

Research on Practice Teaching of Environmental Design Major Internship Course Against the Background of Individualized Education

Jun Yi
Wenhua College
Wuhan, China

Abstract—Providing individualized education in colleges and universities is a profound understanding of the true meaning of education. It is the appeal to adapt to the popularization of higher education, also an inevitable requirement for cultivating students' innovative ability and achieving educational fairness. This paper puts forward the concept of individualized practical teaching, analyzes the commonality and individuality choice in environmental design professional education, and relies on the professional internship course to put forward the idea that education needs to be implemented according to individuality in commonality, correctly understand individualized education, and develop the personnel training mode of comprehensive development education, quality education and innovation education.

Keywords—individualized education; practical teaching; innovative education; school-enterprise cooperation; talent training

I. INTRODUCTION

In July 2009, Wenhua College held the fifth summer education teaching seminar with the theme of individualized education. All attend members unanimously agreed to regard individualized education as the running characteristics of the school with an effort building and gradually create a unique school individualized education system. The environmental design profession has also carried out several individualized education courses in recent years, which have a great reward for the individualized training and development of students. Therefore, the continuous implementation and use of individualized education concepts is a necessary measure for the cultivation of innovative talents in schools [1].

II. ANALYSIS OF THE TEACHING STATUS OF THE INTERNSHIP COURSE OF ENVIRONMENTAL DESIGN MAJOR

The professional inspection course is almost a compulsory personalized practice course for all design colleges. Its essence is to reflect the professional personality needs, the purpose is to meet the special development of the profession, and the core point is the extension of the individualized education spirit. However, in the implementation process, some colleges and universities neglected the characteristics of the environmental design profession, and treated all students on a one-size-fits-all basis,

resulting in an individualized cultivation that did not reach an innovative expression. Taking professional internship courses as an example, the performance is in the following aspects:

A. *The Course Has the Same Professional Internship and the Subject Is Not Clear Enough*

Whether the professional internship course is visual communication or environmental design, the school's route, visit points, and work forms are basically the same. The arrangement not only ignores the characteristics of different professions, but also neglected the individual needs of students in the learning process and led the professional development course into a large-scale development direction. Secondly, before the study, the subject of the study was not clear, the students has blind visits, lacking of guidance, and the final study and observation did not meet the professional requirements, so that the ultimate goal of the course was still in the external level.

B. *The Practice Scope of Professional Internship Is Not Wide Enough, and the Level of Communication Between Teachers and Students Is Not Deep Enough*

In the process of professional internship, the school will arrange some research sites suitable for professional study, or choose better design units, design colleges, and conduct practical learning exchange activities. Due to the large number of visiting students and visitors as well as the restrictions on the venues and personnel that students may neither understand the content of practical projects nor carry out professional exchange activities. They can only understand the basic situation and can't grasp the real professional skills and practical experience.

C. *The Professional Internship Courses Are Not Closely Related to Other Related Professional Courses, and the Interdisciplinary Penetration Is Shallow*

Although professional internship is a separate practical course, it has a continuous influence in teaching, and the effect is implicit. If students haven't guided in other courses, they will ignore the importance of professional internships, and lose their clear objectives which lead to a lacking of professionalism and experience in the following courses.

Therefore, in order to make the professional internship course more effective, some colleges and universities have changed the individualized practice teaching methods of professional courses. The specific methods are reflected in the following points:

- to set up special professional inspection routes based on individualized education, clarify the theme of professional investigation and determine the refined management of the internship process as well as highlight the self-education;
- to customize personalized training program based on the professional characteristics of the disciplines, strengthen the design practice teaching links, and continue the individualized education;
- to find the environmental atmosphere and ways that are conducive to individualized education by the guidance of the infiltration teaching method and a stronger connection between the subject professional courses to achieve infiltration education.

III. THE DEMAND FOR INNOVATIVE TALENT TRAINING MODE AGAINST THE BACKGROUND OF INDIVIDUALIZED EDUCATION

A. *The Connotation of Individualized Education*

Personality in pedagogy is just like the specific reflection or expression of humanity in an individual. It reflects both the commonality of human nature and its differences.

Individualized education is the education that cultivates and develops students' good personality. It emphasizes respecting the individuality of human beings and the exploration of personal potential advantages. It advocates cultivating people with a comprehensive and harmonious development of individual personality and promoting the specialization of education. It is a unification process to cultivate and strengthen the good personality qualities of educated people and prevent and reform the bad personality quality of educators and promote the transformation from actual personality quality into ideal personality quality, and that's the unity of individualization, socialization, education of others and self-education. The purpose of individualized education is to make students have a comprehensive, full, free, healthy and harmonious personality development [2].

B. *The Value of Individualized Education to the Establishment of Innovative Talent Training Mode*

The reform of the individualized practice teaching training mode contributes to the unity of school education and teaching, enterprises, teachers, students learning, mutual association and mutual promotion, and realize the coordinated development of needs of enterprises, school education, teacher development, student training. The specific implementation and promotion of the individualized education method will help to cultivate the innovative spirit and realize the application of environmental design, application, compound and characteristic talents [3].

- By the reform of individualized practice teaching methods, it is possible to help students avoid the unnecessary steps in the process of investigation. It is mainly manifested in the practice of personalized teaching. Teachers set different professional inspection routes according to different professional directions, highlighting the key points of professional investigation; selecting different visiting points according to different professional contents, and clearly devising the professional knowledge; according to the route Make different research topics, and be targeted; teachers must make good research and guidance in advance, mobilize the mobilization meeting, and distribute the relevant inspection points to ensure that students understand the route, visit points, and study topics.
- By individualized practice inspection project reform, it is possible to help students receive more industry training during the study period, shorten the adaptation period for graduates to enter the job, improve the connection between students and industry, enterprises and markets, and improve the environmental design. The success rate of employment is professional for students. It is mainly manifested in the teaching of personalized practice. In addition to paying attention to the education of students themselves, it is also necessary to strengthen the connection between themselves and external enterprises and institutions. For example, by visiting the enterprise practice project base or the design demonstration zone, students can in-depth study the background, design basis, design details, and specific construction content and problems of the project. Students can have a face-to-face communication to the professionals with their problems, and they can feel the demand of professionalism for markets and enterprise in advance, thereby improving their independent learning ability. In addition, contacting teachers and classmates of other excellent design institutes, visit their design classes, student works, and conduct face-to-face professional knowledge exchanges to open and understand the importance of communication. These are the less experienced knowledge students can have in classroom teaching.
- By reforming the individualized practice teaching mode, it is possible to change the existing teaching methods, fully exploit the individuality and commonality of students, add the strength of college students' communication and practical teaching, improving the quality of teaching, improve the quality of personnel training, and form the teachers-students collaboration relationship. It has shown that the personalized teaching in the practice process abandoned the traditional teaching mode just like "teacher speaking and student listening." Individualized education emphasizes the individuality of students. In addition to meeting their professional needs, it is also necessary to highlight the characteristics of self-education and form an

interactive model of “teacher speaking and student listening” to promote the development of innovative talents.

IV. THE PRACTICE TEACHING REFORM OF PROFESSIONAL PRACTICE COURSES AGAINST THE BACKGROUND OF INDIVIDUALIZED EDUCATION

In the context of individualized education, the practical teaching model of professional internship courses needs a continuous reform. According to the characteristics of the discipline of environmental design in Wenhua College, the reform direction of the personalized practice teaching mode is showing in the following points:

A. *Reform of the Teaching Content of Professional Courses: Adjusting the Teaching Content, Formulating the Individuality Training Program with Professional Characteristics, and Reflecting the Individual Differences of Teaching*

1) *Adjusting the professional internship outline:*

The environmental design profession has two professional directions, indoor and landscape. The inspection route, inspection point and operation of the professional internship course have consistent requirements. It highlights the professional commonality education, but ignores the individual needs of the students. Therefore, according to the characteristics of indoor and landscape majors, the school timely adjusted the professional internship program and re-established a reasonable and effective study route, aiming at highlighting the refinement and specialization of the professional design direction.

For example, the indoor direction inspection focuses on architectural design and indoor display. The East China route of Shanghai-Hangzhou-Suzhou-Nanjing is selected. The main inspection points are arranged in museums, hotels, commercial buildings and various types of indoor environments. Museum building and indoor exhibition space (Nanjing Museum, Suzhou Museum, Shanghai Natural Museum), hotel building and lobby space (Intercontinental Shanghai Wonderland), commercial building (The Gate of the Orient, Shanghai Jinmao Tower, Building Groups in Huaihai Zhong Road), Campus buildings (Xiangshan Central Campus of China Academy of Art), ancient buildings (Ancient Buildings in Qinghefang in Hangzhou Province), etc., allow students to fully understand the well-known architectural design of each city and feel the different architectural scales, examine building materials and technical means, and learn about the interior display space, design of commercial space, and expression of lighting texture.

In the same way, the direction of the landscape, focusing on the landscape, plant appreciation, choose the East China route of Shanghai-Hangzhou-Suzhou-Nanjing, the main inspection points are arranged in classical garden landscape, street landscape, modern park landscape, and various types of landscape environment. Including The classical gardens of Suzhou (Humble Administrator Garden, Linger Garden, Zhanyuan in Nanjing Province, Yu Garden in Shanghai), commercial streets cape (Suzhou Guanqian Street, Hangzhou

Qinghefang, Shanghai Huaihai Middle Road, Nanjing Road, New world of Shanghai, Shikumen scenic spot), natural scenic spots (Hangzhou West Lake, Suzhou Tiger Hill), cemetery landscape (Nanjing Sun Yat-sen Mausoleum), temple landscape (Hangzhou Lingyin Temple, Shanghai Jing'an Temple), park landscape (Shanghai Jing'an Sculpture Park, Shanghai Houtan Park), Plaza View (People's Square of Shanghai), campus landscape (Shanghai Tongji University, Nanjing University of the Arts, Xiangshan Central Campus of China Academy of Art, Soochow University). These professional setting points give students a basic understanding of the most classical gardening techniques, the spatial experience brought by different scale gardens, the gardening methods and design forms of different types of garden landscapes, the treatment of landscape architecture in the landscape, modern design and the needs of the urban landscape, the development trend of modern landscape design and other information.

2) *Adjusting the assessment content and standards:*

Under the individualized education mode, the assessment content and standards of the environmental design professional internship courses also have a corresponding adjustment. Abandoning simple internship logs, research reports, and hand-painted works, the content of the survey is combined with form, theme, and design practice, thereby strengthening the sense of combining theory and practice, and avoiding the phenomenon of arbitrarily designing and guessing.

In practice teaching, the teacher determines the direction of the theme elements in the process of investigation which guides students to find the theme creation form, and makes relevant design works. For example, the indoor direction survey line is the East China Line, the theme is “three-dimensional city”, and the assessment is the design work embodying the theme. The assessment standard is the combination degree and innovation degree of the theme element and the investigation content. The form of the design work is not limited to a two-dimensional manuscript, and the computer can draw conceptual models or hand-crafted three-dimensional models. The content of the design works doesn't require specific architectural forms or design means, the designers can use their imagination arbitrarily to make corresponding originality or concept form. Such an arrangement is not only to fully discover the students' individuality, strengthen the students' design thinking training, but also enrich the types of teaching practice and broaden the teaching ideas, so that students really fall in love with design and study courses, and are willing to think and practice.

B. *Research on the Teaching System of Professional Courses: Adjusting the Infiltration Relationship Between Courses, and Strengthening the Connection Between Professional Internships and Design Courses*

The purpose of the professional study is to collect data for design and combine the collected data with other design courses or graduation designs to make the research more purposeful and effective.

For example, teachers can instill the data, scales and other information to be investigated according to the professional courses to be carried out later in the process of practice research, so that students can know the importance of field research feelings during the study, and make a full preparation for the later core professional design course. This will not only enhance the depth of professional inspections, but also allow students to conduct in-depth examinations of the site environment to store, analyze and summarize data, and use the landscape evaluation system to provide a more realistic basis for subsequent design courses.

C. Research on the Practical Teaching Methods of Professional Courses: Promoting Project-oriented Topics and Corporate Cooperative Teaching Methods, Introducing Teacher Projects or Actual Enterprise Projects, and Forming a Cooperative Combination of Senior Professionals, School Full-time Teachers and Students

1) Research on the project-based teaching:

It is needed to introduce social practice projects, competitions or research activities into teaching to attract students to participate in practical topics, and finally implement feasible design solutions into practice.

Students need to complete a large number of course assignments in school, and there is very little time for them to participate in practical projects to gain direct experience. The introduction of the project can well solve this problem. Taking the professional internship course as an example, there is a landscape competition with a long time period held regularly every year called "Idea King Landscape International Planning and Design", which has academic exchange activities and overall requirements are more in line with the curriculum arrangement, and teachers can introduce this classroom both in class and competition. For example, the theme of last year was "Low Carbon Environmental Protection", and teachers could set it as the theme of the study, allowing students to think about and explore the design style, design skills and expressions of the theme when they visiting the landscape. In the end, the corresponding design works are completed within the effective time with a required submission, let the students' works receive criticism and feedback from social experts, well-known teachers and municipal leaders, so that students can feel the development of the market, enterprises and society, and master the latest design information and practical experience.

2) Practical research on school-enterprise cooperation:

It is needed to Incorporate the visits of the cooperative units into the teaching activities, with the guidance of the experts of the enterprise and supplemented by the teachers of the school, conducting the investigation of the actual projects, and integrate the industry requirements and norms into the professional design and expression.

College students rarely have access to enterprises, engineering designers, and social experts, they mainly contact with teachers in colleges. Therefore, the professional internship course can be properly involved in the company's visit and study projects, with the main creative designer as

the core, set up a professional study group, and truly and effectively visit the study project research base, so that students can get the most direct project content and practical skills. For example, Wenhua College arranged a visit to the Tuen Mun Landscape Company on the Beijing line last year, so that the designers of the natives personally explained the award-winning project situation, the design methods, and the specific construction problems and solutions and the students really benefited a lot from that. Such a school-enterprise cooperation approach can not only give students the opportunity to learn, but also stimulate students' potential personality characteristics and realize their own innovative education.

V. CONCLUSION

The individualized education of professional internship courses which based on the individualized education environment, studies the way of professional practice of individual practice, and truly applies the idea of "commonness and individuality to put the "students and teachers, enterprises and institutions, theory and practice" principles into teaching. It has solve the problem of education pattern of one size fits all and ignoring individual difference, and the simplification of student design, the lack of one-sided innovation, the disconnect between professional internships and design courses, and the problem of students entering the society but can't connect with the market also been solved at the same time. Finally, through the practice of individualized education, it is possible to enhance the analytical ability of students' investigation, expand the practical ability of design, link an effective relationship between professional internships and design courses, and strengthen the combination of school and enterprise resources.

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