

Research on the current situation and reform of practical teaching of interior design in higher vocational education

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Abstract. With the development of economy, the requirements of China's construction industry for modern architectural interior design have gradually increased, requiring the interior design majors in higher vocational education to pay attention to practical teaching in order to promote the professional ability of the interior design student group. The article mainly lies in exploring the reform of practical teaching of interior design majors in higher education. At present, there are still many problems in the practical teaching of interior design majors in China's higher education institutions, which require higher education institutions to reform and study the practical education teaching of the majors, and then promote the application of the majors in the process of talent training.

Keywords. Interior design profession, practical teaching, reform research.

1. Introduction

From the perspective of professional classification of higher education institutions education, the interior design major has a strong systematic, comprehensive and practical nature. These characteristics arise mainly because professional case teaching involves more professional field knowledge, including architecture, art, aesthetics, and environmental science, etc. Therefore, it is necessary for the interior design professional students and teacher groups to have a broader knowledge and more standard practical hands-on ability. In the past, interior design majors did not have relevant professional practical teaching standards and systems, and practical teaching methods were more traditional, lacking systematic design and standardized operation.

2. The main problems in the current practical teaching of interior design in higher vocational education

2.1. Lack of systematization and continuity of practical teaching

Higher vocational institutions also have some unreasonable phenomena in the practical curriculum of the profession, and even the practical courses offered have no necessary relationship with the profession. This teaching phenomenon leads to the lack of science in the practical teaching of interior design profession, which cannot be linked with the existing demand of interior design and the requirements of interior designers' practice. At the same time, the professional practical teaching system in higher education institutions does not have a certain degree of systematization and continuity, so that students cannot apply their classroom knowledge to the actual improvement of their technical skills at each stage of the learning process, resulting in a lag in the overall development of students, so that the professional talents cultivated by higher education institutions have strong professional knowledge and weak hands-on practical skills, which are difficult to adapt to the current evolving architectural industry's. It is difficult to meet the needs of the developing construction industry.

2.2. Practical training bases inside and outside school cannot meet the demand of practical teaching

Interior design is a profession with strong practicality. At present, the practical teaching of interior design in higher vocational colleges and universities is generally composed of three parts: course practical training, special practical training and comprehensive practical training, which requires more practical training rooms for colleges and universities to better implement practical teaching. At present, there are only 3 types of practical training rooms in higher vocational colleges and universities: painting room, drawing room and computer-aided design laboratory. Each type of training room has its own problems. The painting and drawing rooms are old in terms of facilities and equipment, and the institutions do not regularly maintain, replace and upgrade the facilities and equipment according to the development needs of the industry. The computer-aided design training rooms are not updated due to the old infrastructure, so students cannot have a good design experience in the design training process, and their design ability is affected. Most institutions of higher education are also unable to build other industry-related practical training rooms on campus, including interior structures, construction techniques, material display spaces and design studios, due to the situation of school funds, etc. Students do not have access to practical teaching training related to their future work on campus, resulting in not being able to truly comprehend the practical skills of the profession. Colleges and universities do not really pay attention to the role of off-campus practical training bases, and most of them exist to simply sign cooperation agreements in order to complete inspection and evaluation, data reporting and so on. The inspection and supervision of practical teaching process is not enough to promote students' experience accumulation in the process of practical training through effective methods, thus hindering the development of students' innovative thinking and the improvement of technical ability.

2.3. Lack of practical engineering experience among teachers

In higher education institutions, most of the interior design teachers do not have practical experience, which affects the students' technical improvement in specific practical operations. At present, most teachers in higher education institutions enter higher education institutions to carry out teaching activities after learning theoretical knowledge in colleges and universities, lacking special practical teaching training and not much practical experience in the interior design industry. The higher vocational institutions have opened the profession in the last decade, and they do not pay much attention to the professional construction, especially the practical teaching design and base construction, and they do not encourage the teachers to go to the enterprises for practical exercises through corresponding policies. Even if some teachers apply for practical training in enterprises for the purpose of evaluating titles, they do not really accumulate practical experience.

2.4. Disconnection between theory and practice, teaching content is not conducive to the transformation of knowledge-based talents to operational talents

At present, among the teaching team of many higher vocational colleges, a large part of teachers are students graduated from excellent colleges and universities, and this kind of students often have no practical experience in social design, so they only have great advantages in theoretical conditions, so they do not combine knowledge and case practice in their work, and cannot make students really become comprehensive talents with knowledge and operation coexisting. Generally speaking, the engineering cases explained by teachers in the process of introducing design courses are often collected on the Internet, not personally involved in the project, so there is no way to understand the essence and fundamentals of the engineering cases they have collected. Often, such cases are not representative and relevant, and cannot be used for excellent design courses.

3. Methods to improve the practical teaching of interior design

3.1. Constantly update the content of practical teaching to keep up with society

The continuous development of the country's economy and the advancement of social technology have made it necessary to update the practical teaching of interior design professions in terms of system and content in certain iterations. The design industry tends to lead the growth standards of interior designers, so when higher education institutions plan their practical teaching content, they need to update it according to the changes in modern interior design standards and the updated status of decorative materials and construction techniques. Moreover, with the development of society, people's requirements for interior design have gradually updated their aesthetic concepts. Only by allowing the content and standards of practical teaching to be combined with the needs of society, allowing students to bring their own creativity and innovation into play in the learning process, giving full attention to the improvement of students' self-design capabilities, and allowing students to adapt themselves to the changing needs of social and economic development.

3.2. Promote practical teaching with engineering projects and engineering cases

The development of society has made "engineering combination" an important basis for the personnel training program and teaching plan of higher education institutions, and it has also made the practical teaching courses of colleges and universities have a certain teaching mode basis. Learning tasks are an important tool to urge students to learn, so realistic simulated work environment can help students learn more skills in the process of learning tasks. For the practical teaching of interior design, through communication with business leaders, industry experts and senior technical personnel, students can understand the development of the designer's career and the requirements and standards of professional job competencies, and on this basis, they also need to understand the relevant professional qualification standards as a reference, analyze the typical work tasks, and build a "project-oriented" teaching model from the foundation. The "project-oriented" implementation of the teaching curriculum system, the real sense of teaching, learning and doing the three integrated teaching.

In order to meet the high practical requirements of the interior design profession, it is necessary to promote practical teaching with engineering projects and engineering cases, and give students a complete typical real engineering projects and cases to practice training. For example, the project dimensions need to be measured by students in the field. With the measurement data, then according to the professional knowledge in the teaching of theoretical courses, the professional teachers rehearse in the multimedia classroom, and finally guide the students to finish independently in the design training room. For the practical training teaching of the production category, it is necessary for students to get the tasks done in the process training room and the design studio; for the work tasks in the post for internship, the tasks can be done in the practical training base outside the school. Student groups in the project practice as the main body of existence, should be more personally to experience the interior design professional work characteristics, master each design and construction skills, the corresponding accumulation of practical experience in engineering, in order to be better able to apply the school knowledge to the actual work.

3.3. Strengthen the construction of on-campus and off-campus practical training bases

Every higher education institution is required to have a qualified team of teachers and teaching infrastructure in order to establish an interior design program. There is no shortage of teachers who have their own special courses and teaching methods, which is the "personality" of many schools before the opening of the profession. In addition, for higher vocational institutions in different regional locations, their practical teaching base resources also have certain differences, so higher vocational institutions can create special on-campus and off-campus practical training bases according to local economic and cultural characteristics. On-campus practical training bases need to simulate real working environment at the beginning stage, integrate daily teaching, skill training, vocational skill identification and scientific research experiments into one, and truly integrate industry-university research, practical training practice, labor education, aesthetic education and innovation. The larger the scale is, the better it can meet the needs of students for special training, on-the-job internship and graduation design in the whole process of professional teaching, and also enable fresh graduates to accumulate practical experience in off-campus training bases, so that they can finally adapt to the needs of employment positions and effectively promote local career selection and employment of graduates.

3.4. Create a high-level teaching team with a combination of both professional and "dual-teacher" type

At present, most of the higher education institutions in the interior design professional teaching team construction, often appear professional and weak problems. Therefore, it is necessary to pay attention to the cultivation of professional leaders and backbone teachers at the level of faculty construction. In addition, higher education institutions can also introduce some high-titled talents with rich practical experience and strong technical research and development ability through social recruitment to lead the development of our teaching team together. Encourage our excellent teachers to conduct teaching and academic exchanges with other institutions, so as to build a more professional teaching team as a whole; establish a joint training mechanism for key teachers through cooperation with relevant enterprises, and let key teachers go to corresponding enterprises to accumulate practical experience; encourage professional teachers to participate in various application and technology development research projects. The purpose is to build a "double-teacher" team with high education, high title and reasonable internal structure belonging to higher vocational institutions.

4. Conclusion

In conclusion, the high practical requirements of interior design make higher education pay attention to the reform of education and teaching in the process of professional training, so as to cultivate more excellent and innovative talents. The development of the times often affects the design concept and design aesthetic cultivation of interior design students, while the changes in construction process and material process require higher vocational colleges to go according to the characteristics of talent training and professional development, creatively explore resources, establish a practical teaching system in line with the characteristics of higher vocational colleges, professional characteristics, and regional characteristics, and on the basis of combining the construction of on-campus and off-campus practical training bases to better cultivate Meet the new era background of interior design professionals, to meet the development needs of the design industry, so as to promote the integrity and perfection of the interior design professional talent training system.

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