

# Discussion on the Application of Teaching Methods of Indoor Soft Decoration Design Course

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**Abstract:** The indoor soft decoration design is actually the traditional sense of “decoration”. On the basis of hard-fitting, through furniture, lamps, decorative paintings, cloth art, green plants, ornaments and other movable elements to decorate the interior. Different from the “hard clothes” such as building functional layout, water and electricity transformation and ground laying, it emphasizes more on aesthetic effect and visual effect, and creates a visual comfortable texture. The development of indoor soft decoration design course activities in colleges and universities is naturally to cultivate professional talents and deliver high-quality skilled talents to the society. Implement the spirit of the National Education Conference, deeply interpret the requirements of the country and society for higher education in the new era, continuously improve curriculum design, provide students with practical professional skills teaching guidance, and help them master and be able to flexibly use interior soft-fitting design knowledge and skills. Lay a solid foundation for future professional development.

**Keywords:** Interior soft decoration design course; Teaching method; Application innovation

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## Introduction:

The “14th Five-Year Plan” Period Education Power Promotion Project Implementation Plan (Development and Reform Society [2021] No. 671) emphasizes that education is an important part of the national education system and human resource development, and shoulders the cultivation of diversified talents and inheritance. An important responsibility for technical skills and promotion of employment and entrepreneurship. Especially in the new journey of building a modern and powerful socialist country in an all-round way, higher education will give full play to its unprecedented advantages and shoulder the responsibility of promoting the high-quality development of various professional fields and industries. In order to achieve this goal and reflect the existence value and special significance of higher education, all colleges and universities should resolutely implement the spirit of the National Education Conference and promote the high-quality development of modern higher education. Based on this, when opening the course of interior soft decoration design, it is suggested that from the perspective of “high quality”, carefully adjust the course form and optimize the course content, so as to make it become the cornerstone to promote the development of students majoring in interior soft decoration design.

## 1. Deepening the Thought of Professional Education and Integrating the Content of Ideological and Political Education

No matter from the perspective of professional art background or professional development, the teaching of interior soft decoration design course in vocational colleges should fully reflect and play the role of aesthetic education and ideological and political education. From the perspective of “curriculum ideological and political education”, we should carry out active ideological and political education for students, so that they can take the spirit of craftsmanship and innovative research and development as the guidance in the process of learning professional knowledge and skills. attach importance to theoretical knowledge learning, practical skills mastery and technological innovation, promote the improvement of individual skills, and promote the development of majors and related social fields at the same time.

For example, in teaching, teachers first guide students to clarify the concept and meaning of “beauty”, and then continue to

understand the relationship between indoor soft decoration design and “aesthetic development” and “aesthetic creation. Moreover, “art” itself has certain ethical characteristics. When teaching the knowledge and skills of indoor soft-fitting design, teachers can completely infiltrate Chinese excellent traditional culture into students, guide students to evaluate the beauty of the form and connotation of works from the perspective of “shape” and “nature” of works, truly understand the appreciation of design works, and improve their appreciation ability, Only then can they create higher-level indoor soft-fitting design works. For example, in connection with the content related to “beauty experience” in real life, we can also contact the professional knowledge of “fine arts” closely related to this course. Looking back on the content produced by art designers 10 years ago, and comparing with the current content produced by art designers, the “texture” of web pages, animation, online games and other pictures is obviously different. It can be found that there are countless people’s efforts behind every technological breakthrough <sup>[1]</sup>. Contact the development of this major, from the perspective of the change of interior soft decoration design concept and the development of design technology, continue to deepen the professional cognition and the cognition of design work. Therefore, no matter from the perspective of “supply side” or “career development”, we should pay attention to the ideological and political education of interior design students, so that they can have a firm will, learn knowledge and skills, innovate knowledge and skills, and promote the development of professional and related fields.

## **2. Application of Advanced Technology Concept, Innovation of Course Teaching Form**

Modern advanced educational concepts and advanced technical means can provide support for the innovation of indoor soft decoration design course teaching. For example, from the perspective of the integration of production and education, the construction of high-level professional groups and the application of virtual simulation technology, we should innovate the traditional teaching mode.

### **2.1 Integration of Production and Education**

The integration of production and education is one of the most common advanced teaching concepts in vocational colleges, which emphasizes “learning by doing” and “learning by doing”. Vocational college students need to further develop into the field of professional and technical research on the basis of professional and technical learning, and they should have a solid theoretical foundation and practical foundation. Therefore, more attention should be paid to the integration of production and education.

For example, from the specific level of school-enterprise cooperation, with the help of the enterprise environment, students’ technical practice ability can be trained. For example, if we cooperate with senior interior design studios, we will be frank about their cooperation needs at the beginning of the cooperation. For example, schools need to train talents who can effectively meet the needs of social posts, and enterprises need to rely on talents with advanced technology and innovative production technology. As far as the current form of school-enterprise cooperation is concerned, there are widespread problems such as low enthusiasm for enterprise cooperation, which has the most direct relationship with the lack of real needs. Therefore, it is suggested that schools and enterprises should deepen cooperation, jointly build “apprenticeship” classrooms, combine with school education requirements, plan classroom setting methods and specific curriculum arrangements together with colleges and universities, and reasonably formulate corresponding management systems for this content. With the support of the dual management principles of enterprises and schools, effective supervision and management of “apprenticeship” learning behavior are carried out, for example, the enterprise will form a corresponding report on the performance of apprentices in the enterprise and provide it to the school as a reference for evaluation. The school will feed back the students’ theoretical learning level and classroom performance in the school to the enterprise and urge them to formulate targeted skill training plans, so as to promote the improvement of students’ professional skills under the two-way effect <sup>[2]</sup>. The most important thing is that both schools and enterprises can benefit more from this model, which is conducive to mobilizing the enthusiasm of both parties, continuing to promote professional development, and improving the level of education.

### **2.2 Professional group**

The construction of the professional group of indoor soft decoration design should be based on the “flow”, “sharing” and “integration” of teaching resources, guided by professional projects, build a curriculum system for the integration of production and education, and build a school-enterprise cooperation model with industry development as the core standard. This paper analyzes the talent demand of interior design related jobs in the development of real industry, and constructs the demand standard system, so as to reconstruct the curriculum structure of professional group <sup>[3]</sup>. Establish a teaching system based on the platform, professional course group and practical skill structure. For example, based on the nature of the indoor soft-fitting design professional courses, etc., the job requirements are explored, the curriculum elements are determined, and then the cluster effect is exerted, and the curriculum group is jointly formed in contact with other related majors.

## 2.3 Virtual simulation experimental teaching

The purpose of experimental teaching is to help students experience the design process, so that they can change their ideas and design concepts in the process, and with the help of the discovery in the experimental process, combined with the teacher's explanation, etc., to master the corresponding design skills more deeply and improve the design level <sup>[4]</sup>. The virtual simulation teaching platform can assist teachers in practice and experimental teaching, and urge students to fully feel the processing and formation process of design data in the "panoramic experience", so as to learn more about the creation process of design concepts from the inside and stimulate students' design innovation consciousness and innovation ability. For example, in the process of virtual installation, the data combination application and principle of various accessories can be explored, which can stimulate students' creative interest and improve their creative level.

## 3. Cultivating Innovative Practice Ability and Strengthening Innovation and Entrepreneurship Education

Innovation and entrepreneurship education can use the above-mentioned virtual simulation experiment platform to organize students to carry out indoor soft-fitting design competitions to provide students with corresponding technical support, facilities and equipment support. Teachers can also provide certain guidance services for students. Of course, it is recommended that teachers take the initiative of students to seek help, but interfere with students' independent design, which is conducive to mobilizing students' enthusiasm and can also see the true level of students.

### Conclusion:

To sum up, the realization of the high-quality teaching goal of interior design major needs to be combined with the development of the industry and adapt to the social and economic environment and the professional market environment. Based on this, we should innovate the traditional teaching mode, enrich the teaching content of indoor soft decoration design, integrate ideological and political education, promote the integration of production and education, build a professional curriculum system that meets the market demand, and cultivate students' professional knowledge and skills. innovative consciousness and innovative practical spirit. It can be based on actual needs, more indoor soft-fitting design concepts, based on professional knowledge and skills, innovate indoor soft-fitting design and construction methods, balance the relationship between ideals and reality, have professional development beliefs, and be able to find breakthroughs from professional development. Improve the ability of individuals to adapt to society and develop majors, while achieving the development goals of outstanding individuals, promote the development of majors, industries and even society.

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