

Innovative Study of Ecological Teaching in the Teaching of Visual Communication Majors

Min Huang

Yunnan University of Finance and Economics, Yunnan Kunming 650000

Abstract: This paper thoroughly studies the innovative application of ecological teaching in the teaching of visual communication majors. By analyzing the current situation and challenges of visual communication teaching, the concept of ecological teaching is introduced and the corresponding teaching mode is constructed. It integrates and optimizes teaching resources, innovates teaching methods and means, and improves teaching evaluation and feedback mechanisms. The results of the study show that ecological teaching significantly improves the teaching effect, promotes the improvement of students' comprehensive quality and innovation ability, and promotes the reform and development of visual communication professional teaching. This paper provides useful exploration and practice for the innovation of visual communication professional teaching.

Keywords: ecological teaching, visual communication, specialized teaching, innovative research

Introduction

Visual communication, as an important field of contemporary art design, has received increasing attention for the innovation and development of its professional teaching. However, the current professional teaching of visual communication faces many challenges, such as single teaching mode, limited teaching resources and lagging teaching methods. In order to cope with these challenges, this paper introduces the concept of ecological teaching, aiming to improve the quality and effect of visual communication teaching by constructing a teaching mode that is more in line with the laws of educational ecology. Eco-teaching focuses on the subjectivity of students and the adaptability of the environment, and injects new vitality into the teaching of visual communication through the integration and optimization of teaching resources, the innovation of teaching methods and means, and the improvement of teaching evaluation and feedback mechanisms.

1. The innovative practice of eco-teaching in the teaching of visual communication majors

1.1 Constructing an ecological teaching mode

In the teaching of visual communication majors, building an ecological teaching mode is the first task of innovative practice. The design principles and ideas of this mode are aimed at breaking the constraints of traditional teaching and focusing on cultivating students' comprehensive quality and practical ability. By introducing the concept of ecology, the teaching process is regarded as a dynamic and open ecosystem, emphasizing the interaction and synergistic development among students, teachers and teaching resources.

In terms of specific implementation steps, we focus on combining theory and practice, through case studies and project-driven approaches, so that students can learn in practice and practice in learning. At the same time, we encourage

students to exert their subjective initiative and actively participate in the teaching process, forming a favourable atmosphere of teacher-student and student-student interaction.

1.2 Integration and optimization of teaching resources

The integration and optimization of teaching resources is an important guarantee for the smooth implementation of ecological teaching mode.^[1] In the teaching of visual communication, we pay attention to exploring and making use of all kinds of ecological teaching resources, including the cutting-edge industry news, excellent design works, practical project cases, etc. These resources not only enrich the teaching content, but also provide students with more learning horizons and practical platforms. These resources not only enrich the teaching content, but also provide students with broader learning horizons and practical platforms.

In the process of resource integration and optimization, we focus on the use of strategies and methods. For example, through the establishment of teaching resource library, we can achieve the sharing and effective use of resources; through the co-operation with enterprises and the introduction of real project cases, so that students can improve their abilities in practice; through the organization of lectures, seminars and other activities, we can broaden students' academic horizons and social circles.

1.3 Innovative teaching methods and means

The innovation of teaching methods and means based on ecological teaching is the key to improve the teaching effect. In the teaching of visual communication, we actively explore the teaching methods based on ecological teaching, such as project-based learning, cooperative learning, inquiry learning, etc., aiming at stimulating students' interest and initiative in learning, and cultivating students' teamwork ability and innovative spirit.

At the same time, we make full use of advanced teaching technologies and means, such as multimedia teaching, network teaching, virtual simulation technology, etc., to provide strong technical support for teaching. The application of these technologies not only enriches the teaching means, but also improves the interest and effectiveness of teaching.

1.4 Improvement of teaching evaluation and feedback mechanism

Improving the teaching evaluation and feedback mechanism is an important guarantee for the continuous improvement of ecological teaching. In the teaching of visual communication, we pay attention to the establishment of a scientific and objective teaching evaluation system, including the evaluation of students' learning results, the evaluation of teaching process and the evaluation of teaching quality. Through the establishment of the evaluation system, we can fully understand the teaching effect and find and solve problems in time.

At the same time, we focus on building an effective feedback mechanism, encouraging students, teachers, teaching managers and other parties to participate in the evaluation process and actively put forward their opinions and suggestions. Through the construction of feedback mechanism, we can collect opinions from all parties in time, adjust teaching strategies and methods, and achieve continuous improvement and optimization of teaching.

In conclusion, the introduction of the ecological teaching concept and innovative practice in the teaching of visual communication not only helps to improve the teaching effect and cultivate the comprehensive quality of students, but also helps to promote the reform and development of professional teaching. We will continue to explore and improve the ecological teaching mode and contribute to the cultivation of more excellent visual communication professionals.

2. Evaluation and prospect of the effectiveness of ecological teaching in the teaching of visual communication speciality

2.1 Quantitative and qualitative assessment of teaching effectiveness

In the practice of ecological teaching applied to the teaching of visual communication majors, the evaluation of teaching effect is a crucial link. It is not only a test of the teaching mode, but also a reflection of the results of teaching reform. The combination of quantitative assessment and qualitative assessment can reflect the teaching effect more

comprehensively and accurately.^[2]

In terms of quantitative assessment, we have adopted a variety of assessment methods and indicator systems. Firstly, we measure students' mastery of professional knowledge through the assessment of their learning outcomes, such as homework grades and course examination results. In addition, we also used questionnaires and interviews to collect feedback data on students' satisfaction with the teaching mode and learning motivation. By statistically analyzing these data, we can objectively assess the implementation effect of ecological teaching in the teaching of visual communication majors.

In terms of qualitative assessment, we focus on observing and analyzing students' learning process, learning experience and innovation ability. By observing students' performance in the classroom, their enthusiasm in participating in discussions, and their innovativeness in completing assignments, we can understand the students' learning status under the ecological teaching mode. At the same time, through in-depth communication with students, we can understand their views on the teaching mode, the difficulties they encountered in their learning and their expectations for future learning. The results of these qualitative assessments help us to understand more deeply the role of ecological style teaching in the teaching of visual communication majors.

After a comprehensive assessment, we found that ecological style teaching has achieved significant results in teaching visual communication majors. Students' academic performance generally improves and their mastery of professional knowledge becomes more in-depth; at the same time, students' motivation and creativity are significantly improved. They participate more actively in classroom discussions, dare to put forward their own views and ideas, and are able to flexibly apply what they have learned to solve practical problems in practice.

2.2 The promoting effect of ecological teaching on the teaching of visual communication speciality

The implementation of ecological teaching in the teaching of visual communication not only improves the comprehensive quality and innovation ability of students, but also plays a positive role in promoting the reform and development of professional teaching.

Firstly, ecological teaching helps to cultivate students' comprehensive quality. Under the ecological teaching mode, students are no longer passive receivers, but become active explorers and practitioners. They need to actively participate in classroom discussions, complete group tasks, carry out practical exploration, etc. These processes not only exercise their professional skills, but also enhance their communication skills, collaboration and problem-solving abilities. At the same time, ecological teaching focuses on cultivating students' innovative thinking and practical ability, encouraging them to try new methods and ideas and dare to challenge traditional concepts and models. The cultivation of these qualities is important for students to succeed in their future career.

Secondly, ecological teaching promotes the reform and development of visual communication professional teaching. The traditional teaching mode often focuses on the transmission of knowledge and skills training, while ignoring the subjectivity and creativity of students. Eco-style teaching, on the other hand, stresses student-centredness, focuses on stimulating students' interest and motivation in learning, and cultivating their independent learning ability and creativity. The transformation of this teaching mode not only improves the quality and effect of teaching, but also promotes the reform and development of professional teaching. At the same time, ecological teaching also promotes the integration and optimization of teaching resources and improves teaching efficiency and effectiveness. It encourages teachers to make full use of all kinds of teaching resources and technical means, innovate teaching methods and means, and provide students with better quality teaching services.

In addition, eco-style teaching promotes the cross-fertilization between visual communication majors and other fields. Under the ecological teaching mode, students need to learn across fields and think across disciplines, which helps them form a more comprehensive and integrated knowledge system.^[3] At the same time, ecological teaching also encourages teachers to co-operate and communicate with experts in other fields to explore new teaching methods and ideas. This trend

of cross-fertilization not only helps to enhance the academic level and influence of Visual Communication, but also injects new vitality and momentum into the development of the profession.

3. Conclusion

Through the innovative study of ecological teaching in the teaching of visual communication majors, we have deeply recognized the important role of ecological teaching in enhancing the teaching effect and promoting students' comprehensive quality and innovation ability. This study not only provides new ideas and methods for teaching visual communication majors, but also provides useful reference for teaching reform in other fields. Looking into the future, we will continue to deepen the practice and research of ecological teaching in visual communication teaching, constantly promote the reform and development of professional teaching, and contribute to the cultivation of more visual communication talents with innovative spirit and practical ability.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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