

Research and Practice on the Trinity Talent Cultivation Mode of “College - Industry – Enterprise” for Design Major

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ABSTRACT. *College students majoring in design are an important force for China's future economic construction. With the rapid development of China's economy, many industries and enterprises have increasing demand for design majors. In this context, in order to cultivate more and better design talents that meet the needs of industries and enterprises, colleges should fully affirm the impact of industries and enterprises on school design professional education, and actively build a “college-industry-enterprise” trinity training mode. This is not only the need for the education and teaching reform of design majors in universities, but also the personal development needs of design majors.*

KEYWORDS: *Design major, Trinity, Talent training, Education model*

1. The development status of design major and design industry in colleges

Design Majors in colleges in China include architectural design, industrial design, environmental design, art design, fashion design, etc. The basic goal of the training of design professionals in colleges is to train applied talents who can engage in design work and related professional work in enterprises and institutions, specialized design departments, scientific research units or professional colleges, have strong humanistic spirit and artistic accomplishment, and master the theory of system design and modern design methods.

Since entering the new period, with the rapid development of our country's economy, the design industry has also realized the vigorous development. Now, China has become the hottest design market in the world. Compared with developed countries, the development of China's design industry and design enterprises has more urgent demand for design talents. In this context, enterprises have more higher requirements for design talents. They have higher requirements for the innovation ability and practical ability of graduates^[1]. According to the prediction of relevant experts, in the next few years, China's design industry will present a trend of compound development. In this context, as the cradle of excellent design professionals, colleges have made great contributions to the cultivation of design talents. However, this “contribution” is mostly reflected in the number of design talents. Throughout the world, many college design talent training efforts attach great importance to the links between schools, the design industry, and design companies. Design majors not only have rich design expertise, but also have proficient first-line design practice experience, and generally have a design professional skill level certificate. In contrast, undergraduates majoring in design in China are relatively lacking in these aspects. Based on this, colleges in our country should accelerate the reform of education in design majors, and actively build a “college-industry-enterprise” trinity talent training model that meets the needs of industry and enterprises.

2. The Construction of the Trinity Talent Training Mode of “University Industry Enterprise” for Design Specialty

2.1 Schools and Enterprises Jointly Formulate and Implement Recruitment Programs

Enrollment is the first job of talent training in Colleges, while recruitment is the first job of enterprises. At present, China's design industry is booming, and many industries and enterprises are increasingly demanding for design talents. In this context, in order to ensure the quality of talents and carry out the planned and step-by-step talent cultivation at the source, it is necessary for colleges and enterprises to jointly formulate and implement the recruitment program for college students majoring in design. In the process of enrollment, colleges invite

enterprises to jointly test students. Compared with the independent enrollment test in colleges, the involvement of enterprises has greatly expanded the scope of the content of the enrollment test in colleges. The past overemphasis on the design basis and design ability of students has expanded to focus on the test of students' learning ability, cooperation ability, professional ethics, innovation ability and practical ability. In terms of operability, colleges should further deepen the mechanism reform, sign talent training agreements and recruitment plans with well-known national design enterprises, especially local well-known design enterprises. In order to recruit more and some design talents, it is necessary for colleges to carry out publicity work for recruitment and recruitment. When formulating a recruitment plan, colleges and enterprises must actively implement the principles of mutual benefit and interaction, and jointly study and implement the recruitment plan. Both parties must clearly identify the dual identities of the students and prospective employees of the company. In addition, both parties should clarify their own responsibilities and obligations in terms of personnel training to ensure the smooth implementation of the recruitment plan.

2.2 Based on the Needs of Design Industry and Design Enterprises, Reform the Teaching of Design Specialty

Design is a social behavior, so design education must be combined with a large number of social practice issues [2]. Therefore, the curriculum system of design majors in colleges lays great emphasis on the cultivation of students' design skills, and there are many practical courses of design. Under the "college-industry-enterprise" talent training model, based on the design industry and design enterprises' practical ability requirements for design talents, colleges should match the design goals of design professionals with the needs of the design industry and design enterprises. The teaching content should be connected with the design industry standards and professional standards; the teaching process should be connected with the design industry operations and design enterprise operations. Colleges should organize design teachers to carry out regular research on the development status and trend of design industry at home and abroad, especially in China. At the same time, colleges and universities should regularly communicate with the design enterprises they cooperate with to jointly study and revise the teaching standards and curriculum standards of design majors of high-level modern apprenticeship [3]. In the teaching process of design majors, colleges and enterprises should jointly publicize the relevant information of design vocational skill level certificate, so that students can actively take the examination and ensure smooth employment.

2.3 Strengthen the Construction of Double Guidance Teachers

Design professional teachers need to have solid theoretical knowledge of design and skilled design ability, but also to have certain front-line design experience, so as to better guide students to study. However, many teachers of design major in colleges in China are lack of first-line design experience. To solve this problem, on the one hand, colleges need to strengthen the construction of design teachers; on the other hand, they need to strengthen the construction of double tutor team. Double mentors are the design professional teachers of the school and the design directors of the design enterprises. Under the double tutor teaching mode, the design professional teachers and the design directors of enterprises in colleges jointly undertake the design professional teaching tasks [4]. Design directors sent by design companies are part-time teachers in schools, and colleges should provide them with due benefits. The design professional teachers sent by colleges are apprenticeship positions in design companies, and design companies must also provide them with the benefits they should enjoy. In order to ensure the quality of the work of the dual tutor team, it is necessary for colleges and design enterprises to jointly develop and continuously improve the selection, training and assessment system of the dual tutor team. As the dual mentors themselves, they should do a good job in the role of a bridge between colleges and design enterprises, mutual supply, mutual employment, two-way temporary training, joint research and development, and continue to improve their design ability and teaching ability, so as to cultivate more and more excellent design talent.

3. Conclusion

The "college-industry-enterprise" trinity talent training model is a systematic and complete talent training model proposed by universities for the training of design professionals from the perspective of market demand. This talent training model can fully reflect the college's understanding and implementation of the social development of design professionals. In the process of implementation, colleges should firmly establish the core position of talent training, clarify the positioning of "training people for the market", and improve the training system of design professionals. At the same time, colleges should fully combine the teaching reform plan of design specialty education in our university, take the overall optimization of talent training mechanism as the

goal, take “college-industry-enterprise” coordination, form a joint force, and strive to improve the quality of design specialty talent training.

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