

Strategy for Optimizing Curriculum Setting of Environment Design Major in Independent Colleges*

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Abstract—Under the general trend of college transformation, the problem of inadaptability is becoming more and more prominent in that some colleges blindly inherit the talent training plan and applied talent training goal of junior college and undergraduate of maternal art and design colleges. It is necessary to actively explore and reform to adapt to the requirements of transformation for talent training in colleges and universities, and figure out a set of characteristic curriculum system for environment design major in independent colleges, so as to improve the quality of talent training and strengthen the core competitiveness of graduates of this type of schools.

Keywords—*independent colleges; environment design; optimizing curriculum setting*

I. INTRODUCTION

On June 24, 2014, the State Council Information Office of the PRC issued "Decision of the State Council on Accelerating the Development of Modern Vocational Education", pointing out that it will "guide a group of ordinary colleges and universities to transform into applied technology-type colleges and universities", drive the innovation of personnel training mode, and promote "school-enterprise cooperation, strengthening teaching, education and teaching activities of learning and training integration". It has pointed out the direction for some colleges and universities to take the road of characteristic and connotative transformation and development and has brought challenges and opportunities.

Under the environment of urban construction and economic growth, environment design has become an art design specialty with large market demand and better employment situation in recent years. At the same time, it is a highly practical skill-based specialty, which meets the requirements of the Ministry of Education for the transformation of institutions of higher learning into institutions of applied technology. However, at present, the curriculum of environment design of some independent colleges is basically the same as that of their maternal schools, lacking the pertinence of social profession, and there is a certain gap from the training goal of applied technical talents. Therefore, the construction of teaching content and curriculum system of environment design specialty in independent

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colleges must meet the needs of the development of modern society, science and technology and the employment market of talents. To adjust and optimize the curriculum of environment design specialty in independent colleges to meet the needs of the market has become the top priority of environment design specialty in independent college under the background of the transformation of colleges and universities.

II. CURRENT SITUATION OF CURRICULUM SETTING OF ENVIRONMENT DESIGN MAJOR IN INDEPENDENT COLLEGES

Environment design specialty is an art design discipline which pays great attention to cultivating students' ability of theory application, practice and innovation. Many independent colleges have not been running for a long time, but the number of students is increasing year by year. The teaching exploration of many courses of art design specialty is lagging behind. Especially, the teaching reform of environment design, which gathers knowledge from many disciplines, is particularly urgent.

A. Outdated Curriculum Setting

Many independent colleges follow the personnel training mode of public parent universities. The outdated curriculum cannot keep up with the actual social needs. Traditional environmental design courses include drawing, color, sketch, plane composition, color composition, three-dimensional composition, design introduction, design history and so on. Because of the characteristics of student pool, independent colleges have their own particularities in the level of running schools and the time for students to study in schools. If they continue to use the courses of public universities, it will be difficult to meet the current social requirements for talents. The credit arrangements of professional courses are also different. Credits of some courses are too low. The emphasis is put on professional courses rather than basic courses, resulting in insufficient training time for students, not solid professional foundation. It is not conducive to follow-up professional courses learning and long-term personal development of students.

B. Lack of Innovation in Teaching Methods

At present, the teaching mode of environment design courses in colleges and universities is "cramming", which lacks flexibility. Teaching equipment and means are not abundant enough, and the number of teaching class is too large.

The lack of interaction is between teachers and students, between students and students. The cultivation of applied talents should pay attention to the cultivation of students' ability to observe, analyze and solve problems, and guide students to improve their ability of independent learning. If the teaching method lacks innovation, it is difficult to combine theoretical knowledge with design practice in the actual classroom teaching. Color course only contains gouache painting and oil painting. Drawing course only includes still life, gypsum and portraits of characters. Composition courses only stay at training of points, lines and surfaces. Students purely are to finish their homework, lacking creative education.

C. Poor Teacher Resource

Compared with other core courses, professional basic courses also need high-level teachers with solid foundation and rich theoretical knowledge. At present, independent colleges lack "double-qualified" teachers who have profound theoretical knowledge and rich social practice experience. They often arrange young teachers or newly graduated teachers from art colleges to teach basic courses. Some counselors and managers also take part in professional basic courses at the same time. The single teaching content, consciousness and method make students lack interest. It is difficult to achieve the desired teaching effect.

III. THE IMPORTANCE OF OPTIMIZING CURRICULUM SETTING OF ENVIRONMENT DESIGN MAJOR IN INDEPENDENT COLLEGES

At present, the process of urbanization in China is obviously accelerating. People's requirements for working and living environment are getting higher and higher. Especially in the economically developed areas, the environment-related industries are developing rapidly, so the environment design specialty has a very broad development prospect. The country requires not only theoretical accomplishment, technical practice, but also innovation spirit and entrepreneurship consciousness on environment design professionals. As an important part of higher education, independent colleges should speed up reform and dare to innovate in training applied talents.

The curriculum of environment design specialty is the first door for students to study in their own specialty, and it is also an important content of the whole professional curriculum system, which is related to students' follow-up professional learning and their all-round development. Independent colleges receive students who are relatively poor in painting, drawing, modeling and theoretical basis compared with students in public colleges and universities, and are uneven in artistic accomplishments. Most of the courses of environment design major in independent colleges continue to be offered in public parent universities, such as drawing, sketch, color, plane composition, color composition, three-dimensional composition and design introduction. The success of teaching of these courses directly affects the learning of follow-up professional courses. Transforming the teaching mode of specialized basic courses is conducive to improving the teaching quality of independent colleges, implementing the new situation of national innovation and entrepreneurship

education and improving the quality of applied talents training, and also better meeting the needs of environment design talents in the region where independent colleges are located.

IV. OPTIMIZING CURRICULUM SETTING OF ENVIRONMENT DESIGN MAJOR IN INDEPENDENT COLLEGES

A. Making Clear the Optimization Orientation of the Curriculum of Environment Design Specialty in Independent Colleges, Adjusting and Optimizing the Teaching and Training Objectives

It is necessary to understand the market demand and the actual project operation mode of related enterprises. According to the actual needs of enterprises, it is suggested to adjust the teaching objectives and training objectives, and orientate teaching to cultivate practical talents. According to the characteristics of Nankai University Binhai College, the school can aim to cultivate project design talents, to meet the needs of design enterprises for customer communication, project design, budget and further design work, and to cultivate students' teamwork ability and integration ability.

B. Adjustment of Curriculum Setting

In order to cultivate excellent talents, the existing curriculum should be adjusted. Schools can reduce the hours of painting courses, increase the hours of professional courses, and increase the hours of related professional courses. The course of space design type can be divided into three parts for teaching: theory teaching, project simulation and experience of actual scene. According to the characteristics and advantages of professional teachers in the department, they can undertake the teaching work at different teaching stages. And students can understand the actual operation mode of different space design types more comprehensively, and feel different interpretations of the same kind of space design by different teachers, so as to enhance the practical value of teaching.

C. Enrichment of Teaching Forms

In the course of teaching, besides theoretical teaching, project simulation teaching can also be carried out. After entering the project simulation link, the teaching can be carried out in groups. Each class can be equipped with two teachers to teach at the same time. Teachers divide students into groups and build teams for project design. After the design is completed, students report the project to the two teachers for guidance. After adjusting it, the students complete the drawing of the design drawings and confirm the material budget according to the drawing specifications of design companies, and two teachers review and modify the plan to complete the assessment of the course. Schools can allow teachers to undertake design projects, in order to improve teachers' practical ability and introduce appropriate projects directly into the project simulation practice of the curriculum. In the classroom, teachers can simulate the actual project design process of the company, guide students to participate in the actual work, familiarize them with the future work mode, exercise students' cooperative ability, increase the practicality and interest of the classroom, in order to enhance students' interest in learning and teachers' teaching enthusiasm.

D. Improving the Requirements of Teaching Assessment and Adjusting the Assessment Standards

The course assessment on students should be carried out in strict accordance with the company's actual operating procedures and norms. According to the overall performance of the students in the project simulation link, the students' basic design operation ability and comprehensive ability are evaluated in an all-round way.

E. Attempting to Open up the Practical Links and Build an Integrated Teaching Base of Production, Learning and Research for Environment Design Major in Independent Colleges

Various ways can be used in the course of practice. Students in the same class can carry out different learning and practice activities. Students can choose school-enterprise cooperation projects and study knowledge of material construction, but also participate in project-related knowledge provided by teachers. Students can also find suitable projects by themselves. Schools can be bold to let students go out to practice in order to make up for the shortcomings in school practice places and funds. In this way, the resources of all parties can be fully used to help students learn better.

V. CONCLUSION

As far as the current situation of talent cultivation in independent colleges is concerned, it is necessary to change the traditional teaching methods, make use of various teaching methods, highlight the basic, forward-looking and innovative teaching contents, and construct a unique training mode of applied talents in the teaching of environment design specialty in independent colleges. In addition, it is suggested to find a better solutions and ways to make due contributions to the cultivation of applied talents, provide some reference for colleges and universities in the transformation period, and improve their ability of social development.

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