

Exploration of Social Practice Modes for Design Students in Higher Education Institutions Under the Action Plan of Aesthetic Education Infiltration

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ABSTRACT

This paper centers on the social practice modes of design students in higher education institutions within the framework of the Action Plan of Aesthetic Education Infiltration. Initially, it examines the practicality, creativity, functionality, and technological nature of design, underlining the vital importance of integrating design education with social practice. Subsequently, it delves into the trends of socialization, specialization, diversity, and legalization of social practice activities, conducts an in-depth analysis of the current situation and issues regarding social practice teaching for design students in higher education institutions, and puts forward measures such as constructing a three-stage social practice teaching system for talents, strengthening the construction of experimental equipment, striving for government support, promoting the diversification of teachers' practical teaching courses, and improving the teacher employment system. This aims to offer valuable references for cultivating innovative design talents and advancing the development of aesthetic education in higher education institutions.

Keywords: *Aesthetic education, Higher education institutions, Design-related majors, Social practice, Modes.*

1. INTRODUCTION

With the continuous progression of the cause of socialism with Chinese characteristics, the status of aesthetic education in the national development strategy has become increasingly prominent. As a significant measure in the realm of aesthetic education, the implementation of the Action Plan of Aesthetic Education Infiltration is intended to deepen the penetration of aesthetic education within the education system and promote the in-depth development of aesthetic education work. The social practice of design students in higher education institutions serves as an effective means to cultivate innovative talents and drive social progress. This paper endeavors to thoroughly explore the social practice modes of design students in higher education institutions under the Action Plan of Aesthetic Education Infiltration. By analyzing the characteristics and requirements of design itself, studying the development trends of social practice activities, dissecting the current

teaching situation, and proposing corresponding improvement measures, it contributes to promoting the development of aesthetic education in higher education institutions.

2. THE SIGNIFICANCE OF SOCIAL PRACTICE IN DESIGN EDUCATION

2.1 *The Practicality of Design*

The practicality of design education necessitates that students closely integrate theoretical knowledge with practical operations. Practical activities can deepen students' understanding and application of design concepts and techniques. For instance, students are encouraged to conduct simulated operations in the classroom, participate in real project design and problem-solving, and test and optimize their design schemes in the actual environment. Activities like internships in cooperation with enterprises, workshops, field trips,

and participation in the design and development of real projects enable students to experience the complete design process from concept to product first-hand, helping them build professional skills and enhance their ability to solve complex problems.

2.2 The Creativity of Design

The creativity of design requires students to continuously explore and attempt in practice to ensure that the design is both aesthetically pleasing and practical, meeting real-world needs. In teaching, design principles should be closely combined with production practice to effectively promote the development of students' creativity. Educators should encourage students to apply knowledge through actual projects after mastering the basic skills and theories of design. For example, combining design courses with enterprise cooperation projects allows students to conduct design practice in a real commercial environment, learn to carry out innovative design under real constraints, understand the relationship between design and market demand, and exert innovation after mastering skills proficiently, truly achieving "practice makes perfect" and making innovation more targeted and effective.

2.3 The Functionality of Design

Design should not only create visually appealing objects but also possess the ability to solve specific problems, covering aspects such as product performance, durability, convenience and safety of the user interface. In design education, students' understanding and application of functionality should be strengthened, and they should be taught to integrate practicality while creating aesthetic designs. By teaching students methods such as market research, user experience analysis, and functional demand assessment, they can find a balance between academia and practice to smoothly transition to the professional environment after graduation.

2.4 The Technological Nature of Design

The technological nature of design emphasizes the integration of modern technology into the creative process, making the design work penetrate into the specific operation level of technological realization. In the context of the rapid development of industry and technology, technology provides new tools and methods for design, expanding the

possibilities and depth of design. Designers who master and apply the latest technologies, such as artificial intelligence, virtual reality, and digital manufacturing technologies, can more accurately transform their creative ideas into actually usable products. Modern design education should attach importance to the integration and application of technology, not only imparting traditional design software skills but also covering the teaching and practice of the latest technologies, allowing students to directly contact and use cutting-edge technologies and cultivating their ability to apply technology to design practice.

3. II. THE CURRENT SITUATION OF SOCIAL PRACTICE TEACHING FOR DESIGN STUDENTS IN HIGHER EDUCATION INSTITUTIONS

3.1 The Social Practice Teaching System for Talents Does Not Conform to Teaching Laws

The social practice teaching system for design students in higher education institutions deviates from teaching laws. On the one hand, the social practice teaching system in some higher education institutions is relatively backward and fails to timely adapt to the changes in social development and industry needs, resulting in a disconnection between teaching content and methods and actual needs. On the other hand, some schools overemphasize theoretical instruction and neglect practical operations in designing social practice activities, leading to students' lack of coping abilities and practical operation experience in real scenarios. Therefore, the social practice teaching system for design students in higher education institutions needs to be adjusted and optimized according to teaching laws, paying more attention to teaching methods and content that keep pace with the times, are close to reality, and strengthen practical operations, so as to cultivate students' comprehensive abilities and practical skills and better adapt to the needs of social development.

3.2 Higher Education Institutions Lack the Conditions for Implementing Practical Teaching

Currently, higher education institutions have insufficient conditions for carrying out practical teaching. Firstly, some higher education institutions

lack suitable venues and equipment for practical teaching and it is difficult to provide a real practical environment. Secondly, in terms of human resources, there is a lack of professional practical guidance teachers and industry partners, resulting in insufficient guidance and support for practical teaching. In addition, the insufficient investment of funds cannot provide sufficient financial support for the development of practical activities. Therefore, higher education institutions need to increase the improvement and investment in practical teaching conditions, actively seek cooperation with enterprises and social resources, and improve the quality and level of practical teaching to provide students with rich and practical teaching environments and resources.

3.3 The Implementation of Practical Teaching Lacks Social Support

When higher education institutions carry out practical teaching activities, they often lack effective docking and cooperation with social resources. This is mainly manifested in the lack of industry partners, enterprise internship bases, and professional technical guidance. Due to insufficient social support, it is difficult for higher education institutions to provide students with practical places and resources that match the actual working environment, affecting the quality and effect of practical teaching activities. Therefore, higher education institutions need to strengthen cooperation and communication with all sectors of society, establish stable cooperative relationships, actively strive for social support, provide necessary resources and guarantees for practical teaching, and promote the comprehensive development and improvement of students' professional qualities.

4. MEASURES FOR SOCIAL PRACTICE OF DESIGN STUDENTS IN HIGHER EDUCATION INSTITUTIONS UNDER THE ACTION PLAN OF AESTHETIC EDUCATION INFILTRATION

The Action Plan of Aesthetic Education Infiltration takes infiltration as the goal and path of aesthetic education work, integrates aesthetic education into all links of education and teaching activities, subtly demonstrates the educational effectiveness, and realizes the functions of enhancing students' aesthetic literacy, cultivating

their sentiments, warming their hearts, and stimulating their innovative and creative vitality. Integrating aesthetic education infiltration into the social practice of design students in higher education institutions can better enhance students' innovative ability, practical ability, and comprehensive quality.

4.1 Constructing a Three-stage Social Practice Teaching System for Talents

To promote the social practice teaching of design students in higher education institutions, a three-stage social practice teaching system for talents can be constructed according to the cognitive laws of people. Firstly, theoretical learning and case analysis are carried out to enable students to establish a basic understanding and perception of related fields in the classroom. Secondly, the simulated practice link or laboratory practice is introduced to transform theoretical knowledge into practical ability through simulated scenarios or actual operations. Finally, students are organized to participate in real social practice projects, so that they can deepen their understanding of professional knowledge in practice, enhance their problem-solving ability, and cultivate their skills of cooperation, communication, and exchange with others. Through this way, students can systematically learn theoretical knowledge, gradually participate in in-depth practical activities, comprehensively improve their professional abilities and quality levels, and better adapt to the future career development needs.

4.2 Strengthening the Construction of Experimental Equipment for Design Professional Practice

Strengthening the construction of experimental equipment for design professional practice is helpful to enhance students' practical ability and professional quality. In terms of laboratory construction, advanced design software and hardware equipment, such as 3D modeling software, CAD software, and design drawing boards, should be equipped according to the needs of the design major. At the same time, a multi-functional laboratory space should be constructed to meet the practical needs of different professional fields, such as interior design, product design, and graphic design. In addition, the maintenance and renewal of equipment should be strengthened to ensure the stable operation and technological advancement of the equipment, so as to meet the needs of students'

practical teaching, enhance students' practical ability, expand their professional vision, and cultivate their ability to adapt to the needs of social development.

4.3 Further Strengthening the Support for Higher Education Institutions' Practical Teaching

The government plays an important role in strengthening the practical teaching of higher education institutions. Firstly, the investment of funds should be increased to support higher education institutions to improve practical teaching facilities and enhance the quality and level of practical teaching. Secondly, cooperation with enterprises and industries should be strengthened to promote school-enterprise cooperation, providing students with more practical opportunities and internship positions, allowing students to learn and grow better in practice. In addition, relevant policies and regulations should be issued, and a sound evaluation system should be established to guide and supervise the practical teaching of higher education institutions, ensuring the effective implementation of practical teaching and the actual gains of students. The further support and guidance of the government will promote the practical teaching of higher education institutions to a higher level, providing a guarantee for cultivating more excellent talents with practical ability and innovative spirit.

4.4 Diversifying Teachers' Design Practical Teaching Courses

4.4.1 Holiday Classes

In holiday classes, teachers can make use of students' free time to arrange various practical activities and projects to enrich students' practical experience. The forms can include field trips, industry internships, design competitions, and workshops, etc., meeting students' learning needs and enabling them to continuously improve their design skills and innovative ability in practice. In addition, holiday classes also provide more opportunities for students to communicate and cooperate with each other, promoting their mutual learning and growth. Therefore, teachers should make full use of the holiday class platform to design diverse and challenging practical projects to stimulate students' learning interest and creativity and promote the all-round development of design practical teaching.

4.4.2 School-Enterprise Cooperation Practical Teaching

School-enterprise cooperation practical teaching can effectively integrate the resources of schools and enterprises, providing students with a learning experience and training opportunities closer to reality. For example, design students can cooperate with enterprises to participate in the design and development process of actual projects, in forms such as design competitions jointly planned with enterprises, field trips, and project cooperation. Students apply theoretical knowledge to actual projects, deeply understand industry needs and work processes, and cultivate their problem-solving ability and team spirit.

For example, a design school can cooperate with a local construction company to let students participate in the actual engineering projects of the company. Students cooperate with the design team of the company to jointly complete the design scheme of the project and obtain practical experience. Such cooperation can let students directly contact the real project requirements and working environment, promote the long-term cooperation relationship between the school and the enterprise, and provide more opportunities and support for students' employment and career development.

4.4.3 Contest-based Teaching

Contest-based teaching is an effective way to stimulate students' learning enthusiasm and competitiveness, especially suitable for design-related majors. Students can continuously improve their design ability and creativity by participating in various design competitions, and exercise their team cooperation and project management skills in practice.

For example, the school organizes students to participate in various design competitions at home and abroad, such as architectural design, product design, and graphic design. Students can participate in the competitions in the form of individuals or teams, carry out creative design according to the theme and requirements of the competition, and produce corresponding works or schemes. The competition can not only stimulate students' creative enthusiasm but also improve their professional level and design practical ability. For example, the school organizes students to participate in an international architectural design competition, requiring students to propose

innovative architectural design schemes according to specific design tasks and site conditions. Students can compete with designers from different countries and regions, expand their horizons, accumulate experience, and improve their design level. The review and awarding of the competition can provide professional feedback and guidance for students, promoting their growth and development in the design field.

4.4.4 Virtual Project Teaching

Virtual project teaching uses virtual simulation technology and online platforms to provide students with a practical, vivid, and interesting learning experience. In design-related majors, virtual project teaching can conduct project practice in a simulated design environment to improve design skills and problem-solving ability.

For example, the school opens a virtual architectural design course, using virtual simulation software to simulate the real architectural design scene and work process. Students can create and design architectural schemes in the virtual environment according to different design requirements and project requirements. They can freely adjust the appearance, structure, and layout of the building, experience the effects of different design schemes, and carry out visual display and communication through virtual simulation technology. In virtual project teaching, students are not restricted by time and place, can conduct design practice anytime and anywhere, flexibly adjust their learning progress and content. They can also interact and communicate with teachers and classmates through the online platform, share design ideas and experiences, and jointly discuss solutions. The online platform provides students with rich resources and case libraries, stimulates their creative inspiration, expands their design vision, and promotes their personal growth and development.

4.4.5 Actual Project Cases

Actual project cases place students in real design projects, allowing them to participate in the actual design process to improve their professional ability and practical skills. For example, a design college can cooperate with local enterprises or social organizations to jointly carry out design projects, and let students serve as members of the design team to participate in all stages of the project.

For example, a design college cooperates with a local museum to carry out an exhibition design project. Students are assigned to different exhibition design teams, responsible for the design work of exhibition themes, space layout, exhibit display, and visual presentation. They cooperate closely with museum staff, understand the background and purpose of the exhibition, collect data and information, propose design schemes, and through discussion and repeated modification, finally determine the best scheme. In actual project cases, students face real needs and challenges, need to fully apply the theoretical knowledge and skills they have learned to solve actual design problems. This can not only improve their design ability but also cultivate their practical skills such as team cooperation, communication and coordination, and project management. Actual project cases also provide students with opportunities to display their talents and abilities, laying a solid foundation for their future employment or further studies.

4.5 Improving the Teacher Employment System

4.5.1 Employing Folk Handicraft Masters

Employing folk handicraft masters can expand students' horizons and improve their handicraft skills. Inviting folk handicraft masters to serve as teachers for specific courses or hold special lectures allows students to come into contact with genuine traditional handicraft techniques and benefit from the masters' experience and guidance. This helps to inherit and protect folk handicraft culture and also provides students with richer learning resources and practical opportunities. Establishing a cooperative relationship with folk handicraft masters can bring more social resources and support to the school, promote school-enterprise cooperation, and drive the in-depth development of practical teaching.

4.5.2 Selection System for Studio Tutors

Improving the selection system for studio tutors is crucial for improving teaching quality and cultivating students' abilities. Through multi-faceted evaluation and selection, the quality and ability of tutors are ensured. Firstly, strict qualification conditions are set, including requirements in aspects such as professional background, work experience, and teaching ability. Secondly, tutors are selected through interviews, reviews, and teaching observations to ensure that their teaching level and tutoring ability meet certain

standards. At the same time, methods such as student evaluation and peer review are considered to evaluate the teaching effect and guiding ability of tutors from multiple angles. Establishing a sound selection system can select tutors with rich teaching experience, innovative ability, and a sense of responsibility, providing students with higher quality guidance and support. This helps to encourage tutors to continuously improve their teaching level and professional quality, promoting the continuous improvement and development of studio teaching.

5. CONCLUSION

Under the guidance of the Action Plan of Aesthetic Education Infiltration, the exploration and practice of social practice modes for design students in higher education institutions have achieved certain results, but still face many challenges and opportunities. This paper deeply explores the leading role of the Action Plan of Aesthetic Education Infiltration in the social practice of design students in higher education institutions by interpreting the historical origin of the aesthetic education view of socialism with Chinese characteristics and the aesthetic education view in Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era. In view of the problems existing in the current social practice teaching of design students in higher education institutions, a series of practical countermeasures and suggestions are proposed, including constructing a more complete teaching system, strengthening the construction of practical facilities, and increasing government support. These measures are helpful to promote the in-depth development of aesthetic education in higher education institutions and provide an important guarantee for cultivating design talents with more innovative spirit and practical ability. With the joint efforts of all parties, the social practice teaching of design students in higher education institutions will surely usher in a more beautiful future, contributing more strength to the prosperity of China's aesthetic education cause and the realization of socialist modernization.

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