

Research on the Cultivation of Practical and Innovative Talents of Interior Design Undergraduates under the Background of Integration of Production and Education

Song Huang

College of Architectural Arts, Guangxi Art College, Nanning, Guangxi, 530022, China

Keywords: Integration of industry and education; Interior design; Professional undergraduate students; Training of practical and innovative talents

Abstract: Interior design has become a hot and tasteful industry. However, at present, there is a serious shortage of practical and innovative talents for undergraduates majoring in interior design in China, and high-level interior designers are rare. The cultivation of interior design talents is far from meeting the needs of the market. At present, the training mode of talents still adopts the traditional mode of combining practical teaching with enterprise practice, and the state of school-enterprise cooperation is relatively passive. We need to select and educate talents together with outstanding enterprises in interior design industry to promote the reform of the training mode of practical and innovative talents for professional undergraduates. Starting from the connotation of the integration of production and education, this paper studies the training mode of practical and innovative talents for undergraduates majoring in interior design. Innovating and exploring the training mode of practical and innovative talents for undergraduates majoring in interior design is not only the need for higher vocational colleges to promote their own development, but also puts forward the construction strategy of talent training mode based on the integration of production and education.

1. Introduction

The integration of production and education is an in-depth cooperation with industry enterprises to improve the quality of talent training, and has become an effective way to develop vocational education in China. As one of the majors closely related to industrial enterprises, the current talent training mode of architectural interior design in higher vocational colleges can't adapt well to industrial enterprises, that is, the talents trained by colleges can't adapt well to the requirements of enterprises, which directly affects the efficiency of integration of production and education. Interior design is the core of interior decoration. The level of interior design determines the indoor function, style and people's behavior in living, working and studying indoors, and interior designers are the soul and leader of interior decoration industry [1]. Interior design industry has always been at the forefront of social development, which is inseparable from the development of material civilization and spiritual needs of society. At this stage, the interior design industry has entered a period of transformation and upgrading, and the market has put forward higher standards and more specific

requirements for industry talents. Specialty construction and development has entered the stage of connotative development from extensive development, so it is necessary to plan and build a refined teaching practice course and talent training model that meets the needs of the industry market [2]. Interior design has become a hot and tasteful industry. However, at present, there is a serious shortage of practical and innovative talents for undergraduates majoring in interior design in China, and high-level interior designers are rare. The cultivation of interior design talents is far from meeting the needs of the market [3]. The training mode of talents still adopts the traditional training mode of theory and practice plus enterprise practice, and the state of school-enterprise cooperation is relatively passive. We need to select and educate talents together with excellent enterprises in interior design industry to promote the reform of the training mode of practical and innovative talents for professional undergraduates [4]. Although the cultivation of practical and innovative talents for professional undergraduates has higher requirements on the concept of running a school, the establishment of curriculum system and the optimization of curriculum content, the improvement of talent quality depends more on the establishment of a team of teachers with good professional background and spirit of unity and cooperation. Innovating and exploring the training mode of interior design professionals is not only the need to promote their own development, but also puts forward the construction strategy of talent training mode based on the integration of production and education.

2. The necessity of integrating industry and education

The core of cultivating highly skilled talents is skill development. Skill development cannot be separated from sufficient and necessary production practices. In order to accomplish one's talent cultivation mission, it is necessary to seek deep which is a labor cost savings compared to frequent employee turnover. Based on the current market situation, an effective way to retain stable employees is for schools and enterprises to carry out "order based" training. The strong intellectual support of universities is also an important basis for improving the value of enterprise products. Graduates have poor practical skills, weak ability to independently solve practical problems and innovative awareness, and a lack of communication, teamwork, and other professional qualities[5]. The disconnection between the training mode of interior design talents and the job skills and professional qualities required by interior design enterprises is becoming increasingly prominent. For vocational colleges, there are five connections, namely the connection between majors and industries, the connection between schools and enterprises, the connection between course content and professional standards connection between academic certificates and vocational qualification certificates[6]. Therefore, a very effective way to solve these contradictions is to closely contact interior design industry enterprises, cultivate high skilled talents through school enterprise cooperation, promote the reform of interior design professional talent cultivation mode, drive professional adjustment and construction, guide the reform of curriculum design, teaching content and teaching methods, and highlight the cultivation of practical and professional abilities[7].

3. Requirement of that integration of production and education for the cultivation of practical and innovative talents for undergraduate majoring in interior design

3.1. The integration of production and education requires the training process to be more flexible and flexible.

Due to the deep integration of schools and enterprises, the mode of "factory in school" and "lieutenant colonel in factory" has changed the space-time situation of traditional separation between schools and enterprises. The fixed teaching time in traditional teaching is no longer

applicable, and the relatively stable teaching place has changed greatly in interior decoration design positions, and require the students majoring in interior design to write their own career plans to guide the long-term professional development of interior decoration design students [8-9]. On the platform of school-enterprise cooperation, we will vigorously promote the combination of work and study, closely contact the enterprises in the interior design industry, make full use of their respective superior resources to achieve mutual benefit and win-win development, realize the deep integration of college and interior design enterprises in talent training, and realize the seamless connection between college talent training and enterprise talent demand in the true sense [10].

3.2. Integration of industry and education requires more precise and specific talent cultivation goals

Under the school enterprise cooperation model, when formulating training plans for interior design professionals for students, it is necessary to conduct research on the types of demand for interior design professionals in the actual market demand, and organize relevant professionals to deeply explore and collect industry opinions from home decoration enterprises. Finally, the industry research results should be compiled and organized, Write a research and analysis report on the demand for talent in the interior design industry [11]. The teaching management of interior design studios adopts a corporate management model. Students can familiarize themselves with the workflow, management, and business models of interior design enterprises, cultivate their teamwork spirit, cultivate good professional literacy, and enable them to quickly adapt to the working environment of interior design enterprises after graduation, truly achieving a zero distance transition from students to enterprises.

4. Strategies for Cultivating Undergraduate Practical Talents in Interior Design under the Background of Integration of Industry and Education

4.1. Talent cultivation management and evaluation system

During the follow-up period, students will receive the same treatment as interns in the enterprise. After completing the learning tasks and passing the assessment during the follow-up period, they can directly join the enterprise. Clarify the main responsibilities of both schools and enterprises in the process of cultivating practical talents for undergraduate students majoring in interior architecture, and implement a method of first recruiting and then selecting students for student selection. In the setting of professional courses, it is necessary to highlight the professional characteristics of the school and have the school's flagship majors. Firstly, professional settings should meet the needs of society. The relevant person in charge of the school should have a clear understanding of the current economic development and market needs, arrange professional courses based on market needs, and set up professional courses that keep up with the development of the times. The innovation and improvement of interior design teachers' own design technology and practical ability can be further developed, and their scientific research level can be qualitatively improved. The form of school enterprise cooperation can jointly create a team of full-time and part-time "double teacher" teachers with strong hands-on practical ability, high business skills, high scientific research level, and high design innovation awareness. By holding professional demonstration meetings and practical expert seminars, the job experience of each corresponding position was analyzed to determine the professional abilities of interior design positions, as shown in Table 1.

Table 1: Work Tasks and Professional Abilities

Serial number	Work task	Professional ability
1	Engineering construction and management	Have the ability of on-site construction management and organization; Have the ability to sort out and compile relevant construction materials.
2	Accept the task and talk about task governance	Ability to analyze and solve problems; Learn to communicate with customers skillfully.
3	Pre-design data preparation	Ability to collect, process and summarize data; Through on-the-spot land purchase inspection, draw relevant sketches according to local conditions.
4	Decoration project budget	Ability to prepare engineering budget; Ability to write project budget report.

A basic viewpoint of modern interior design is to attach great importance to science in creating interior environment. From the history of interior design development, the rise of innovative new styles has always been in line with the development of social productivity. There is a clear system and systematic structure for assessment and evaluation. The school's teaching tasks and quality assessment are jointly completed by the school's teaching management evaluation committee, students, and peer teachers.

4.2. Teaching methods in talent training

Teaching methods should widely adopt courseware-based, project-based, situational and case-based teaching methods, and strive to form a new teaching system with the goal of cultivating professional ability and project-based teaching as the main teaching method. Teaching design should be reformed. Interior design industry has always been at the forefront of social development, which is inseparable from the development of material civilization and spiritual needs of society. At this stage, the interior design industry has entered a period of transformation and upgrading, and the market has put forward higher standards and more specific requirements for industry talents. We should have a clear understanding of what kind of talents are needed in the current social market and what kind of talents will be needed in the future, formulate our own unique teaching syllabus according to the needs of the society for talents, and constantly adjust the teaching content. Innovatively set up the teaching curriculum system for the cultivation of interior design professionals, and develop the teaching scheme jointly by schools and enterprises, so as to further improve the interior design curriculum system, and make the teaching content more timely and targeted through the integration of work and study, project and task-driven mode in the new curriculum teaching system. It is imperative to deeply understand the professional attributes of interior design, analyze the professional status and development trends at home and abroad, compare the similarities and differences between professional training programs and objectives, update educational concepts, revise talent training programs, optimize curriculum systems, and create new curriculum structure relationships. Personnel training should follow several principles, as shown in Figure 1.

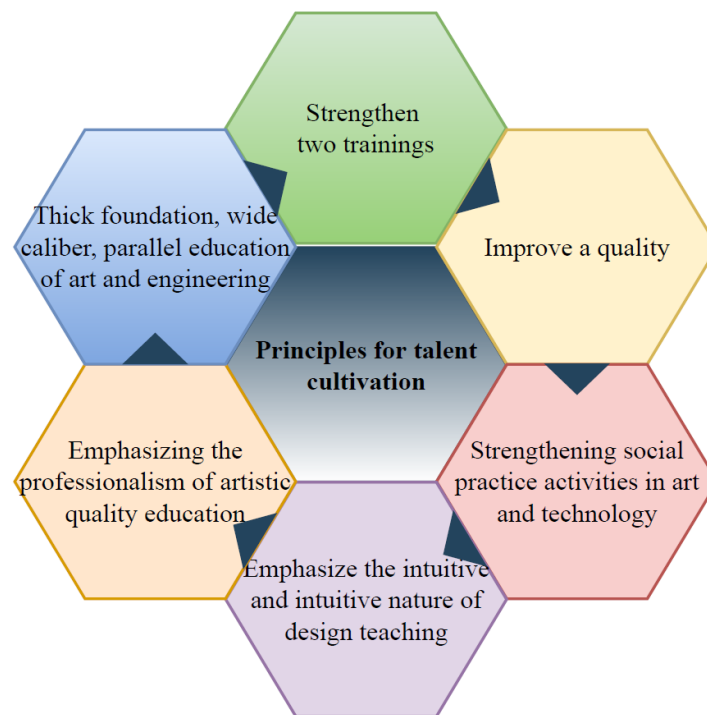


Figure 1: Principles for Talent Cultivation

During the process of project contracting and construction, students can choose their career direction based on their interests and strengths, and play different roles in corresponding internship positions according to engineering needs. The learning objectives are clearer and more targeted. In the context of the integration of industry and education, the cultivation of architectural interior design talents should pay special attention to the cultivation of practical abilities and professional qualities.

5. Conclusions

To sum up, in various talent training modes, each has its own characteristics and application. The reform of talent training mode for interior design major in college aims to build a professional curriculum system with integrated curriculum as the main body and multiple curriculum modes coexisting, improve teaching quality and promote professional connotation development. Although the cultivation of practical and innovative talents for professional undergraduates has higher requirements on the concept of running a school, the establishment of curriculum system and the optimization of curriculum content, the improvement of talent quality depends more on the establishment of a team of teachers with good professional background and spirit of unity and cooperation. The interior design major of our school has formulated scientific and reasonable education, teaching and personnel training programs, clearly positioned the teaching system of the interior design major, and further trained the practical ability and professional knowledge of relevant educators. The concept of professional training mode and curriculum setting is constantly updated, and the training goal of practical and innovative talents of professional undergraduates is based on the high-quality level of general education of international interior design specialty, forming a set of distinctive curriculum system.

Acknowledgements

Special Project for Integration of Production and Education of Guangxi Arts University in 2023 “Research on the Cultivation of Practical and Innovative Talents for Undergraduate Students majoring in Interior Design under the Background of Integration of Industry and Education” (2023CJRH08).

References

- [1] Dongming D I, Peng L I. A Probe into the Modular Curriculum System of "Dual Training and Integration of Arts and Workers" of Art Design Major in Higher Vocational Education under the Background of Integration of Production and Education [J]. *The Theory and Practice of Innovation and Entrepreneurship*, 2020, 42(15):11-34.
- [2] Li Z, Tian T. Research on cultivation and innovation strategy of "modern apprenticeship system" in interior design specialty of higher vocational education [J]. *Modern Salt and Chemical Industry*, 2021, 35(17):31-39.
- [3] Kim J S, Lee J K. Implementation and Application of Interior Design Style Training Model using Deep Learning [J]. *Korean Institute of Interior Design Journal*, 2020, 29(5):96-104.
- [4] Hong L I. Research on Training Plan of Logistics Management Talents with Integration of Production and Education [J]. *Education Teaching Forum*, 2021, 42(14):17-23.
- [5] Tengfei Z, Wei L. Practice and Exploration of "Modern Apprenticeship" Personnel Training Mode—Taking an Example of Furniture Design and Engineering Major in Nanning College for Vocational Technology [J]. *Furniture & Interior Design*, 2019, 48(12):14-21.
- [6] Tedjokoesoemo P E D. Interior Design Students' Perception on Interior Health and Comfort in Shop House Design for New Normal Era [J]. *GATR Journals*, 2022, 31(12):31-38.
- [7] Suxia L. Exploration and Practice of Training Mode for Innovative Furniture Designer [J]. *Furniture & Interior Design*, 2022, 45(14):18-27.
- [8] Xiaojuan S, Liwei L I, University B U. Research and practice on training mode of practical innovative talents from perspective of "Speciality, entrepreneurship, industry and education"[J]. *Experimental Technology and Management*, 2022, 30(1):21-30.
- [9] Heng-Wei Z. Collaborative Innovation Reform and Research on the Cultivation Mode of Architectural Interior Design Talents [J]. *Construction & Design for Engineering*, 2022, 24(4):19-25.
- [10] Alrifa A A, Raju V. A Framework for Employability Skills of Graduate in Malaysian Interior Design [J]. *IJARCCCE*, 2019, 6(6):13-20.
- [11] Zhiheng G. Discussion on the Training Mode of Interior Design Professionals in Higher Vocational Colleges [J]. *The Theory and Practice of Innovation and Entrepreneurship*, 2021, 15(4):10-18.