

# *On the Construction of Interior Design Curriculum System in Higher Vocational Colleges under the Background of Specialty Group Construction*

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**Abstract:** With the continuous transformation and improvement of China's economy, higher vocational schools, as an important place to transport professionals to the society, increasingly need a comprehensive and capable team of professionals. Higher vocational schools need to adjust and reform their curriculum models and concepts. In the process of promoting students to transform into vocational groups, they should fully consider and analyze the problem of establishing a curriculum system for the overall development level of vocational groups. To sum up, in the context of the construction of professional groups related to interior design, how to constantly improve the curriculum system of interior design in higher vocational colleges, improve the quality and quality of talent, and improve the relevance between student groups and market demand has become a quite important topic.

## **1. Introduction**

The implementation of specialty group construction project in higher vocational colleges is an important measure to promote the upgrading of China's modern industrial chain and provide high-quality human resources to support the construction of modern industrial system. By building a high-level professional teacher team, we can accelerate the deepening of the integration of industry and education, promote the precise connection between the industrial chain and the employing enterprises, and strengthen the coordination of various professional courses. Therefore, under the background of professional discipline group construction, this paper discusses the construction methods and curriculum system construction ideas of interior design related courses in higher vocational colleges, with a view to providing reference for relevant teachers.

## **2. The Present Situation of Specialty Group Construction in Higher Vocational Colleges**

### **2.1. The Significance of the Construction of the Curriculum System of Higher Vocational Specialty Groups**

The construction of professional groups in higher vocational colleges is mainly to integrate effective resources on the basis of vocational construction. The construction of professional groups in higher vocational colleges can highlight the advantages of professional clusters, improve the overall quality of students by improving the level of professional education in colleges and universities, effectively save the investment in college construction resources by integrating a series of practical resources, avoid repeated construction of relevant curriculum systems and waste of resources, and finally achieve the effective use of educational resources. In addition, the construction of professional teams in higher vocational colleges can also optimize the traditional teaching staff, establish high-quality teaching teams, and improve the teaching ability of higher vocational colleges. Finally, the construction of vocational groups in higher vocational colleges can also create a unique student brand effect, making higher vocational colleges more famous in related industries.

In the construction and development of higher vocational colleges, the development of vocational groups is the main direction in the future. Colleges and universities should formulate corresponding plans for the construction of vocational groups to ensure that the vocational construction of colleges and universities meets the needs of the development of social modernization. This is not only the main condition for optimizing the vocational education structure of higher vocational colleges, but also the main direction of macro planning of higher vocational colleges. Therefore, in the process of constructing vocational structure, higher vocational colleges should strictly adjust the direction of future vocational development from the perspective of vocational group construction, with the construction of vocational groups as the starting point. The construction of vocational groups in higher vocational colleges is also an important way for the construction of special education. In the formation process of vocational groups, there are many similarities between different majors, but through cross and integration, there is still the possibility of complementation between various majors. In the context of vocational group construction, adjusting and optimizing the educational resources of higher vocational colleges can not only save more teachers, but also reduce the expenditure of higher vocational colleges, which saves funds for professional construction of higher vocational colleges. In addition, the establishment of vocational groups in higher vocational colleges can adjust the direction of vocational development according to changes in the market, thus promoting the transformation and upgrading of higher vocational colleges [1-2].

### **2.2. Theoretical Model of Curriculum System Construction of Higher Vocational Specialty Group**

On the basis of analyzing the structure and connotation of the theoretical model of occupational group construction, in order to ensure the perfection of the function of the theoretical model, the establishment of two high-level occupational structure evaluation index systems based on CIPP should follow four principles: the combination of process and results, the combination of objective and subjective, the combination of qualitative, partial and overall. The background and process evaluation indicators are mainly the quality indicators of occupational construction, which are reflected in the quality evaluation of occupational group construction. The background assessment of the formation of occupational groups includes the formulation of talent training plans, organizational systems, etc. Focus on the requirements of occupational group construction,

including the positioning of talent training objectives, the logical relationship between occupational groups, the coordination between occupational group construction and local leading industries, and the sustainability of occupational group construction. Vocational guidance, professional ethics, and higher education; the central point of process evaluation is to build a professional teacher team with double teachers, famous teachers, and backbone teachers as the core. The mechanism of school enterprise cooperation and the combination of work and study runs through the whole process of talent training, highlighting the characteristics of the concept of integration of production, teaching and research in the construction of professional groups. The evaluation of input and output is mainly based on quantitative evaluation indicators. The occupational group must reflect the "quantitative assessment" of the occupational group structure, as shown in Figure 1 [3-5].

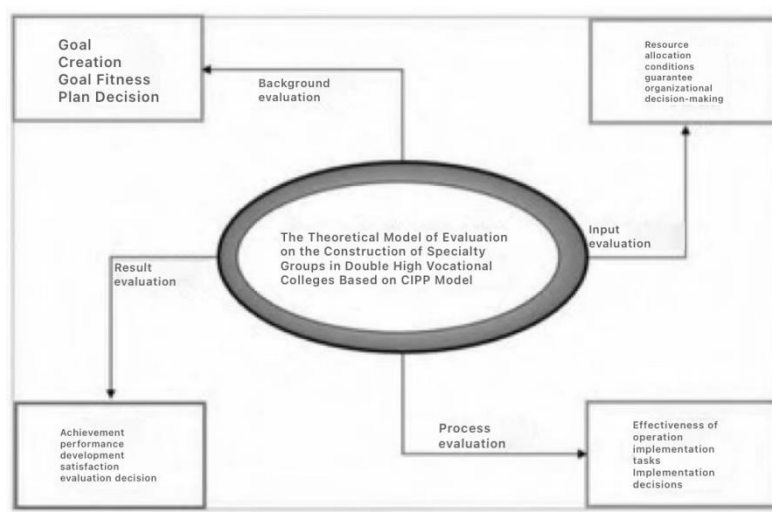


Figure 1: Construction model of specialty group.

### 2.3. Problems in the Construction of Curriculum System of Higher Vocational Specialty Group

Through the continuous establishment of national model schools, the research on the establishment of a curriculum system based on vocational groups has also achieved results. A representative curriculum system of vocational and technical education has emerged, such as "the integration of curriculum and workplace, the development of vocational skills", which has mainly achieved the goal of employment orientation of higher vocational schools. However, compared with the mature curriculum education system abroad, the domestic curriculum education system is still in the initial stage of development. As the curriculum design has not yet been implemented, the creation of teaching resources, curriculum teaching models, and evaluation models lacks standardization, the design and practice of the college's curriculum system still has many defects, and the participation of enterprise factors in the curriculum design of higher vocational colleges is low, leading to the contradiction between the curriculum design and the actual demand, which has seriously affected the students' practical ability and professional skills quality of higher vocational colleges, It prevents vocational schools from playing a full role in serving local industries. In the process of professional group construction in higher vocational colleges, to improve the quality of vocational education personnel training, we can mainly arrange the relevant curriculum system from the perspective of professional categories.

### 3. The Value of Interior Design Teaching in Higher Vocational Colleges

Higher vocational colleges can improve students' level of interior design related courses and practice through the improvement of learning content. The improvement of the system of interior design professional courses in higher vocational colleges has the following important values.

#### 3.1. Capability Improvement

The teaching of interior architectural design should focus on training students' space design abilities. The interior design of the building is usually carried out after the completion of the building. The main purpose of the design work is to make rational use of the building space and give full play to the function of the building, rather than simply changing the color of the walls or floor in our eyes. When designing the internal environment of the building that reflects the integrity of the design style, the internal design of the building is carried out by the same designer or design team. Some designers are also architects, and even outstanding architectural design engineers. For example, Frank Lloyd Wright, a famous American architect and designer, whose representative work Water Villa is shown in Figure 2. The design of Water Villa not only shows that the designer needs strong professional skills, but also needs corresponding professional quality. The architectural interior design course of colleges and universities will help students master the basic knowledge of interior design, and the architectural interior design will also cultivate students' space design skills and improve their perception of the interior [6]. Let students' roles be more expressive even if they are transformed into society. The main purpose of architectural interior design is to effectively integrate the interior environment. For example, in recent years, in many economically developed cities in China, it has become very popular to transform factory style elements from the middle and late 20th century into restaurants or artist studios. In order to make the interior of the factory more layered, buildings can also be added, which means that interior designers must design buildings in addition to their ability to design rooms to improve the style and quality of interior design [7].



Figure 2: Water Villa.

### 3.2. Strengthen Professional Knowledge

The course of architectural interior design in higher vocational schools should also provide students with solid architectural knowledge. Architectural knowledge is the main content of architectural teaching, but the interior architecture specialty must also master the corresponding practical technology. For example, in order to improve the utilization rate of indoor space in the decoration process of many families, the space will be planned twice, and the removal of walls is inevitable. If the designer does not know enough about the mechanical properties of the structure, the load-bearing structure is easy to be damaged when hitting the wall, which seriously affects the safety of the structure, which requires that the interior designers without construction drawings can still accurately judge the load-bearing structure. The teaching content of interior architectural design in higher vocational colleges is generally a simple introduction to multistorey or high-rise frame structures, but many buildings are very complex, and the classroom teaching content is not comprehensive. Therefore, teachers should properly cooperate with the development of the construction industry in the teaching process, supplement some teaching materials, and improve students' interior design ability, as shown in Figure 3.



Figure 3: Interior Design Drawing.

### 3.3. Precise Positioning of Interior Design Professional Posts

Interior architectural design is to train high-quality technical experts engaged in interior design, interior art design, overall budget of interior project, residential design, public space design, construction drawing, and dramatic design. Basic courses of interior architecture: interior design, interior design and construction, residential design, public space design, interior design, general budget of interior engineering, interior project management, etc. The major of interior architectural design cultivates students' all-round development of ethics, intelligence, body, and beauty, and cultivates designers with good professional ethics and humanistic qualities. Explore the reform of talent training mode of "integration of industry and education, school enterprise cooperation", jointly carry out market research on schools and enterprises, fully consider regional talent demand and industrial development trends, and integrate the relevant data of enterprise industry research. Formulate employment and entrepreneurship oriented training objectives and standards, demonstrate the development of training directions and standards, develop training plans based on

employee needs, staffing and required skills, and explore the best choice and implementation of employee training paths. Schools and enterprises take vocational skills as the core, work processes and work needs of industry and enterprises as the main line, deepen school enterprise cooperation, follow the principle of "market demand, employment orientation, ability standards", and jointly develop courses. Optimize course integration, establish a workflow oriented production system, and combine the expert training mode to promote students to change from gradually learning various courses to working requirements of enterprises. On the basis of ethics, culture, innovation, and entrepreneurship, separate the modules of the comprehensive quality curriculum system from the cultivation of comprehensive quality ability, study the vocational quality curriculum system, and cultivate and expand students' comprehensive professional quality. In order to enable students to obtain more competitive and sustainable development power in the process of career development, we explore the integration strategy to solve the problems of professional ability and overall quality improvement, as well as the system innovation and learning structure, as shown in Table 1 [8-9].

Table 1: Curriculum System of Architectural Interior Design

Typical Task Course Areas	Typical Task Course Areas	Curriculum
Scheme/effect drawing/construction drawing/soft decoration design scheme design	Scheme/effect drawing/construction drawing/soft decoration design scheme design	Interior design style and genre
Decoration material selection/application, design, construction management and application	Decoration material selection/application, design, construction management and application	Interior Design of Residential Space
Decoration project budget and final accounts/bidding project measurement and pricing	Decoration project budget and final accounts/bidding project measurement and pricing	

#### 4. Construction Method of Basic Curriculum System of Architectural Interior Design Specialty under the Background of Specialty Group Construction

Professional colleges and universities have many basic courses related to architectural interior design, many of which are provided by professional textbook research and development groups. The courses mainly include: Photoshop, architectural sketches and interior colors, architecture and interior design, building specifications, engineering drawings, building decoration materials and construction process, engineering cost, electrical and heating installation, etc. In the process of building professional basic courses, higher professional architecture and interior design must fully integrate the teaching content and learning objectives to make the teaching content more systematic. In the course design process, in addition to analyzing the working ability, we should also combine the learning focus, establish a sound learning structure, divide the content of learning materials into modules, and make the basic curriculum system more systematic [10].

The core course of architectural interior design in higher vocational colleges should mainly aim at cultivating students' professional practical ability. Therefore, the establishment of the curriculum system should be guided by the actual project. All design projects in practice require the cooperation of students. In the process of project completion, teachers must introduce the teaching content according to the actual needs of students. It can not only practice students' practical and application abilities, but also cultivate students' ability to work in teams. Through collaborative practice, students' professional skills can be maximized. Teaching practice can be realized through

cooperation. Students can also improve their communication and setting skills while working in teams. Therefore, in the context of the construction of professional groups, the construction of the basic curriculum system of architecture and interior design for higher majors should focus on practical teaching to achieve the learning objectives. The curriculum system of architecture and interior design in higher vocational schools is mainly based on the professional training of students. Therefore, the professional expansion of architectural and interior design courses emphasizes the professional training of students. As the main goal of improving students' employability, under the guidance of training students' professional quality, it provides courses such as residential interior design, furniture, and public space interior design. Students choose specific advanced courses according to their career plans and abilities. In order to expand the course content as a carrier, pay attention to cultivating students' ability in specific directions, so that students can quickly enter the job. The professional expansion plan is the channel and support for personalized training and talent development in the context of professional groups, which conforms to the goal of comprehensive integration training [11].

## **5. Curriculum System Structure Setting of Interior Design Major in Higher Vocational Colleges under the Background of Specialty Group Construction**

### **5.1. Theoretical Basis**

In terms of personnel training and cultural learning, colleges and universities should actively cooperate with the government and enterprises to carry out curriculum construction, form a professional curriculum system based on systematic workflow, and introduce campus culture, enterprise culture and innovation culture. In the area of education, a unique system of educational and cultural programmes should be established. In the field of scientific research, on the basis of jointly building professional courses, on the one hand, through "creating a win-win situation" and corporate universities participating in the research and development of key technologies of the company, on the other hand, they help SMEs solve technical problems and promote the innovative development of enterprises; On the other hand, in the process of research and development, teaching practice cases should be formed to form an enterprise curriculum system. It is worth noting that in terms of social services, in addition to the four traditional technical services, the College also pays special attention to the development and needs of surrounding enterprises and communities, makes full use of its own resources, and shares social responsibilities with the government and communities. Establish "community college" and "talent shortage college". The community college mainly provides community residents with continuing education and refresher courses in culture, art, science, and technology, and forms a community education curriculum system. Higher vocational colleges mainly provide vocational training and vocational qualification certificates for enterprises and communities to improve their vocational skills and form a vocational training curriculum system. The construction of the curriculum system is in line with the Internet+thought, paving the way for the combination of production, teaching and research, and common innovation and development. The arrival of the "Internet plus" era means that "Internet plus" is not only a technological change, but also an innovation in the way of thinking. The idea of "Internet plus" is defined as an idea of comprehensive development and collaborative innovation, and the establishment of a curriculum system led by enterprises is an effective way to promote the construction of the five core courses. Different from the professional curriculum system, the purpose of establishing the enterprise led curriculum system is to integrate the advantages of enterprise resources into the whole learning process by learning advanced technology projects, and improve students' innovation awareness and competitiveness. At the same time, schools and

enterprises are committed to technological innovation, research, and development of vocational education [12].

## 5.2. Specific Measures

First of all, curriculum standards, curriculum content, learning mode, and evaluation mode are the organic whole of the formation of curriculum structure. Secondly, the curriculum structure pays more attention to the overall form of curriculum standards, curriculum content, teaching methods, and evaluation methods, especially the problems existing in the teaching practice of modern schools in China. In terms of curriculum content, teaching methods, and evaluation methods, curriculum standards have been greatly improved. On this basis, the pilot schools will pay more attention to the dynamic adjustment of teaching strategies in teaching practice, adhere to the pursuit of curriculum standards, and dynamically adjust teaching content and methods. Third, on the premise of ensuring the realization of the objectives of the curriculum standards, the structure between disciplines and class hours should flexibly adapt to the growth of students in terms of knowledge and ability, quality, practice and theory, and achieve scientific balance and reasonable overall adjustment. According to this principle, we must mobilize and organize teaching resources and make full use of them. Ensure the smooth implementation of the new curriculum system. The pilot schools deploy the curriculum content according to the requirements of the school standards, actively develop teaching and learning content, including the content improved according to the national curriculum standards, and increase the teaching and learning content. Items and training required. The course content is mainly based on the existing textbooks. Organize teaching materials, student auxiliary materials, reading materials, and materials required by various projects according to the standard objectives of the curriculum and the actual needs of teaching activities. The teaching content is arranged by schools and teachers according to the needs of teaching activities. Equipment and materials are purchased or rented. The school will provide books to help students read. For those parts that cannot be fully satisfied, students will arrange reading materials according to their own needs. Under the guidance of teachers, some learning materials will be provided and called directly on the Internet to enrich and systematize teaching. To meet the needs of students for vocational training, see Figure 4 [13-14].

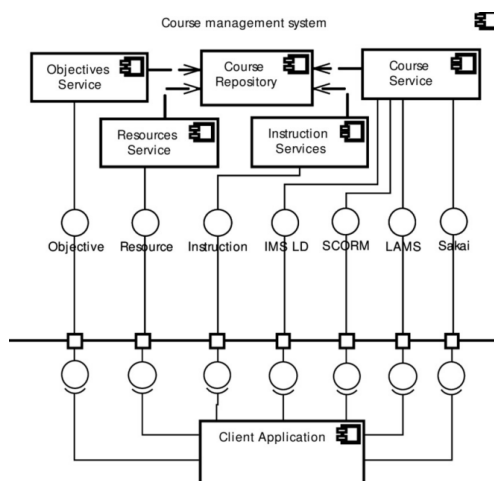


Figure 4: Course Management System.



## 6. Conclusion

In a word, the construction of specialty groups has become the development trend of higher vocational education reform. In this context, we must innovate and design the curriculum system of architectural interior design in higher vocational colleges, realize the open logic of the curriculum system, and gradually improve the basic ability and professional ability of students. It enables students to adapt quickly and have sufficient skills when they actually enter the labor market.

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