

Research on the Training Mode of Interior Design Talents Based on the Integration of Production and Education

Liyao Chen

Guangdong Institute of Technology, Zhaoqing, 526070, China

Abstract: *Under the background of the combination of production and education, the talent training mode of interior design major in colleges and universities is more open and flexible than the traditional talent training mode. The talent training objectives of colleges and universities should be closely related to the employability of students and the employment positions given by enterprises; The training process should be rigorous, scientific, comprehensive planning and continuous implementation; The management evaluation system should fully consider the situation of schools, enterprises, teachers and students; Teaching methods should be oriented to the needs of enterprises, employment results, and closely combined with teaching practice.*

Keywords: *Integration of Industry and Education; Interior Design; Talent Training Mode*

1. Introduction

The integration of production and education system is a way for colleges and universities to improve the quality of talent training for enterprises, and to carry out in-depth cooperation with industrial enterprises to jointly cultivate talents, which is an important means of cultivating the development of higher education in China at present.[1] At present, the talent training mode can not well meet the needs of industry enterprises, that is, the talent training method can not well meet the business requirements, which directly affects the effect of industry education integration. Therefore, studying the talent training mode of interior design major under the background of production and teaching integration is an inevitable trend for career development and educational development. Starting with the integration of production and education, this paper studies the talent development model, and formulates a talent training model based on the integration of production and teaching.

2. The necessity of integration of industry and education

The integration of industry and education is a deep cooperation between colleges and enterprises to improve the quality of professionals.

(1) To cultivate talents needed by enterprises, we need to start with cultivating high-tech talents. The cultivation of skills does not depend on complete production practice. In order to fulfill the mission of talent training, colleges and universities must strive to achieve the deep integration of production and school education.

(2) The development of enterprises requires production integrated enterprises to be profit oriented. The main ways to obtain them are to reduce costs and improve product value. Taking the interior design industry as an example, at present, the industry is highly mobile. Every enterprise wants to maintain its own stable and high-quality employees. Compared with frequent replacement of employees, cultivating high-quality employees saves labor costs. In the current market situation, the "order form" of school education is one of the effective methods to obtain stable and high quality, and the strong intellectual support of colleges and universities is also an important basis for enterprise talent value-added. Therefore, interior design enterprises should welcome the educational mode of integration of production and education.

(3) The specific content of the integration of industry and education aims to improve the quality of talent training and promote enterprise productivity. For colleges and universities, this is five docking: docking between majors and industries, docking between colleges and enterprises, docking between

courses and professional standards, docking between teaching process and production process, and docking between diplomas and professional qualifications.

3. High quality interior design talents' needs and training requirements: integration of production and education

Compared with general teaching institutions, industry education integration teaching has a clearer, deeper and stricter demand for talent development mode.[2] It can refine the talent development mode in the training process, which can be divided into training objectives, training process, management evaluation system and training methods.

(1) To integrate into production and teaching activities, we need to be more clear about the talent development goals and the deep integration of specific school education, the close connection between teaching and production, and the seamless combination of skills and positions. This requires the accurate determination of talent development goals, not only according to the needs of majors and majors, but also according to the specific needs of cooperative enterprises.

(2) Cultural integration requires a more flexible and flexible cultivation process, which includes three elements: time, place and personnel. Due to the deep integration of educational institutions, the mode adopted by schools, factories and middle schools has changed the space-time isolation of traditional educational institutions. At the same time, the status of students and teachers has also changed. They are not only students and teachers, but also staff and managers. All these changes have made the educational process more complex and active.

(3) After integrating into the education system, we need to integrate the management and evaluation system of vocational training more systematically and thoroughly. From the perspective of schools, those who are no longer schools have made some changes, added entrepreneurial elements, and need a more systematic and strict management system. School performance evaluation strengthens enterprise elements, inevitably increases the evaluation content, and even changes the evaluation system.

(4) Integrating into the production education system requires that the talent training method be more oriented to talent development under the background of actually integrating into the production education system. Therefore, no matter what form school integration takes, the focus of its teaching work should be on cultivating students' practical ability.

4. Countermeasures of human resource development mode under the background of integration of production and learning

(1) Talent development goals - The precise implementation of high-quality building interior design is integrated with the talent training of colleges and universities, and the specific talent development goals are targeted in combination with the needs of cooperative units. In combination with the human needs of enterprises, we should appropriately implement layered training, and comprehensively consider students' personal intentions and abilities in combination with the needs of different positions, so as to carry out planned and targeted training. The advantage of this is to facilitate the learning and management process, ensure the quality of training, and shorten the time for students to adapt.

(2) The management and control of the training process is flexible. Because the working characteristics of the construction industry related to interior design are relatively flexible in time and space, the appropriate control of the training process should also be more flexible. Generally speaking, the form of training is small and micro enterprises, studios and project teams cooperating with school education. Specifically, the training process should start with three elements: time, place and personnel, and establish a flexible control system.[3] One is to disrupt the prescribed class time, so that enterprises can meet the actual needs and flexibly arrange learning time. Second, the teaching process of interior design is mainly in joint venture design, and the company is an audience. This will help the best management of the enterprise, including timing, meetings, customer contact, drawing, sample display and other projects, which can be carried out according to the actual situation of the enterprise. Once again, in the whole process of talent training, students have dual identities. Students who study in the first year of university obtain internship status by continuing to study as students and attending classes as staff. In the process of dealing with employees, we should pay more attention to the higher education of students, and all requirements should be completed in accordance with the requirements of the enterprise. This is very beneficial to the seamless enterprise after graduation. At the same time, school teachers and

enterprise employees are not only the transmitters of students' knowledge and skills, but also the managers of educational institutions, with dual legal personality. This helps to cultivate mutual understanding between teachers and students in the learning process, and also helps students instill professional ethics and a sense of belonging to the enterprise.

(3) Human resource development management and evaluation system - a critical system used in the process of human resource development, based on the teaching form of "project + theme" and the cooperation between schools and enterprises "major + company / Studio / project team". In the process of indoor training, the responsibilities of each student and each student, the order of student enrollment and selection were clarified. The evaluation identified a clear system and system structure. The school's teaching tasks and teaching quality evaluation are jointly responsible by the school's teaching management evaluation committee, students and peer teachers. The task of enterprise quality training and evaluation is jointly undertaken by school teachers, the leading group of cooperative enterprises, enterprise employees and students.

(4) Learning methods in human resource development - scientific diversity and practical learning methods should be widely used in courses, projects, environments, specific cases, etc. The teaching method should follow the training law of higher education, take students as the center, take the workflow and production process as the center, and adopt the modular and simulated curriculum mode in the classroom, in order to realize the transformation from textbook learning to independent learning of vocational skills, and from simple vocational skills learning to comprehensive learning of knowledge and skills. Special attention should be paid to the development of practical skills and abilities. In addition to normal training, students should also be actively organized to participate in vocational skills competitions at all levels, vocational competitions held by employment committees and professional associations, actively participate in social services, and hold useful practical courses.

(5) We will deepen in-depth cooperation between universities and enterprises, and build a platform for industry-university-research cooperation and exchanges. How to shorten the employment run-in period of graduates, so that students can integrate into the enterprise as soon as possible, as soon as possible to adapt to the job position, has become a concern of the school and enterprises. Therefore, higher vocational colleges should cooperate closely with enterprises according to their own reality and around the local characteristics to meet the needs of higher vocational education. Therefore, universities and enterprises must carry out industry-university-research cooperation, and establish an industry-university-research cooperation innovation platform. Through the establishment of school-enterprise cooperation studios, standardized teaching studios, project cooperation studios and workshops and seminars, students can intuitively feel the company's environment and cultivate their professional quality. In project training, students can play different roles by playing different roles, with enterprises sending designers, project managers, etc., to guide students, or participate in collaborative learning.

(6) Strengthen the practicality and practicality of talent training, and establish the curriculum system of internal design majors. The curriculum system construction of higher vocational colleges should be based on the professional and technical ability of higher vocational colleges, and the emphasis on cultivating innovative application-oriented talents as the core. Therefore, higher vocational colleges should optimize and construct the professional curriculum system of higher vocational education according to the actual situation, production capacity training requirements and teaching practice. On the basis of professional development survey, in-depth analysis and research on the corresponding positions, post group, job requirements, the enterprise post work into classroom learning, so as to build a curriculum system in line with the development of the enterprise. Before adjusting the curriculum system, higher vocational colleges should organize some interior design professional teachers to participate in the investigation, and formulate the corresponding training plans under the guidance of the professional steering committee. Determine the skill training plan of the design effect drawing and construction drawing drawing skills, and design the corresponding workflow, and design the relevant teaching syllabus according to the workflow. In the process of constructing a specific discipline, higher vocational colleges should adjust and optimize each course based on the professional characteristics of interior design, and on the basis of vocational skills courses, including residential fine decoration design, interior decoration project management, etc., and gradually form a curriculum system with three abilities developing in parallel. In the curriculum system, teachers should teach and tutor according to the requirements of the curriculum, so as to combine theory and practice.

(7) Deepen the reform of discipline integration and cultivate high-quality and highly skilled compound design talents. "Oriented" talent training mode means that enterprises sign contracts with higher vocational colleges, and higher vocational colleges provide professional and technical personnel for enterprises. The enterprise has put forward the training requirements and standards to the higher

vocational colleges. After the corresponding professional training, after passing the examination, the talent can work directly to the enterprise. However, due to the high demand for talents and professional requirements, higher vocational colleges need to carry out the reform of discipline integration. After the establishment of the professional curriculum system, higher vocational colleges can organically combine the general curriculum and the core curriculum according to the professional curriculum system, especially when training high-quality and highly skilled compound professionals. The cultivation of "forming the foundation" is mainly to cultivate students' understanding of spatial form and spatial modeling. In the setting of teaching methods, it is necessary to combine the leveling structure, color structure and vertical structure with the courses in the later stage to realize the connection of tasks. In the architectural interior design major, the school should explore the courses related to "building the foundation", and deeply integrate them with the new content, so as to improve the quality of high-quality and highly skilled compound talents. In the setting of teaching methods, it is necessary to combine the learning contents of flat, color, and vertical with the courses in the later stage to realize the connection of teaching tasks. In the architectural interior design major, the school should explore the courses related to "building the foundation", and deeply integrate them with the new content, so as to improve the quality of high-quality and highly skilled compound talents.

5. Conclusion

Generally speaking, high-quality interior design majors cover a wide range of fields, and design has particularity, so they have a broad professional market. Whether in the current context of the integration of production and education, or in the training of talents in traditional colleges and universities, high-level interior design and construction talents are needed. Cultivate high-quality talents who really meet the needs of industry enterprises and improve the quality of people's life. Chinese colleges and universities have carried out beneficial exploration and experiments in the setting of training objectives, process control, management evaluation, teaching practice and other aspects, and have made some progress, and put forward a series of constructive strategies - the implementation of the integration of production and education, hoping to promote the development of relevant colleges and universities through the above opinions.

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