

Practical Teaching Reform on Environmental Design Major under the Background of Innovation and Entrepreneurship

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Abstract: Innovation and entrepreneurship education is based on cultivating students' entrepreneurial consciousness and innovative spirit. Practical teaching is an effective way to transform theoretical knowledge and an important link in cultivating innovative and entrepreneurial abilities. Aiming at the problems existing in the practice teaching of environmental design majors in the context of innovation and entrepreneurship, following the teaching reform principles that meet the needs of market talents, promote regional economic development, give play to the subjectivity of students, and highlight the characteristics of schools and majors, the corresponding teaching reform proposals are proposed: Construct a school-enterprise joint training mode, innovative studio teaching mode, effectively integrate various teaching resources, and three classroom linkages to broaden the horizon of students' innovation and entrepreneurship. The research results are applied to the practice teaching reform of environmental design majors to improve the quality of talent training.

1. Introduction

Environmental design, also known as environmental art design, refers to a practical art that integrates the design of the indoor and outdoor space environment through artistic design. As an emerging design discipline, it focuses on the artistic design of human living facilities and space environments. Environmental arts cover a wide range of disciplines, including architecture, urban planning, ergonomics, environmental psychology, design aesthetics, sociology, literature, history, archeology, religion, environmental ecology, and environmental behavior. The purpose of environmental design is to beautify the space, so that indoor and outdoor spaces can have a specific atmosphere or show a certain style through design, so as to meet people's requirements for space use and aesthetic needs. The education of environmental design major should meet the actual needs of social development, and train design talents with strong design aesthetic ability, innovation ability and practical application ability for the society. Innovation and entrepreneurship education is aimed at cultivating talents with basic entrepreneurial qualities and pioneering personality. It mainly cultivates students' entrepreneurial consciousness, innovative spirit and ability to innovate and entrepreneurship. It is oriented to the whole society and targets those who plan to start a business, have already started a business, and have successful businesses groups, the education of innovative thinking training and entrepreneurial ability training in stages and levels. Carrying out innovation and entrepreneurship education in colleges and universities and actively encouraging students to start their own businesses is a major strategic measure for the education system to learn and practice the scientific development concept and serve the construction of an innovative country. It is a deepening of higher education reforms and training of students' innovative spirit and practical ability the important way which is to implement important measures to promote employment by entrepreneurship and promote the full employment of college graduates. Practicality is the essential attribute and inherent requirements of innovation and entrepreneurship education. Practical teaching is the most important part of the innovation and entrepreneurship curriculum. The one-way indoctrination method based on course teaching alone cannot complete the innovation and

entrepreneurship practice required by innovation and entrepreneurship education ability-focused talent training goal.

In the art discipline, the environmental design major is favored by many candidates because of its broad employment direction and broad employment channels. However, recent surveys and studies have found that the employment rate of environmental design majors is not enough, and companies cannot recruit suitable design talents. The main reason for this contradiction is that the students' lack of practical innovation ability makes it difficult to apply theoretical knowledge to practical work. Practical teaching is an effective way to transform theoretical knowledge, and it is an important link to cultivate innovative and entrepreneurial abilities. Practical teaching includes a series of activities such as cognition, exploration, and discovery. It is a design, research, and comprehensive work carried out in order to solve practical problems and improve innovative practical ability. At present, the teaching methods and contents of environmental design specialty are not perfect, and there are still many shortcomings in practical teaching, which is not conducive to improving the quality of talent training. Innovation and entrepreneurship education not only emphasizes the cultivation of entrepreneurship consciousness and innovative spirit, but also focuses on improving the comprehensive quality of innovation and entrepreneurship, especially the expansion of innovative operation capabilities. This is not simply a theoretical teaching that can be completed, but it needs teaching practice. Cultivate students' entrepreneurial qualities through innovative practical activities; cultivate students' creative abilities by integrating theory with practice. Therefore, strengthening practical teaching and promoting professional construction are very important for the development of environmental design specialty. Exploring the practice system in the context of innovation and entrepreneurship, strengthening the cultivation of students' practical ability, and improving students' innovative consciousness are the problems that need to be solved in the teaching reform of environmental design majors in the new era.

2. Problems on Practical Teaching Reform of Environmental Design Major under the Background of Innovation and Entrepreneurship

The practical teaching of environmental design under the background of innovation and entrepreneurship has not played its due role. There are still many problems that need to be solved urgently, and they are prominent in the following aspects:

(1) No systematic innovation and entrepreneurship practice teaching system has been formed. Although national level strongly advocates innovation and entrepreneurship education, it has not been implemented in many universities, especially art majors such as environmental design are rarely involved, and a comprehensive, systematic and perfect curriculum education system and talent training system have not been formed. The above situation has caused the islanding of innovation and entrepreneurship education, which is relatively scarce in terms of resources, concepts and methods. Some schools will take part in competitions as the focus of innovation and entrepreneurship education. Elite education is limited to individual students.

(2) Training target positioning is fuzzy. With the continuous development of the socialist market economy, the employment situation and employment methods have also changed. The goal of university training is not only to solve the problems of employment and simple self-employment, but also to cultivate high-quality talents with innovative spirit and entrepreneurial ability. However, many colleges and universities have ambiguous training goals, failed to incorporate entrepreneurship education into their teaching plans, taught more employment knowledge than entrepreneurial knowledge, and lacked scientific planning and design for the construction of an innovative entrepreneurship practice teaching platform, which did not provide sufficient practice opportunities and development space. Students not only lack entrepreneurial awareness, but also lack entrepreneurial ability and innovative spirit.

(3) Resources for practical teaching are relatively inadequate. Environmental design major's practical teaching resources include hardware resources, software resources, teachers, and other teaching resources. There are relatively few practical teaching resources for environmental design majors, and they cannot be effectively used, which reduces the practical teaching level of

environmental design majors. For example, the lack of advanced hardware and software facilities for environmental design professional practice teaching has hindered the development of teaching; lack of teachers, insufficient understanding of professional practice, lack of comprehensive understanding of environmental design job requirements, and difficulty in developing high quality Environmental design practice teaching.

(4) Practice projects are out of touch with society. During the internship and practice of environmental design major, it is basically based on investigations and visits. Although you can have a relatively intuitive understanding of environmental design work, it is often limited by the number of students, time and venue. Due to the form, it is impossible for students to deeply understand the environmental design practice, and it is difficult to achieve the expected results of the internship. Most of the design projects are hypothetical and lack the connection with social needs, and also disconnected from the needs of society.

3. Roles of Practical Teaching on Innovation and Entrepreneurship Education in Colleges and Universities

Practical teaching plays an important role in college innovation and entrepreneurship education, which is embodied in three aspects:

(1) Practical teaching is an important part of the implementation of innovation and entrepreneurship education. Entrepreneurship is the need of the times and the requirements of economic development. National policies strongly support the cultivation of innovative and entrepreneurial talents, and provide a broad space for innovation and entrepreneurship. Practical teaching is an important part of the implementation of innovative and entrepreneurial education. Full use of modern educational technology means, the theory and practice are closely integrated, focusing on cultivating students' innovative spirit and entrepreneurial consciousness, and promoting the comprehensive improvement of students' "personality, work, knowledge, innovation" and other qualities.

(2) Practical teaching is an important way to improve the level of innovation and entrepreneurship education. Practical teaching reflects the application of high technology in the professional field and is an effective way to accelerate the process of entrepreneurship education. Colleges create a new model of practical teaching, build experimental classrooms into the scene of entrepreneurship, guide students to correctly analyze the entrepreneurial environment, and experience different job responsibilities. Make students close to the operation practice of related industries at zero distance, and gradually deepen from perceptual cognition to rational application, and realize the comprehensive development of knowledge, ability and quality.

(3) Practical teaching is the key to the sustainable development of innovation and entrepreneurship education. Practical teaching is to expose students to practical work and apply book knowledge to practice. While digging and improving the basic quality of students, more attention is given to the cultivation of innovative and entrepreneurial practical ability and the sustainable development of entrepreneurial education. Through practical teaching links, a full range of entrepreneurial education is carried out to enable students to form a clear and rational entrepreneurial cognition, promote the formation of entrepreneurial confidence, enhance entrepreneurial skills, and gradually become job creators.

4. Principles on Practical Teaching Reform of Environmental Design Major under the Background of Innovation and Entrepreneurship

The reform of the practice teaching of environmental design under the background of innovation and entrepreneurship should follow the following principles:

(1) Meet market demand for talent. With the economic and social development, the demand for talents has become specialized, integrated and diversified. Meeting the demand for talents in the market has become the starting point of teaching reform. Undergraduate education in environmental art design should emphasize on the basis of general education, cultivate deep academic theories and

broad professional knowledge, as well as strong innovative application ability, have good knowledge, ability and attitude, and achieve students' professionalism in the dual enhancement of entrepreneurship.

(2) Highlight school and professional characteristics. The environmental design profession requires a variety of knowledge support, and requires the integration of professional technology and economic management methods. Many colleges open this specialty blindly, and learn from the training schemes of other colleges. They have lost their own characteristics and have not paid attention to the cultivation of practical ability. Taking teaching reform as an opportunity, it emphasizes the construction of professional connotation, and comprehensive reforms from basics, skills, technologies, and theories. It is led by innovation and entrepreneurship education, specializing with professions, highlighting characteristics, and promoting reform to develop in depth.

(3) Promote regional economic development. Regional economic development provides the material foundation for innovation and entrepreneurship education, regional economic development provides the ability structure for innovative entrepreneurship talents, and innovation and entrepreneurship education can promote regional economic development. Therefore, the practical teaching of innovation and entrepreneurship education needs to be based on regional economic capabilities and make full use of local resources to build hardware facilities. In practical teaching, it is necessary to collect regional enterprise development cases, put forward practical and innovative suggestions, and promote sustainable development of regional enterprises.

(4) Give play to students' subjectivity. Innovation and entrepreneurship education must comprehensively consider individual factors such as students' knowledge reserve, psychological characteristics, learning ability and learning attitude, respect individual differences, conduct personalized education, and promote students' personalized development. It is necessary to change the educational concept, establish a scientific education concept, highlight the student's subjective status, improve student learning initiative, teach students to think independently, guide students to enrich their learning models, cultivate students' innovative ability and innovative thinking, and improve their entrepreneurial ability.

5. Proposals on Practical Teaching Reform of Environmental Design Major under the Background of Innovation and Entrepreneurship

In the era of "mass entrepreneurship and innovation", inspiring development potential with innovation, cultivating new core competitiveness, improving development quality with innovation and entrepreneurship, and promoting transformation and upgrading are urgent needs for China's economic development to enter the new normal. The university realizes a new power engine for future development. This article makes the following recommendations:

(1) Construct a school-enterprise joint training model. First, build an off-campus training base to create a "zero-distance" internship place for students, and use corporate design projects as practical teaching content to be lectured on site by corporate designers and industry experts. Students can also be organized to visit design companies and learn about them the latest professional information and the development of the industry. It can also expand the base of sketching, investigation and internship outside the school, broaden the horizons of students, increase professional knowledge, stimulate design innovation awareness, and improve the ability of environmental art design innovation. The second is that the school and enterprise jointly train talents. The school trains talents for the company. After graduation, students enter the work of the enterprise. The school and enterprise resources are effectively combined. Enterprise designers are invited to the classroom, allowing students to leave the campus and enter the enterprise, thus combining classroom teaching with corporate design projects. In this way, it can also attract students to participate in related industry activities and be in line with social needs. It can also transform the application of university art design results in enterprises, promote the combination of production, study, and research, and comprehensively improve the teaching quality of environmental art design.

(2) Innovation teaching model in the studio. Compared with the traditional teaching mode, the studio teaching mode is more advanced, which can effectively combine theoretical knowledge with practical skills, improve students' autonomous learning ability, and cultivate good team awareness. The environmental design major is both theoretical and practical. A reasonable application of the studio teaching model can help students better grasp the theoretical knowledge, improve their practical ability, properly solve problems in the teaching process, and lay a good foundation for students' future development. The studio teaching mode is applied to the teaching of environmental design majors to help teachers to better grasp the situation of students and provide students with a good learning space. The application of the studio teaching mode to the teaching of environmental design majors can ensure that students' subjective initiative is fully exerted, further enhance students' learning interest, and fully stimulate creative thinking. Due to the flexible teaching mode of the studio, teachers can cultivate the ability of unity and cooperation according to the characteristics of students, so that students can devote themselves to the study of professional courses, effectively improving students' practical ability.

(3) Effectively integrate various teaching resources. Aiming at the problem of resource utilization of practical teaching for environmental design majors, we have effectively integrated various teaching resources, introduced new teaching tools and teaching resources under the Internet background, provided reliable support for practical teaching, and improved the level of innovation. First, integrate hardware resources. Starting from the characteristics of the environmental design specialty, through the construction of laboratories and training bases, it provides hardware support for practical teaching. Second, integrate teacher resources. Colleges collect comprehensive information about teachers, set up teachers with different teaching experience and academic structure, to maximize the use of teacher resources. Finally, integrate network resources. Teachers collect network resources, recommend relevant learning websites and design software for students, ensure that students understand new technologies and concepts in the field of environmental design in real time, and help students innovate environmental design concepts.

(4) The three classroom linkages will broaden the horizon of students' innovation and entrepreneurship. Based on the first classroom, reform the teaching curriculum of the innovation and entrepreneurship practice course, expand students' basic understanding of innovation and entrepreneurship practice, and enhance students' soft power of innovation and entrepreneurship. Relying on the second classroom, the self-efficacy-oriented interactive teaching method is used to carry out the practical curriculum development of innovation and entrepreneurship, so that students become the main participants in all aspects of the practice activities of innovation and entrepreneurship projects. Based on the third classroom, we will enrich the teaching vehicle for innovation and entrepreneurship practice, create a platform for teaching innovation and entrepreneurship practice, help students acquire skills in innovation and entrepreneurship, and strengthen their ability to practice and solve practical problems.

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