

Innovation and Practice of Training Mode for Art Design Majors in Higher Vocational Colleges

Taking the Polus International College as an Example*

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Abstract—Under the background of China's vigorous efforts for promoting the inheritance and innovation of traditional culture and traditional crafts and deepening innovation and entrepreneurship education reform in colleges and universities, this study takes Art and Design major of Polus International College as an example to construct and practice the talent cultivation model of "strengthening humanities, highlighting creative, and enhancing kills" and explores how to combine the inheritance of traditional culture and skills with the cultivation of higher vocational art design talents and how to integrate innovation and entrepreneurship education with professional education.

Keywords—higher vocational education; art and design majors; talents training model; innovation; practice

I. INTRODUCTION

Art and design major of higher vocational college is a major with strong practicality. To cultivate art design professionals with competitive advantages, various vocational colleges need to be innovative in their personnel training model according to their own characteristics. How to adapt the talent training mode of the professional art and design major in higher vocational education to the needs of the society for talents has become an important issue in the education reform of higher vocational art design. Although art and design major of some higher vocational colleges have gradually formed their own characteristics in the reform, such as the design major of the Shunde Vocational and Technical College, which has formed its own talent training characteristics in the aspect of "focusing on serving area economy, effectively combining professional personnel training and regional economic development and industry development plan", due to the different backgrounds and professional training characteristics of various institutions, the overall curriculum system of talent training and the structure of practical teaching systems, teaching models, teaching methods, construction of teaching staff, and the construction of protection mechanisms cannot be copied, colleges and universities must make innovation in personnel training model based on their own characteristics.

In the "Opinions on Implementing the Inheritance and

Development Project of Chinese Excellent Traditional Culture" and the "Traditional Craft Revitalization Plan of China" promulgated by the General Office of the State Council in 2017, they referred to "strengthening China's outstanding traditional culture, traditional process related discipline construction and theoretical and technical research". How to combine the traditional cultural heritage with the requirements of vocational education, and how to combine the inheritance of traditional culture with the cultivation of artistic design talents has become our new topic. Art and Design major of Polus International College combines the characteristics of the school's education, and construct the personnel training model of "strengthening humanities, highlighting creativity, and enhancing skills" to adapt to their own development.

II. THE MAIN MEASURES FOR THE CONSTRUCTION OF TALENT CULTIVATION MODE OF "STRENGTHENING HUMANITIES, HIGHLIGHTING CREATIVITY, AND ENHANCING SKILLS" IN THE ART AND DESIGN MAJOR OF HIGHER VOCATIONAL EDUCATION

A. Building a Civilized Campus Rich in Humanistic Color and an Educative Environment to Inherit Traditional Culture and Skills

Using local resources with historical, cultural, and artistic values for the construction of campus buildings, libraries, campus sculptures, and landscaping, such as the "Western Sichuan Classical Furniture Museum", "Ancient and Contemporary Barbering Art Museum", "Ceramic Art Museum" and "Female needlework Museum" created by the college can create a colorful campus environment for students' learning. In addition, based on the principle of promoting the humanistic spirit and inheriting excellent traditional culture, we constantly carry out various activities that incorporate ideological, artistic and intellectual skills in schools to enable students to be nurtured and lay the foundation for innovation and entrepreneurship.

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B. *Constructing a Curriculum System that Integrates "Three Classes" to Highlight the Characteristics of "Strengthening Humanities, Highlighting Creativity, and Enhancing Skills"*

In the construction of the curriculum system, on the one hand, we tightly combine the setting of position with the regional economy and industry development, decompose tasks and make the teaching content in order according to job orientation and ability requirements to integrate relevant knowledge and skills based on typical work tasks and continue to optimize it in practice. On the other hand, in the curriculum setting, we pay attention to the cultivation of students' humanistic qualities, the training of professional skills, as well as the cultivation of students' innovative abilities. Based on the talent training mode of "three classes", we highlight the overall personnel training objective of "strengthening humanities, highlighting creativity, and enhancing skills". The "three classes" are the first class, the second class, and the third class.

The first class curriculum focuses on professional education, and makes effort to construct core curriculum groups that are in line with professional competence. It promotes students to "see" more to broaden their horizons with professional basic courses, encourages students to "do more" to strengthen their practice with the core professional curriculum, and urges students to "think" more to expand their thinking and cross-border innovation with professional development curriculum; it also take creative education as the basis for innovation and entrepreneurship education to form a professional curriculum system based on creative thinking training. Through professional education, students are led to pay attention to the development status and future development trend of the professional field, and lay a foundation for innovation and entrepreneurship education.

The second classroom course focuses on school life education. It makes students' life education into curriculum and integrates it into the professional education curriculum system to promote students' self-recognition and self-improvement.

The third classroom course focuses on humanistic education which can broaden people's horizons, enlighten people's wisdom, improve their personal qualities, guide people to correctly recognize social phenomena and interpersonal relationships, and make students become talents with both "virtue and ability."

C. *Giving Full Play to the Advantages of Schools and Enterprises to Build a Practical Teaching Platform*

Practical teaching is an important part of the teaching system of higher vocational education as well as an important way to cultivate students' professional technical application ability, and the ability to analyze problems and solve problems. It is the key to achieving the goal of talent training in higher vocational education and the key link for strengthening skills. In line with the guiding ideology of "mutual interaction, mutual promotion and mutual promotion", the art design major of our institute actively cooperates with enterprises and industry associations to carry

out school-enterprise cooperation. The cooperation methods include co-building training rooms, joint developing courses, and cooperating in application of co-developing projects products, and cooperating in skills training and professional qualification. Through the close cooperation between schools and enterprises, the university and enterprises have fully exerted the advantage of their respective strengths and built an open campus training base that integrates "teaching, training, service, appraisal, and experience" in the school. This base provides students with good practical teaching platform and also provides a multi-functional, all-round and open service platform for the various design majors of our college to serve the society.

D. *Implementing the "Six-in-one" Teaching Operation Mode to Comprehensively Improve the Overall Quality of Students*

The "six-in-one" mainly refers to the "systematization of school-enterprise cooperation projects, integration of teaching and learning, productization of work products, practical training tasks, and integration of production, education and research, and consistency of professional quality". The "six-in-one" is a reflection of the "student-centered and market-demand-oriented" educational philosophy. It runs through the entire process of cultivating a design talent.

Through the school-enterprise cooperation and the college's innovation and entrepreneurship incubation platform, the market demand and teachers' scientific research projects are transformed into systematic research and development projects. The project content is used as teaching content to enable students to "learn from the work, and work in learning" in real projects (or simulation projects). The teaching evaluation is consistent with project achievement evaluation. Students' excellent work is transformed into products, the products are converted into commodities, and project achievements are converted into patents, so that students are trained based on real tasks to obtain the most practical knowledge and skills.

E. *Introducing the Inheritance of Excellent Traditional Culture and Skills into Professional Education, and Establishing a Close Combination of Higher Vocational Education and Cultural Heritage*

"The more it is people, the more it is the world." Excellent design should inherit the national culture and allow it to innovate in its inheritance. Therefore, in the selection of teaching content, the development of practical training programs, and especially the design of innovation and entrepreneurship training programs, we will focus on the combination of excellent traditional culture, traditional craftsmanship and modern design with modern technology to design training courses with regional characteristics. We should guide students to study and understand the hidden creative beauty in traditional culture and traditional handicrafts, and to innovate through cross-cultural blending, new techniques and modern aesthetics. For example, there are the project "Construction of Digital Technology in the Three-dimensional Model of Folk Classical Furniture in

Western Sichuan and Its Cultural and Creative Product Development” project carried out by the furniture design department of our college, and the project of visual communication major “Innovation Design of intangible cultural heritage”.

办大学人文教育与创新创业人才培养[J]. 黄河科技大学学报, 2012. 09.

F. Building and Optimizing the Structure of the Teaching Staff to Ensure the Quality of Teaching Reform

The faculty is the main force of professional construction. The quality of faculty is directly related to the quality of education and teaching reform and the quality of personnel training. To combine professional education with innovation and entrepreneurship education, and combine traditional crafts with modern design and modern craftsmanship, we need a team of compound teachers. In order to achieve this goal, the teaching staff we set up is composed of highly educated and highly skilled personnel, skilled craftsmen, and part-time teachers from companies. In the teaching process, we fully utilize our respective roles and timely introduce industry and social resources. Schools can introduce business tasks into the curriculum and the teaching process reflects professionalism, practicality, and openness. Teachers are encouraged to infiltrate innovation and entrepreneurial content in professional teaching, and to improve the overall teaching level of the dual-teacher structure teaching team in learning and practice, in order to meet the professional training objectives and curriculum requirements of teachers.

III. CONCLUSION

Art design major in higher vocational college is a kind of major with strong practicality. The talent training model of “strengthening humanities, highlighting creativity, and enhancing skills” can realize the cultivation of vocational art design education to characteristic technical and skilled talents, which will help improve the students’ Innovation and entrepreneurship. Integrating traditional culture and traditional arts and crafts into the education of art and design majors, building related curriculum systems, exploring diverse teaching methods, and constructing characteristic and practical teaching bases are not only conducive to cultivating technical talents with good cultural and artistic qualities, but also contribute to the inheritance and development of traditional culture and the formation of school characteristics, to promote the development of professional art design majors.

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