

# Ideological and Political Integration Strategies in Interior Design Professional Courses Under the Background of Innovation and Entrepreneurship

Linzi She\*

Chongqing Energy College, Chongqing 402260, China

\*Corresponding author: Linzi She, shelinzi@sina.cn

**Copyright:** © 2023 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** Based on the ideological and political requirements of interior design professional courses, exploring the integrated education path of professional plus innovation and entrepreneurship requires first expanding the ideological and political content of professional introductory courses, core courses, and expanded courses. Then, we will reshape the curriculum system based on the principle of connecting professional teaching and ideological and political courses, focusing on the realistic principle of talent needs, striving for student growth, adjusting the course content, optimizing the teaching model, and transforming teaching through in- and out-of-class practice and counterpoint guidance.

**Keywords:** Interior design major; Curriculum ideological and political education; Innovation and entrepreneurship; Teaching strategies

**Online publication:** October 19, 2023

## 1. Introduction

The interior design industry requires professional knowledge, skills, excellent professional ethics, and conduct. Therefore, colleges and universities must integrate ideological and political education into the entire talent training system when shaping and training interior design students. Considering the needs of industry development, the structure and type of modernization construction undertakings, we focus on cultivating professional students' innovative consciousness and entrepreneurial ability so that professional teaching is consistent with industry standards and social ethics.

## 2. Basic ideas of ideological and political courses in interior design majors

### 2.1. Expanding the ideological and political dimension of professional introductory courses

The introductory courses of the interior design major include sketching, color, interior design principles, and composition design. Teachers should expand different ideological and political courses, innovation and entrepreneurship education dimensions, and carry out teaching activities selectively.

For example, in the interior design sketching and color courses, traditional Chinese architectural materials can be displayed, and students can be guided to analyze the architectural concepts and design thinking expressed by using different colors in traditional Chinese architecture from the perspectives of historical, social, and aesthetic values. Furthermore, the visual impact it brings to people can allow students to think about how to innovatively apply these traditional colors in modern design based on generating cultural confidence <sup>[1]</sup>.

## **2.2. Exploring the ideological and political elements of professional core courses**

The core courses of the interior design major include indoor hand-painted renderings, in-depth design of architectural interior construction drawings, residential interior design, and commercial space design. Teachers should explore and use ideological and political elements based on the main content of the courses, such as cultural heritage professional concepts. Social responsibility elements are used to cultivate students' vocational skills, improve their moral cultivation and personality, and pave the way for learning and transforming innovation and entrepreneurship knowledge.

The example of indoor hand-painted renderings shows that the course attributes are artistic and aesthetic, emphasizing that the renderings designed by students follow the laws of beauty and reflect their taste in beauty, whether in terms of composition, color matching, or content. The ideological and political elements introduced by teachers based on course knowledge can be the mainstream aesthetics of society at the explicit level, allowing students to compare the mainstream interior hand-painted renderings in the past five years to discover people's changes in preferences for interior design and analyze what social culture the trends reflect. Through these, students can predict which interior design style people will prefer in the next few years and determine the direction of starting a personal studio.

## **2.3. Integrating the ideological and political content in professional development courses**

The expanded courses of the interior design major include interior decoration project budget estimates model making. When teaching this part of the course, teachers must closely and skillfully integrate the expanded and elective content with the ideological and political content to adapt to the economic construction and society of the new era, and to meet the needs of development and cultivate high-quality talents with multiple skills.

Issues that violate professional ethics and national industry laws and regulations are analyzed and demonstrated in a mock court manner in order to strengthen professional ethics. Alternatively, when discussing interior decoration project bidding and contract management, construction project cases of vital national projects can be introduced to stimulate students' sense of social responsibility and national cohesion and correctly understand objectivity, rigor, and the rule of law in innovation and entrepreneurship.

# **3. Principles of ideological and political courses in interior design majors under the background of innovation and entrepreneurship**

## **3.1. Principles of integration with ideological and political courses**

Ideological and political courses in colleges and universities differ from interior design professional courses in terms of course content, characteristics, and categories. For example, ideological and political courses are explicit courses with the basic principles of Marxism as the main content. They are compulsory public courses and are dedicated to Guiding college students to establish the correct values; the ideological and political courses of the interior design major are hidden courses that mainly focus on professional and technical courses to cultivate students' innovative spirit, professional spirit, and craftsman spirit. However, the two also have similarities and common points, including the course goals, directions, and elements. Therefore, this major's

ideological and political courses in the context of innovation and entrepreneurship must be integrated with the ideological and political courses.

For example, in terms of the presentation of teaching content, after introducing interior design cases, students can use the introduction to the basic principles of Marxism or Marxist methodology to analyze the ideological and political elements and innovation and entrepreneurship knowledge points in the case, to achieve ideological and political education as an action guideline to ensure consistency between professional ideological and political courses and ideological and political courses. Alternatively, a dual-teacher classroom can be created in the teaching of professional core courses such as residential space design, and ideological and political theory teachers can be invited into the classroom to supplement teaching from aspects such as ideological and political theory, the necessity and effectiveness of innovation and entrepreneurship in the new era, and the feasibility of professional innovation and entrepreneurship. The goal is to strengthen ideological and political education in professional courses and cultivate people's moral character<sup>[2]</sup>.

### **3.2. The realistic principle of focusing on talent needs**

The talents to be cultivated in the context of innovation and entrepreneurship need to meet the actual needs of enterprises, society, and students for their entrepreneurship and innovation. Therefore, ideological and political teaching activities in interior design professional courses must be promoted under realistic principles. In the early stage, questionnaire surveys, literature collection, and other methods can be used to collect data and information about new technologies and materials in the construction and decoration industry, and then the direction of ideological and political education, innovation, and entrepreneurship education in professional courses is adjusted.

For example, whole-house customized standardized design and smart homes have become hot topics in modern interior design. Teachers can construct simulation scenarios in class. Assuming that students' design studios want to complete the design of customized smart homes, and students can think about the knowledge that needs to be applied, such as design concepts used and results to be ultimately achieved. After the students' first simulation, they are allowed to reflect on the process and results to understand their strengths and weaknesses in knowledge, competence, and ideological and moral qualities. Universal deficiencies and individual shortcomings should become a vital teaching basis for the next stage of professional ideological and political courses.

### **3.3. Acquisition principles dedicated to student growth**

China's interior design industry is developing rapidly, and materials and processes are iterating faster. The knowledge students learn at this stage may not be able to play a role in the future wave of innovation and entrepreneurship. Therefore, professional ideological and political courses are also needed for the growth and development of students. For future development, there will be adjustments to be focused on. New concepts and technologies must be introduced into theoretical, experimental, and practical training courses, and social hot spots and industry frontiers should be integrated to equip students with ideological and political literacy and innovative and entrepreneurial abilities that keep pace with the times.

For example, based on the example of the Hangzhou Asian Games, students can see that more than ten years ago, the hosting of world and international events in the country was mainly based on newly constructed venues. For this year's Asian Games and Universiade, the construction of venues is based chiefly on the development of existing venues. Secondary value mainly improves the original space's composite performance through decoration, reflecting the green, environmental-friendly, and frugal design concept, which will become the dominant concept in the decoration industry. Therefore, students must activate their thinking in aspects such as design drawing, detail processing, and process application to keep up with the country's and industry's pace.

## **4. Ideological and political strategies for interior design professional courses under the background of innovation and entrepreneurship**

### **4.1. Completing precise supply by reshaping the curriculum system**

From the above analysis, the ideological and political curriculum in the context of innovation and entrepreneurship in the interior design major is the inevitability of the times and the necessary choice to improve the quality of education. It is necessary to complete precise supply by reshaping the curriculum system to achieve the goal of effective education.

For example, the professional mass entrepreneurship and innovation talents to be cultivated must have an innovative spirit and entrepreneurial ability. The course should be dedicated to stimulating students' mass entrepreneurship and innovation awareness, improving their mass entrepreneurship and innovation ability, and cultivating their sound mass entrepreneurship and innovation personality to build architectural interior design mass entrepreneurship and innovation. The curriculum includes four major sections: modeling, creative design, innovative project simulation, and entrepreneurial practice. The corresponding main courses include space sketch design, space color design, space hand-painted design, material technology innovation, space innovation, space installation innovation, residential area space projects, commercial space projects, architectural interior studios, entrepreneurial parks, mass entrepreneurship, and innovation platforms. From awareness to ability, achievement transformation is achieved through a complete curriculum structure, and the transformation results are mainly reflected in appearance patents, utility model patents, interior design competitions, school-enterprise cooperation, and student-independent entrepreneurship. The courses must also correspond to different academic years to reflect teaching accuracy. For example, the freshman stage is mainly about stimulating the innovative consciousness of technical modeling, the sophomore stage is mainly about improving the ability to complete professional skills and entrepreneurship, in the follow-up period, through project plus teaching methods, students' complete creative personality can be shaped <sup>[3]</sup>.

### **4.2. Adjusting the angle and enriching the course content**

In order to integrate mass entrepreneurship and innovation into the ideological and political teaching of professional courses, it is also necessary to adjust the teaching angle under the curriculum system and enrich the teaching content <sup>[4]</sup>. Specifically, we can start from the following two aspects.

The first angle is to stimulate students' problem awareness and compensate for the shortcomings in training traditional interior design professionals. For example, we use industry entity resources and real corporate cases to allow students to work in groups, analyze what market operation rules the cases reflect, and find out the core issues of the examples. Then, students need to analyze and solve the problem from material properties, market prices, and customization requirements. Students are encouraged to actively participate in the classroom from a problem-based perspective. The second angle is stimulating students' innovative consciousness and equipping professionals with mass entrepreneurship and innovation capabilities based on multiple fields. For example, teachers can choose structural layout elements of interior design, such as doors, windows, walls, and ladders, allowing students to conduct comprehensive designs in their chosen areas. The teacher can use students' design works as teaching materials. It compares work integrating humanities and history, art aesthetics, architectural concepts, ecological environment, science, and technology to enrich students' innovative ideas. Teachers then use audio, video, and text materials in a targeted manner to continue stimulating students and allow them to consider more factors as well as the inheritance and innovation of design <sup>[5]</sup>.

### **4.3. Results-oriented and optimized teaching model**

To give full play to the role of different types of courses and teaching resources, it is also necessary to optimize

the teaching model in professional innovation and entrepreneurship + ideological and political education courses, combining the modern teaching environment and industry development characteristics, and using hybrid or project-based methods to improve students' learning enthusiasm for dual entrepreneurship <sup>[6]</sup>.

Before painting class, teachers can film short teaching videos and upload them to the learning platform so that students can preview them by themselves and understand the basic knowledge of interior design, the ideological and political issues involved in this class, and knowledge points related to mass entrepreneurship and innovation. It also allows capable students to conduct on-site inspections, appreciate buildings, analyze the characteristics of residential buildings, and collect necessary information. In class, students can share their preview results through PowerPoint presentation reports, organized discussions, and homework results displays. Teachers use courseware and micro-lecture videos to comment on students' homework while explaining important and challenging knowledge. Students can view courseware simultaneously on learning terminals and use different online resources to support their arguments in group discussions. Alternatively, students can be assigned to cooperative projects as a team. Driven by specific interior design tasks, students must divide labor reasonably, negotiate business, understand owners' needs, draw construction drawings, renderings, and soft decoration drawings, calculate costs, and cooperate to deliver satisfactory results to owners <sup>[7]</sup>.

#### **4.4. Fully practising and transforming teaching results**

Practice is essential to firm value shaping, knowledge transfer, and ability cultivation. The ideological and political courses of interior design majors under innovation and entrepreneurship education also need to allow students to practise fully. This practice can be a combination of both inside and outside the classroom, or it can also actively utilize social resources <sup>[8]</sup>.

For example, we want students to understand and apply the knowledge points of parallel, angled, and oblique perspectives to complete innovative designs and “undertake” entrepreneurial tasks. In that case, we can create practical activities that combine inside and outside the classroom, such as using online teaching to help students to recall basic knowledge points of painting major, thereby laying the foundation for practice. Class teaching is transferred to social practice sites, allowing students to observe folk buildings such as ancestral halls or the Red Revolution Memorial Hall, and complete sketches of single buildings and building groups. Through the first stage of practice, knowledge is consolidated, understanding of national culture is enhanced, and feelings of home and country are stimulated. In the second stage, students are asked to work in groups of five to comprehensively use the artistic processing skills of architectural landscape sketching, as well as the sense of national identity, humanistic feelings, and cultural accumulation generated in the first stage of practice, to sketch a community building that has both practical and artistic aesthetic value in mind. The group painting results should be consistent regarding art, technology, and humanities <sup>[9]</sup>.

#### **4.5. Counterpoint counseling and setting an ideological and political example**

By setting good examples for students through tutors, professional teachers, and corporate teachers and adapting to students' behavioral and psychological characteristics, mass entrepreneurship and innovation education are implemented.

For example, through school-enterprise cooperation, we can establish training, practice, and student entrepreneurship project incubation bases inside and outside the school. Each base has at least two teachers to guide and help students. The two teachers should have a dual-qualified structure, such as professional teachers, corporate teachers, and employment education teachers. Teachers and students jointly select the projects in the base, which can be industry hot spots or real cases of enterprises. Students form small entrepreneurial teams according to their wishes and are responsible for undertaking small design work or providing public welfare

design support. Teachers provide entrepreneurial guidance, project docking guidance, marketing skills teaching, and complete evaluation of students' mass entrepreneurship and innovation <sup>[10]</sup>.

## 5. Conclusion

Mass entrepreneurship and mass innovation policies in college education are to achieve the integration of professional teaching and ideological and political education in the context of mass entrepreneurship and innovation. For the interior design major, it is necessary first to find out the course's ideological and political direction, then optimize the teaching system and expand the teaching content based on the actual needs of talent training. In addition, schools also need to open-up the education structure and form educational synergies through school-enterprise cooperation and school-social cooperation to provide better conditions for students to improve their mass entrepreneurship and innovation capabilities.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Ren Z, 2020, Research on Cultivating Interior Design Professionals Under the Background of Innovation and Entrepreneurship. *Chinese and Foreign Exchanges*, 27(31): 60.
- [2] Liu Y, 2019, Construction of Interior Design Major Training System in Colleges and Universities Driven by Innovation and Entrepreneurship. *Journal of Kaifeng Institute of Education*, 39(12): 103–106.
- [3] Xie Z, 2019, Research on a New Model for Cultivating Interior Design Professionals in Higher Vocational Colleges Based on Innovation and Entrepreneurship. *Occupation*, 2019(5): 48–50.
- [4] Chen Y, Zhang L, Zheng J, 2020, Integrating Innovation, Entrepreneurship Education, and Higher Vocational Architectural Interior Design Professional Education. *Textile Industry and Technology*, 49(2): 177–179.
- [5] He Y, He L, 2020, Research on the Reform of Soft Decoration Design Courses for Interior Design Majors in the Innovation and Entrepreneurship Environment. *Science and Fortune*, 2020(21): 85.
- [6] Zhong D, 2023, Discussion on Integrating Ideological and Political Elements into the Teaching of Interior Design Professional Courses in Higher Vocational Colleges. *Model World*, 2023(4): 148–150.
- [7] Xie Z, 2021, Analysis of Teaching Design Integrating Ideological and Political Elements into Professional Interior Design Courses. *Decision-Making Exploration*, 2021(16): 78–79.
- [8] Dai F, 2021, Exploring the Integration of Undergraduate Ideological and Political Education into Online Teaching Methods Under the Sense of Mission of the Times - A Case Study of the "Villa Interior Design" Course. *Journal of Higher Education*, 7(12): 109–112.
- [9] Qin F, 2019, Integrating Socialist Core Values into the Interior Design Discipline—Promoting "Curriculum Ideological and Political" to Form Synergistic Benefits. *Building Materials and Decoration*, 2019(16): 201–202.
- [10] Wang B, 2021, Integration of Ideological and Political Education in the Course "Basics of Interior Design" and its Strategic Analysis. *Wenyuan (High School Edition)*, 2021(10): 2171–2172.

### Publisher's note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.