

On the Cultivation of Innovative Ability in Interior Design Teaching in Higher Vocational Colleges

Juan Min

Jiangxi Vocational Technical College of Industry&Trade, Nan Chang, Jiangxi 330038, China

mj30813096@163.com

Keywords: Higher vocational colleges, Interior design teaching, Innovation ability

Abstract: The development of economy drives the development of the construction industry. The development of the construction industry makes the interior design work receive the attention of the public, but there are still many problems in the teaching of interior design in higher vocational colleges, such as lack of innovation and so on. Therefore, this paper studies the problems existing in interior design teaching and the importance of innovation for interior design specialty, and focuses on how to cultivate students' innovative spirit in the teaching of interior design specialty in higher vocational colleges, hoping to promote the development of students' innovative ability through this research.

1. Introduction

China's traditional education is deeply rooted, which seriously restricts the cultivation of innovative talents in higher vocational colleges. However, the rapid development of society makes the requirements for talents stricter. Therefore, higher vocational teachers need to take measures to promote the cultivation of talents with innovative ability, so as to improve the teaching quality of interior design specialty.

2. Problems in Interior Design Teaching in Higher Vocational Colleges

In recent years, higher vocational colleges have always adhered to the principle of "employment oriented". However, there is still a certain gap between the interior design teaching and this principle. The reason for this phenomenon is that the teaching content is relatively backward, the teaching materials used in higher vocational colleges have not been updated with the development of the times, and the teaching materials used are still the old versions of many years ago. It is difficult for students to contact new things and cutting-edge cases of design through curriculum teaching. In terms of curriculum design, there is a common problem of paying attention to theoretical teaching and ignoring practical activities, so that the knowledge learned by students in school has not been applied to meet the social needs^[1].

As a practical subject, interior design needs teachers to have a certain practical foundation, but the current situation is that some teachers are engaged in education just after graduation, have no practical experience and lack of understanding of the interior design industry. From the perspective of students, there are great differences among students, and some students have a weak foundation, which makes them often use improper means such as plagiarism when completing their homework. Coupled with the progress of science and technology, some design software appears, resulting in the programmed and other characteristics of students' works, and do not have their own design concept. It is not conducive to the innovation and sustainable development of the interior design industry.

3. Importance and Significance of Cultivating Innovative Ability in Interior Design Teaching in Higher Vocational Colleges

The teaching of interior design in higher vocational colleges is not only related to the development of higher vocational students, but also affects the interior design link of China's

construction industry. With the continuous development of China's economy and society, the scale of the construction industry is gradually expanding. As an important part of the construction industry, interior design has attracted more and more attention. In order to meet the public's requirements for interior design, the relevant personnel of interior design need to continuously improve the design quality and use strict standards to demand themselves. In interior design work, innovation ability is related to the quality of design work, and then has an impact on the benefits of interior design. At the same time, interior design is a more complex subject, which can cultivate students' practical ability and imagination^[2], promote the all-round development of students.

At the present stage, the demand for innovative talents is increasing. In higher vocational education, the cultivation of innovation ability is conducive to students' learning a wider range of knowledge, exercise students' adaptability, and promote students to apply what they have learned in class to life. Innovation ability can promote the organic combination of life and knowledge. Therefore, when carrying out indoor teaching activities, teachers should pay attention to the cultivation of students' innovative ability, let students draw results from discussion and draw conclusions in practice, so as to deepen students' mastery of knowledge, promote the development of comprehensive quality of interior design students in higher vocational colleges, and provide design talents for the society^[3].

4. Strategies for Cultivating Innovative Ability in Interior Design Teaching in Higher Vocational Colleges

4.1 Change Educational Ideas

As an important part of China's education system, interior design plays a very important role in the development of higher vocational students. However, influenced by the traditional educational concept, many teachers majoring in interior design still adopt relatively backward teaching mode, that is, in the teaching process, teachers still occupy the main position, and what students can do is to passively accept knowledge. The students educated by this teaching mode can no longer meet the needs of modern society. Therefore, in order to improve the teaching quality of interior design specialty and improve students' innovation level, teachers need to change the educational concept, cultivate students' awareness of "I want to learn", and further promote the cultivation of students' autonomous learning ability.

For example, in the interior design teaching of higher vocational colleges, teachers can give the right of teaching to students. Specifically, teachers assign the task of teaching knowledge to students before class, and students complete the preparatory activities before class by searching materials. In the classroom, teachers set aside fixed 30 minutes for students to carry out explanation activities. In these 30 minutes, students act as teachers and use their divergent thinking to analyze the relevant knowledge of interior design. With the help of role exchange, on the one hand, it exercises students' courage, on the other hand, it stimulates students' interest in learning interior design knowledge. At the end of the course, teachers evaluate students' performance. In the process of evaluation, teachers should pay attention to the need to adopt more encouraging sentences, and tactfully give perfect methods for deficiencies, so as to further promote the improvement of students' learning interest^[4].

4.2 Pay Attention to the Cultivation of Students' Innovative Consciousness

Innovative consciousness is a special way of thinking, which is not limited by traditional ideas. Students can imagine things boldly, question the same thing bravely, put forward their own opinions, and make efforts to find new answers. In fact, the process of students putting forward assumptions, questions and opinions is the process of students' innovation. Therefore, teachers should give students correct guidance, guide students to find problems, raise problems and find solutions to problems, help students find some new methods and ideas in the process of thinking, and give certain affirmation to the creative thinking put forward by students, so as to achieve the purpose of cultivating innovative consciousness^[5].

4.3 Situational Teaching

At present, in the process of interior design teaching, a good classroom environment can effectively improve the teaching quality of interior design specialty and cultivate students' innovation ability. On the one hand, innovation is a complex intelligent activity. In a pleasant and relaxed learning atmosphere, students are more likely to have curiosity and thirst for knowledge, which will promote the development of their own innovation ability. On the other hand, innovation needs to be cultivated continuously and gradually. Situational teaching is that teachers create a scene for students, and then teachers guide students into the scene to carry out teaching activities. Situational teaching can attract students' attention and stimulate students' interest in learning.

For example, in the teaching of interior design in higher vocational colleges, teachers use the school laboratory as teaching props to let students complete the design part of the laboratory. Before students begin to design, the teacher can lead students to visit the laboratory, understand the internal structure and environment of the laboratory, and draw inspiration from it. Students go deep into the interior of the building for observation, which is conducive to the development of students' design work. They can organically combine the characteristics of the building with the knowledge they have learned in the classroom, and finally achieve the purpose of improving the design efficiency. A good innovation environment can attract students' attention to the greatest extent, stimulate students' learning enthusiasm and improve students' participation in the classroom, so as to stimulate and improve students' innovation ability^[6].

4.4 Inquiry Teaching

Inquiry teaching attaches great importance to the subject status of students and advocates that students should find the answer to the problem through their own efforts. In higher vocational interior design teaching, teachers can make full use of inquiry teaching methods. In the process of developing sub teaching methods, teachers provide students with some practical examples, and then let students think and explore independently, so as to cultivate students' innovative consciousness.

For example, in the teaching process of interior design major in higher vocational colleges, teachers give the key and difficult points of this class to students. Students consult library materials and network materials. By searching materials, students deepen their understanding of the knowledge of this class. Then, the teacher guides the students to show the information they have collected to the whole class. This inquiry method can not only consolidate the students' mastery of knowledge, but also cultivate the students' ability to complete tasks independently. This method can improve the students' confidence in learning, and finally promote the improvement of students' innovation ability.

4.5 Carry out Innovative Practice Activities

With the development of society, whether a person has the ability to innovate becomes more and more important. Teachers of interior design specialty should pay full attention to the development of students' practical activities, let students use creative methods to solve the problems encountered in the process of practice, so as to cultivate students' ability to find and solve problems. Only through practice can there be discovery and innovation. At the same time, practice can test the content found, and the innovation goals can only develop after the test of practice. In the process of innovation, students accumulate innovation experience and exercise innovation ability, so as to promote their own development. Therefore, when carrying out interior design courses in higher vocational colleges, teachers should actively organize practical activities and encourage students to participate in practical activities. In this way, it can not only improve teachers' teaching quality, but also cultivate students' innovation ability and provide a steady stream of interior design talents for our society^[7].

5. Conclusion

To sum up, for interior design specialty, innovation ability plays an irreplaceable role, which

plays a positive role in promoting the development of students and the development of design industry. Therefore, relevant teachers of design specialty in higher vocational colleges are required to take relevant measures to cultivate students' innovation ability, provide a steady stream of high-quality talents for China's design industry, promote the development of interior architectural design industry.

References

- [1] Gong Feifeng. Teaching practice of improving the innovation ability of interior design specialty in higher vocational colleges. *Electronic Journal of the New Era of Education (Teacher Edition)*, no.18, pp.256, 2021.
- [2] Fan Yingying. On the cultivation of innovation ability in interior design teaching in higher vocational colleges. *Business Information*, no.12, pp.228,181, 2021.
- [3] Qu Zhentong. Current situation and innovation of interior design teaching in higher vocational colleges. *Knowledge Economy*, vol.584, no.19, pp.159-160, 2021.
- [4] Liu Feng. On the innovation of teaching mode of interior design specialty in higher vocational colleges under project driven teaching method. *Charming China*, no.39, pp.383-384, 2020.
- [5] Liu Yanguo. Exploration on the construction of ideological and political teachers of interior design specialty in higher vocational colleges. *Industry and Technology Forum*, vol.20, no.23, pp.277-278, 2021.
- [6] Fu Xingxing, Wu Shutong. On the construction of interior design specialty in higher vocational colleges under the Internet environment. *Brick and Tile*, no.5, pp.201-202, 2021.
- [7] Chen Jianbin. Cultivation of students' aesthetic consciousness in interior design teaching in higher vocational colleges. *Hundreds of Essays*, no.33, pp.113-114, 2021.