

Research on the training mode of interior design talents in dual track Higher Vocational Colleges under the background of “Internet +”

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Abstract: in the 2015 government work report, Premier Li Keqiang proposed for the first time the “formulation of the ‘Internet +’ action plan”, which pointed out that promoting the deep integration of the Internet and various industries was of great significance to promoting mass entrepreneurship and innovation, and accelerating the formation of new drivers of economic development. In July of the same year, the State Council issued the guiding opinions on actively promoting the “Internet +” action. The adoption of the opinions means that the national “Internet +” strategy has taken shape and entered the deployment and implementation stage, which is of great significance to accelerate the formation of new momentum of China’s economy and the integration and innovation of traditional industries and Internet industries. In the new form, for the interior design major in higher vocational colleges, it is necessary for higher vocational colleges to cultivate more compound interior design talents with internet thinking, strong hands-on ability, the ability to use new technologies, new materials and new processes, and a certain sense of innovation and entrepreneurship. The original examination centered and knowledge system based talent training mode and curriculum system can no longer meet the needs of Higher Vocational interior design talents in the new situation. The reform of interior design talent training mode in higher vocational colleges has attracted more and more attention.

Key words: higher vocational education; Interior design; Internet+

1. Characteristic talent training mode of Higher Vocational Art Education

At present, in the process of vocational education, a variety of talent training modes have been born, and several talent training modes have been widely applied to the cultivation of students. Here are some mainstream talent training modes for discussion.

1. “network interactive” talent training mode

The “network interactive” talent training mode is based on the application of the Internet era, which mainly relies on modern information technology to carry out talent training. It mainly encourages students to use intelligent terminals and social tools such as WeChat and QQ to interact with teachers online. This method effectively makes up for the shortcomings of offline teaching, enhances students’ online learning ability, enhances the interaction between teachers and students, stimulates learning motivation and improves learning effect. However, this model is based on “network interaction”. Teachers will face the communication problems with hundreds of students in several

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classes at the same time, and the time cost is relatively high; The way of individual to group interaction and communication will lead to the deterioration of teacher-student interaction and autonomous selectivity, which is difficult to operate in practice.

2. “autonomous learning” talent training mode

The talent training mode of “autonomous learning” is represented by “SPOC flipped classroom”. The core of this mode is to readjust the time inside and outside the classroom and transfer the learning decision-making power from teachers to students. In the classroom, students can focus more on project-based learning, research and solve problems together, so as to obtain a deeper understanding. Teachers no longer occupy classroom time to teach basic knowledge. Before class, teachers assign learning tasks in advance, arrange students to enter the platform or carry out preview relying on the network, and communicate with teachers through online media. After class, teachers assign extended learning tasks, and students independently explore and complete the production of projects. Teachers mainly play a role of guidance and assistance in the whole process, with the purpose of enabling students to obtain a more authentic and comprehensive learning experience through practice. This mode is to change the way of teachers’ leading and students’ passive learning into students’ main body and autonomous inquiry learning as the core. However, according to the current implementation situation, vocational college students’ self-discipline is not enough, their active learning habits are weak, they can not effectively carry out autonomous learning, and it is difficult to achieve good results. Therefore, if the talent training mode of “autonomous learning” is fully implemented in the classroom of higher vocational colleges, it is also necessary to carry out hierarchical teaching according to local conditions.

3. “studio system” talent training mode

“Studio system” talent training mode is the main mode applied in the talent training of interior design major in higher vocational colleges. From the connotation analysis, it has three core elements: first, the project of teaching content; The second is the professionalization of learning situation; Third, the socialization of learning achievements. In essence, the “studio system” emphasizes that the traditional classroom teaching should be replaced by project practice teaching. With real projects as the carrier, guided by school teachers and business mentors, and students as the main body, the actual projects are transformed into classroom teaching cases, and the teaching is carried out based on the actual process of the job, realizing the situational and simulated teaching situation. In terms of teaching effect presentation, students’ classroom assignments are “works”. After the teacher’s guidance and students’ continuous improvement, they make them “products”. Finally, through the guidance of studio tutors and the integration of business ideas, they can carry out production and sales, and further upgrade them to “commodities”, that is, the cultivation concept of “works products commodities” has been formed. This is conducive to the full docking of jobs, highlighting the characteristics of vocational education based on the background of “integration of production and education”, enabling students to get in touch with jobs in advance, understand the job workflow and responsibilities, and lay the foundation for subsequent internship and employment.

2. Dual track talent training mode in Higher Vocational Colleges

1. overall design of dual track higher vocational talent training mode

In the face of the current development of “Internet +” and the current situation of students’ uneven level, the small number of double qualified teachers and the lack of internship and training equipment in interior design major in higher vocational colleges, this paper puts forward a dual track mode of interior design talent training in higher vocational colleges. The track 1 talent training mode is based on the traditional talent training in higher vocational colleges, which strengthens the project-based training teaching, integrates the talent training concepts of “network interaction” and “autonomous learning”, and fully relies on the relevant teaching cloud platform to enable students to experience the convenience of online learning and autonomous learning; The second track talent training mode is based on the “studio”, encouraging students who are brave enough to accept the challenge of “Internet +” to form a team, and using studio resources, using project teaching method to explore and innovate in the field of practice, so as to cultivate more high-quality skilled interior design talents.

The dual track talent training mode in higher vocational colleges is composed of the first track talent training mode and the second track talent training mode, both of which are in the same direction. The specific implementation process is as follows: after completing the study of professional basic courses in the first year of University, some students who are interested in “Internet +” related technologies, have a good professional foundation, strong hands-on ability and high comprehensive quality are selected through test selection to enter the second track talent training mode, and the proportion of selected students is within 15%. Other students naturally enter the track 1 talent training mode. In the follow-up training, the mobile system is implemented. Students who enter the second track training mode fail to meet the standards in the course or project assessment for three consecutive times, that is, they are eliminated and return to the first track talent training mode. In the track 1 talent training mode, students with excellent performance, strong professional skills and good innovation consciousness can also pass the examination and be selected to enter the track 2 talent training mode.

2. design of track 1 talent training mode

In order to make most of the interior design major students in Higher Vocational Colleges adapt to the development of “Internet +”, the track 1 talent training mode continues to strengthen the “integration of teaching, doing and learning”. In the process of learning, further strengthen the cultivation of practical ability, so that students can apply theory to practice, and make a reasonable modular distribution of course score composition, Focus on strengthening the module proportion of the director integrated course or project practice part. The track 1 talent training mode relies on the online teaching platform to increase the frequency of online interaction between teachers and students. In the “discussion section” of the platform, teachers’ announcements, students’ questions and teacher-student communication information will be recorded, making up for the lack of daily communication between teachers and students; The “course assignment” module realizes the

functions of online assignment, online submission and online review, and improves the efficiency of learning evaluation; The “chapter test” module can realize online test, online review, score export and other functions, effectively improving the learning efficiency. However, in the current implementation, most colleges and universities still carry out the final examination of the course in the traditional way to obtain the course score, and have not completed the process and final evaluation of students comprehensively and effectively.

3. design of track 2 talent training mode

The second track talent training mode is to build a student-centered learning mode with “studio” training as the core. The learning group is guided by innovative training, takes real projects as the carrier, and carries out theoretical learning and project practice with the help of the Internet and enterprise resources. The group is composed of students of different grades, forming a learning mode of “mentoring” to ensure the inheritance of technology. And the group students are also composed of students from different disciplines, which is more convenient for task division and learning and communication of different disciplines. The school should provide a fixed site for the studio and other consumables required for practice. The final results of the study group should not only be displayed online and physically in the school, but also actively participate in innovation and entrepreneurship competitions such as “Internet +” and “Challenge Cup”, apply for patents and establish contacts with school enterprise cooperation enterprises to complete the “work product commodity” transformation. In the track 2 talent training mode, the school can effectively evaluate according to the results of the design team, and the teacher can refine the score according to the participation and contribution of students in the process of participating in the project, so as to complete the comprehensive evaluation. The second track talent training mode is based on the innovative training mechanism of teachers’ studio, through the participation of double mentors in social practice projects, to improve students’ innovative consciousness and the application and practical ability of professional knowledge.

3. Practice and Discussion on the dual track talent training mode in Higher Vocational Colleges

Through the practice and exploration of the dual track higher vocational talent training mode for the interior design major of the school where the author works, the following is the application description and discussion.

1. application and discussion of track 1 talent training mode

In order to make the professional skills mastered by students more suitable for the actual job needs of enterprises, since 2017, the major has successively carried out school enterprise cooperation with Huaxun taste decoration, Hunan zhuhan decoration company and other enterprises, built a new interior design process research and development center, updated the software and hardware facilities of the training room, and carried out modular reform of the course, Relevant courses are taught according to the actual job workflow and specific responsibilities of the enterprise, including: business negotiation, field measurement, design research, sketch drawing, effect drawing performance, project budget estimation, construction drawing drawing, scheme writing, scheme reporting, and project management. Focus on training students’ practical ability in each module. In terms of assessment, the course score comes from the attendance, classroom performance, 6S management, project score, stage test score recorded on the platform, with 60% of the usual score and 40% of the final assessment.

In order to improve students’ autonomous learning ability and informatization level, from 2020, all courses of the major will be offered on the superstar platform. Students will learn resources online and carry out online interaction. Before class, students’ preview content, self-test questions and related question and answer data will be recorded on the platform; In class, students’ attendance, classroom Q & A, voting and other activities will also have data records; After class, the practice and evaluation of students’ expansion projects will also be intuitively reflected through the platform, and the learning effect will be significantly improved.

Track 1 talent training mode focuses on the professional core courses of “teaching, doing and” integration, and pays more attention to the cultivation of students’ project practice and application ability. While effectively improving students’ project practice ability, it also cultivates students’ ability to solve practical problems. Relying on the online learning platform, the talent training has effectively summarized and integrated the resources, strengthened the students’ ability to use information means and the awareness of online cooperation and communication. At present, the professional team is relying on the platform for course construction to prepare for the next step of applying for provincial online quality courses.

2. application and discussion of track 2 talent training mode

Since 2018, our school has tried to apply the second track talent training mode in the major of interior art and design, and set up a design studio. With the encouragement and support of the secondary college, the studio focuses on cultivating students’ innovative thinking and fully investigates and excavates advanced design concepts and production processes based on actual project learning. As of December this year, the studio team has completed 10 sets of large-scale tooling projects and more than 20 sets of home decoration projects. It has also won 3 first prizes, 5 second prizes and 3 third prizes in the provincial student skills competition. The team of teachers and students has actively transformed the achievements, applied for 4 invention patents and 8 utility patents. Through the practical application of the training mode, 32 students majoring in interior art and design have been trained, 24 have graduated, 4 have been promoted to undergraduate and 4 have started businesses.

Through the second track talent training mode, students’ innovation ability is strong, and they have strong professional inquiry spirit and social responsibility consciousness; Individuals have a strong sense of self-study, have good self-discipline and self-study ability, and the overall proportion of individual entrepreneurship and further education after graduation is high. In addition, the second track talent training mode takes the studio system talent training as the core, which not only improves the students’ practical ability, but also better improves

the students' teamwork spirit, so that students have better psychological stress resistance, and lays the foundation for post practice and employment.

4. Conclusion

Under the background of "Internet +", it is very urgent to explore new talent training mode in higher vocational colleges. This paper proposes a dual track talent training mode for higher vocational colleges. Through peer training, on the one hand, the practical ability and practice level of most students have been greatly improved. On the other hand, students' innovation ability and team spirit have also been effectively improved, making students willing to actively participate in learning based on the Internet system. Through the exploration in recent years, the dual track talent training mode in higher vocational colleges has made some achievements, but there are also many shortcomings. The team will continue to work hard to promote the education and teaching reform in vocational colleges.

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