

Research on New Teaching Strategies for Environmental Art Design Majors in Higher Vocational Colleges under the Perspective of Mass Entrepreneurship and Innovation

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Abstract: With the development of the era and the deepening of educational reform, the concept and mode of talent training in higher vocational education urgently need to be reformed. While attaching importance to the cultivation of students' skills, it can improve students' ability of innovation and entrepreneurship and cultivate students' comprehensive strength, so as to meet the needs of social development. Higher vocational environmental art design major needs to cover art, architecture and other fields of knowledge, in the gradual development and progress of society at the same time, people's requirements for the environment is also gradually improved, the market needs high-end environmental art designers. Therefore, this paper discusses the teaching reform of environmental design major in higher vocational colleges from the perspective of double creation, briefly summarizes the value of talent training in innovation and entrepreneurship education, analyzes the current situation of students' innovation and entrepreneurship literacy in environmental art design major in higher vocational colleges, and puts forward specific talent training strategies to promote the long-term development of the major.

Keywords: Higher vocational education; Environmental art design; Teaching strategy

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1. Introduction

Under the new era background, the demand for talents in various industries has risen to a new height. How to keep up with the pace of the era and cultivate high-quality people with both virtue and talent has become the focus of attention in the field of education. Welcome to the major of art design, whose curriculum teaching is affected by multiple factors. There are some problems in the teaching, such as unscientific curriculum design and urgent need to update the teaching model. Therefore, based on the new era, to do a good job in curriculum reform and optimization is the key to carry out education work in higher vocational colleges.

2. The value of talent training in innovation and entrepreneurship education

2.1. Addressing employment challenges

With the development of the economy, market competition is becoming increasingly fierce. The number of graduates in higher vocational colleges in China is still high, and the students are facing more urgent employment links. In this situation, higher vocational colleges need to cultivate students' innovative and entrepreneurial thinking, strengthen students' participation in social practice, improve students' comprehensive strength, and facilitate students to grasp the development opportunities ^[1]. To this end, the government needs to increase support, customize preferential policies, create a good environment for the development of students' innovation and entrepreneurship, and then help students better cope with the pressure.

2.2. Improving the comprehensive ability of talents

The country's innovative development needs to take talent as the primary driving force. Through innovative education, more practical opportunities can be provided for students and students can be constantly encouraged to participate in various practical projects. In addition to improving students' initiative, it can ensure that students can receive a more basic and comprehensive education ^[2]. At the same time, while cultivating students' innovation and entrepreneurship ability, teachers should give priority to students, give full play to their guiding role, stimulate students' independent exploration, and help students solve problems encountered in the learning process, to comprehensively improve students' comprehensive quality.

2.3. Promoting the development of social industries and economy

To improve China's standing in the world. First of all, we need to ensure the human resources, the development of science and technology and professional human resources to implement the basis for enhancing the international competitiveness of the country ^[3]. The spirit of innovation occupies a central position in policy planning. Industrial prosperity and economic growth can cope with the emerging new needs of the society and adopting the talent training strategy guided by market demand can not only accelerate the innovation and upgrading of the industry but also provide impetus for the overall progress of the economy.

3. Current situation of innovation and entrepreneurship literacy of students majoring in environmental art design in higher vocational colleges

In the current highly competitive job market, innovation and entrepreneurship literacy play a pivotal role in students' personal growth and career planning. However, there are still some shortcomings in the innovation and entrepreneurship literacy of students majoring in environmental art design in higher vocational colleges.

3.1. Lack of innovation consciousness and entrepreneurial spirit

Constrained by traditional educational concepts, students tend to pay too much attention to the accumulation of theoretical knowledge in the learning process, while neglecting the cultivation of innovative thinking and entrepreneurial potential. As a result, when facing specific problems, students lack novel and unique solutions and the courage to dare to start businesses.

3.2. Lack of practical experience and entrepreneurial experience

Although some vocational colleges have set up relevant practical courses and entrepreneurship guidance, the

opportunities for students to devote themselves to practical projects and entrepreneurial practice are still limited. This makes students on the journey of innovation and entrepreneurship, not only lack the necessary practical experience but also difficult to have a keen market insight, so it is difficult to transform creative ideas into practical results with commercial value ^[4].

4. The teaching reform strategy of environmental art design major in higher vocational colleges based on mass innovation education

4.1. Improving the teaching concept and paying attention to the cultivation of students' innovative thinking

To improve the teaching effect of environmental art design, the primary task of teachers is to master the characteristics of environmental art design and make it clear that environmental art design is a comprehensive field integrating art, function and skills ^[5]. Therefore, in the teaching process, teachers need to realize the organic integration of multi-disciplinary content in the teaching content, promote the exchange and collision of ideas of different disciplines, and the mutual penetration of interdisciplinary knowledge.

In addition, teachers should be “student-oriented,” fully respecting and giving play to the principal position of students in the learning process, specifically, teachers should follow the principle of teaching students according to their students' actual situation and individual needs, timely adjust the teaching content and methods, to ensure the pertinency and effectiveness of teaching ^[6]. At the same time, teachers should make full use of all kinds of resources provided by the school, design and build practical teaching templates, and explore and practice innovative teaching methods to effectively develop students' practical application ability and innovative thinking.

4.2. Deepen the implementation of the “1+X” certificate pilot project

4.2.1. Establishing a curriculum system that closely aligns with professional standards

The educational structure of the environmental art design major needs to be built around teaching content, industry standards and skill requirements, and combined with the actual operation process of enterprises, to form a three-in-one professional curriculum system of “academic theory + school-enterprise cooperation + industry practice.” By jointly developing curriculum standards, internship and training plans and talent training programs with enterprises, and establishing practical training bases on campus, the integration of campus culture and enterprise culture is promoted. With the guidance of industry experts, the integration of production and education is deepened, so that students can experience the working process and participate in the creative conception of projects during their study on campus ^[7].

4.2.2. Innovating modular teaching mode and strengthening team cooperation

Actively build a pattern of “thinking and politics,” practice the concept of “three-in-one education,” adhere to both moral education and skill education, take students as the center, and promote the innovation of education mode ^[8]. Implement mixed online and offline teaching, and cooperate with enterprises to develop teaching materials that meet the needs of modern education. Innovative teaching methods and VR technology will be introduced to enhance the practicability and interactivity of teaching and help students develop in an all-around way.

4.2.3. Improving the teaching team capacity of “double-qualified” teachers

To build a high-level “double-qualified” teacher team and improve the innovative development of school

education and teaching, it is necessary to ensure the professional quality and professional skills of teachers. At the same time, it is necessary to formulate and implement a teacher's personal development plan to help teachers clarify their roles and responsibilities in the team ^[9]. Make full use of digital teaching resources, deepen the integration of production and education, strengthen the training of technical skills, encourage teachers to develop modular curriculum content, and enhance the flexibility and innovation of teaching.

4.3. Carrying out practical activities to implement mass innovation education

4.3.1. Encouraging innovation and entrepreneurship through skills competitions

In the professional education of environmental art design, professional skills competition can effectively stimulate students' innovative spirit and tap students' entrepreneurial potential. Schools can set up a stage for environmental art students to compete in skills ^[10]. For example, it can hold impromptu design challenge competitions, interior decoration creative competitions, creative design competitions, etc., to fully stimulate students' innovative thinking, cultivate students' independent learning ability, and improve the application skills of design software. In the process of competition, students are equipped with senior instructors to ensure the professionalism and effectiveness of teaching, accumulate valuable practical experience for students, and lay a foundation for future students to quickly integrate into the working environment ^[11]. In addition, higher vocational colleges can incorporate the competition credit system into graduation requirements by establishing it. At the same time, a reward mechanism, such as exemption from graduation design, priority recommendation to excellent enterprises for internships, and directed employment arrangements, should be formulated to encourage students to actively participate in various competitions.

4.3.2. Holding professional lectures to broaden students' horizons

To train innovative technical talents who meet the needs of the era and the market, the education of environmental art design in higher vocational colleges should keep up with the pace of the era. Through organizing alumni alliance activities, alumni and industry experts who have made outstanding achievements in the field of environmental art design are invited to have in-depth exchanges and share with students, provide students with the latest industry development information, and help them understand the actual process of innovation and entrepreneurship and the development prospect of the industry ^[12].

Vocational colleges should arrange relevant activities regularly according to the learning progress of students in the semester. For example, the learning stage of students can be divided into: When freshmen enter the school, they can establish professional cognition through knowledge lectures; In the middle of study, strengthen professional knowledge through professional training; Before internship, improve software application ability through skill training; Before graduation, stimulate students' entrepreneurial awareness by providing them with entrepreneurial guidance.

4.3.3. Strengthening scientific research practice to enhance innovation and entrepreneurship ability

Scientific research practice occupies a core position in building the professional knowledge system of environmental art design and improving innovation and entrepreneurship ability and is crucial to training technical professionals needed by the country ^[13]. When implementing scientific research and training projects, higher vocational colleges should set up professional teachers to guide teams, build infrastructure for scientific research and training, and encourage students to form interest groups to participate in scientific research

activities. Through the one-to-one tutoring mode between tutors and students, they can jointly explore topics of academic value and social influence, carry out in-depth research and data analysis, and exercise students' comprehensive quality in actual operation ^[14].

4.3.4. Optimizing the teaching system and strengthening collaborative education inside and outside the school

(1) Deepen school-enterprise cooperation and implement project-oriented teaching

In view of the strong practicality of the environmental art design major, the university should optimize the allocation of resources and increase the financial support for the featured disciplines. In daily teaching, schools should actively contact off-campus enterprises, build a practice-oriented teaching framework, and regularly arrange for students to practice in enterprises to exercise students' professional skills. At the same time, the skills exchange between different colleges and universities should be promoted to create a healthy competitive atmosphere and help students and teachers make progress together.

In addition, higher vocational colleges should deepen cooperation with enterprises to cultivate professional talents with strong practical ability and market adaptability. Schools can regularly organize students to participate in enterprise internships, in specific jobs to gain practical experience; At the same time, the school can organize students to participate in enterprise skills training, and achieve docking and complementing with on-campus training to build a more comprehensive and practical teaching environment ^[15]. For students who are about to graduate, the university can cooperate with enterprises to set up joint projects, which are jointly participated by students and enterprise employees, so that students can experience the whole process from information collection, and drawing design to construction and inspection, help them to have a deep understanding of enterprise operation mechanism and job requirements, and adapt to the market environment in advance.

(2) Strengthen off-campus practical training to increase the proportion of practice

In traditional teaching, in-school teaching is dominant, and off-campus teaching is auxiliary. However, according to the characteristics and training objectives of environmental art design majors in higher vocational colleges, the proportion of off-campus teaching should be appropriately increased ^[16]. Teachers should not only master the professional theoretical knowledge but also go to enterprises regularly for temporary training to improve their ability to combine theory and practice, to guide students to solve practical problems more effectively. In the student assessment system, the evaluation of off-campus instructors can be incorporated into the student evaluation system to form a comprehensive evaluation mechanism. In professional teaching, evaluation, and practice, the opinions of off-campus enterprises and industries should be taken as an important reference to ensure that students' theoretical knowledge can be truly applied to social practice.

(3) Strengthen the construction of the campus practice platform

Because of the high demand for practice for environmental art design majors, schools should provide sufficient practice space for professional students and build diversified practice platforms. For example, schools can set up "studios" and other teamwork Spaces to promote the exchange of experience among students and stimulate their creative potential. In practical teaching, teachers can arrange for students to work in small groups in separate areas to complete practical work ^[17]. In addition, schools can also invite professionals from outside the school to provide guidance, share the real industry environment, and create simulated situations, so that students can learn and train in a close to the real working environment.

5. Conclusion

In short, with the increasing requirements of society for talent, higher vocational colleges should actively carry out reform and innovation to improve the teaching level of environmental design majors. The integration of mass innovation education and professional education is not only a new trend in the educational reform of higher vocational colleges but also a positive response to the changes in the market demand for education. Therefore, higher vocational colleges should actively explore innovative strategies, continue to deepen the integration of professional education and mass innovation education under the mode of practice and school-enterprise cooperation, promote the high-quality reform of environmental design teaching, and cultivate talents with comprehensive ability in the new era.

Disclosure statement

The author declares no conflict of interest.

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