

Discussion on the training methods of innovative ability in interior design teaching in higher vocational colleges

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Abstract: With the deepening of the reform of vocational education, the teaching of interior design in higher vocational education should be further optimized. Teachers should actively introduce new educational concepts and teaching methods, so as to better arouse vocational students' interest in learning, strengthen their understanding and application of the knowledge they have learned, and improve the teaching effect. The cultivation of innovative ability, as a popular concept of education, can greatly enrich the teaching content of interior design in higher vocational colleges, broaden the path of education, and have a far-reaching impact on the overall development of higher vocational students. In view of this, this paper will analyze the cultivation of innovative ability in interior design teaching in higher vocational colleges and propose some strategies for your reference.

Keywords: higher vocational education; Interior design; innovation ability; Cultivation method

Introduction

In the new era, higher vocational students have gradually become the main force to carry out innovative practice activities, and higher vocational colleges have become an important platform to cultivate innovative talents. At the same time, in the document Opinions on the Implementation of Deepening the Innovation Education Reform in Colleges and Universities, it is clearly proposed to vigorously carry out the innovation education reform in higher vocational colleges, so as to find a new innovation breakthrough for the current higher education work, which also puts forward higher requirements for the current education work in higher vocational colleges. Not only that, the report of the 18th National Congress of the Communist Party of China also proposed that we should pay full attention to the graduates of vocational colleges and actively promote their participation in innovation activities, so that young people can be better employed and talents can play a greater role in society. The cultivation of innovative ability in interior design teaching in higher vocational colleges is an important path to realize the cultivation of innovative talents, and also a main method for higher vocational colleges to encourage higher vocational students to participate in innovative activities. It can help higher vocational students form a correct concept of value and the spirit of the times, which has a profound impact on the improvement and development of higher vocational students.

1. Analysis of the Present Situation of Interior Design Teaching in Higher Vocational Colleges

1.1 Solidification of teaching mode

When implementing the teaching of interior design in higher vocational colleges, many teachers have not introduced the new teaching mode into their own teaching process, and they most often use the "blackboard+textbook" teaching mode. In addition, most higher vocational teachers will focus on teaching the interior design theory of higher vocational students, rarely giving them the opportunity to practice, which greatly reduces the application ability of higher vocational students to the knowledge they have learned, and also affects their efficiency in adapting to the internship post. In terms of teaching content, the interior design teaching materials used by some higher vocational colleges are relatively old, and the professional knowledge learned by higher vocational students is difficult to match the actual situation of the interior design industry in the market. It is often the case that "what you learn is not used", which will virtually frustrate the higher vocational production students, thus affecting their learning mentality and efficiency.

1.2 The cooperation enthusiasm of enterprises is not high

When higher vocational colleges carry out school enterprise cooperation, many teachers will find that some enterprises do not want to accept higher vocational students. The reasons for this can be divided into two aspects. First, vocational college students lack the ability to apply knowledge. Due to the solidification of the teaching mode, many teachers will devote their main energy to the teaching of interior design theory when teaching, ignoring their practical application ability of knowledge, which will easily lead to the difficulty of solving the problems encountered in practical work when vocational college students step into their posts. In the long run, many vocational college students have a high degree of mastery of the theory of interior design, but they are often at a loss when facing practical problems, and do not know where to start, which leads to a long time to adapt after the enterprise, and can not be put into the production process of the enterprise in a short time.

Second, vocational college students' professional quality is not high. In the current context, many vocational college students are the only children in their families. They have never suffered from hardship since childhood. When they encounter some problems in the enterprise, they have poor resilience and often have the idea of withdrawal, which greatly improves the difficulty and time cost of training

vocational college students. These two factors lead to enterprises are not willing to actively participate in school enterprise cooperation activities, which greatly hinders the development of innovation ability of vocational college students.

1.3 Teachers are relatively weak

When recruiting interior design teachers, many higher vocational colleges mainly investigate the qualifications of candidates, and rarely conduct a comprehensive investigation on their professional application ability and teaching ability. In addition, higher vocational teachers rarely take the initiative to understand the market situation of interior design, and they rarely know the most commonly used technologies, software and problems encountered in current enterprises, which virtually increases the difficulty of their teaching and is not conducive to their higher quality interior design teaching.

2. Training Methods of Innovation Ability in Interior Design Teaching in Higher Vocational Colleges -- Taking the Course of Space Creative Design as an Example

2.1 Realize the diversification of teaching content with the aid of multimedia equipment

In the past interior design teaching in higher vocational colleges, teachers often "chattered" on the platform to explain the interior design knowledge, and vocational students were "sleepy" in their seats. The reason for this phenomenon is that teachers failed to grasp the interests of vocational college students and failed to let them experience the fun of learning interior design. Therefore, teachers can try to introduce multimedia equipment into the process of interior design teaching in higher vocational colleges. With the help of rich teaching resources on the network, higher vocational students can open their own horizons in the learning process, improve their corresponding interior design knowledge reserves, and lay a foundation for the development of their innovation ability. Before that, we should deeply understand the knowledge reserve, cognitive ability and other factors of vocational college students, and combine their current interests to find suitable and effective audio-visual teaching resources for them. Through multimedia equipment, we can fully mobilize the vision and hearing of vocational college students and urge them to pay more attention to the interior design class, which can virtually enhance the depth of knowledge understanding of vocational college students.

When choosing multimedia teaching resources, teachers should not only combine the interests of vocational students, but also make a clear judgment on the quality of the resources themselves. Some teachers failed to conduct in-depth analysis when selecting network resources, and the selected expansion content was contrary to the teaching objectives, which made it difficult for many vocational students to understand the corresponding video content. This will not only affect the quality of multimedia teaching, but also reduce the students' interest in interior design. To avoid this, teachers should follow the following principles when selecting resources: First, simplicity. In fact, the teaching time of interior design class in higher vocational colleges is limited, so it is difficult for teachers to allocate too much time for multimedia teaching. This requires teachers to pay attention to the simplicity and efficiency of video content when selecting video content, so as to improve the viewing effect of higher vocational students. Second, interesting. Generally speaking, the purpose of using multimedia teaching is to stimulate vocational students' interest in learning interior design knowledge. Based on this, teachers should ensure the interest of multimedia resources, so that the effect of multimedia teaching can be better highlighted. Third, accuracy. Some teachers did not conduct in-depth analysis on multimedia materials when selecting multimedia resources, so that common sense errors in videos were not found in time. If such resources are used for teaching, it is easy to mislead vocational production students and affect the teaching effect. It can be seen that applying multimedia equipment to interior design teaching in higher vocational colleges can effectively realize the diversification of teaching content.

2.2 Adopt diversified teaching methods and break through teaching difficulties with micro courses

In the teaching of interior design, vocational students will have some difficulties in understanding some teaching difficulties. If teachers cannot master the correct teaching methods, these teaching difficulties will seriously affect the teaching efficiency and quality of interior design major in vocational colleges. In view of this situation, we can introduce the video of micro class into the teaching of interior design, so as to enrich the teaching methods, and then let the vocational students experience a different feeling of listening to the class. Before the implementation of micro course production, we should deeply explore the interests of vocational students, and then find some high-quality micro course teaching resources on the network to make corresponding video of interior design micro course for vocational students. When making micro lessons, teachers should strictly control the duration of micro lesson videos, because too short micro lesson videos are difficult to achieve the desired teaching effect, which is not conducive to the love of knowledge learning of higher vocational interior design students; If the video is too long, it will lose the feature of "short and concise". Therefore, the author will generally control the micro lesson video within 5-10 minutes, which can achieve good results. Not only that, teachers can also use group discussion, project teaching and other ways to teach vocational students. With this diversified teaching mode, vocational students' understanding of interior design knowledge will be improved to a new height, laying a solid foundation for their later development of innovation ability.

It is very important for vocational college students to practice their interior design knowledge. Therefore, teachers need to seize the

opportunity to lead vocational students to enter enterprises for practical training. In practical training, vocational college students will encounter many practical problems. Based on this, vocational college students can use the network, carry out group discussions and other ways to solve problems. When higher vocational students encounter problems, teachers can choose not to directly tell them how to solve the problems, but to lead them to analyze the causes of the problems by means of guidance, and then guide them to solve the problems with the knowledge they have learned, so as to develop their innovation ability. When vocational college students do not have sufficient knowledge of some part, we can make relevant micro lesson videos and publish them on the network, so that all vocational college students can clearly solve this problem. In addition, when higher vocational students encounter problems in the enterprise, we can encourage them to record the problems they encounter and communicate with them in their spare time. For those practical problems that are difficult to solve, we can communicate with teachers through WeChat groups, QQ groups, and solve the corresponding problems with the help of teaching assistants. Through diversified teaching methods, teachers can better master the mastery of interior design knowledge of vocational students, so as to clarify their future teaching methods, which will have a very significant impact on improving the teaching quality of interior design major in vocational colleges.

2.3 Adopt diversified evaluation model for higher vocational students to promote their all-round development

Many teachers in higher vocational colleges will focus on teaching and pay little attention to the evaluation of higher vocational students. However, the objective and scientific evaluation of vocational college students can not only enable teachers to better understand vocational college students and optimize their own teaching behavior, but also promote vocational college students to find their own shortcomings and improve their learning self-confidence, which also plays an important role in their innovation ability development. Therefore, we should change the inherent model of student evaluation, adopt a more diversified way to conduct a more systematic and scientific analysis of vocational students, so as to promote the further development of vocational students. Before evaluating higher vocational students, teachers should fully understand them and analyze different aspects of higher vocational students. For example, when evaluating higher vocational students who participate in school enterprise cooperation activities, we should not only investigate their knowledge mastery, but also analyze their attitude and enthusiasm when working in enterprises in combination with the feedback of enterprise employees. In this way, teachers may find that some vocational college students, although their mastery of interior design knowledge is not perfect, are hardworking and hard-working in their work, are not afraid of hardship, are good at getting along with colleagues, and are willing to learn from the experience shared by others. In this view, these vocational college students have high professionalism.

Through diversified evaluation, teachers can better understand the situation of vocational college students and design teaching plans that are more in line with the actual situation of vocational college students in the future, which is very important for vocational college students to develop lifelong learning habits. Not only teachers can evaluate vocational students, but also students can evaluate each other. For example, after completing some interior design projects, we can let the vocational students in the same group evaluate each other. In this way, vocational students can analyze themselves more objectively from the perspective of others, which is very important for vocational students to change their own shortcomings. In addition, we can organize vocational college students to form a mutual aid group. In view of the problems existing in vocational college students, we can encourage the members of the group to supervise each other, so as to promote them to eliminate their own defects, and finally achieve the comprehensive improvement of vocational college students' professional ability and innovation ability. Through multiple evaluation methods, the higher vocational students majoring in interior design in higher vocational colleges will be improved in an all-round way unconsciously. In this process, the higher vocational students can have a more objective and clear understanding of the enterprise and their comprehensive abilities, which will greatly promote their future entry into society and further development.

2.4 Attach importance to the construction of teachers and build a “double qualified” lineup

The process of curriculum reform and teaching means innovation in higher vocational colleges can not be separated from the active participation of teachers, which is of great significance to improve the quality of teaching reform and help higher vocational students better master the knowledge they have learned. The curriculum of interior design specialty has the characteristics of multiple contents, large amount of teaching, and wide range of professional knowledge, which requires teachers to have a more acute spirit, form a relatively strong spirit of enterprise, and constantly update their professional knowledge of interior design, so as to gradually form a certain spirit of enterprise. In today's era of rapid development, interior design teachers should always keep pace with the times, constantly improve their professional level and teaching quality, and keep pace with the times. At the same time, teachers should give more in-depth guidance to students majoring in interior design in higher vocational colleges, so that they can further optimize their future employment and learning on the basis of learning new knowledge.

Higher vocational colleges should continue to strengthen the training of young teachers of interior design major, gradually form a set of systematic and feasible "double qualification" mode, send them to the society and enterprises for multi angle and all-round training, follow the new school running mode of "going out and inviting in", so as to promote interior design teachers of higher vocational colleges to master

the latest interior design technology more comprehensively, To form a new knowledge framework, so as to grow into "double qualified" professionals as soon as possible.

When carrying out interior design, teachers in higher vocational colleges will encounter problems such as numerous professional disciplines, complexity, rapid technology upgrading, which makes it difficult for teachers to become generalists in the field of interior design education. Based on this, higher vocational colleges should, in line with the principle of seeking truth from facts, combine the current teaching level and application scope of interior design teachers to divide professional courses. For course groups such as landscape architecture design and space creative design, the teachers in charge of each group should have corresponding professional advantages, so as to make the teaching structure more reasonable, the teaching mode more vivid, and the teaching content more comprehensive.

Higher vocational colleges should constantly strengthen teachers' practical level and teaching ability, and actively and timely assess them systematically. Taking space creative design as an example, higher vocational colleges can encourage relevant teachers to strengthen the development and adjustment of the corresponding teaching content after solving the problems related to conventional space creative design, so as to enable higher vocational students to learn space creative design in a more convenient and scientific way, thus comprehensively improving the teaching quality. At the same time, teachers can also carry out some excellent course sharing activities to constantly improve their own lesson preparation level, and more efficiently use multimedia, micro classes and other teaching aids to constantly improve teaching management experience, so as to optimize the current indoor design of teaching content in lesson preparation, lectures, practice and other aspects, and improve the teaching quality.

3. Conclusion

To sum up, if we want to improve the training effect of innovation ability in interior design teaching in higher vocational colleges, we can realize the diversification of teaching content by means of multimedia equipment teaching; Adopt diversified teaching methods and break through teaching difficulties with the help of micro courses; Adopt diversified evaluation model for higher vocational students to promote their all-round development; We should pay attention to the construction of teachers and build a "double qualified" lineup, so as to virtually promote the teaching quality of interior design in higher vocational colleges to a new height.

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