

Course Teaching Exploration of “Commercial Space Design” Based on Industry Connotation Demand

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Abstract: “Commercial Space Design” is a required course for environmental design majors. It achieves the goal of cultivating qualified space design practitioners by systematically learning the basic theory of commercial space, space layout, space interface design, materials and construction technology. By studying the industry needs of commercial space design, combining practical experience, based on the talent training model of applied technology universities, this paper analyzes the problems in current curriculum teaching, makes a strategic view of the overall teaching reform of “Commercial Space Design” course, and explains how the curriculum teaching meets the needs of the standard industry. It has played a role in promoting the reform of commercial space design teaching.

1. Introduction

As a product of highly developed economy and society, commercial space is an important part of modern commerce. While possessing basic functions such as commercial display, leisure and entertainment, brand marketing, and daily office work, it is also the main way to spread the corporate culture, spirit and core concepts internally and externally. What’s more, it is a powerful means to build corporate brand, promote brand growth, accumulate brand value, and conduct internal recognition education.

As one of the professional courses that closely connect with the market, the environmental design majors of all domestic universities and colleges offer this course as the core. Colleges and universities put many credits and long study hours on the course. They also usually arrange the course for senior class and put much investment in curriculum construction. Looking at the curriculum layout, the future can be expected, but the facts are serious. The low employment rate of design graduates, weak design practice ability, and insufficient comprehensive quality have become common problems for many professional graduates. It seems that tens of thousands of environmental-design graduates each year didn't become the fresh forces in the industry. Instead, they complain about the design demand side and the society's distrust of design education in colleges and universities, which ultimately leads to a vicious circle of talent training that does not match social needs.

2. Analysis of Demand for Commercial Space Design Talents

With the rapid development of the domestic economy and increased commercial competition, the current domestic space design industry has new demands for professional designers, mainly as follows: First of all, more and more design companies (cultural groups) require new designers to have 1-3 years of work experience. Secondly, almost all design companies require design practitioners to have strong communication, coordination and design management capabilities. Third, the designers should have a sense of innovation. Finally, more design companies do not simply focus on the professional design capabilities of designers, but more consider the humanistic, legal, and ethical qualities of design practitioners.

Well-known domestic space design agencies all pay attention to the above issues in the entry requirements or interviews. Other emerging design service organizations use the above content as the main observation points for job acquisition, salary adjustment, and job promotion. But

unfortunately, the core requirements of the society and industry for design practitioners have never been involved or not been studied further or deeper in the teaching of most vocational colleges. From the perspective of industry needs, the curriculum reform of “Commercial Space Design” in applied technology universities has extensive and profound practical significance, which is also the original intention and source point of this paper.

3. Curriculum Teaching Reform Strategy Based on Current Industry Connotation Demand

3.1 The Current Industry Needs That Need to Be Paid Attention to in the Course of “Commercial Space Design” Teaching

3.1.1 Functionality, Originality, Aesthetics and Relevance Are the Eternal Standards of the Design Industry.

All excellent commercial spaces must satisfy functionality, originality, aesthetics and relevance [1]. All excellent commercial spaces must satisfy functionality, originality, aesthetics and relevance. Functionality is the basic requirement of space design, originality and aesthetics are the core conditions for companies to establish brand image, avoid homogenized competition, and build business culture. Relevance is the key to distinguishing brands from its competing brands and generating unique appearance and connotation. In the design course teaching, in addition to cultivate students' originality, aesthetics and relevance by real-time case analysis and brand reviews, it is also necessary to pay attention to the vicious brand communication behaviors of some inferior businesses, so that students will not be attracted by the space design and propagation behavior that play to the gallery. The course should establish the true, good and beautiful design value orientation for students.

3.1.2 Comprehensive Professional Awareness and Business Thinking Are the Inherent Genes of Excellent Designers

From the analysis of the horizontal ability of the course, commercial space designers are required to have innovative spirit, business thinking, unlearned thinking, planning and execution capabilities, etc. From the perspective of the longitudinal connotation of the curriculum, designers must have the capabilities of functional design, space division, color and lighting design, space interface design, material and construction process design, etc. As a commercial space with brand connotation, designers need to be forward-looking and logical from the very beginning. The above abilities are the basic conditions to test whether practitioners are qualified [2].

3.1.3 Standard Design Drawing is One of the Standards of Excellent Designers

A design company's requirements for the work experience of the recruits, in addition to the ability to implement real design projects, more consideration is whether the design products delivered by the designer to the first party meet professional standards. That is, whether the rework rate and error rate of design works can be minimized, and the company's internal communication and operating costs can be reduced. In space design, there are detailed requirements for the lines, proportions, annotations, and illustrations in the design and drawing process. Teachers need to make students understand in the teaching process that “good design” is not simply a “good-looking design”, but a design that can be implemented without making mistakes while having aesthetic characteristics. After all, it is the original intention of space design that can effectively solve the needs of space functions. From the perspective of talent training, it is necessary to strictly control the standardization of students' design and drawing from the above aspects, so that these rules can be internalized as students' design habits and genes to avoid students choosing a “detour” or a “wrong path”.

3.1.4 Recognize the Relationship between “Industry Attribute” and “Brand Personality”

With the diversified development of modern society, there are a wide variety of products or services. In the process of brand building, brands with similar properties are gradually subdivided in

brand design due to competition and communication needs to form a design form based on industry common features. This is so-called the industry attribute of design. At the beginning of design learning, a targeted understanding of the “industry attribute” of design is vital to design learning and growth. In the process of brand communication, the universal embodiment of the “industry attribute” of design can also reduce the communication cost between the design and the audience, and lay a certain foundation for the rationality of the space design.

Generally, people understand “brand personality” as a unique appearance that is influenced by corporate philosophy and culture. This is the key to a brand's unique image in similar competition, and it is the core element of brand competition. “Industry attribute” and “brand personality” are not contradictory pairs. Designers should form a mutually promoting and complementary relationship between the two. In the course of teaching, it is necessary to pay attention to “industry attribute” so that students can reach a general understanding of spatial design norms. It is also necessary to establish students' original design ability by emphasizing “brand personality”. Both of these, whether as design learners or design practitioners, are professional topics worthy of long-term attention and research.

3.1.5 Communication, Coordination and Design Management Capabilities Have Become the Main Competitive Advantages of Current Design Practitioners

The diversification of the society has contributed to the intersection of diversification and design composition of the design industry. Compared with the past, contemporary design activities present a model of cooperation, win-win and mutual benefit. Therefore, designers with good communication, coordination and design management capabilities are more in line with the current market needs, and their design output can be accepted by the society.

Based on the above point of view, excellent space design works must meet the following conditions: First, the space design and the audience need to achieve a balance of functions. Second, the designer and the project party should achieve a balance of design expression. Third, the corporate philosophy and social spirit need to achieve a balance of culture.

Excellent design finally allows the perfect integration of cost budget and design effect, industry commonality and project personality, commercial interests and social value, so as to provide the company the most optimized design management from design details and project overall, cultural connotation and visual appearance, current interests and long-term strategy.

3.1.6 Humanities, Laws and Morals Have Become the Core Elements That Influence the Growth of Designers

The development and progress of society has an inherent interaction with design. Design behavior has greatly promoted the progress of human civilization. The development of social productivity has played an important role in promoting design itself. In the era of highly developed information, the convenience of consultation and dissemination is actually a double-edged sword in terms of design. In the era of scarce resources, for commercial space design, design practitioners invested more time, cost and energy to carefully think and do the design works, which has contributed to the success of the designer and the work itself. Nowadays, especially in China, where the protection of intellectual property rights is not yet sound, there are fewer and fewer excellent works, replaced by plagiarism and design infringement that can be seen everywhere. Some design products lack deep attention to humanities and pursue superficial formal expressions. They do not emphasize the deepening of the connotation but care about sensory stimulation. Crude and clichés are all over the design environment.

Regardless of the social factors that affect the development of design, what is more is the lack of humanistic and professional ethics education in the process of design education implementation, which ultimately leads to the practical problems of difficult recruitment of enterprises and difficult employment of graduates. From the perspective of a company, ability affects quality, while character affects brand. Most companies pay more attention to practitioners' humanities, laws, and ethics than professional abilities.

3.2 Teaching Reform of the “Commercial Space Design” Course Based on the Needs of the Design Industry

3.2.1 Effective Top-Level Design

Commercial space design is a comprehensive course that is extremely comprehensive, requires high design capabilities, and requires a wide range of knowledge. It requires students to be able to effectively integrate and integrate other course content, and at the same time requires students to be aware of the environment. The overall connotation of design has very clear cognition and strict logical thinking [3]. Based on the above requirements, in the process of making a teaching plan, the first thing to do is to set up sufficient courses for this course. At the same time, as a core main course, it is necessary to make a moderate tilt in the distribution of credits and hours to ensure that the course has sufficient theoretical teaching and practical training. Secondly, after the formulation of the talent training plan, through the optimization of the syllabus, curriculum syllabus, and teaching plan, the internal logical connection between professional basic courses, professional main courses, professional elective courses and school-level public courses should be strengthened, so that both students and teachers can fully understand the relationship of inheritance and support in these courses. That is, emphasizing the continuity between the teaching content of this course and the content of the before and after courses. Thirdly, in the teaching affairs, it is necessary to make corresponding optimizations to the teaching staff, training venues, and time allocation of the courses, so as to ensure the quality of course teaching to the greatest extent.

3.2.2 The Combination of Practical Problems and Virtual Problems Will Cultivate Students' Original Design Ability and Aesthetic Ability

In theory, school-enterprise cooperation can solve the problem of lack of practice in talent training in colleges and universities to the greatest extent [4]. However, in actual operation, due to differences in interest concerns, value orientations, project cycles, and needs between companies and schools, it is difficult for general school-enterprise cooperation to be carried out or the level of cooperation is relatively shallow, and cannot truly solve the problem of lack of practice.

In the teaching of commercial space design, the practical problems brought by the corporate tutors can indeed cultivate the students' ability to solve practical problems, and can also maximize the impact of commercial factors on the entire process of design. At the same time, the school should also require full-time teachers with both teacher and engineer qualifications, teaching ability and practical ability, and industry practical experience to set targeted virtual problems based on the characteristics of business design. Through both practical and virtual problems, students' original design ability and aesthetic ability can be cultivated.

3.2.3 Carry out Course Knowledge Segmentation, Train Students' Professional Core Skills Separately

Possessing good design skills is the basic ability required by environmental design practitioners, and it is the core of supporting designers to complete design tasks [5]. The inclusiveness of the commercial space design course itself determines the “details and amount” of its knowledge points. In the process of course teaching, the course knowledge should be in-depth and rationally subdivided, the core of the course should be found, the key points and difficulties of the course should be clarified, and the skills of students should be trained hierarchically and classified through “case analysis” and “quick questions”. In the later stage, through the complete design of the whole case, the students' comprehensive design ability can be integrated. The second advantage of categorized and hierarchical skill training is that it allows students to have a sense of anticipation and freshness for the design training, avoids burnout caused by long-term assignments, and allows the teacher to know the problems of students in knowledge points at any time, and then guide them accordingly.

When teaching, the teaching method adopted is to classify various knowledge points hierarchically, and graft the horizontal and connotative abilities required by the course to form a

“micro-module” of course knowledge [6] and industry norms correspondingly, in order to achieve the cultivation of students' vocational skills.

In the teaching of commercial space design courses, the “guidance” role of the teacher is definitely greater than the “teaching” role. The normal state of “teaching” is that teachers discover problems and let students solve or deal with them; while “guidance” pays more attention to teachers using a series of methods to induce students to discover existing problems and solve them. In professional design, the attributes of the projects faced are different, and the resulting “problems” are also different. Design teaching should train students to gradually improve the design projects through their own design reflections, and achieve the ability to “self-creation, self-thinking and self-understanding” ability [7].

3.2.4 “Go out and Bring in”, Encourage Students to Understand the Market

Students' cognition of job market will directly affect students' learning effects and professional growth. First of all, it is necessary to arrange appropriate internships in any professional course teaching to strengthen students' awareness of the market and the future working environment. Secondly, when the conditions are met, frontline instructors and design teachers with practical experience are responsible for course teaching to expand students' contact rate with the market.

In the training of undergraduate design professionals, it is almost the consensus of the education circle that with the grade from low to high, professional knowledge also grows from shallow to deep [8]. However, in design teaching, as students promote to higher grades, the design issues they handled should become more detailed, comprehensive and local. In other words, the analysis and display of well-known cases can help lower-grade students build confidence and cultivate professional interest. For senior students, they should be guided to solve various design problems through the interpretation of practical cases that are visible and tangible around them.

3.2.5 Deepen the Connotation of Assessment and Cultivate Students' Communication and Collaboration Skills

Many complete design schemes on the market have not been recognized and favored by the first party or even the audience. Most problems are directly related to the communication of design. And for those successful designs, it is often the designers and their design works that impressed the first party of the project. Therefore, it is very important to cultivate students' communication and coordination skills and enable them to master design proposal skills. Simply focusing on design skills training will lead to the lack of students' ability.

After trying, the teaching and examination mode of “plan planning→design execution→post proposal” can allow students to simulate the real design environment to the greatest extent, transform the students' combined report score into a design proposal for the first party, which can effectively improve students' comprehensive design quality. The review team composed of professional teachers, corporate mentors, and non-professionals can also put forward targeted insights into the design plan from the perspective of academic, professional, and audience, which plays an important role in improving students' adaptability and communication skills.

4. Conclusion

The rise and prosperity of commercial space is inseparable from social economic development and social needs. To reset the curriculum in university professional education, the relationship between design and market demand should be first considered. This is also the basic logic for the existence of the “Commercial Space Design” course and continuous teaching reform. In design field, “division of labor and refinement” and “combination of capabilities” are a contradictory unity in the modern design industry. On the one hand, colleges and universities need to cultivate students' profound professional skills to meet future professional needs. On the other hand, they need to guide students to have a wide range of comprehensive literacy in order to obtain broader career development. This is also the question and challenge raised in the top-level design and implementation strategy of college design education.

The content of college design education is basically studying the nature of commercial space design, understanding its construction principles, creating talent training models, and analyzing existing major issues. These are the basis for the overall teaching reform strategy of the “Commercial Space Design” course, as well as the direction and methods for improvement. The education constructs a paradigm for the overall teaching reform of environmental design majors and promote the training of professional talents.

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