Advances in Vocational and Technical Education (2023)
Clausius Scientific Press, Canada

DOI: 10.23977/avte.2023.050813
ISSN 2523-5834 Vol. 5 Num. 8

Research on Curriculum Reform of Environmental Art and Design Majors in Higher Vocational Education Based on School Enterprise Cooperation

Jiebing Zhu, Di Wang

Suzhou Institute of Industrial Technology, Suzhou, 215104, China

Keywords: School enterprise cooperation; Vocational environmental art; Design professional courses; Reform

Abstract: At present, there are still many problems in vocational education in China. According to relevant surveys, most graduates are unable to handle practical work after graduation due to poor practical skills and lack of broad design ideas. This is mainly due to the school's emphasis on explaining theoretical knowledge in the teaching process and the lack of emphasis on practical courses, resulting in relatively few practical opportunities for students to apply the knowledge they have learned in practice, and their practical operation level is relatively low. Therefore, this paper takes this opportunity to take advantage of the Key Stage of the reform and deepening of the curriculum system of the environmental art design specialty. How to consolidate the achievements of previous fraud, stack new achievements, more fully combine the school enterprise cooperation mode with the construction of the curriculum system, and achieve in-depth cooperation with industry enterprises in the formulation of professional talent training plans, curriculum development, practical teaching, practice base construction, quality standard formulation and assessment, and employment, Implement the goal of "dual subject" education. It is an important research direction currently seeking the path of reform and development.

1. Introduction

Environmental design is a typical subject combining art and technology, which is highly practical. In China, its industry market has only been rich in social practice in recent ten years. Recently, our country has taken scientific development as the theme and accelerated the transformation of economic development mode as the main line to promote long-term stable and rapid economic development, which urgently needs a large number of high-quality workers and skilled talents, which requires our higher vocational colleges to change their educational concepts, reform teaching methods, teaching effects and evaluation. At present, there are still many problems in China's vocational education. According to relevant surveys, most graduates are not qualified for practical work after graduation because of their poor practical operation ability and open design ideas [1]. This is mainly due to the school's emphasis on theoretical knowledge and lack of attention to practical courses in the teaching process, resulting in fewer practical opportunities for students, unable to apply what they have learned to practice, and their practical operation level is low. The

system construction is not perfect, the vocational skills training base is not perfect, the system standard is not perfect, and the quality level of running schools and personnel training is uneven. In practice training, the motivation for enterprises to participate in running schools is insufficient, and the supporting policies for the growth of technical and skilled personnel are not perfect [2-3]. Therefore, this paper takes this opportunity to change the curriculum system of environmental art design major into a key stage of deepening progress. How to consolidate the achievements of previous bullying and bring forth the new, combine the school-enterprise cooperation mode with the curriculum system construction more fully, and study the most feasible system scheme of practical teaching with the goal of cultivating high-quality and applied talents with innovation and practical ability, and build a reasonable and practical teaching system, laying a good foundation for the future practical teaching and the integration of production and education [4]. At the same time, we will achieve in-depth cooperation with industry enterprises in the formulation of professional talent training plan, curriculum development, practice teaching, practice base construction, quality standard formulation and assessment, and employment, and implement the goal of "double-subject" education [5]. It is an important research direction to seek the road of reform and development at present.

2. Problems in the Curriculum of Environmental Art and Design in Higher Vocational Education

2.1. Weak teaching staff

At present, there is an unreasonable structure of teaching staff in many vocational colleges, with a lack of dual qualified teachers. The vast majority of teachers are fresh graduates of universities who work as teachers in schools after graduation. The backbone courses of Aishu Design in Surrounding Internal environment are generally arranged in the third year of college. According to the new model of "Three True Simulations", namely, real project, real environment, competitive operation and simulation of in-service designers, the key households in the third year of college are mainly engaged in design practice [6]. Although clear arrangements and requirements have been made in the existing teaching plan and syllabus, in the actual implementation, the situation of full classroom teaching still occurs. Teachers may spend more than half of their time asking questions, thereby reducing the opportunities for students to express their opinions and practice independently. In student internships and employment, universities have their own advantages. Compared to other types of enterprises, the scale of environmental art and design related enterprises is relatively small, and the number of interns that can be integrated is relatively small. However, the school needs to arrange more interns, which is difficult to meet the internship needs of students. Although theoretical knowledge is relatively solid, there is a lack of practical ability in engineering production, a lack of understanding of the market, and insufficient practical experience [7]. This leads to students staying in the theoretical stage of learning, unable to effectively combine practice with theory, and unable to provide practical opportunities for students, making it difficult for them to enter the role of engineering practice [8].

2.2. Traditional teaching methods for teachers

The teaching methods adopted by most teachers mainly include theoretical explanation and multimedia demonstration, and there is a serious lack of practical education, which leads to boring classroom atmosphere and students' boring learning, which cannot improve students' learning autonomy and enthusiasm. There are obvious differences between the operation mode of enterprises and the education mode of schools. The operation of enterprises is based on the laws of market

economy. To achieve the win-win goal of school-enterprise cooperation, it is necessary to carry out cooperation on the basis of ensuring their own interests [9]. However, in the teaching organization and arrangement of the existing practical links, teachers often emphasize the novelty of their creativity, which leads to the fact that learners pay too much attention to the sense of form and graphic effect of the design scheme, ignoring the cultivation of design materials, structural cognition and practical ability, and reaching some neglected contents just determines the final implementability of their design [10]. This traditional education mode has seriously affected students' knowledge output, resulting in students' inability to apply what they have learned, even though they understand the production process, which will affect their future career development.

2.3. The disconnect between theory and practice

If students are not exposed to the construction process, even if they have more decoration knowledge, it is difficult to apply the knowledge they have learned. Although some teachers can recognize the importance of practical education, due to various factors, they can only establish virtual topics in practical education and use the Internet to allow students to engage in simulated exercises. In addition, practical experience in targeted decorative structures, soil application techniques, and engineering costs has become a weakness for students majoring in environmental art and design, which has a significant impact on their practical work after graduation. The reform of the curriculum system for environmental art and design is a long and arduous task. At present, in the cooperation between schools and enterprises in the field of environmental art and design, enterprises hold the initiative, making it difficult for schools to choose ideal enterprises and achieving effective results in school enterprise cooperation. Students did not have actual exposure to the construction site, resulting in a lack of corresponding understanding of practical disabilities, and did not learn how to conduct on-site surveys, perform calculations, design structures based on actual situations, develop construction plans, and select construction techniques. This led to students needing to undergo a long internship after graduation to adapt to their professional work.

3. Curriculum Reform of Environmental Art Design Specialty in Higher Vocational Colleges Based on School-enterprise Cooperation

3.1. The 'school enterprise cooperation' model

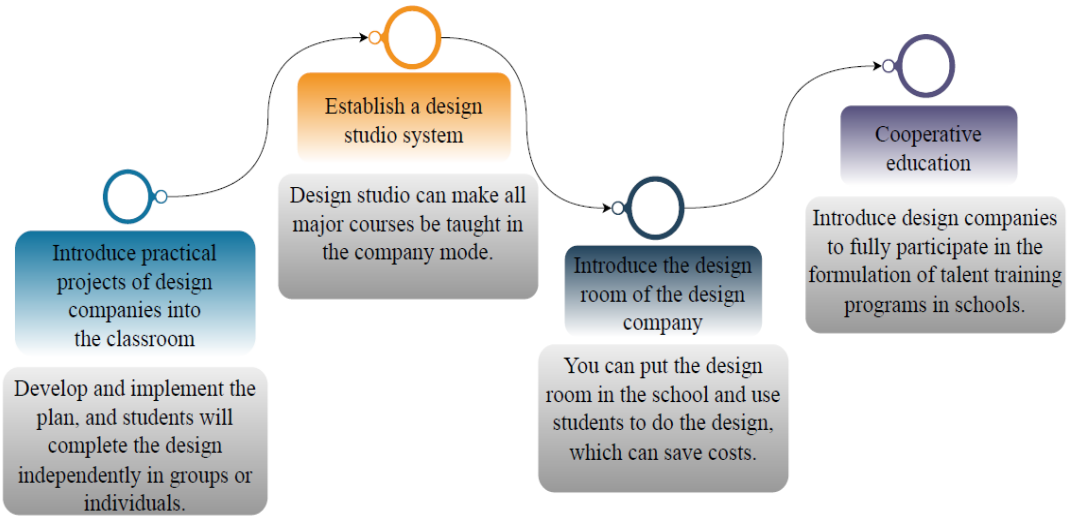

Figure 1: School-enterprise cooperation mode

The college should introduce practical design projects from individual industries into professional courses: Students participate in the whole process from preliminary investigation and research, data collation to design bidding, design and production, improve the practical teaching mode of learning by doing, pay attention to cultivating students' ability of independent analysis and problem solving, and help students smoothly realize the transition from learning to thinking and from design to practice. This paper analyzes several modes of school-enterprise cooperation, and the details are shown in Figure 1.

Colleges should combine theoretical knowledge with practical technology to create a modern teaching model that integrates practice, engineering, and teaching for students. A studio is like a small company, where students are employees of the company. In this educational model, the identity of students has changed, and the school has also broken the traditional teaching method of theory before practice, embedding theory into practice, and driving students to learn independently with tasks. In accordance with the requirements of matching professional settings with industry needs, course content with professional standards, and teaching and production processes, the Environmental Art and Design major cooperates with related industries such as decorative materials, real estate, environmental planning, furniture and home decoration, building accessories, engineering construction, etc. Teachers conduct in-depth research in enterprises and continuously improve professional talent training plans and teaching models.

3.2. Evaluation and scoring mechanism

The college should introduce the reality pretending project of the enterprise into the course evaluation stage, highlight the social and practical nature of the training content, effectively transfer traditional concepts, and integrate the concept of chaotic education into the evaluation and evaluation, truly reflecting the evaluation principle of seizing potential, valuing practice, and encouraging innovation. In the process of school-enterprise cooperation, enterprises can participate in the curriculum R&D design of the school, combine their advantages and needs, design and develop courses that meet the needs of students and enterprises, strengthen the cultivation of students' professional knowledge, and let students know the future job needs and professional skills. A new teaching mode, which takes enterprise projects as the teaching content and follows the management norms of enterprises, is designed. In this teaching mode, teachers are the project director or Party A, students are the designers or Party B, and teachers guide students to complete independently through designing projects. In the teaching process, we can not only grasp the scientificity of classroom teaching, but also closely combine the specialty with the industry, which conforms to the characteristics of the integration of teaching and learning in higher vocational education, and realize our teaching reform purpose in the principle of "managing both ends, standardizing the middle, integrating books and evidence, and running schools in a diversified way". In the future curriculum system reform and discipline construction, while fully understanding the demand of social development for environmental art design talents, we will make use of two different educational resources and environments of schools and enterprises, seize the opportunity of cultural innovation industry development, explore the road of "school-enterprise cooperation" in colleges and universities with China characteristics, and cultivate more high-quality environmental art design professionals with practical ability and innovative talents that meet the needs of modernization.

3.3. Forward Looking Curriculum Design

Reduce the phenomenon of repetitive and mixed curriculum settings, guided by the Scientific Outlook on Development: oriented towards employment and based on improving professional

abilities, invite outstanding managers and technical personnel from enterprises to teach in schools. The course content is more closely related to the cultivation of knowledge, abilities, and qualities required for practical work. By conducting teaching process monitoring, learning situation analysis, learning feedback, academic evaluation, etc., promoting the integration of practical teaching and information technology, students can have flexible communication and interaction. Through scientific research activities, teachers' educational level can be improved, and students can also master more advanced knowledge, making classroom education more diverse. Add ideological and political elements to the professional teaching process. At the same time, incorporate students' professional spirit, such as due diligence, integrity, and reliability, into the curriculum teaching. After several years of continuous reform, our graduates have a solid professional foundation and strong application ability, a serious work attitude, a good sense of professionalism, and strong learning ability. So, our graduates are highly welcomed by enterprises.

4. Conclusions

Environmental art course is a scientific and applied subject, which requires students' theoretical basis, artistic thinking and scientific innovation. Therefore, in order to cultivate talents that meet the requirements of social development, schools should strengthen school-enterprise cooperation, establish practical teaching places that match theoretical teaching, strengthen practical teaching, improve hands-on ability, and break the traditional closed classroom teaching mode. The practice teaching of environmental art design specialty should fully mobilize students' subjective initiative, put students in the main position, enhance students' theoretical knowledge, improve students' practical ability and cultivate more high-end skilled talents. In order to make the major of environmental art design meet the needs of the times and serve the local economy, we should take many measures and methods to assess students' personality creation, artistic expression ability, design awareness, design and production practice ability and professional characteristics. In school enterprise cooperation, schools can undertake employee training for enterprises, strengthen communication between them, and learn from each other. The school should reflect on the shortcomings of practical education, strengthen the integration of educational resources, promote the transformation of educational models, establish interactive educational platforms, implement the cultivation of students' thinking and practical skills education, so that students can better enter their positions and lay a solid foundation for future development.

Acknowledgement

This paper is a phased achievement of the general project of philosophy and social research in universities of the Jiangsu Provincial Department of Education, titled "Research on Suzuo Details Design of Street and Lane Space based on the Background of Suzhou Ancient City Protection and Renewal" (Project No.: 2022SJYB1638).

References

[1] Xiaoxiao X, Xia R. Exploration on Personnel Training Mode of Environmental Art Design Specialty in Higher Vocational Colleges Based on School-enterprise Cooperation—The Case of Suzhou Industrial Park Institute of Vocational Technology [J]. Vocational and Technical Education, 2022, 42(17):26-31.

[2] Jianfeng L. Construction of School-Enterprise Cooperation Model And Management System For Art Design Major In Higher Vocational Colleges [J]. Industrial Design, 2021, 26(14):41-46.

[3] Lan Q, Enfeng Z, Canxing Q I. The Applied Research of Augmented Reality Technology in Higher Vocational Education—A Case Study of Environmental Art Design Major [J]. Journal of Xingtai Polytechnic College, 2022, 44(24): 67-72.

[4] Xiaohua W. On Improving the Employability of Art Design Majors in Higher Vocational Colleges under School-Enterprise Cooperation—Take Guangdong Teachers College of Foreign Language and Arts as an Example[J]. Educational Research on Foreign Languages and Arts, 2021, 33(15):35-42.
[5] Zhiqiang Z. The Study on Practice of Traditional Environmental Art Design Education in Higher Vocational Colleges Based on South of the Five Ridges Architectural Culture—Take Guangzhou Huali College of Science and Technology as an Example [J]. Journal of Hubei Open Vocational College, 2021, 22(4):19-24.
[6] Kui H E. Problems and Countermeasures of "School-enterprise Cooperation" in Higher Vocational Colleges [J]. Journal of Xinjiang Vocational University, 2021, 26(17):31-42.
[7] Li W. Study on Countermeasures of School-Enterprise Cooperation in Higher Vocational Colleges in the New Era [J]. Journal of Liaoning Higher Vocational, 2022, 26(14):19-27.
[8] Tangzhong P, Yuan Q. On Exploration of School-enterprise Cooperation in Higher Vocational Innovation and Entrepreneurship Education [J]. Journal of Guilin Normal College, 2021, 42(14):18-26.
[9] Kun W. Thoughts on Reforming the Practice Teaching of Environmental Art Design Specialty in Higher Vocational Colleges [J]. Journal of Educational Institute of Jilin Province, 2022, 23(14):21-26.
[10] Guomei D, Mingchang W. Exploration and Practice of School-Enterprise Cooperation Model in Higher Vocational Colleges in Suzhou Area [J]. Journal of Shazhou Professional Institute of Technology, 2019, 12(4):11-18.