

Exploration on Teaching Reform of Architectural Interior Design Major in Chongqing Higher Vocational College under the Full House Furnishing Boom

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Abstract: Based on the current demand for architectural decoration design talents in Chongqing whole house decoration market, this paper analyses the problems existing in the teaching of architectural interior design specialty in higher vocational colleges. The teaching reform strategy of architectural interior design specialty in higher vocational colleges is discussed from the aspects of curriculum system, teachers' experience, training conditions and task mode.

1. Introduction

Full house decoration refers to one-stop service including hard and soft installation, which considers ceiling, wall, floor, furniture, household appliances and furnishings as a whole. The interior space will be given a uniform style and comfortable experience of quality home decoration design solutions, restore the real scene, to meet the urgent needs of consumers, WYSIWYG decoration results. In recent years, the concept of whole house decoration has been popular in Chongqing, and all the new generation of assembly companies have sprung up in the market. The old-fashioned decoration companies have also introduced new directions in the direction of the whole assembly. The previous decoration mode of hard-packing and soft-packing has gradually faded out of sight.

At present, the construction and decoration industry in Chongqing has a very urgent need for professionals with the whole house design ability. However, in the curriculum system of the architectural interior design of Chongqing higher vocational colleges, the courses for the whole house are rare. The existing teaching objectives can not fully meet the needs of enterprises for professional talents, and the teaching reform of architectural interior design courses is imperative.

2. Problems in the Teaching of Architectural Interior Design

2.1 There are differences between curriculum system and market demand, which need to be adjusted urgently

The traditional curricula system of architectural interior design specialty usually includes such courses as interior design of residential space, decorative materials and budget, decorative construction structure, home furnishing design, effect drawing design and so on. Its teaching objectives are: to be able to use computer software to draw indoor design plans. Familiar with decoration materials, and be able to prepare decoration project budget; familiar with decoration construction technology and structure; able to soft-fitting interior space design; able to produce interior rendering effect map. Such a curriculum system seems to be comprehensive, but in fact it is not the same. The result of the separation of the course content is that it is difficult for students to understand the interior decoration project from a macro perspective. Even if every course will be learned, it is still unclear what kind of process should be included in the decoration of a house, and how the knowledge points should support each other and effectively dock.

With the maturity of the whole house market in Chongqing, the industry has put forward higher requirements for designers. The interior design is no longer limited to the first hard-wearing scheme and then the soft assembly, or the rendering design and budgeting. Separation considerations. But

from the early stage of the whole interior design project, the contents of hard-fitting, soft-fitting, effect, material, construction, budget and so on will be planned as a whole and coordinated design. The traditional curriculum system has been difficult to adapt to the development of today's architectural decoration industry.

2.2 Teachers lack professional work experience and teaching content mostly stays at the theoretical stage

In Chongqing Vocational Colleges, most of the new teachers are fresh graduates of colleges and universities. From school to school directly, they have short time to contact the society, few opportunities, lack of industry experience, and less experience in their own post practice. Architectural interior design is an industry that pays special attention to post practice. Especially under the impetus of the current wave of whole house decoration, the market of architectural decoration develops rapidly, and the software used in operation mode, project process, household brand and even design is used. It is quite different from a few years ago and is still being fermented and refreshed. For teachers who lack the background of industry work, even if the theoretical foundation is solid, the old theoretical knowledge can easily become a useless thing, can not keep up with the development and changes of the industry, and it is inevitable that it will not be able to organize the practice teaching.

2.3 The training conditions are limited, and the weight of the course is lower

As a technical talent for architectural interior design, it should have the ability to practice the whole house. Therefore, it is very necessary to construct a training room with house measurement, construction structure, furniture display and model swing function. After a sample survey of the higher vocational colleges in Chongqing, including Chongqing Aerospace Vocational College, Chongqing Real Estate Vocational College and Chongqing Vocational College of Art and Engineering, which have set up the architectural interior design specialty (environmental art specialty). It is found that there are some problems in the training conditions of this major in each university, or there is no relevant training room, or the training room lacks functions. Due to the limitation of practical training conditions, the weight of practical links in project design course is relatively low, which is often simplified into pure theoretical teaching and lacks real whole-house decoration practice experience.

2.4 Task model is single, lack of training students' comprehensive ability

Most of the assignments in the course of architectural interior design are based on the design of virtual projects. Teachers provide original household plans and implant corresponding restrictions and design requirements. Students complete the project design within the specified time, focusing on the test of students' style control ability, spatial planning and layout ability, design elements combination and collocation ability and the mastery of relevant software. Although this task model can test the students' interior decoration design skills to a certain extent, it only completes one part of the teaching objectives strictly, lacking the excavation of hands-on ability and teamwork ability. Nowadays, the whole house renovation project is characterized by strong comprehensiveness, clear division of labor, mutual assistance among various types of work in the team and common promotion. If the students do not have the project experience of completing comprehensive tasks in groups during their school years, then the cultivation of comprehensive abilities will naturally be out of the question.

3. Exploration on Teaching Reform of Architectural Interior Design Specialty

3.1 Carding industry demand and adjusting curriculum system

Through sorting out the demand for talents in the construction and decoration industry in Chongqing, we should adjust the existing curriculum system adaptively, combining hard-fitting

design, soft-fitting design, effect drawing production, budget and construction. Create more reasonable layout, more uniform style, more comfortable experience of home space. Such a curriculum system can be adopted. After completing professional foundation courses such as sketching, composition, and common software courses such as AutoCAD and SketchUp, the whole house series is opened. The series is organized around a complete interior design project and can be divided into the following four phases (Table 1).

Table 1 Whole House Wholesale Course System

Course stage	Course content	Curriculum objectives
Whole House Furnishing Project Design (1)	Decorative style	Master the interior decoration style, familiar with the characteristics of decorative materials, and be able to use computer software to produce a hard-fitting design of the house.
	Decorative materials	
	Hard mounting design	
Whole House Furnishing Project Design (2)	Home brand	Familiar with household brand and furniture size, able to use computer software to produce a soft-fitting design of the house
	Furniture size	
	Soft loading design	
Whole House Furnishing Project Design (3)	Rendering	Make three-dimensional rendering effect map, and prepare budget text according to hardcover and softcover schemes
	Budgeting	
Whole House Furnishing Project Design (4)	Decoration construction	Master the project process and construction technology of decoration project and learn the skills of single talk
	Business negotiation	

Based on the requirement of the whole house decoration for the hard elements such as interior wall decoration, modelling background wall, ceiling floor, decorative lines, etc., all use the same style. Therefore, the first stage of learning should cover hardcover design, decorative style and material characteristics, and finalize the spatial tone. In the second stage, we will focus on the soft-fitting design, familiarize ourselves with the home brand and furniture size, ensure that the soft-fitting objects come from real brand goods, so that the design scheme is no longer limited to virtual imagination. In the third stage, three-dimensional rendering effect map is made, and budget text is prepared according to the design scheme. Because of the integration of the whole house, budget price is the final quotation of the whole decoration project, which needs to be grasped. The fourth stage is implemented in the construction, familiar with the project process and construction process of the interior decoration project, mastering the main body demolition, hydropower transformation to woodwork, tiling and painting. From the installation of cabinets and lamps to the process of entering the furniture and appliances, we can also add the business talks. Although the talks are the first step of the entire decoration project, the talks must first understand the style, materials, quotations, crafts, etc., and it is more appropriate to study at the final stage. Through such systematic learning, students will have a deep understanding of how the design is formed step by step, and then step by step. The completed works will be more rigorous and deeper than the works under the previous separate course system teaching. At the same time, it will also encourage students to cultivate the awareness of overall design and develop professional vision and design thinking.

3.2 Promote the internship system for teachers and gain first-line work experience in the industry

The school will take the lead in strengthening the internship system for teachers and encourage professional teachers in higher vocational colleges to work in enterprises during the holidays. The interior design professional teachers can go to the school-enterprise cooperation design company to

carry out the post practice and the post-job training, focus on the design and construction of the whole house assembly project, and gain valuable experience in the frontline work of the industry. Timely update the expertise in the design field to enhance your practical skills in interior design, materials and construction management in professional positions. At the school level, teachers' practical abilities should be linked with such items as post conditions, annual assessment and professional title evaluation, and corresponding incentive system should be introduced to stimulate teachers' willingness to self-promotion. It should be emphasized that before carrying out post practice and post exercise, teachers should make clear the objectives and tasks of post practice and formulate detailed implementation plans. At the same time, the college should carry out strict supervision and management, and evaluate its effectiveness after the post practice, so as to avoid the practice becoming mere formality.

3.3 Increasing the proportion of practical courses and matching corresponding training bases inside and outside schools

Practical training is an important part of higher vocational education which is different from undergraduate education. Higher vocational education should increase the proportion of practical training of courses and train high-quality technical and skilled talents to meet the needs of the industry. As the skills required for the whole house decoration are diverse and professional, schools should focus on building a training base with sufficient area, complete household furnishings, measurement, display and display functions. If the function of the school's training base cannot be improved due to school venues and funding restrictions, efforts should be made to develop towards the off-campus training base. Nowadays, the whole design company usually has its own material factory and furniture store, so it can sign a school-enterprise cooperation agreement with Chongqing's well-known equipment design company. The decoration material training room, the furniture display training room, and the soft-packed training room are included in the construction of the off-campus training base to provide substantial hardware support for the teaching reform.

3.4 Improve the task mode and attach importance to the cultivation and testing of students' comprehensive ability

The current curriculum task model can only examine the mastery of students at the design and software level, and lacks a basis for assessing students' hands-on ability and teamwork ability. However, in actual work, the company just attaches great importance to these two capabilities of employees. Therefore, it is recommended to make corresponding adjustments in the content of the task and the weight of evaluation, weaken the theoretical tasks, and increase the weight of evaluation of practical ability and teamwork ability. Students work in small groups and work together to complete each home furnishings design assessment project in strict accordance with the "learning by doing" teaching concept, so that hands-on ability and teamwork ability can be effectively exercised. In addition, the school can organize various skills competitions, such as the effect drawing competition, the whole house decoration manual model competition and so on, to stimulate the enthusiasm and enthusiasm of students to participate, and to commend and reward excellent works.

4. Conclusion

To sum up, we can reform the teaching of architectural interior design from four aspects. That is to say, we should adjust the curriculum system according to the needs of the industry, strengthen teachers' on-the-job practice to acquire industry experience, increase the proportion of practical courses and set up corresponding training bases, and introduce the task mode of emphasizing the cultivation and detection of comprehensive abilities. In recent years, the construction and decoration industry in Chongqing has developed rapidly, and the whole house market is hot. It also puts forward more new requirements for our higher vocational colleges as the exporters of basic talents. According to the actual requirements of the company, timely adjustment of our curriculum system and task mode, strengthen our faculty level and training support, help our students to integrate into the industry faster,

better to get started.

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