goal of talent training, integrates professional knowledge and skills teaching, theory and methodology teaching and practical research teaching, and will better cultivate students’ ability to integrate cross-field knowledge and practical ability. The “New” in “New Art Discipline” refers to advancements in application practice. The development of science and technology, technological progress has made everything convenient and fast. However, all this is the result of a small group of designers continually exploring and experimenting. Despite our fruitful predecessors, we have failed to maintain their spirit of pioneering and practice, and we expect everything to be a one-click synthesis. Students in the computer-free era draw posters by hand, learn the plate making and printing process, understand the characteristics of ink and paper, and do their own screen printing. Photography classes required learning to choose a camera, selecting different types of film, learning the principles of using traditional cameras, learning and training in darkroom techniques, and developing film. Nowadays, times have changed and technology has made everything easy to operate. The popularity of digital cameras and computers

has made it easy for anyone to get started, and the so-called “professional” is no longer professional enough, and technicality is becoming more and more distant from us.

As far as the establishment of the Bauhaus Academy in 1919, the teaching system focused on both theory and practice, reshaping students’ perspectives on ways of observing the world around them through a series of rational and rigorous visual training procedures, and the Academy set up several professional workshops to cultivate students’ understanding and hands-on skills. Design majors have been accustomed to completing assignments and projects on a one-person-one-computer basis, with serious paperwork and little implementation of graphic drawings into projects beyond design drafts. The workshop provides hands-on experience, from the manuscript to the final draft, and each step serves as a method for repeated self-examination and self-reflection, and by comparing and reflecting, workshop participants can discover shortcomings and discover creative ideas. Insist on manual labor training, and integrate hand, eye and mind training so as to achieve self-improvement through practice.

THE HAMMERING OF MENTAL CAPACITY

Psychological tolerance is related to self-confidence and the ability to withstand failure (Wang, 2019). Nowadays, competition in society is brutal and the pressure to survive is high, but it seems that not many people can successfully turn pressure into motivation. The majority of a person’s life is spent dealing with problems. People encounter various problems every day. These problems have to be solved in order to progress in life. When we are caught in a quagmire, life will be slow. As a graduate student, their mind tends to mature, their values tend to mature, and they face a series of problems in research, study, and work independently. Therefore, they need to be able to solve problems independently and always have the belief that there are more solutions than problems. If they encounter a problem, they should analyze the problem, find the root cause, analyze its nature, and consider whether they can solve it on their own; if they can’t, they should seek outside assistance. The ability to react rapidly, based on their own resources, to come up with a feasible solution. In no time, you will be able to tap into your potential and bring it out, and your mind and action will be enhanced (He, 2019). The old saying goes, “Things rarely work out according to plan”. If very strenuous work does not work out as expected, we have to learn to accept failure. We have to dare to face our dismal lives, and see them as necessary links to success. How can we achieve our goals? That means getting up every time rather than falling more than once.

SHAPING OF COMPOSITE PROFESSIONALS

Xiong (2022) argue that the core of design discipline talent training lies in the construction of theoretical system, discipline system and teaching system, and interdisciplinary integration lies first in the innovation of curriculum. Through effective curriculum design and reform, art discipline talent training

will cultivate new art talents with multiple abilities and dare to explore across borders, so that they can better serve the society. During the teaching process of academic research and academic discussion, theory and practice are organically integrated to create professionals with high levels of thinking and innovation. 1. Instructors should pay attention to the development of the industry and the market demand for design professionals. They should pay attention to the cultivation of cooperation and team spirit among design graduate students. In addition, they should organize professional research activities in the form of project groups to strengthen collaboration and communication among students. 2. Inspire students to participate in scientific research projects. Determine the limits of knowledge by reading literature. Broaden theoretical vision and logical analysis ability, develop graduate students' text combing and analysis ability, and inspire them to develop their inner potential. 3. Encourage and carry out cross-border exchanges between departments and faculties to achieve resource sharing and mutual benefit, so that students in comprehensive cross-border teams 4. select the most promising enterprise or government projects, lead the graduate students to participate in the design project research and development, follow the project design and production, apply the theoretical knowledge gained in the classroom to the actual project, and find out what are the problems students face in converting into designers? To detect whether there are shortcomings and loopholes in what they have learned, and what are the problems in the current operation? Students will be able to explore, design, and implement the results of a series of processes in this manner. 5. It is the tutor's responsibility to provide students with opportunities to participate in actual projects as well as domestic and international design events as part of the teaching process. In these projects, they will gain exposure to the design frontier and design trends. Additionally, they will gradually develop professional qualities such as the capacity to see problems, the ability to learn from others, and the ability to resolve problems. At the same time, we must have enough "tolerance", to allow students to explore, to give them general guidance, to offer constructive advice at the critical moment, so that they are able to think on their own, to occasionally hit the wall, to face failure, to spiral to improve, in repeated training to increase their own professional standards.

CONCLUSION

In the concept of education and training, we follow the objective laws of design education, give full play to the advantages and characteristics of the discipline, highlight the concept of human-oriented education, pay attention to the development of the personality of graduate students, and stimulate the research consciousness and innovative thinking of students. We emphasize not only the cultivation of applied talents, but also the cultivation of research talents to meet the needs of society.

Graduate students must also be honest with themselves, confident and self-disciplined. Experience cannot be granted. To navigate it, one must experience trial and error, frustration, and progress in a constant trial and error process. This process involves investing enough time, knowing what you love

and what interests you, and attempting to use tools to implement the ideas you have in your head. Graduate school is an influential stage of life, and students often have to face various pressures of life, study, and research. Because everyone's time is limited, balance life and studies well, manage your time effectively, and self-discipline your life to be free. Mentors, on the other hand, need to control general direction, provide active assistance and communicate effectively. In addition to constantly upgrading its hardware environment, the university provides a reasonable and effective system. Under the premise of individualization and foresight, only concerted efforts can lead to continuous improvement in graduate education under the premise of continuous improvement.

REFERENCES

- He, Y. (2019, August). Research on the Cultivation Mechanism of Student Work Brand of Colleges and Universities based on the Background of Double First-Class Construction. In 1st International Symposium on Innovation and Education, Law and Social Sciences (IELSS 2019) (pp. 174–180). Atlantis Press.
- Li, J., & Xue, E. (2022). How talent cultivation contributes to creating world-class universities in China: A policy discourse analysis. *Educational Philosophy and Theory*, 54(12), 2008–2017.
- Li, J., & Xue, E. (2022). Investigating International Students' Cultivation System for Higher Education Sustainability in China: Stakeholders' Perspectives. *Sustainability*, 14(22), 15335.
- Liu, L., & Sun, M. (2009, November). Research on cultivation mode for talent of art and design department. In 2009 IEEE 10th International Conference on Computer-Aided Industrial Design & Conceptual Design (pp. 13–15). IEEE.
- Wang, H. (2019). Research on the Talents Training Mechanism of Industry-University-Research Collaborative Innovation in Visual Communication Design.
- Xiong, Q. (2022). Crossing Boundaries and Integration-Exploration of Design Discipline Education Model in the New Liberal Arts Context. *Research in Fine Arts Education* (14), 140–142.
- Zhai, Z. (2022). New forms of practical teaching in Fine arts Colleges under the background of New Arts – A case study of China Academy of Art. *Art* (10), 12–16.