

Discussion on the Talent Cultivation Strategy for Interior Design in Vocational Colleges from the Perspective of Industry-Education Integration

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Abstract: To further enhance the effectiveness of talent cultivation for interior design in vocational colleges, it is necessary to vigorously promote the construction of an industry-education integration model. Through this model, the roles of both enterprises and schools can be leveraged to jointly facilitate the continuous improvement of students' professional abilities and practical skills, providing a steady stream of high-quality talents for the development of the interior design field. Therefore, this paper analyzes the current issues in interior design talent cultivation in vocational colleges from the perspective of industry-education integration and proposes corresponding improvement measures.

Keywords: Industry-education integration; Interior design in vocational colleges; Talent cultivation

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1. Introduction

Vocational education is a crucial component of China's socialist education system. Through vocational college education, a continuous supply of applied and skilled talents can be provided for social development and construction, meeting the demand for high-quality talent driven by rapid societal progress. As an important major in vocational colleges, interior design aims to cultivate practical talents in the field of interior design. To enhance the effectiveness of talent cultivation, it is essential to vigorously promote innovation in talent cultivation models for interior design in vocational colleges and continuously improve vocational education models, thereby providing a steady stream of applied talents for the interior design field. As a new educational model, industry-education integration enables deep collaboration between industry and education, effectively linking the education chain, talent chain, industry chain, and innovation chain, and strengthening the quality of talent cultivation. Therefore, promoting interior design talent cultivation in vocational colleges from the perspective of industry-education integration is an important initiative and a key aspect of improving the quality of vocational talent cultivation.

2. Overview of industry-education integration

Industry-education integration refers to the deep integration and cooperation between the industrial and educational sectors. It emphasizes the importance of promoting deep integration between industrial needs and educational resources, and on this basis, jointly cultivating high-quality, skilled talents who meet the development needs of the market through mutual coordination and cooperation. Industry-education integration not only contributes to the innovation of vocational college education but also plays a significant role in promoting industrial transformation, upgrading, and innovative development. Essentially, the concept of industry-education integration effectively realizes the benign interaction between education and industry. By participating in vocational education, the industrial sector can more precisely acquire highly skilled talents, which is of great significance and value for technological upgrading and innovation in the industry. Educational institutions, on the other hand, can achieve innovation in talent cultivation models through cooperation with the industrial sector, accurately grasp market demand in talent cultivation, and adjust and improve professional settings and course content based on demand orientation. This not only strengthens the pertinence and orientation of talent cultivation but also realizes benign interaction between education and industry, helping to provide a continuous supply of applied and skilled talents for social development and construction.

3. Significance of cultivating interior design talents in vocational colleges from the perspective of industry-education integration

Innovating the talent cultivation model for interior design in vocational colleges from the perspective of industry-education integration carries immense significance and value. Guided by this concept, it not only injects vitality into the training of interior design talents in vocational colleges but also cultivates high-quality skilled talents that meet market demands. This promotes deep and benign interaction between education and industry, ultimately enhancing industrial development and strengthening talent cultivation quality. Specifically, the significance of cultivating interior design talents in vocational colleges from this perspective is reflected in the following two points.

Firstly, it improves students' professional literacy and practical skills. In traditional talent cultivation models for interior design in vocational colleges, the focus often lies on imparting theoretical knowledge, lacking integration with practical projects. This results in students having strong theoretical knowledge but insufficient practical experience. Under the concept of industry-education integration, deep cooperation between schools and industries can provide students with practical projects. By participating in these projects, students can fully integrate theoretical knowledge with practice. Additionally, they receive guidance from industry experts and corporate mentors, allowing them to accumulate experience through continuous practical exploration. This not only strengthens their design skills but also enhances their professional qualities, thereby improving the effectiveness of talent cultivation in vocational colleges. Through continuous practical training, students' professional literacy and practical skills are reinforced, laying a solid foundation for their future career development.

Secondly, it promotes optimal allocation and efficient utilization of educational resources. Deep cooperation between interior design departments in vocational colleges and enterprises has become an important measure. This not only allows students to develop practical skills through participation in practical projects but also exposes them to cutting-edge industry technologies during valuable internship opportunities, thereby enhancing the effectiveness of vocational talent cultivation. Furthermore, the cooperation between

schools and enterprises facilitates the optimal allocation and efficient utilization of educational resources. For example, under the school-enterprise cooperation model, teachers can participate in the enterprise's technological research and development and project practices. This enables teachers to understand industry developments and technological trends, which can then be fed back into teaching. As a result, teachers can introduce the latest design concepts and technological means into their coursework, improving the quality of teaching. On the other hand, enterprises can strengthen talent cultivation through cooperation with schools, ensuring a continuous supply of excellent talent and boosting their market competitiveness. This approach optimizes the allocation of educational resources, improves resource utilization efficiency, and promotes educational innovation in vocational colleges.

4. Problems in cultivating interior design talents in vocational colleges from the perspective of industry-education integration

4.1. Unclear construction goals and lack of deep research

From the perspective of industry-education integration, there are certain problems in cultivating interior design talents in vocational colleges. Whether these problems can be solved and the talent cultivation model can be improved has become a key link in determining the effectiveness and quality of vocational talent cultivation. The most prominent issue is the unclear goals of the talent cultivation model, which leads to insufficient cooperation depth between schools and enterprises. The key reason for this problem lies in the lack of deep industry research and demand analysis in their cooperation. For example, some vocational colleges did not fully consider the industry's development trends, technological innovations, and enterprise talent demands when designing their interior design talent cultivation programs. This results in a deviation of the goals of the talent cultivation program from market demand. For instance, some vocational colleges overly focus on cultivating students' traditional design skills while ignoring knowledge teaching in emerging fields such as digital design and smart home design. This weakens students' competitiveness in the job market and undermines the effectiveness of interior design talent cultivation in vocational colleges.

4.2. Inadequate integration operation mechanism and low participation

Under the background of industry-education integration, promoting interior design talent cultivation in vocational colleges also faces challenges such as an inadequate integration operation mechanism and insufficient participation from both schools and enterprises. This weakens the effectiveness of interior design talent cultivation in vocational colleges and makes it difficult to cultivate a continuous stream of applied and practical talents. On the one hand, cooperation between schools and enterprises often only stays at a superficial level, such as simply establishing practical training bases. There is often a lack of in-depth scientific research cooperation or project co-construction, which leads to low participation in industry-education integration projects and limited cooperation effects. On the other hand, the cooperation between schools and enterprises does not involve a clear division of functions and responsibilities, and the benefit distribution mechanism is also unclear. This often leads to problems such as insufficient resource investment and lack of responsibility, which can affect the sustainability and longevity of industry-education integration development and reduce the effectiveness of interior design talent cultivation in vocational colleges.

4.3. Unestablished resource-sharing system with serious resource barriers

In cultivating interior design talents in vocational colleges, the construction of the industry-education

integration model requires both schools and enterprises to vigorously promote resource sharing. However, they have not formed a complete resource-sharing mechanism, leading to relatively serious resource barriers between them. On the one hand, due to factors such as security protection and business confidentiality, enterprises are often not enthusiastic about sharing resources such as technology and project cases. On the other hand, vocational colleges have relatively limited resource investments in terms of teaching facilities and faculty, so they often fail to meet enterprises' demands for high-end talents and advanced technologies. These resource barriers affect the depth and breadth of industry-education integration, are not conducive to promoting innovation in the interior design talent cultivation model in vocational colleges, and result in students being unable to achieve substantial skill improvement in their studies and practices. This weakens the effectiveness of interior design talent cultivation in vocational colleges.

4.4. Single talent cultivation model without innovation

The single talent cultivation model lacking innovation is a significant issue in cultivating interior design talents in vocational colleges from the perspective of industry-education integration. The existence of this problem reduces the effectiveness of vocational talent cultivation and hinders the orderly progress of various talent cultivation stages. In practice, vocational colleges often design relatively singular talent cultivation models that focus more on traditional theoretical knowledge transmission and less on cultivating students' innovative abilities, practical skills, and interdisciplinary thinking. This can make it difficult for students to adapt to rapidly changing market demands and industry trends after graduation ^[1]. Especially in the field of interior design, with the emergence of smart home design, green buildings, and other trends, the interior design industry's demand for talent is rapidly evolving. However, some vocational colleges have not kept up with this trend in their curriculum, resulting in students often struggling to quickly adapt to new work environments and job requirements after graduation, thereby reducing the quality and effectiveness of talent cultivation ^[2].

5. Countermeasures for cultivating interior design talents in vocational colleges from the perspective of industry-education integration

5.1. Clarifying construction goals and deepening research

In cultivating interior design talents in vocational colleges, fully clarifying construction goals is a prerequisite for achieving industry-education integration and a key to ensuring deep cooperation between schools and enterprises. Therefore, during the promotion of the industry-education integration model, vocational colleges need to deeply advance interior design, conduct comprehensive research, and understand the industry's demand for talent. Through this research process, they can grasp the development trends of the interior design industry, the direction of technological innovation, and the current talent gaps in interior design professionals, thus ensuring that subsequent talent cultivation work is more targeted and goal-oriented ^[3]. For example, vocational colleges can regularly organize teachers to visit famous designer studios or renowned interior design companies to have in-depth exchanges with designers, project managers, and other relevant personnel. This allows them to obtain first-hand information and develop a certain understanding and judgment of the interior design industry's development. Based on this, they can set construction goals for the industry-education integration model, which can enhance the model's effectiveness and continuously improve the educational model during the talent cultivation stage. This effectively highlights the cultivation of students' innovative thinking, practical skills, and interdisciplinary cooperation skills, providing a steady

stream of high-quality talents to the interior design field ^[4].

5.2. Improving integration mechanisms and increasing participation

To effectively enhance the results of industry-education integration in cultivating interior design talents in vocational colleges, it is necessary to vigorously improve integration mechanisms. This will increase enterprises' participation in industry-education integration, effectively forming a joint effort between enterprises and schools to promote the professional growth of talents. Firstly, a close cooperative relationship should be established between vocational colleges and enterprises, and the responsibilities and obligations of both parties should be clarified during the cooperation stage. This ensures that the cooperation process has better stability and sustainability. For instance, when establishing the industry-education integration model, schools and enterprises can sign a cooperation agreement that fully clarifies the specific cooperation content and methods. At the same time, cooperation agreements can be developed based on various needs such as talent cultivation, scientific research cooperation, and project co-development. This can form a mechanism of mutual benefit sharing and responsibility sharing, and promote higher subjective initiative among enterprises in industry-education integration ^[5]. Additionally, during the construction of the industry-education integration model, a regular communication mechanism should be established between schools and enterprises, such as regular school-enterprise cooperation meetings. These meetings allow for in-depth exchanges regarding cooperation progress, existing problems, and effective improvements, highlighting the continuity of school-enterprise cooperation, strengthening the construction effect of the industry-education integration model, and more effectively fulfilling the task of cultivating interior design talents in vocational colleges ^[6].

5.3. Creating a resource-sharing body to promote resource circulation

Establishing an industry-education integration model between vocational colleges and enterprises requires efforts to create a resource-sharing body. This will enable the circulation of resources between the two parties, providing adequate learning resources to support students' professional growth. In practice, in-depth communication between schools and enterprises is needed to develop corresponding cooperation plans around optimal allocation and resource sharing. For example, schools and enterprises can collaborate to build interior design training bases, introducing real projects from enterprises into school education. This allows students to gain exposure to and understand cutting-edge knowledge, design concepts, methods, and tools in the field of interior design, thereby expanding their horizons and strengthening their professional abilities ^[7]. Additionally, enterprises can provide students with resources such as design cases and technical materials for reference during the cooperation. This not only enables students to develop practical skills in real projects but also effectively promotes optimal resource allocation. Vocational colleges, on the other hand, can provide enterprises with resources such as teaching faculty and facilities, helping enterprises enhance the professional quality and skill level of their employees. By creating a resource-sharing body, both parties can effectively break down resource barriers and enhance the quality of interior design talent cultivation in vocational colleges ^[8].

5.4. Innovating talent cultivation models to improve educational quality

Vigorously innovating talent cultivation models is an important measure and key to ensuring the orderly progress of talent cultivation in vocational colleges. Therefore, it is necessary for vocational colleges to

combine industry-education integration to promote innovation in talent cultivation models. Simultaneously, they should focus on cultivating students' innovative thinking, practical skills, and interdisciplinary collaboration skills ^[9]. For instance, a “studio system” teaching model can be adopted in vocational colleges. In this model, students are divided into several groups for school-enterprise cooperation teaching, and each group is assigned a corresponding practical project. The entire project, from scheme design to construction supervision, is led by the students, while teachers are responsible for answering questions and providing guidance. This process not only emphasizes project orientation but also allows students to exercise their subjective initiative in interior design, thereby cultivating their innovative thinking and consciousness. Additionally, students can develop team collaboration skills through group discussions, effectively enhancing the results of interior design talent cultivation in vocational colleges ^[10].

6. Conclusion

In summary, constructing an industry-education integration model is an essential measure in cultivating interior design talents in vocational colleges. Through this model, the resources of vocational colleges and enterprises can be fully integrated, forming a joint effort between the two parties to provide students with rich learning resources and enhance the level of vocational talent cultivation. Therefore, this paper proposed strategies for cultivating interior design talents in vocational colleges based on the perspective of industry-education integration, aiming to help strengthen the level of vocational talent cultivation.

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