

Research on the Training Approaches of Carpentry Craftsmen in Interior Design Major

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Abstract: The traditional carpentry technique has become the basis of the cultivation of the craftsman spirit of interior design talents. From the perspective of skills inheritance, interior designer training focuses on how to enhance the internal motivation force, excavating from the essence of the craftsman spirit.

From 2016 to 2018, the phase "artisan spirit" was written three times in government work reports. But what expectations from the country does it contain? If you only focus on one particular skill, you will achieve excellence. As "artisan spirit" refers to the mindset of employing professional knowledge, professionalism, rigorous attitude, tolerance of loneliness, responsibility first, and pursuit of perfection of hardworking craftsmen. As a higher vocational college, it is necessary to train knowledgeable and skilled personnel with craftsmanship. In the interior design profession, traditional carpentry skills have become the foundation of cultivating interior design talents and craftsmanship. From the perspective of the inheriting skills, how to enhance the internal driving force of and how to digest from the essence of the craftsman should be the focus of interior designer training.

1. The Importance of Fostering the "Artisan Spirit"

The "artisan spirit" includes striving for excellence, refining details, persevering, and embracing setbacks. Most students in current vocational education lack patience, hard work, resilience, and craftsmanship. Therefore, vocational colleges should conduct in-depth research on the combination of traditional craftsmanship and modern technology. Higher vocational schools should uphold the training objective of integrating technology, art, and spirit and encourage students to strive for excellence. To inherit the traditional spirit, each profession must be treated with dedication and each vocation treated with love and focus, and therefore be able to pursue the profession's faith. Technology, art, and spirits are indispensable fine genes and important guarantees to reshape the spirit of craftsmen in interior design education, and ultimately benefit the development of higher vocational education.

Craftsmanship in vocational education should maintain on innovation and endurance. Students should be trained to have the determination to make detailed and professional work, to persevere and endure the challenges, and to never forget the original desire to innovate.

2. The "Artisan Spirit" and Advanced Field Training

From the perspective of the inheritance of traditional woodworking skills, the traditional process of "acknowledging, assimilating, keeping pace, and practicing" of educating new people promotes the identity change of "high vocational indoor students, Carpenter Lu apprentices, Carpenter Lu associate employees, Carpenter Lu employees" The process of identity transformation and process training is divided into the following sections:

2.1 Acknowledging the Position: Ten Prerequisite

From an in-depth analysis of Lu Ban Culture and carpentry craftsmanship spirit and skills,

interior design courses are embedded with training of etiquette, communication, skills, working habits, tool knowledge, tool grasp, material knowledge, material application, tool arrangement, and design elaboration. Through the close integration of traditional woodworking production, skills upgrading courses, and creativity, the significance of the craftsman spirit and educational function is highlighted, to further enhance the social influence of vocational education and the cultural soft power of its craftsman spirit.

2.2 Assimilating into the Position: Cultivating Craftsmanship in Traditional Woodworking Skills

This study and Carpenter Lu cooperated to build the Master Carpenter Lu Studio, which serves as the basis of interior design technology course embedded with traditional carpentry technology. Students at the studio are divided by job types, and promotion from each level required not only a prescribed length of study and working time, but also a rigorous assessment of skill proficiency, directly introduced from enterprise production standards to develop more professional core courses. In accordance with the growth rule of Carpenter Lu's technical skills and the actual needs of the job, the faculty scientifically designed and implemented a practical teaching system improved the training mode of "task leadership, project training, field training, and top-level internship" to promote vocational students and Carpenter Lu The apprentices to convert seamlessly, linking and interpenetrating traditional woodworking basic operations, professional knowledge and all-round expertise abilities. There is no transition period between the post and the craftsman community, which is entering Carpenter Lu in the internship phase.

2.3 Keeping Pace with the Position: Deep Cooperation Between the Craftsman Community and Carpenter Lu

Through in-depth cooperation with enterprises, teachers can innovate, and upgrade courses based on enterprise projects, interspersing knowledge points in projects, and constantly create new teaching concepts and methods. Through the integration of studios and interior design courses within Carpenter Lu's traditional craft design projects, students can improve the three-dimensionality of students' campus learning time in an all-round way, allowing them to pass on the courses and cultivate the craftsmanship spirit so that they can inherit skills on campus, and finally enhance professional field operating ability under the influence of professionalism on campus.

2.4 Practicing During the Internship

Relying on Carpenter Lu furniture and home design projects, students gain knowledge about the tenon and mortar structure technology, furniture design, and overall home design, which are premises for analyzing individual real-life cases. Besides organizing and editing the excrement used in the existing traditional products of Carpenter Lu, classroom training is also carried out on the examples fusing traditional craftsmanship and interior design used in export products, to complete the needs of the craftsmanship spirit and practical courses. Furthermore, with research and design, faculty are required to integrate craftsmanship spirit and the construction of core courses of interior design; as craftsmanship skills are inserted into teaching practice, its effects remain to be verified and analyzed.

3. Promoting Learning and Innovation by Competition, Joint Competition, and Work-Sharing

Depending on Carpenter Lu's furniture, home design projects, handicraft contests, traditional cultural product design contests, furniture design contests, and home design contests, the innovation of Carpenter Lu products is promoted. Furthermore, since joint achievement and work, intellectual property rights sharing are encouraged, students to be able to practice with goals, thus, companies can observe innovations and market profit points. Through multiple rounds of selection after the preliminary mass audition, followed by the PK of the work, the elite are finally chosen to participate

in the official competition. After selecting the players, the students are challenged to complete different parts of the task separately, which are formulated with assessments, including a detailed training plan, evaluations, and goal-achieving, to ensure the best products in the competition, thus forming a virtuous circle of inheritance-innovation-landing-market. Then there is no shortage of real craftsmen in the vocational schools, no shortage of powerful employees in the enterprises and; no shortage of practical training conditions in vocational schools, and excellent examples in enterprises; further, no shortage of fine products in vocational schools, and independent research and innovative products for enterprises.

4. School-Enterprise Interworking, Role Interworking, Innovation and Cooperation, Joint Efforts for a Win-Win Situation

Binzhou Vocational College teachers and Carpenter Lu enterprise technicians work part-time with each other. Teacher practice and employee training are interfused to foster school-enterprise communication. Moreover, students also are apprentices since they are employed after being admitted, realizing the communication between interior design major students and Carpenter Lu's apprentice. The policy of uniting admission and recruitment to implement education from both the college and the company. Therefore, a double examination system is established, for the school and enterprises to constitute a cooperative process management and performance evaluation system, to regularly summarize the effectiveness of cooperation, to explore new methods of cooperation and education, to expand innovative cooperation areas, and to improve multi-directional results.

Since Carpenter Lu's products have strong application characteristics, students can start from the tenon and mortise structure. Just as the "Artisan Spirit" promoted, starting from a nail, "refining like a craftsman, learning innovation from the forefront of the industry", "doing it yourself" and "reading more widely" is the best entry point for designer training in vocational colleges. In addition, students need to effectively plan Carpenter Lu's products, design practice from small to large. The studio is constructed with the goal of "design research, experimental training, skill training", and its basic function is to provide design practice places and platforms for design major students, strengthening their hands-on abilities, critical thinking, and communication with enterprises. In the training process of product design, students would develop a rigorous, meticulous, step-by-step working style, and craftsmanship.

Carpenter Lu's furniture design and production, carpentry skills are comprehensive training of design students' artistic design ability, technical operation, and craftsmanship. Embedding traditional carpentry skills into the interior design courses of vocational colleges is not only a challenge for students' practical skills but also a starting point for cultivating students' craftsmanship and a method of expanding the use of technology. In the process of mutual training of technical training. The studio that realizes the interconnection between schools and enterprises plays a crucial role in teaching, allowing master studios to accumulate a talent pool of craftsmen to build a "craftsman community" and use the time three-dimensional, which is the key issue of the cultivation of craftsmanship.

The woodworking craft training of interior design in vocational colleges is not a simple training process of operating skills, but a pre-work training process that integrates quality education, professional qualities, and skill training, educating students to treat their professions with passion and firmness, to mindfully understand the initial desire of the position and be familiar with the standards, to be able to master the operation skills and complete the manual work smoothly, to design the task and accurately grasp the quality specifications. Only practical training as such can create the value of training courses, realizing and improving the vocational value of students and the social value of vocational schools.

Without the craftsmanship spirit, not only China's manufacturing would have less internal motivation to catch up, but the industrial worker team would lack a backbone. However, for the technical training of vocational education, cultivation of craftsmanship spirit and eminent craftsmen, reservation of talents, and establishment of talent-pool are urgent problems to be solved. The deficiency of education of craftsmanship in China is because of the long-term inheritance of

apprenticeships incorporate teachers with cultural heritage, resulting in losses between generations. And secondly, the phenomenon of theories over practices in school, leading to inadequacy in close integration of corporate and school resource sharing systems. The cultivation of real craftsmen should form a closed-loop system and create a new model of win-win cooperation models between schools and enterprises.

5. Conclusion

In summary, in the process of cultivating craftsmanship and craftsmanship, one cannot just focus on the immediate material benefits but should aim at the characteristics of traditional carpentry skills and practice craftsmanship from superficial speeches. The craftsman spirit should not only become the leader of technical talents, but also the soul of professional education in interior design. In this way, every student can draw nutrients from it. In the future training process, artisans should have a higher pursuit, as well as the cultivation of humanistic qualities, which is not only an important safeguard for professional attitudes and professional skills of vocational-technical and technical personnel but also motivation for inexhaustible power for continuous innovation.

Acknowledgements

Cultivation of Professional Craftsman Talents in Interior Design Technology from the Perspective of Inheritance of Traditional Carpentry Skills

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