

Study on the Construction of School-Enterprise Cooperative Curriculum System for Environmental Design Major

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Abstract. With the construction and development of university curriculum system at this stage, the school-enterprise cooperation mode has drawn more and more attention from the society. In practice, schools have also strengthened the construction and development of school-enterprise cooperation. Due to the particularity of its own teaching, the construction of school-enterprise cooperation should be strengthened. It is worth noting that in the development of cooperation between schools and enterprises, the construction of environmental design major curriculum system should be strengthened and the course teaching development should be deepened. This article mainly elaborates the setting of environmental design major course, analyzes the main problems existing in the current environmental major school-enterprise curriculum cooperation mode, and proposes to strengthen the construction of school-enterprise curriculum cooperation mode. Under the effective integration of the environmental design major, the construction of the environmental management major curriculum system will be deepened. It can be seen that it also provides new ideas for deepening the development of other professional school-enterprise curriculum cooperation modes.

With the economic development and the need of the development of school education, the cooperation between school and enterprises has become an important direction for the educational reform in arts colleges in China. In this way, there are realistic needs of the development of colleges and universities are further met. As one of the major disciplines in the development of education, environmental design major has perfect integration of art and technology and has strong comprehensive practicality.

Environmental design industry has a short development history in China, and in order to meet the needs of the development of economic restructuring and promote the rapid economic development, we should strengthen the training of highly skilled professionals with strong overall quality. Therefore, in order to promote the development of environmental design major, we should change the concept of education, constantly innovate teaching methods, and enhance the development of teaching effectiveness and teaching evaluation. This paper starts with the research on environmental design major and combines the background of school-enterprise cooperation to further enhance the development of environmental design major. In this way, not only help teachers improve their overall teaching efficiency, but also improve the students' learning skills.

Environmental Design Course Description

Courses for environmental design major have a wide range of research areas, including indoor, outdoor, landscape, landscape design and urban planning aspects. The contents of the curriculum mainly include basic courses of public culture, environmental design major and professional design courses. Among these, the core specialized courses focus on the study of environmental design major theory and professional design practice. These key courses specifically include environmental engineering, scenic planning, interior design or urban space and shape and so on. As can be seen, the focus of course teaching focuses on the theory of learning. In contrast, there is a need to further enhance practical curricula in environmental design major curriculums.

Main Problems in the School-Enterprise Cooperative Curriculum System for Environmental Design Major at Present

According to the environmental design major's curriculum, it includes two major aspects: core curriculum and basic curriculum. For the reform and development of the core curriculum design more, in contrast, the design of basic courses is less. The overall development is more inclined to use the teaching syllabus or teaching materials, and there is no effective school-enterprise cooperation in the real sense.

Course Contents and Social Development are Disconnected. The main outstanding problem in the teaching mode of environmental design major is the lack of necessary teaching innovation, which leads to the dissociation between the content of the curriculum and social development. At the same time, for graduates, the development of their professional skills are also facing the test of society. environmental design major As a relatively practical discipline, the overall teaching content should be designed to be directly related to the specific needs of the business. Therefore, in the design of teaching materials, the actual needs of enterprises should be planned.

Curriculum Design Highlights Theories while Neglecting Practice. As a highly practical major, environmental design major should strengthen the combination of theory and practice teaching according to the characteristics of subject development. On the one hand, we should strengthen the teaching of basic knowledge; on the other hand, we should strengthen the cultivation of practical ability of students outside the school so as to realize the ultimate goal of curriculum establishment and promote the development of education and teaching.

The Course Teaching Emphasizes Core Contents while Neglecting Foundation. In the light of the development of environmental design major in all colleges and universities, there is a widespread emphasis on the teaching of core curriculum in the teaching status quo while neglecting the teaching of basic courses. From the perspective of the development of knowledge learning, it is a gradual process of continuous accumulation. Only when it is based on a solid grasp of basic knowledge can we enhance the mastery of core knowledge.

The Evaluation Mode Is Fixed and Dull. In the development of environmental design major, the evaluation model for students' comprehensive development is relatively fixed and inflexible, which is not conducive to the development of students' self-personality. In addition, in terms of the composition of the teaching staff, they are mainly from the academic community, and enterprise personnel is seldom hired or introduced for on-site lectures. This evaluation mode is relatively fixed and rigid, but also more detrimental to the development of comprehensive practical ability of students.

There Is a Lack of Cultivating Students' Innovative Ability in Curriculum Planning. The construction of the curriculum system should strengthen the cultivation of the innovative ability of middle school students by the cooperation of school and enterprise. Only when students have strong ability to innovate can we cultivate the high-quality and highly-skilled personnel required by the society. At this stage, the construction of the school-enterprise curriculum cooperation mode of environmental design major is more inclined to give lectures on basic courses and specialized courses so that the students' ability of learning and innovation cannot be fully exerted. At the same time, due to the development and construction of new industries, more emphasis is placed on training high-skilled personnel in setting educational goals for environmental design major talents. From this point of view, it is necessary to not only strengthen the students' proficiency in technical ability, but also tap the potential of innovation, so as to adapt to the objective needs of technological development.

From the perspective of the development and construction of the environmental design major curriculum system under the cooperation between schools and enterprises at this stage, it neglects the development and cultivation of the lifelong ability for environmental design major students, and does not cultivate the professionals with strong comprehensive practical ability. It is also very difficult to meet the real-time needs of the sustainable development of the economy due to the changes in the economy. Therefore, attention should be paid to them.

Strengthen the Construction of School-Enterprise Cooperative Curriculum System for Environmental Design Major

Deepen the Use of "1+X" Mode. Literally, "1" represents the original curriculum, which includes the specific course content and characteristics of knowledge structure; "X" is to deepen the reform of teaching development based on the transformation of teaching concepts, and thus regulate and improve the structure of knowledge and promote the improvement of teaching methods.

In the construction of environmental design major's school-enterprise curriculum cooperation mode, strengthen the use of the "1 + X" model and constantly improve the environmental curriculum major curriculum structure, so that it can better plan the development and construction of the curriculum system. In addition, the specific model applied to the development of teaching material reform cannot only increase the teaching environment to better meet the needs of market development, but also provide a more solid foundation of protection for students to successfully graduate and find a job.

In the "1 + X" model in teaching methods and means of choice, you can enhance the task-driven development. First, set the short-term goal of student development, whose main purpose is to help students gain the theoretical knowledge of learning on the basis of strengthening the training of practical ability. Effective use of this approach can not only enrich the content of teaching evaluation, but also achieve the desired teaching results. Combine the school evaluation, business evaluation and evaluation of the development of the industry to meet the school, business and industry development needs of the reality. Through the development and application of the "1 + X" model, students of environmental design major can deepen their understanding of learning and take the development of assessment as guidance to promote the all-round development of themselves.

Mode of the Input-and-Output Combination. This model mainly refers to the environmental design major schools will output the talents needed by the enterprise to the society. At the same time, enterprises will timely deliver their first-line operational results to the schools to enrich students' practical experience. Only by combining input with output can we enrich the theoretical development of school teaching and the practical knowledge of social development so as to promote the comprehensive development of environmental design major students and flexibly apply the dead knowledge learned in schools. Specifically, schools can hire some business management experts to teach at school, or students can take the field social practice. Through these two ways, the desired purpose of the curriculum system can be achieved.

At this stage, due to the relative lack of practical experience of teachers at schools, there are some differences between teaching methods and the demands of social development. Therefore, to strengthen the school-based teaching of outside professionals is particularly important. Some employees can be hired to carry out field teaching, so that students understand some practical experience, master the development of the work and also enhance the practical skills. Not only can students learn more, but also they can prepare for their future employment.

Mode with the Integration of Industry, Learning and Research at Schools and Enterprises. School-enterprise integrated development model mainly refers to schools and enterprises jointly assume the task of training students. In schools, incubators for business development can be set up, schools and enterprises can be integrated to promote student entrepreneurship and career development, which requires schools to establish relevant industrial research groups according to their own status quo and strengthen the research results. In this process, the results of research will be verified in school incubators, and continuous attempts will be made to develop and innovate the models.

In addition, schools can set up specific teaching curricula to meet the needs of the development of enterprises, strengthen the cultivation of students' innovative abilities, enrich students' practical knowledge and enable students to dare to try new ideas, and then turn ideas into further may.

Comprehensive Evaluation of School-Enterprise Cooperation Mode. The construction and improvement of the curriculum system of environmental design major should be based on the actual situation of the cooperation between schools and enterprises and strengthen the innovation of students' comprehensive evaluation mode. In the training of trainees, enterprises should strengthen the teaching of the working experience of the students and evaluate their enlightenment and practical ability development in the concrete

work. In the specific teaching, the school should not only pay attention to the students' theoretical knowledge, but also take into account the status of students in business practice. Through the combination of these two methods, professional personnel with high-level experience and skills are cultivated so as to better serve the real needs of social development.

Realize Effective Connection for the Development of the Environmental Design Major under the School-Enterprise Curriculum Cooperation Mode

With the development of the times, the development of education in schools places more emphasis on the cooperation with enterprises. Although the development of school-enterprise cooperation has made some progress, there are still some potential obstacles in the construction of the curriculum system. This is also true for the environmental design major curricula. Therefore, emphasis should be laid on the development of basic courses and practical courses of environmental design major, so as to effectively achieve the linkage between the development of school-enterprise cooperation.

On the one hand, we can enhance the teaching of environmental design major through forms such as hand-drawn tables. We not only pay attention to the study of basic courses but also strengthen the practical ability of students to achieve the unified development of knowledge and practice. On the other hand, we must strengthen the effective teaching of core curriculum to deepen the focus of the development of teaching in specific theoretical teaching and practical teaching on the basis of its targeted teaching. Through these two approaches, the goal of integrating the teaching of the theory of environmental design major with the practice of teaching under the background of school-enterprise cooperation is developed and the development of the curriculum system is promoted and perfected.

Conclusion

With the development and transformation of the society, environmental design major should also strengthen the research and construction of the curriculum system by combining the realistic background of school-enterprise cooperation. Only in this way can we keep up with the pace of development of the times and promote the continuous development of its major. This article mainly elaborates the setting of environmental design major course, analyzes the main problems existing in the current environmental major major-enterprise curriculum cooperation mode, proposes to strengthen the effective docking of the construction of school-enterprise curriculum cooperation mode for environmental design major, and thus better promote the development of environmental design major's school-enterprise curriculum cooperation mode

Through the improvement of the environmental protection major's school-enterprise curriculum cooperation mode, it promotes the development of environmental design major as well as cultivates suitable environmental design talents for enterprises. On the basis of satisfying social needs, it also improves the quality of school teaching and deepens the ultimate goal of school education.

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