

# Vocational Colleges Under the Background of Modern Apprenticeship Research on Project-based Teaching Reform of Interior Design Course<sup>1</sup>

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**Abstract:** The interior design specialty is currently opened in many comprehensive higher vocational colleges. As a design specialty with strong practical skills, it should be guided by the specific post needs of enterprises. In the process of steady development of vocational education, we propose to integrate the “project-based” teaching model into the operating environment of modern apprenticeship, summarize the knowledge points of post needs, and deeply integrate them into practical cases. The ability of students to solve problems is gradually improved, so as to cultivate college graduates suitable for the requirements of enterprises.

**Keywords:** Modern Apprenticeship; Vocational Education; Project Teaching; Interior Design

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## 1. The significance of modern apprenticeship system in talent training in vocational colleges

In order to deepen the integration of industry and education, school-enterprise cooperation, further improve the school-enterprise cooperation education mechanism, and innovate the training mode of technical and skilled talents, the State Council and the Ministry of Education put forward the idea of school-enterprise integration education and modern apprenticeship pilot in 2014.

The implementation of modern apprenticeship system is conducive to promoting the industry and enterprises to participate in the whole process of vocational education talent training, realizing the docking of professional setting and industrial demand, the docking of curriculum content and professional standards, the docking of teaching process and production process, the docking of graduation certificate and vocational qualification certificate, the docking of vocational education and lifelong learning, and more effectively accelerating the quality and pertinence of talent training. The establishment of modern apprenticeship system is an effective way for vocational education to actively serve the requirements of current economic and social development, and promote the combination of work and learning and the project-based teaching of courses; It is an important measure to comprehensively implement quality education, highly integrate the improvement of professional skills and the cultivation of professional spirit, and cultivate students' sense of social responsibility, innovative spirit and practical ability. In the process of continuous exploration and practice, vocational colleges across the country have gradually formed a modern apprenticeship system with distinctive Chinese characteristics<sup>[1]</sup>.

The traditional interior design course is to complete the teaching plan and task by teaching students practice, but this has

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already become a teaching mode abandoned by schools, enterprises, teachers and students. In the development of modern vocational education, the implementation of modern apprenticeship system has made up for the respective needs of schools and enterprises in the teaching process, and also played an important role in exploring how to truly realize the talent training program with higher vocational characteristics.

## **2. Training objectives of interior design course**

Vocational education focuses on cultivating highly skilled talents. Its specialty is very different from the undergraduate level talent training program in the formulation of talent training program. It mainly aims at the precise setting of courses based on the basic principle of adequacy for the specific positions and skills needs of industries and enterprises.

Interior design course is a professional core course of interior design specialty. The leading courses of this course include sketch, sketch, modeling, color, performance techniques (including computer performance), ergonomics, design drawing, materials science, etc. The study of these courses lays a foundation for the study of interior design course. Its follow-up courses include furniture and furnishings, decoration engineering budget, graduation design, etc.

The course of interior design aims to provide professional design theory and practical skills for the position of scheme designer in decoration enterprises. Its main learning contents include basic design, scheme design, interior special design and other courses. According to the different requirements of the industry and enterprises for design skills, the teaching mode of post division, ability segmentation, task driven, and progressive from low to high is adopted in the teaching to complete the training objectives <sup>[2]</sup>.

## **3. Shortcomings of the current training mode of interior design professionals in higher vocational colleges**

### **3.1 The orientation of talent training objectives is not clear**

The lack of clear talent training objectives is a major weakness of the current talent training model in colleges and universities, which largely limits the skills training of students. When training students majoring in interior design in higher vocational colleges, it is necessary to carry out market research on the development trend of the market, accurately position the training objectives, and ensure that professionally trained personnel are acceptable in the market. At present, some higher vocational colleges have unclear training objectives and backward education level, which makes students unable to keep pace with the development trend of interior decoration. Some higher vocational colleges only seek the training of talents unilaterally, ignoring whether the trained students can adapt to the actual needs of the market, making students lack the thinking of customers and inaccurate professional knowledge.

### **3.2 The professional curriculum system is not practical**

A survey of higher vocational colleges that provide interior design majors shows that in terms of curriculum composition, too much emphasis is placed on theoretical courses and no attention is paid to practical courses. In the education plans of some higher vocational colleges, the dominant position of theoretical courses is more common, while practical courses are few. The interior design majors in some higher vocational colleges are strict and cautious when customizing the teaching plan, but the supervision and inspection in the actual teaching are only superficial, and have not been really implemented. Only a few higher vocational colleges have reasonably integrated theory and practice. Most interior design teachers are still focusing on theoretical teaching, lacking systematic thinking and complete implementation measures on how to organize students to carry out practical activities <sup>[3]</sup>.

### **3.3 Inadequate teaching service guarantee**

If higher vocational colleges want to cultivate interior design talents with professional level, they cannot do without a perfect teaching system and professional teaching service guarantee. Ensuring educational services mainly refers to a series of coordinated planning tasks to provide teachers and students with high-quality learning environment and hands-on practice places. At present, some higher vocational colleges have not fully realized the importance of ensuring educational services.

## **4. Project Teaching Reform Implementation Scheme of Interior Design Course**

The market-oriented "project-based" teaching mode is very different from our current teaching mode, so as the course director, I think that the existing teaching mode needs to be innovated again. Combined with the characteristics of the specialty and the actual teaching content of the interior design course, guided by the implementation opinions of the modern apprenticeship system, and taking the real project cases of teachers and enterprise designers as the carrier of knowledge, the theoretical

knowledge and practical skill knowledge required by the designer post will be classified and integrated to achieve the reform of "focusing on the teaching of the course content to focusing on the project package knowledge and skills". In close cooperation with enterprises, an apprenticeship class was established, which was "jointly cultivated by school teachers and enterprise masters", and truly implemented the "project-based" teaching mode of interior design courses. By setting up the course content in this way, students' interest in learning can be improved. By arranging "double teachers" for teaching in this way, students' practical ability can be increased, and the characteristics of project-based teaching such as "modular teaching content", "project-based ability training" and "personalized practice guidance" can be realized. So as to better complete the education mechanism of industry-education integration, school-enterprise cooperation, and better promote the modern apprenticeship system.

## **4.1 Specific implementation plan of reform**

### **4.1.1 Reform of teaching content:**

According to the implementation requirements of the modern apprenticeship system and in combination with the professional characteristics, we integrate the theoretical knowledge and skill requirements of interior design, use the actual completed project cases as the carrier of knowledge for teaching design, and compile them into school-based textbooks for promotion and use. In this way, it not only solves the difficulties of teachers in teaching according to the textbook, but also enables students to complete knowledge learning and position familiarization in the process of teaching the landing project, making the teaching process more realistic.

### **4.1.2 Reform of teaching form:**

As interior design is a relatively comprehensive new discipline, it involves the intersection structure of various decoration projects and environmental projects, and has many knowledge points and post ability points. Although each student has mastered the relevant design knowledge points through the theoretical study of this course, it is not realistic for a single student to complete the whole project. We divide the teaching project into several design sections and assign assessment tasks based on the design sections. A design section is usually composed of 3-5 students, who can freely combine and recommend one of them as the team leader to coordinate the relationship between different types of work.

## **5. Conclusion**

The efforts of the modern apprenticeship system have helped the modern vocational education to better complete the talent training objectives. However, in this process, higher requirements have been put forward for the quality of teachers in vocational colleges. Teachers are required not only to clarify the teaching rules of vocational education, but also to be familiar with the requirements of various positions in the design industry for the theoretical knowledge and skills of students in school, which is also the driving force of the project-based teaching reform of interior design courses.

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