

Research on Curriculum Reform and Practice of Product Art and Design in Higher Vocational Education from the Perspective of Entrepreneurship Ability Cultivation

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Abstract: In recent years, the Ministry of Education has continuously deepened the comprehensive reform of higher education, and cultivated the situation of “mass entrepreneurship and innovation”. The product art design industry puts forward higher requirements for the comprehensive quality of college graduates. The teaching form with traditional teaching as the main body can no longer adapt to various factors of Chinese society at present and in the future, so it is urgent for higher vocational colleges to reform the course teaching of product art design specialty. Improve college students’ entrepreneurial ability in an all-round way and promote their better development.

Key words: cultivation of entrepreneurial ability; Product design; Curriculum reform; Practice

Introduction

The requirement of starting a business is innovation, and the product art design major, as a strong comprehensive major, has strong practicality, which requires students to design cultural creative derivative products based on creativity. It is necessary to give full play to the important role of art in serving economic and social development, apply more art elements and artistic elements to urban and rural planning and construction, enhance urban and rural aesthetic charm and cultural taste, and better serve the people’s high-quality living needs’. It is also an area where students majoring in product art design are more likely to seize opportunities to involve art in rural revitalization. Based on the training perspective of innovative art design talents, we should train professionals needed by society and cultivate their innovative knowledge structure and entrepreneurial spirit, so as to meet the needs of highly intelligent social development. In order to further improve the teaching of this course. The teaching reform of product art design course is beneficial to college students’ employment and entrepreneurship, which is consistent with China’s modern education policy.

1. The current situation of cultivating students’ entrepreneurial ability

Deepening the reform of innovation and entrepreneurship education in colleges and universities is an urgent need for the country to implement the innovation-driven development strategy, promote economic quality improvement and efficiency upgrading, and is an important measure to promote the comprehensive reform of higher education and promote higher quality entrepreneurship and employment of college graduates. The implementation of innovation and entrepreneurship education for college students by the state is a new hope and requirement for higher education, and it also further points out the direction for vocational education. Although the current school-enterprise cooperation mode in vocational college education has attracted much attention, there are still some problems, such as insufficient participation of enterprises in the whole process, low degree of cooperation, single cooperation mode, which only stays on the surface. School-enterprise cooperation is in simple cooperation such as “cognitive practice and post practice”, lacking long-term planning and deep cooperation content. These problems reflect that China’s vocational education has not yet established a perfect effective mechanism of school-enterprise cooperation in educating people. In recent years, vocational colleges and enterprises are aware of this problem, and jointly conduct an in-depth investigation of the current situation, and carefully analyze the existing problems and reasons; At the same time, according to China’s national conditions, regional economic and social development and the actual characteristics of product art design education, drawing lessons from the advanced experience of various places, taking serving the local economy as the fundamental task, cultivating high-quality compound entrepreneurial talents as the main line, combining theory with practice, and taking “design serving enterprises” as the principle, actively exploring the effective ways to cultivate the entrepreneurial ability of product design students under the school-enterprise cooperation mode, and constructing the school-enterprise cooperation education mode.

2. Build an interactive platform for school-enterprise collaborative education

Vocational colleges and enterprises should give full play to the advantages of school-enterprise cooperation platform, establish linkage mechanism, improve relevant systems, and ensure the quality of cooperation between the two sides. Schools should take the lead in completing the formulation of relevant systems and discuss targeted issues with enterprises. The cooperation system should aim at improving the entrepreneurial and innovative ability of design majors, and form a comprehensive and systematic school-enterprise cooperation mechanism from the aspects of teaching, practice, assessment, employment, development planning, innovative and entrepreneurial ability, comprehensive quality, etc., so as to achieve the expected goal of school-enterprise cooperation mode. Colleges and universities should base themselves on local enterprises, constantly adjust and improve the resource pool of school-enterprise cooperation platform according to the development trend of the industry and the actual market demand, and introduce relevant talents to provide students with a practical platform for innovation and entrepreneurship from both hardware and software aspects.

For example, the product art design major of Zhejiang Institute of Mechanical&Electrical Engineering has established a “three-help

and three-line” platform for the integration of production and education in the rural revitalization design industry in Zhejiang Province “(As shown in Figure 1). After nearly five years of multi-integration and cooperation between rural schools and enterprises, the college has basically formed a platform of “three aids and three lines” based on the integration of production and education in the rural revitalization design industry of Zhejiang Province. First, help the development of rural industries, relying on the “Campus Product Design Studio + Township Enterprise Innovation and Research Platform” to form the characteristics of talents and comprehensive product design system from rural to school enterprises and then returning to the rural front line; Second, help build rural brands and form a people-friendly brand in the front line of rural services; Third, help the project culture to drive, and organically combine the front-line activities of getting rid of poverty and increasing income in rural areas, helping intelligence to get rich, and getting rich with red roots. Work together to build an innovation and entrepreneurship education base integrating production and education, and achieve the goals of school-enterprise co-construction, process co-management, achievement sharing, cooperative education and cooperative development in the directions of curriculum setting, teacher training, “1 + X” skills training, work-study alternation, curriculum ideological and political education, etc., and establish compound rural cultural and creative talents.

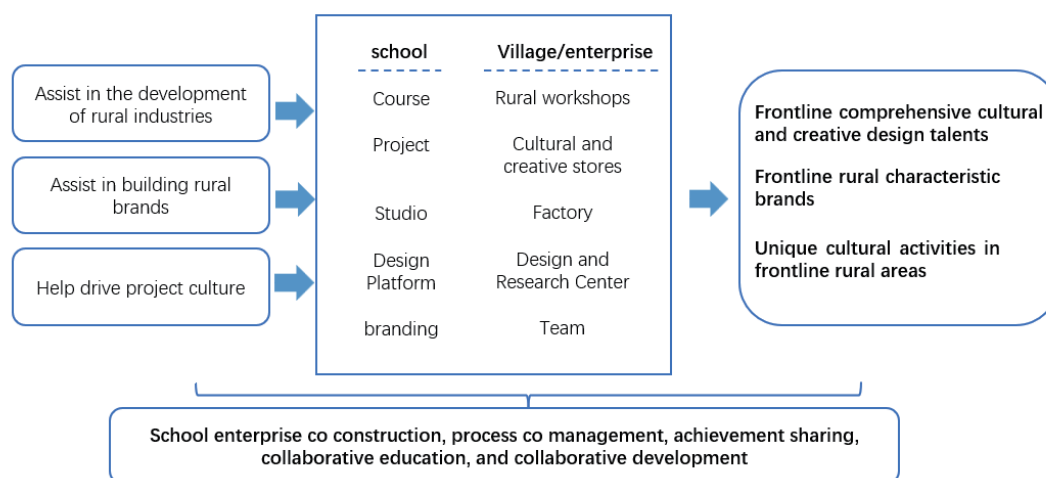


Figure 1 Zhejiang Rural Revitalization Design Industry “Three Helps and Three Lines” Platform for Integration of Production and Education and Collaborative Education

3. Establish a curriculum system with entrepreneurial characteristics

Construct an innovative platform of “Campus Cultural and Creative Product Design Studio + Rural Enterprise Creative Research Platform” to serve the creation and production of rural cultural and creative industries. Hangzhou Xiu Space Art Co., Ltd., Tongwu Village outside Hangzhou, Dachen Township and Nianbadu Town in Jiangshan City, Quzhou have advanced production equipment, environment and materials, which effectively train students’ ability to realize product production in comprehensive cultural and creative design, master the use of advanced equipment and technology to efficiently and batch transform creativity into cultural and creative products in line with rural characteristics, realize the transformation of traditional teaching methods, and enhance students’ interest and efficiency in learning.

Since applying for the product art design major in 2007, the college has focused on the training needs of cultural and creative product design talents, continuously improved the curriculum system and practical teaching system, deepened the integration of production and education, improved teaching resources, and explored vocational education and training modes. After years of in-depth research and practice, it has formed a construction plan of “Cultural and Creative Industry Production and Education Integration Collaborative Education System” to serve rural revitalization, and launched the ideological and political demonstration course and teaching teacher team of the Education Department, and the Agriculture and Rural Department to serve rural revitalization A series of projects and characteristic courses, such as Pujiang “Shangshan Culture” project into the classroom, “Waitongwu Village” cultural and creative product design, tourism product development in Dachen Township and Nianbadu Town, Jiangshan City, Quzhou, etc., have trained nearly 100 entrepreneurial talents returning to the countryside, helped the development of local economy and cultural and creative industries, and achieved certain brand effect and economic benefits. At the same time, it explored a fruitful path based on the rural revitalization of cultural and creative industries, and became Zhejiang cultural and creative industries.

4. Carry out innovative and entrepreneurial teaching projects

It is necessary for vocational colleges to investigate the entrepreneurial intentions of students majoring in product art design in an all-round way, and on this basis, carry out innovative and entrepreneurial courses. First, cultivate students’ ability of market research and analysis. According to the course characteristics of product art design specialty, it provides students with a platform for market research, enhances students’ understanding of market conditions and users’ needs, grasps the first-hand information of consumer groups’ product needs and product design, and formulates scientific design schemes. Second, cultivate students’ ability to design processes and methods. Lead

students to deeply study the information of user experience, and guide students to clarify the design direction of entrepreneurial projects based on entrepreneurship education platform, such as product competition analysis, scene design, user mental model map, mind map, data analysis, goal orientation, etc. Third, cultivate students' ability of product design and adjustment. In the teaching of entrepreneurial projects, we should develop students' creative thinking, initially determine product design sketches, formulate design schemes, cultivate students' ability to express design thinking, and promote product design to be more innovative and conform to market trends. Fourth, guide students to demonstrate entrepreneurial projects, do a good job in product design details, and improve the success rate of product design entrepreneurial projects according to the requirements of entrepreneurial projects .

For example, the product art design major of Zhejiang Institute of Mechanical&Electrical Engineering implements the entrepreneurship training program for college students' cultural and creative product design. Relying on show space enterprises to carry out project-based teaching cooperation, based on simple technical knowledge learning and market projects, and taking advantage of various professional-level equipment conditions of school-enterprise training base for rural revitalization of cultural and creative industries in Zhejiang Province, a series of cultural and creative product design application projects jointly developed by school-enterprise teachers such as "Agricultural Products Packaging Design in Waitongwu Village, Cultural and Creative Product Upgrade Development" can enable students to experience the application of cultural and creative product design in different fields, stimulate students' enthusiasm for rural industrial services, and fully display their innovation and entrepreneurship.

5. Improve the innovative teaching environment and build a high-quality double-qualified team

5.1 Innovative teaching environment and innovative operation mechanism

Innovate the teaching environment, truly restore the enterprise environment, and let students feel the workplace atmosphere in advance. Innovate the operation mechanism, adopt the way of enterprise and project team to carry out students' teaching and training practice, and students will be tested by the market at the same time in the learning process, so as to obtain corresponding labor returns, enhance students' self-confidence and stimulate students' innovation and entrepreneurship potential. For example, the product art design major of Zhejiang Institute of Mechanical&Electrical Engineering has conducted in-depth industry-university cooperation and exchanges with Hangzhou Xiu Space Art Co., Ltd., Tongwu Village outside Hangzhou, Dachen Township and Nianbadu Town in Jiangshan City, Quzhou through the established "Zhejiang Rural Revitalization, Cultural and Creative Industry, Production and Education Integration and Collaborative Education Platform". In June 2019, the township, school and enterprise signed an agreement. In July 2020, a total investment of 500,000 yuan was made to establish cooperation with Xiu Space courses and build practical teaching bases.

5.2 Build a high-quality double-qualified team and improve the transformation of teaching achievements

Using the school-enterprise cooperation platform, teachers can simulate the enterprise workflow to carry out practical teaching and optimize the teaching mode. At the same time, teachers lead students to undertake real enterprise projects and organize delivery, and assist college teachers to change from traditional teachers to double-qualified teachers in project accumulation. At the same time, teachers can lead students to develop and produce creative works by themselves to improve the conversion rate of teaching achievements, and carry out market promotion and realization, which is a suitable environmental support for the creation of high-quality double-qualified teams.

First, teaching project achievements (including experiences, models, resources, works, tools, etc.) can radiate to the surrounding areas and be promoted in similar universities nationwide. Second, the achievements created by students majoring in product art design in school can also be interspersed in the process of studying professional courses, so that students can understand the necessary professional abilities in advance, and formulate practical outlines according to the actual situation of students, so as to better achieve the goal of cultivating innovative and entrepreneurial abilities of students majoring in product art design.

6. Conclusion

In a word, this paper studies the teaching of product art design course in higher vocational colleges from the perspective of entrepreneurial ability training, from the aspects of building a school-enterprise collaborative education interactive platform, establishing entrepreneurial characteristic curriculum system, developing innovative and entrepreneurial teaching projects, building a high-quality double-qualified team, improving the transformation of teaching achievements, etc., to strengthen students' entrepreneurial thinking ability of product art design specialty, cultivate students' professional quality, improve students' innovative and entrepreneurial consciousness and ability through diversified teaching modes, so as to adapt to the new requirements of rapid development in the current era, and help the transformation of "Made in China to Created in China, Chinese products to Chinese brands" .

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