

The Construction and Application of the Core Course of Interior Design in the New Period

Dahuang Zhu

Shanghai Art & Design Academy, Shanghai, 201808, China

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Abstract: In order to achieve the goal of professional personnel training, various colleges and universities put forward the construction task of the core curriculum for the interior design major, starting from the core curriculum to effectively improve the professional quality of students. Based on this, this paper studies the construction and application of the core courses of interior design in order to effectively improve students' working attitude and innovation ability. It can let students contact the job content in campus, do a good job in psychological construction in advance, so as to effectively improve the comprehensive quality of students.

1. Introduction

The construction and application of the core course of interior design is to meet the needs of interior design personnel training, to strengthen the skills training for professional posts, to ensure that students' professional skills can meet the post requirements, so that school education and social posts can be seamlessly connected. The application of the core curriculum system can significantly improve the teaching quality, so it is necessary to carry out research on the construction and application of the core curriculum, and make use of the core curriculum education to effectively improve the students' professional literacy, so that the students can have the professional skills to meet the needs of the post.

2. The Construction of the Core Course of Interior Design

2.1 Course Content

The core curriculum is the combination system of each specialty curriculum, and the training scheme is the main content. As the carrier of the professional personnel training, it is necessary to train according to the law of students' development and form the characteristic professional education. The content arrangement of the course should be close to the needs of the social profession, and the content design should have certain flexibility to meet the individualized needs of the students. Curriculum content design should be integrated into advanced technology, regularly update the curriculum content, ensure that the curriculum teaching knowledge to meet the learning needs, with a certain degree of foresight.

2.2 Teaching System

In order to adopt the practical teaching system in the core curriculum, it is necessary to take the social and professional needs as the guidance, attach importance to the cultivation of students' technical ability, master the necessary ability of the post, and meet the needs of the classroom. The vocational qualification certificate is integrated into the teaching plan, and the talent training scheme is improved according to the combination of vocational qualification examination and teaching objectives, and the talent training mode is innovated [1]. The implementation of practical teaching system should take the training base as the carrier and construct the practical teaching environment. Adopt the mode of enterprise cooperation teaching, pay attention to the cultivation of practical skills, improve the dynamics and intuitiveness of the core curriculum, provide students

with a strong technical atmosphere, so that students can be true. In the real training room to receive education, reform the mode of running schools and personnel training model. Through the cooperation between schools and enterprises, the professional literacy of teachers can be improved. The combination of production and learning is a powerful means to improve the quality of teachers and significantly improve the effect of practical teaching.

2.3 Teaching Methods

In order to improve the teaching quality, the teaching idea is changed, and it is necessary to carry on the vocational training according to the students and the nature of the curriculum, to choose the practical teaching method and to improve the teaching quality. If the teacher is to use the classroom discussion type, the inquiry type study, the heuristic teaching and other teaching methods, the project is regarded as the main line of the course development, and the relevant knowledge points are integrated into each link of the project to advance the development of the project. In the research, development and acceptance of the project, the students study the problem deeply, so as to practice the theoretical knowledge and make the depth and extent of the knowledge to be expanded. After the establishment of the connection between the school and the enterprise, the enterprise culture can be integrated into the teaching process, and the enterprise class can be established arrange students to work in the front line of the enterprise to improve students' practical ability. In terms of teaching means, in addition to teaching materials, it is necessary to perfect the teaching resource website and arrange students to study actively in the website, which can shorten the distance between teachers and students and cultivate students' self-study ability.

2.4 Teaching Evaluation

The ultimate purpose of teaching evaluation is to objectively evaluate students' mastery of technology and knowledge, and also to evaluate teachers' teaching work. In the interior design professional core curriculum, pay more attention to process evaluation, flexible use of a variety of monitoring means to achieve process monitoring and evaluation. Compared with the final examination, the process assessment pays more attention to the teaching process, and the evaluation forms are various. It is necessary to comprehensively assess the students' abilities in all aspects through the way of defense, so that teachers can master the students' professional level more accurately. The final term must combine the work appraisal way to appraisal, the work appraisal can display the student's initiative and the enthusiasm to the greatest extent.

2.5 Construction Course Resource Library

As an important auxiliary means of the core curriculum, the curriculum resource base can guide the students' professional learning at any time by using the information resources of the resource bank, so that the learning can gradually improve the professional ability with the help of the resource bank. In the curriculum resource bank, the information of interior design industry can also be disseminated regularly, such as publicizing social interior design competitions, encouraging students to participate, distributing teaching materials and setting up forum areas to meet the needs of students.

3. Suggestions on the Application of the Core Course of Interior Design in the New Period.

3.1 Actively Cooperate with Decoration Design Enterprises.

Higher education in China is constantly exploring and perfecting the problem of personnel training and promoting the comprehensive application of the combination of work and study. Only by achieving high standards and high quality can we effectively improve the quality of talents, and the combination of work and study is the key measure for the development of schools. The school should actively establish cooperation with decoration enterprises, provide a multi-domain platform for talent training, diversify the development of domestic decoration enterprises in terms of types, scales and business models, ensure the quality of talent training, attach importance to and decorate the cooperation of enterprises, select professional decoration enterprises, establish cooperation, and

effectively improve the practicability of teaching work. When choosing decoration enterprises, we should not only pay attention to the capital status, corporate image and market competitiveness of enterprises, but also consider the technical level and management status of enterprises. Enterprise image and market competitiveness should consider the level of enterprise technology and the current situation of management, and choose the enterprise with better corporate culture. Through the cooperation with decoration enterprises, we can bring more professional teaching resources to school education, let students be infected by corporate culture in the school learning stage, understand the current situation of enterprise management system and industry development, and have a comprehensive understanding of the industry situation before entering the post, so that we can do a good job of psychological construction in advance and reduce the situation of large mobility or large-scale transfer of major in the industry [2]. In order to establish a deep cooperative relationship between the school and decoration enterprises, we should combine the cooperative mechanism and core courses, promote and supplement each other, and jointly undertake the task of building core courses and improving teaching resources. In the teaching process of core courses, we should reflect the teaching industry skills to students, manage students, improve their professional quality and meet the requirements of posts for talents.

3.2 Develop Multi-Demand Courses.

School education should pay attention to the social needs, the construction of the core curriculum system comes from the employment standards of enterprises, and it is necessary to comprehensively coordinate the needs of national development, the interests of enterprises and the objectives of school education. On the basis of professional curriculum, we should strengthen the development of diversified demand curriculum and integrate into the core curriculum system. On the one hand, it focuses on the knowledge and ability that students should have, ensures that students have sufficient theoretical support for entering the post, pays attention to cultivating students' interest in professional knowledge and post learning, and gives full play to students' subjective initiative by improving their interest in learning and paying attention to their individualized needs. During the teaching period, teachers should make full use of modern teaching means. Using CAD software, 3D model teaching, so that students can see the effect intuitively, so as to form a good teaching atmosphere. In the process of professional curriculum learning, can also form docking with the industry, so that professional knowledge into ability, applied in interior design. On the other hand, we should pay attention to the development trend of interior design industry, favor the development trend of interior design industry in curriculum design, and support the cultivation of students' social adaptability. In the curriculum development, constantly integrate into the social competition factors, explain the national construction policy. Interior design belongs to the classification of architectural civil engineering. BIM technology, as a new technology in the construction industry, school education should also pay attention to BIM technology. The teaching allows students to master how to use BIM technology to assist interior design to ensure that students have flexible BIM skills.

3.3 Construction of an Independent Core Curriculum Evaluation System

The evaluation system is not only the evaluation of teaching effect, but also the direct feedback of students' ability. To establish an independent curriculum evaluation system for the core curriculum can directly evaluate whether the core curriculum has the correct value orientation, and whether it has been perfected and implemented. Curriculum evaluation system determines the development level of teaching quality. For the evaluation system of core curriculum design, pre class evaluation, classroom evaluation and after class evaluation can be set up, requiring teachers, students and students to evaluate each other. The core curriculum level is mainly reflected in whether the talent quality meets the industry standard, whether it can be accepted by the society, and whether it can make students glow in social posts. The evaluation system should also pay attention to the follow-up investigation of students, through the follow-up evaluation, the objective evaluation of students' skill level, professional quality, knowledge structure and other indicators..

3.4 Increase in the Proportion of Practical Courses

As an important content of the core course, the practice is to increase the proportion of the practical links, and ask the students to stick to the social practice, so that the students can increase the experience in the social practice and improve the professional skill level. In the cooperative enterprise, the opportunity to arrange the post-job practice can only make the students enter the work of the enterprise and practice in the post, so that the theoretical knowledge can be converted into the practical ability, so that the school education and the post form connection can be made. In the school education, it is also necessary to promote the practice training of the core curriculum through the establishment of a professional atmosphere. In the campus, a school-enterprise is established, and the teaching is carried out in the real enterprise context [3]. For example, the interior design experiment is set in the teaching building the room, the laboratory arrangement and the enterprise office are in agreement, the students are arranged to carry out the practice training in the laboratory, the professional interior design software and hardware facilities are arranged, the teachers are assigned to the students' real projects, and the individual training and the team training are carried out respectively. Let the students get professional training in the laboratory, and improve the students' comprehensive ability. The design of the laboratory project can be divided into three units, the first unit is the construction project engineering department, the second unit is the drawing part, and the third unit is the design part of the decoration design. Different projects are arranged for each semester, so that the students will show their results at the end of the semester. An enterprise professional can be invited as an external teacher, Participate in the teaching of the students. In addition, the school should actively encourage the students to participate in the activities such as the national and provincial interior design competition, the industry exchange meeting and the lecture forum, to encourage the students to participate in the activities, to grow in the activities, and to expand the field of the students.

4. Conclusion

In summary, the construction of core courses of interior design should focus on curriculum content, teaching system, teaching methods, teaching evaluation, construction of curriculum resource base, integrate into various professional courses, and actively develop practical courses to meet the needs of the industry. The core curriculum of applied interior design requires the school to actively cooperate with decoration design enterprises, develop multiple demand curriculum, build an independent core curriculum evaluation system, and increase the proportion of practical courses. Through the construction and application of core courses, students' professional quality can be effectively improved to ensure the connection between schools and enterprises.

References

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