

# Exploration of the Diversified Talent Training Model under the Background of “School, Industry, Enterprise Vocational Education Alliance”——Take the Major of Architectural Interior Design as an Example

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Fund Project: 2018 Ningxia Education Quality Engineering Education Reform Project (Key Project) “Exploration of Talent Training Model of” School-enterprise Vocational Education Alliance “Based on the Background of Modern Apprenticeship-Taking the Major of Architectural Interior Design as an Example”.

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**Abstract :** Under the background of the Vocational Education Alliance, the school cooperates with enterprises and industries to jointly complete the education and training of diversified talents. Combined with the suggestions of industry associations, the direction and goals of school running and business development are clarified for the education of talents in related industries. Training and industry development explore new paths.

**Keywords :** “School, Industry, Enterprise” Vocational Education Alliance; Talent Training; Architectural Interior Design Specialty

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At present, in the school, industry, and enterprise vocational education alliance system, schools and enterprises and industries carry out joint collaborations. At the same time, government departments also play the role of communication bridges in this process, realizing the formation of the entire vocational education alliance system, and clarifying each the rights, responsibilities and obligations of the parties shall jointly complete the effective training of talents in the construction and decoration industry.

## 1. Modern apprenticeship training model innovation for architectural interior design majors

### 1.1 The 1+X certificate is integrated into the human training program, and the students’ skills are cultivated together with the industry and enterprises

Under the modern apprenticeship training mode of architectural interior design, a “four-in-one” teaching pattern is formed, that is, schools, enterprises, industry associations and government departments jointly complete the training of architectural decoration talents in the process. During the implementation process, the industry association made a plan for the development of the building decoration industry, and pointed out the direction for enterprises and schools in the follow-up operation and schooling process. At the same time, the timely formulation of industry practice standards and relevant industry qualification certificates makes professional teaching more targeted and focused. The 1+X certificate system provides precise guidance for the school curriculum system and business development under the talent training mechanism of the combination of work and study, and clarifies the standards for the training and appointment of architectural decoration talents. In the process of implementing talent training, curriculum construction, training base construction, and teacher team training, the school can combine the development trends and development trends of the market and industry to maximize the use of relevant teaching resources, so as to complete the knowledge and skills of students Teaching improvement.

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doi: 10.18686/ahe.v5i2.3308

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## **1.2 Integration of competition and training: integrate World Skills Competition, Higher Vocational College Skills Competition, and Industry Skills Competition into teaching practice**

In the training model of architectural interior design professionals, fully introduce the teaching guidance strategy of integration of competition and training, integrate college skills competitions and industry competitions into teaching practice, and point out the direction for related teaching work. At the same time, with the help of the corresponding design competition to implement the practical teaching guidance for students, fully implement the teaching idea of “integration of theory and practice”. Teachers organize students to conduct preliminary practical training in the school according to the content of the competition. With the help of the skill competition, the school can further improve students’ enthusiasm and initiative to participate in practical learning. “Use competition to promote teaching and competition to promote learning”. The school can also fully consider the content of competitions in related industries and integrate the competition skill standards into the curriculum standards. The existing practical education curriculum system is optimized, perfected, and upgraded, so that the practical teaching carried out by the school can keep up with the times.

## **1.3 “Studio+project” teaching practice, cooperate with the industry, and use real projects to drive curriculum reform**

In order to implement the practical teaching guidance for students, combine the specific characteristics of the architectural interior design major, complete the construction of the teaching and training room from multiple dimensions and multiple directions, enrich the existing practical teaching projects, and actively cooperate and communicate with the industry. In order to promote the reform of the practical teaching system, relying on the “school, industry, enterprise vocational education alliance”, the school and the enterprise cooperate to form a design studio to undertake social projects, and under the guidance of multiple mentors, help students in a real working environment for practical learning and practical application of the knowledge and content learned, the school can also conduct extensive exchanges and cooperation with the industry, develop and innovate brand-new design concepts and design technologies in the new era, and ensure the practical implementation of the school by undertaking real social projects. The training and teaching work is more authentic, complete and comprehensive, giving students a good practical learning experience, and combining with the “studio+project-based” teaching practice guidance for implementation and perfection, it can also realize the teaching and training of students’ innovation and entrepreneurial ability.

## **1.4 The reform of the “Three All-round Education” model, fully integrate the curriculum ideological and political elements, and carry out curriculum reforms**

Under the guidance of the educational concept of “Three All-round Education”, the school not only implements the teaching and training of students’ professional knowledge theory, professional knowledge and skills, but also integrates ideological and political education elements in the teaching process, and carries out curriculum ideological and political teaching guidance. Instructors or class teachers can also participate in the teaching process in an all-round way. The joint cooperation between teachers can deeply dig out the teaching process of architectural interior design. The ideological and political elements contained in the ideological and political elements can effectively improve the ideological and moral quality of students, complete the ideological education guidance for students, and ultimately improve the quality and efficiency of classroom teaching, and fully implement the curriculum ideological and political teaching concept of quietness and quietness. For example, there are a large number of excellent ideological elements involved in the major of architectural interior design. Teachers can use this to convey the idea of craftsmanship to students, and cultivate students’ ideological quality of excellence, meticulousness, pursuit of excellence, and the pursuit of perfection.

## **2. Effectiveness analysis**

### **2.1 School-enterprise faculty sharing**

In the school, industry, and enterprise vocational education alliance, the school can maximize the shortcomings of weak teachers in practical teaching, and the school can realize the sharing of teachers with the enterprise. On the one hand, the school can borrow employees with rich work experience in the enterprise to implement practical teaching guidance for students majoring in architectural interiors. Secondly, the school dispatches professional teachers to enter the enterprise for practical learning, enhance the practical education skills of relevant teachers, and complete the formation and construction of the school’s dual-qualified teacher team.

### **2.2 School-enterprise training sharing**

Under the background of the integration of theory and practice, the school and the enterprise realize the sharing of teaching

software and hardware facilities. The school dispatches students to the enterprise for practical learning to help students complete the verification study and exploration of relevant knowledge and theories, and establish a good Learning concept; At the same time, enterprises and schools carry out joint cooperation to complete corresponding scientific researches and promote the healthy development of related industries.

### **2.3 Significant achievements**

Through the school, industry, and enterprise vocational education alliance, students can complete the learning of relevant special competition projects under the guidance of the industry association, obtain vocational qualification certificates, and obtain skills competition awards. Based on this, the school can provide the society with more high-quality talents and promote the development and reform of related industries; secondly, teachers can further improve the scientific research level of teachers within the school through teaching projects and training studios, and joint collaboration with enterprises.

### **2.4 The quality of employment is prominent**

Under the school, industry, and enterprise teaching cooperation concept of the studio+project, the school not only solves the employment problem of students after graduation, but also further improves the quality of student employment. Through the preliminary practical teaching and training, the enterprise reduces the education. The cost invested in training has enabled companies to give more benefits to students and increase the salary level of fresh graduates; And with the active promotion of the government, tax reduction support can be given to companies that sign tripartite agreements, and companies also have basic policy conditions for increasing the salary level of graduates.

## **3. Conclusion**

In short, in the teaching operation process of the Vocational Education Alliance of Schools, Banks, and Enterprises, both schools, students, industries and enterprises have obtained corresponding gains. Each has achieved its own development goals. The school has further increased the employment rate of graduates, and at the same time. It has also completed the guidance of practical teaching for students, and fully implemented the teaching spirit instruction of the integration of theory and practice made by the education authority; And the company has also harvested more professional and diversified compound talents; The most important thing is. The scientific research level of the school can be further improved, and the team of dual-qualified teachers within the school has also been further strengthened.

However, the participation of the government and related departments in the vocational education alliance system is still insufficient. Therefore, the government and education authorities should further consolidate their responsibilities, jointly promote the formation of the vocational education alliance system, formulate corresponding policies to protect the core interests of participating members, clarify the teaching tasks of each member of the vocational education alliance, and ensure the corresponding. The vocational education alliance model can be promoted steadily and efficiently. At the same time, the government and education authorities should better play their role as a communication bridge, participate in the exchanges between schools, industries and enterprises, and enhance mutual exchanges and interactions.

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