

Research on "2+2+1" Environmental Art Design Talent Cultivation Mode

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Abstract: Presently, the field of environmental art and design confronts a plethora of challenges and opportunities, stemming from the burgeoning societal demands to the rapid advancements in technology. These factors necessitate incessant self-renewal and innovation within the educational framework. Against this backdrop, the emergence of the "2+2+1" model for cultivating talents in environmental art and design becomes apparent. This model underscores the fusion of theory and practice, encouraging students to deepen their understanding and application capabilities through practical engagement while mastering a solid theoretical foundation. The proposition of this model aims to address the disconnection between theory and practice inherent in traditional educational models, aspiring to nurture highly qualified talents better suited to industry demands. Through thorough analysis, the paper endeavors to demonstrate how this model enhances talent cultivation in environmental art and design by strengthening practical teaching components, expanding innovative capability development methods, enhancing faculty construction, and optimizing curriculum design and teaching methodologies.

Keywords: Environmental Art Design, Talent Cultivation Mode, Innovation Ability, Practical Ability, Optimization Measures

1. Introduction

When introducing the "2+2+1" model, paramount emphasis is placed on its distinctive educational framework, wherein the initial two years prioritize foundational theories and skills, followed by two years dedicated to fostering professional practice and innovative capabilities, with the final year emphasizing internship and project experience within authentic work environments. Such a structural design not only underscores a comprehensive approach to student development but also accentuates adaptability and practicality cultivation. Through this model, students are poised to accumulate a wealth of practical experience during their academic journey, rendering invaluable significance to their professional advancement upon graduation.

2. Overview of "2+2+1" model

The "2+2+1" model not only serves as a pedagogical framework but also embodies foresight and adaptability in education. This model typically entails two years of academic study, followed by two years of practical experience in industry, culminating in a final year dedicated to advanced research or project implementation. Environmental art and design, as a discipline known for its comprehensiveness and high practicality, demands strong innovation and hands-on experience. Traditional educational approaches often fall short in meeting these demands, hence the emergence of the "2+2+1" model, aimed at bridging theory and practice, academia and industry. Within this framework, students delve deep into theoretical knowledge while also gaining practical insights into the realm of environmental art and design. The implementation of the "2+2+1" model necessitates a new level of integration of educational resources, requiring closer collaboration between academic institutions and enterprises to ensure alignment with market demands. Such collaboration facilitates students' understanding of industry dynamics and early adaptation to professional environments. Moreover, it fosters innovation in teaching methodologies, encouraging the adoption of diverse, practical approaches such as project-based learning, workshops, and internships. However, the "2+2+1" model faces challenges, including balancing theoretical learning with practical experience and ensuring the quality and depth of industry practice. Additionally, it demands students possess high levels of self-management and adaptability to thrive in evolving learning and work environments. Overall, the "2+2+1" model serves

as a beneficial supplement to traditional environmental art and design education, offering students broader perspectives and richer practical opportunities. Talent nurtured through this model is better equipped to meet the demands of future society and drive development in the field of environmental art and design. Yet, achieving success with this model requires concerted efforts from educators, students, and enterprises, who must collaboratively explore and optimize educational approaches to cultivate more outstanding talents in environmental art and design.

3. Optimization measures of "2+2+1" environmental art design personnel training mode

3.1. Strengthen the practical teaching link

The "2+2+1" model aims to cultivate highly qualified individuals who can adapt to the demands of modern environmental art and design through a tight integration of theory and practice. In this context, the reinforcement of practical teaching not only addresses the needs for student capacity building but also explores innovations in educational approaches. Environmental art and design represent an interdisciplinary field demanding not only a solid foundation in artistic theory but also the ability to apply theoretical knowledge to practical contexts for problem-solving. Hence, strengthening practical teaching enables students to deepen their understanding of theoretical knowledge and enhance problem-solving skills within simulated real-world work environments. On one hand, project-driven practical teaching enhances students' abilities in project planning, teamwork, and on-site adaptation. In such a teaching model, students cease to be passive recipients of knowledge but become active participants in projects. Engaging in actual project design and implementation allows students to directly confront various challenges of the design process, such as completing design tasks within deadlines, managing client feedback, and resolving internal team conflicts. These experiences undoubtedly contribute significantly to students' future careers. On the other hand, reinforcing practical teaching also fosters the improvement of students' innovation and aesthetic capabilities. When facing specific projects, students need to employ their acquired knowledge for innovative design, thereby testing their mastery of knowledge and stimulating their creative potential. Moreover, direct contact with real environments and materials enables students to sensitively perceive changes in elements such as color, form, and texture, facilitating the refinement of unique design concepts and the optimization of their work. It is worth noting that strengthening practical teaching does not imply a weakening of theoretical learning; rather, it requires a firm grasp of theoretical foundations. Therefore, while implementing reinforced practical teaching, it is essential to emphasize the organic integration of theory and practice, ensuring that students can deepen their theoretical understanding through practical application and find direction in theoretical learning through practical experiences. In summary, the reinforcement of practical teaching in the "2+2+1" model of environmental art and design talent cultivation serves as a beneficial supplement to traditional educational models. It not only promotes the comprehensive improvement of students' overall qualities but also lays a solid foundation for their future careers. In this process, it tests the innovativeness of educators and challenges the learning attitudes and abilities of students. Faced with such an educational model, only continuous exploration and practice can truly achieve the goal of talent cultivation.

3.2. Expand the means of cultivating creative ability

The "2+2+1" model emphasizes a comprehensive and innovative approach to education in environmental art and design, spanning foundational and specialized training over four years, supplemented by a year of deepened practical experience or research. However, realizing this goal necessitates profound reflection and optimization of the means for fostering innovation across multiple dimensions. Foremost among these is the establishment of an interdisciplinary learning platform. Environmental art and design inherently traverse disciplinary boundaries, amalgamating insights from aesthetics, engineering, environmental science, and beyond. Breaking free from conventional academic silos and exposing students to a broader knowledge spectrum during their learning journey constitutes a pivotal step in enhancing their capacity for innovation. This can be accomplished through interdisciplinary projects, seminars, and workshops, fostering opportunities for students to engage with experts and scholars from diverse fields, thereby igniting fresh inspiration and creativity. Subsequently, amplifying the emphasis on practical experimentation and experiential learning is paramount. While theoretical knowledge holds significance, genuine innovation often springs from hands-on exploration and experimentation. Providing ample practical opportunities such as internships, field studies, and collaborative projects enables students to apply theoretical knowledge to real-world challenges,

equipping them with the skills to devise innovative solutions. Moreover, schools should encourage and support students in undertaking various forms of innovative experiments, furnishing necessary resources and guidance to facilitate the transformation of ideas into tangible outcomes. Furthermore, nurturing students' critical thinking abilities is indispensable. In the pursuit of innovation, the capacity to critically analyze existing design concepts, methods, and outcomes, discerning their limitations and deficiencies, is crucial. Educators must not only impart knowledge but also teach students how to question and contemplate, encouraging them to examine issues from diverse perspectives and dimensions, thereby kindling the spark of innovation. Lastly, cultivating an atmosphere and culture conducive to innovation is equally imperative. Schools and educators should encourage students to embrace experimentation, even in the face of potential failure, as innovation often accompanies failure and reflection. Within an environment supportive of innovation, students are more inclined to explore the unknown, pursue novel ideas, and solutions. Additionally, fostering an open culture of exchange and sharing enables free-flowing dialogue and mutual inspiration among students, teachers, and industry experts, collectively propelling innovation in the field of environmental art and design. In conclusion, optimizing the means for fostering innovation within the "2+2+1" model for cultivating talent in environmental art and design necessitates a multifaceted approach, encompassing the establishment of interdisciplinary learning platforms, bolstering practical teaching methodologies, fostering critical thinking, and nurturing an environment conducive to innovation. Through these measures, the latent innovative potential of students can be effectively harnessed, facilitating the cultivation of high-caliber talent imbued with comprehensive capabilities and innovative spirit in the realm of environmental art and design.

3.3. Enhance the construction of teaching staff

The faculty constitutes the pivotal element in the quality of education, especially within the realm of artistic design. A cadre of distinguished educators not only imparts knowledge but also ignites the creative and practical faculties of students. Hence, enhancing and refining faculty development is crucial for the successful implementation of the "2+2+1" model. Primarily, bolstering the professional aptitude of educators is paramount. The field of environmental artistic design continually evolves, necessitating educators to possess not only a solid theoretical foundation but also a perpetual engagement with cutting-edge design paradigms and technologies. Therefore, tertiary institutions and relevant educational bodies should periodically provide avenues for educators to pursue further education and training, such as facilitating their participation in domestic and international design exhibitions, seminars, and workshops, thereby elevating their professional competence and pedagogical standards. Secondly, augmenting educators' practical experience is equally vital [1]. Within the "2+2+1" model, the "1" signifies the practical teaching year, mandating educators to possess not only theoretical knowledge but also ample practical experience to guide students in learning and innovation. Hence, incentivizing educators to engage in actual environmental artistic design projects or collaborate with enterprises and design agencies not only enhances their practical proficiency but also enables them to better comprehend industry dynamics, subsequently imparting these experiences and knowledge to students. Furthermore, fostering the internationalization of the faculty is a pivotal aspect of optimizing faculty development within the "2+2+1" model. Environmental artistic design is a globalized field, where exceptional designs often draw from a multitude of cultural essences. Therefore, avenues such as recruiting foreign educators, organizing faculty exchange programs abroad, and establishing collaborative relationships with internationally renowned design institutions can effectively enhance educators' international perspectives and cross-cultural communication abilities, thereby enriching the curriculum and elevating teaching quality. Lastly, instituting effective incentive and evaluation mechanisms for educators is crucial for enhancing faculty development. By establishing a scientifically sound evaluation system, educators can be motivated to continuously enhance their teaching and research capabilities, fostering healthy competition amongst educators and raising the overall standard of the faculty. Simultaneously, providing educators with sufficient time and space for personal development, supporting their innovation and research endeavors, serves to attract and retain outstanding educational talent. Through the implementation of these measures, the development level of the faculty within the "2+2+1" environmental artistic design talent cultivation model can be effectively elevated, further refining talent cultivation models to produce a greater number of high-quality environmental artistic design talents in line with contemporary demands.

3.4. Optimize curriculum and teaching methods

In the paradigm of "2+2+1" environmental art design talent cultivation, the crux of optimizing

curriculum design and pedagogical approaches lies in seamlessly integrating theory with praxis and closely aligning with the evolving trends and demands of the environmental art design industry. This cultivation model underscores a four-year undergraduate education coupled with a one-year immersion in practical experience or graduate studies, aiming to foster students' comprehensive capabilities in the realm of artistic design. The objective is not solely to furnish students with a robust theoretical groundwork but also to empower them to flexibly apply their knowledge in practical endeavors. Concerning curriculum design, the endeavor transcends mere coverage of foundational theoretical knowledge in environmental art design; it necessitates a deliberate infusion of interdisciplinary courses. For instance, integrating courses such as environmental psychology, principles of sustainability, and emerging material technologies into the curriculum enriches the learning framework of environmental art design [2]. Such interdisciplinary integration not only broadens students' intellectual horizons but also enhances their ability to synthesize knowledge from various domains for application in environmental art design, thereby fostering a deeper understanding of the multifaceted role of design in practical contexts. Regarding the optimization of pedagogical methods, emphasis must be placed on elevating the practical component. Traditional instructional models tend to disproportionately emphasize theoretical education, inadvertently neglecting the cultivation of students' practical skills. To redress this imbalance, the instructional process should incorporate an augmented array of workshops, internships, and real-world case analyses. Through such means, students can apply their knowledge in authentic projects, thereby deepening their comprehension and application of classroom-acquired knowledge. For instance, collaborative engagements with local communities or enterprises immerse students in authentic environmental art design projects, cultivating their project management prowess and spirit of teamwork. Simultaneously, the establishment of assessment and feedback mechanisms constitutes an indispensable facet of curriculum and pedagogical optimization. Conventional examination and grading systems often fall short in providing a comprehensive reflection of students' learning progress and actual capabilities. Hence, a more diverse array of evaluation methods, such as peer reviews, project reports, and assessments of actual design works, should be embraced to authentically gauge students' abilities and advancement. Additionally, regular feedback mechanisms enable students to promptly gauge their learning status, while instructors can adjust teaching plans and methods based on feedback to cater to students' personalized learning needs. In summary, within the framework of the "2+2+1" environmental art design talent cultivation model, optimizing curriculum design and pedagogical methods constitutes a systemic endeavor requiring educators' continual exploration and innovation. This endeavor aims to align more closely with industry demands and student development, ultimately nurturing environmental art design talents who possess both a solid theoretical foundation and adeptness in practical application.

4. Evaluation and Analysis of "2+2+1" Environmental Art Design Talent Training Mode

4.1. Evaluation of students' ability cultivation

When evaluating the cultivation of student abilities, it is imperative to recognize that artistic design transcends mere mastery of skills; it embodies the cultivation of innovative thinking and aesthetic sensibilities. The educational framework known as "2+2+1" is built upon this very principle. During the foundational phase of the first two years, students receive a multidisciplinary influx of knowledge, not only laying a robust groundwork for their subsequent specialized studies but, more crucially, igniting their curiosity and innovative faculties. As they progress into the specialized phase, the curriculum becomes increasingly focused on practical application and skill enhancement, affording students the opportunity to translate theoretical knowledge into practical endeavors. However, the quintessence of the "2+2+1" model lies in the final year's practical or overseas learning experience. During this period, students amalgamate their acquired knowledge with practical work or an international perspective, thereby not only further enhancing their practical capabilities but also broadening their international outlook, with immeasurable positive implications for their future professional trajectories. The assessment of student development cannot be confined solely to their mastery of skills. More crucially, it involves evaluating whether students can exhibit innovative thinking in future endeavors, whether they can independently tackle challenges, and whether they possess strong team spirit and international communicative abilities. The cultivation of these soft skills often stands as the linchpin in assessing the success of the "2+2+1" model [3]. Based on the data and feedback collected thus far, the "2+2+1" model has shown significant efficacy in enhancing students' comprehensive abilities. Not only have students made qualitative leaps in their skill sets, but more importantly, they have also demonstrated marked improvements in innovative thinking and international perspectives. Of course, there remains room for improvement within this model. For

instance, how to ensure that students are exposed to a sufficiently diverse array of knowledge during the foundational education phase, and how to further bolster guidance and support during the practical phase, are issues that warrant focused attention in the future. In conclusion, the "2+2+1" model for cultivating talents in environmental art and design exhibits distinct advantages in fostering student abilities, particularly in advancing innovative thinking and broadening international perspectives. In the future, through continuous optimization and refinement of this model, it holds the promise of nurturing a greater number of environmentally art-conscious professionals who possess both practical acumen and international outlooks.

4.2. Evaluation of teaching mode effect

In the realm of contemporary education, particularly in the cultivation of talent within the domain of environmental art and design, the "2+2+1" model has gradually garnered widespread attention. This model aims to foster students' comprehensive abilities and innovative spirit through two years of foundational education, followed by two years of specialized training, culminating in a final year of practical experience or research. The core philosophy behind this teaching model is to better adapt to the rapidly changing societal and industry demands while also offering students a more flexible and diverse learning pathway. Evaluating the effectiveness of the "2+2+1" model for cultivating talent in environmental art and design necessitates firstly considering its performance in enhancing students' comprehensive abilities. Emphasizing the close integration of theory and practice, this model can significantly enhance students' practical skills and innovative design capabilities. By dividing the learning process into distinct stages, students can progressively delve deeper into higher levels of specialized study, ultimately reinforcing and validating their knowledge through practical experiences. This progressive learning approach aids students in mastering complex knowledge of environmental art and design, thereby enhancing their ability to tackle real-world problems. However, no educational model is without its challenges. The "2+2+1" model faces a series of challenges in its implementation [4]. For instance, ensuring seamless transitions between the initial two years of foundational education and subsequent specialized learning to prevent adaptation issues during these transitions is a key concern for educators. Furthermore, the final year's practical experience or research component demands considerable resources. Addressing how to provide each student with sufficient practical opportunities and high-quality guidance is crucial for the successful implementation of this model. In response to these challenges, educators and schools need to continuously innovate and adjust their teaching strategies. Strengthening collaboration with industries to provide more internship and project participation opportunities for students may be an effective solution. Additionally, introducing more interdisciplinary course content can promote the enhancement of students' comprehensive qualities, making them more competitive and adaptable in their future careers. In conclusion, the "2+2+1" model for cultivating talent in environmental art and design offers a valuable exploration direction for the field of education. Despite facing challenges, its potential in nurturing multifaceted talents with innovative and practical capabilities is undeniable. With continued deepening of educational practices, it is believed that effective optimization of this model can ultimately produce more outstanding talents for the field of environmental art and design.

4.3. Evaluation of matching degree between industry demand and model

In the contemporary era of rapid flux, the domain of environmental art and design exhibits an unprecedented array of diversity and intricacy in its demand for talent. Confronted with this challenge, the "2+2+1" model for nurturing environmental art and design talent emerges as profoundly pivotal. It represents not only an endeavor in educational innovation but also a direct manifestation of acute insight into industry demands. This model, spanning foundational education over the initial two years, followed by two years of specialized immersion, culminating in a final year of practical application or research, aims to cultivate designers of exceptional caliber possessing both a solid theoretical foundation and practical proficiency. The assessment of alignment between industry demands and the model hinges primarily on the precise grasp of current and future market needs. Environmental art and design extend beyond mere aesthetics and creativity; they are deeply concerned with addressing practical challenges such as sustainability, user experience, and the integration of socio-cultural factors. The "2+2+1" model, founded upon such understanding, reinforces alignment with industry needs, particularly through its practical or research component in the final year, providing students with direct exposure to enterprises and societal projects, significantly enhancing the educational relevance and efficacy. Nevertheless, the successful implementation of this model faces challenges. The volatility of industry demands necessitates educational models to exhibit a high degree of adaptability and

flexibility. This implies a continual update of curriculum content, the introduction of new teaching methodologies and technologies, alongside intensified communication and collaboration with the industry, ensuring synchronicity between educational content and the forefront of industry demands. Furthermore, from the perspective of individual student development, the "2+2+1" model imposes higher demands on students' self-management and self-directed learning abilities. It encourages students to commence career path planning in the early stages of their education, fostering proactive exploration and practice. While undoubtedly augmenting challenges for students, it significantly broadens their horizons and capabilities, laying a solid foundation for their future careers. In conclusion, guided by the fusion of theoretical and practical teaching philosophies, the "2+2+1" model for nurturing environmental art and design talent closely follows the pace of industry demands, furnishing robust assurance for the cultivation of high-caliber designers aligned with future market requisites. Despite encountering a series of challenges during its implementation, continual refinement and adjustment undoubtedly promise to yield positive and far-reaching impacts within the realm of environmental art and design education [5].

5. Conclusion

In essence, the "2+2+1" environmental art design talent cultivation model represents a forward-thinking exploration in educational reform. Through a series of optimization measures such as enhancing practical teaching components, expanding innovative capacity development methods, improving faculty construction, and refining curriculum arrangements and teaching methodologies, it endeavors to nurture highly skilled design talents more aligned with industry demands. Despite ongoing refinement and adjustments, this model has already demonstrated notable effectiveness in fostering students' innovative thinking, practical abilities, and occupational adaptability, thus offering valuable insights and experiences for the advancement of environmental art design education.

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