

Research on the Current Situation and Optimization of the Integration of Industry and Education in the Visual Communication Design Major

Yajing Yao

Jingdezhen Vocational University of Art, Jingdezhen 333000, Jiangxi, China

Copyright: © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

Abstract: The 20th National Congress of the Communist Party of China proposed to “coordinate the collaborative innovation of vocational education, higher education, and continuing education, promote the integration of vocational and general education, the integration of industry and education, and the integration of science and education, and optimize the type orientation of vocational education”, which also points out the direction for the innovative reform of the visual communication design major in vocational colleges. In the context of the increasing demand for visual communication design talents in terms of quantity and quality, the visual communication design major should also create a high-quality development model for the integration of industry and education based on its own characteristics, so as to better improve the quality of talent training and supply more high-quality and comprehensive visual communication design talents to society. This article explores the current situation, problems, and optimization countermeasures of the integration of industry and education in the visual communication design major for the reference of relevant personnel.

Keywords: Visual communication design major; Integration of industry and education; Current situation and problems; Optimization countermeasures

Online publication: June 26, 2025

1. Introduction

At present, with the continuous development of society, the visual communication design industry has also entered the “fast lane” of development. Against this background, enterprises’ demand for high-quality and comprehensive visual communication design talents is constantly increasing. In this context, the visual communication design major should also base itself on the development model of the integration of industry and education, and accelerate the connection between professional education and teaching, talent training, and the work processes and talent requirements of enterprise positions, so as to effectively solve the problems of “difficult employment” for students and “difficult recruitment” for enterprises. However, considering the actual situation, the current integration of industry and education model in the visual communication design major also has certain practical problems, which also affect the quality of talent training in this major^[1]. Therefore, it is necessary for us to grasp these current situation problems and explore effective reform countermeasures, so as to comprehensively improve the quality of talent training, cultivate more high-quality visual

communication design talents for society, and truly promote the multi-win situation of students, schools, and enterprises.

2. Current situation and problems of the integration of industry and education in the visual communication design major

At present, the integration of industry and education model in the visual communication design major faces a series of practical problems during the promotion process, which affects the quality of talent training. Firstly, the education and teaching goals of the visual communication design major lack connection with enterprises and industrial practices, which directly affects the adaptability and effectiveness of talent training in this major. Secondly, in reality, there is a significant disconnection between theory and practice in the visual communication design major. Teachers often focus on the explanation of theoretical knowledge in the classroom and lack guidance on students' practical abilities, which also hinders the high-quality promotion of the integration of industry and education model. Moreover, in terms of school-enterprise cooperation, some schools and enterprises lack cooperation in many aspects such as education plans, teaching evaluation, teacher training, and base construction. This directly affects the promotion of the education-integration-of-industry-and-education model in this major, resulting in an ineffective connection between talent training and enterprise talent requirements^[2]. This not only affects the cultivation of students' comprehensive abilities and their employment development but also further intensifies the supply-demand contradiction of high-quality visual communication design talents in the market.

3. Optimization countermeasures for the integration of industry and education in the visual communication design major

3.1. Based on industrial practice and define education goals

Goals are the forerunners of actions and the vane for talent training through the integration of industry and education in the visual communication design major in the new era. In order to better demonstrate the role of the integration of industry and education in promoting students' employment and meeting enterprise talent requirements, we must optimize the design of education goals for the integration of industry and education based on industrial practice to further ensure the adaptability and connection of talent training^[3]. Firstly, we should actively connect with visual communication design enterprises and, together with them, define education goals based on the new development trends of the industry, new changes in job positions, and new talent training requirements. Finally, the talent training goal should be set on the cultivation of comprehensive, applied, and innovative talents to comprehensively ensure the quality of talent training. Secondly, we should focus on the "student-centered" perspective, fully consider students' career aspirations and career plans, and, together with enterprise personnel, help them develop career planning goals based on the development trend of the visual communication design industry, so as to further stimulate their learning enthusiasm. Moreover, based on the characteristics of the integration of industry and education model, we should pay attention to regional economic development and the talent requirements of social enterprises, and integrate the talent training goals of comprehensive and innovative talents into professional teaching, so as to achieve a full connection between the talent training goals of schools and the talent requirements of enterprises, and further improve the adaptability and effectiveness of talent training.

3.2. Optimize the education system and promote education connection

In the process of promoting the integration of industry and education in visual communication design, the optimization of the education system is a necessary link. The significance of doing this well lies in being able to create a visual communication design education model based on industry needs and job positions, thus further promoting the cultivation of high-quality and professional talents. To this end, we can start from the following aspects to optimize the education system: Firstly, we should innovate the teaching content of professional courses and introduce some modern professional

course content so that students can learn more useful knowledge and skills to promote their employment and development. The visual communication design industry is developing rapidly, with new standards and technologies emerging in an endless stream. This requires the visual communication design major to update its education content regularly to ensure the advancement and connection of the education content and avoid the embarrassing situation of students “learning something useless”^[4]. Here, based on the concept of the integration of industry and education, we can actively cooperate with visual communication design professionals and innovate the teaching content based on industrial practice and job processes. In particular, we should eliminate backward and traditional teaching content and introduce modern, digital, and intelligent teaching content, so that students can learn more advanced knowledge and skills and further improve their employment competitiveness and comprehensive strength. Secondly, in the practical course link, we should also actively cooperate with visual communication design professionals and jointly carry out the cooperation of “industry-education integration classes” to provide students with the opportunities for on-the-job training and internships based on real enterprise projects, so that students can exercise their skills and improve their qualities in real-world design projects. Moreover, in terms of the teaching mode, we should actively introduce project-based and task-based teaching modes based on the characteristics of the integration of industry and education, so that students can “learn by doing” and “do while learning”, effectively helping to cultivate their professional abilities and comprehensive qualities. For example, we can design some practical projects based on job positions, guide students to conduct cooperative exploration, so as to cultivate their cooperation ability, innovation ability, and problem-solving ability, and comprehensively improve the teaching effect.

3.3. Improve the evaluation mechanism and ensure education results

Teaching evaluation is an important part of visual communication design professional teaching, which directly affects teaching quality and talent training quality. It can be seen that in the past teaching process, the teaching evaluation of this major mainly focused on summative evaluation, and the evaluation subjects were mostly teachers. The lack of diversified evaluation models directly affected students’ learning effects and education quality. Therefore, under the integration of industry and education model, we should also pay attention to the comprehensive optimization and innovation of teaching evaluation. Firstly, we should change the traditional summative evaluation model, pay attention to students’ professional abilities, innovation abilities, and professional qualities demonstrated in the learning process, and then conduct assessments and evaluations, and put forward targeted suggestions and guidance to lay the foundation for the cultivation of students’ good professional abilities and comprehensive qualities. Secondly, on the basis of the previous teacher evaluation, we should actively introduce multiple evaluation models such as self-evaluation, peer-evaluation, group-evaluation, enterprise-evaluation, and social-evaluation into the classroom, so as to bring diverse learning ideas to students and promote their improvement and growth. For example, when organizing students to conduct group cooperative exploration, we can carry out mutual evaluation, enabling them to exchange their views, share their experiences, create a positive and learning-oriented atmosphere, and promote the overall improvement of students. Another example is that based on the concept of the integration of industry and education, we can cooperate with enterprises to carry out a “Visual Communication Design Professional Skills Competition” based on real projects, and then, together with enterprise personnel, evaluate and guide from the perspective of “professionals”, so as to help cultivate students’ innovation abilities and comprehensive qualities. Also, we can cooperate with vocational skill level certificate institutions and, together with them, carry out innovation in the assessment and evaluation based on the “1 + X” certificate in line with market demands, link vocational education with certificate-taking, guide students to obtain some useful certificates in the field of visual communication design, and then provide them with certain evaluation and guidance to help them better in employment and development^[5].

3.4. Strengthen teachers’ abilities and improve education quality

Teachers are the foundation of education. As the “mainstay” and “leaders” in the cultivation of visual communication design professionals, the level of teachers’ own qualities directly affects the promotion of the integration of industry and finance model and the quality of talent training. Therefore, in the process of education, in order to implement the

integration of industry and education education model with high quality, we should also adhere to the concept of “one must be strong oneself before shaping others”, keep learning, “recharge” ourselves, and continuously strengthen our professional abilities and comprehensive qualities, so as to comprehensively promote the improvement of the quality of professional talent training. Firstly, we should make full use of our spare time to learn through the Internet, libraries, etc., continuously strengthen our understanding of the integration of industry and education, and improve our professional understanding and comprehensive qualities. Secondly, we should actively connect with visual communication design professionals, have in-depth exchanges and cooperation with them, understand the new development trends of the industry and new employment requirements, and jointly design talent training programs based on the integration of industry and education and school-enterprise cooperation. Through exchanges and interactions, we can improve our professional abilities and improve the construction of the integration of industry and education model. Moreover, we should actively form a “Research Group on the Integration of Industry and Education” with school teachers and enterprise mentors, and jointly discuss and communicate about the practical problems in the process of promoting the integration of industry and education, constantly explore innovative paths, improve our professional qualities, and contribute to the effective promotion of the integration of industry and education model.

3.5. Focus on resource integration and strengthen base construction

As we all know, the construction of practice bases is an important module of vocational education. In the process of promoting the integration of industry and education, we should also accelerate the improvement of the construction of visual communication design professional practice bases. In particular, we should pay attention to integrating the strength of enterprises and create modern practice bases through the integration of the resources of both sides to provide a high-quality platform for the practice of students’ professional skills and their comprehensive growth. Firstly, we should actively connect with visual communication design enterprises and, together with them, integrate the advantages of both sides in terms of funds, venues, and talents, and accelerate the construction of “factories in schools” and “schools in factories” to lay the foundation for the implementation of the concept of the integration of industry and education. For example, we can introduce enterprise funds and equipment and integrate school venues to jointly build a “Visual Communication Design Training Room” with enterprises, providing students with a good professional practice platform to promote their practical operation and innovative growth. Secondly, we should also pay attention to the development trend of the visual communication design industry and jointly promote the construction of “digital” and “intelligent” practice bases with enterprises to ensure the advancement of the practice bases and comprehensively improve the quality of talent training. For example, in line with the current trend of the combination of visual communication design and artificial intelligence, we can introduce advanced virtual reality technology, digital intelligent software, artificial intelligence technology, etc. in the base construction to ensure that students can better practice and grow with the help of advanced technology. In addition, in the management of practice bases, we should also implement the concept of school-enterprise co-education and collaborative education, and jointly manage and teach in the practice bases with enterprise mentors and professionals, so as to provide students with comprehensive and professional education guidance and help them grow and become talents.

In general, in the new era, the integration of industry and education model in the visual communication design major also has certain practical problems. Therefore, we should, on the basis of grasping these problems and difficulties, continuously explore effective reform countermeasures. In particular, we should pay attention to innovation and optimization in many aspects such as education goals, curriculum systems, teaching evaluations, teaching staff, and practice bases, create a high-quality education system for the integration of industry and education, so as to comprehensively improve the quality of talent training, cultivate more high-quality, comprehensive, and innovative visual communication design talents for society, contribute to the transformation and development of China’s visual communication design industry, and at the same time escort students’ better employment and development.

Disclosure statement

The author declares no conflict of interest.

References

- [1] Gao Y, Su C, 2024, Research on the Visual Communication Design Major in the Context of the Integration of Industry and Education. *Grand View*, 2024,(02):149-151.
- [2] Hu J, 2024, Research on the Construction of the Visual Communication Design Major in Higher Vocational Education under the Idea of the Integration of Industry and Education. *Intelligence*, 2024,(01):78-81.
- [3] Shan Q, Cao H, Jiang W, et al., 2023, Research on the Teaching Mode of the Visual Communication Design Major Based on the Integration of Industry and Education . *Journal of Hebei University of Environmental Engineering*, 33(03):90-94.
- [4] Dai M, 2023, Specific Strategies for the Implementation of the Integration of Industry and Education in Visual Communication Design Professional Courses. *New Aesthetic Domain*, 2023,(04):145-147.
- [5] Yu X, Xu H, Lu W, 2023, Research on the Integration of Industry and Education Model of the Visual Communication Design Major under the Background of the New Liberal Arts . *Journal of Dalian University*, 44(01):131-138.

Publisher's note

Whioce Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.