

Exploration on the Path of Environmental Art Design from the Perspective of School-enterprise Cooperation

Lin Zhu

Chongqing Business Vocational College, Chongqing, 401331, China

Keywords: School enterprise cooperation; Environmental art design; Path

Abstract: Environmental art education has been promoted to a high position, and environmental art design specialty has also received more and more attention, and the demand for talents is increasing day by day. Therefore, blind opening and enrollment expansion, incomplete curriculum system and low teaching quality have caused such a social problem that the quality of students' employment is not high. Students do not have a certain understanding of the future employment direction, and they do not have enough ability to master the actual work, which may easily lead to employment difficulties. In the process of enterprise cooperation, it is difficult for schools to obtain direct value. Enterprises have obvious advantages in resources and manpower, and schools are at a disadvantage in school-enterprise cooperation, which makes enterprises lack deeper cooperation motivation. Therefore, the education of environmental art design must be improved and improved. Therefore, this paper attempts to explore the path of environmental art design from the perspective of school-enterprise cooperation. The corresponding improvement suggestions are put forward, aiming at educating talents and strengthening the cooperation between schools and enterprises, which can cultivate the required design talents and management talents for enterprises and promote the win-win situation between enterprises and schools.

1. Introduction

With the development of China's urban economy and the increasing emphasis on the aesthetic and practical functions of urban environment, urban environmental art design has become a popular profession. Environmental art and design is a comprehensive discipline that integrates various fields of scientific knowledge such as art and design, environmental design, and humanities. Environmental art education has been elevated to a high position, and environmental art and design majors have also received increasing attention, resulting in a growing demand for talent. As a result, blind enrollment and expansion, incomplete curriculum system, and low teaching quality have led to a social problem of low employment quality for students. Practicality and applicability are one of the important characteristics of environmental art and design majors, which requires them to further deepen school enterprise cooperation, explore relatively mature school enterprise cooperation models, break the current inefficient situation of school enterprise cooperation, and achieve further development and improvement through effective school enterprise cooperation with enterprises [1-2]. There are still some obstacles in the path of school enterprise cooperation that affect the cooperation and development between the two. The purpose of school enterprise cooperation is to improve the teaching quality of environmental art and design majors, with the aim of providing qualified design and design management talents for society and enterprises, as well as solving the problem of graduate employment[3]. At present, China's art and design education cannot meet the demand for talent supply in society, and has not cultivated design talents with high comprehensive quality, practical ability, and strong knowledge structure. There is a lack of professional leaders, and there is a shortage of dual teacher resources. In the process of enterprise cooperation, schools find it difficult to obtain direct value. Enterprises have obvious advantages in resources and manpower, while schools are at a disadvantage in school enterprise cooperation, resulting in a lack of deeper cooperation motivation for enterprises. Therefore, environmental art and design education must be improved and improved. Starting from the current situation and existing problems of school enterprise cooperation paths, this article proposes corresponding improvement suggestions, with the

aim of educating talents, strengthening cooperation between schools and enterprises, and cultivating design and management talents that meet the needs of enterprises, promoting mutual benefit between enterprises and schools[4].

2. Significance of developing school-enterprise cooperation mode in environmental art design

With the deepening of education reform, environmental art design is also constantly reformed, and school-enterprise cooperation teaching mode is introduced into teaching. Due to the characteristics and advantages of this major, school-enterprise cooperation can be better carried out. For the direction of future employment, students do not have a certain understanding, and they do not have enough ability to master the actual work, which may easily lead to employment difficulties [5]. In view of this situation, China's education department has issued corresponding measures, echoing the talent training mode of "combining work with study" adopted by major universities, so that students can learn theoretical knowledge in the process of actual operation. The most striking feature of the school-enterprise cooperation model is that it is implemented in the form of joint-stock cooperation. Both schools and enterprises participate in the school-enterprise cooperation in a dual capacity. They are both shareholders and implementers of education. As shown in Figure 1, the school-enterprise cooperation mode, the environmental art design major tries the school-enterprise cooperation mode of environmental art, which helps to promote the initiative of schools and enterprises in school-enterprise cooperation based on the interest community.

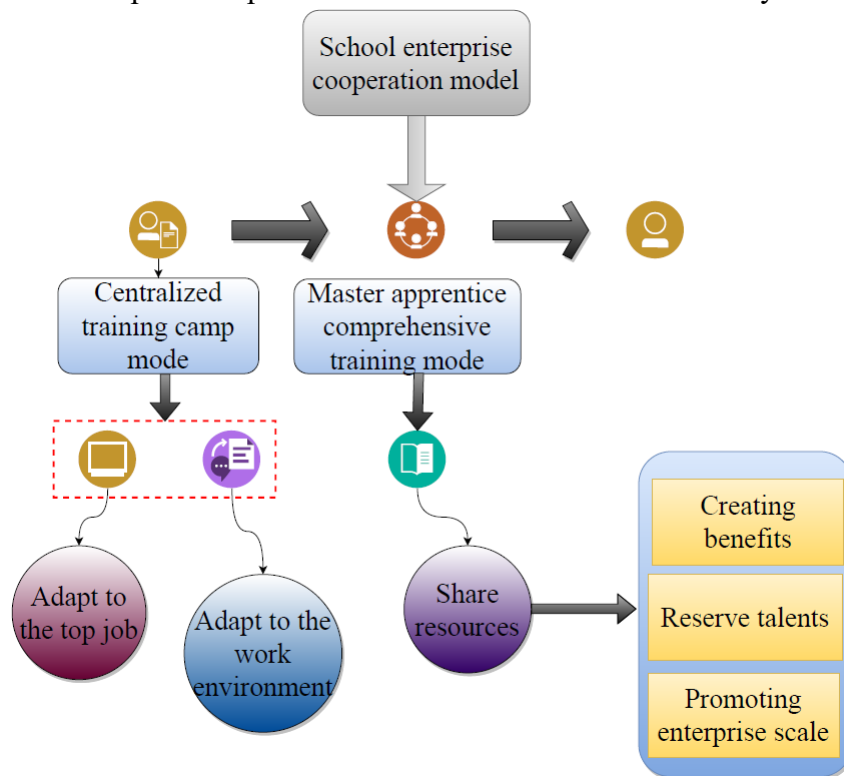


Figure 1 Content of School Enterprise Cooperation Model

Students' participation in work practice in advance is conducive to the cultivation of post spirit and attitude such as love and dedication, hard work and patience, as well as the cultivation and exercise of professional post abilities such as hands-on ability, comprehensive analysis ability, team cooperation or independent work completion ability and strain ability in advance [6]. The effective implementation of school enterprise cooperation mode in vocational environmental art and design majors can truly reflect the educational value, construct a comprehensive curriculum system, adopt a teaching model that integrates teaching and learning, and ensure the effective development of vocational education.

3. The current situation and problems of implementing school enterprise cooperation in environmental art design

3.1. Lack of interaction between school and enterprise cooperation

At present, in the context of a market economy, enterprises pay more attention to economic benefits, which makes school enterprise cooperation difficult and affects the implementation of school enterprise cooperation models in teaching. In many existing school enterprise collaborations, the connection between schools and enterprises is only limited to the recruitment of fresh graduates. That is, when schools invest time and effort in cultivating professional talents, enterprises will choose students from certain positions related to their internal departments according to their own needs. Therefore, many school enterprise collaborations clearly lack deep interaction [7-8]. Environmental art majors have certain time and cycle limitations, making it difficult for teachers to participate in related projects outside of teaching. Many vocational environmental art majors have been established for a relatively short period of time, lack corresponding disciplinary foundations, and have significantly insufficient research and development conditions. The teaching of students is also relatively closed, and their teachers are not familiar with the dynamics of enterprises and industries due to long-term educational activities. This teaching method cannot cultivate students' employment and entrepreneurship abilities, and cannot meet the needs of the social economy.

3.2. The cooperation between schools and enterprises lacks contact

Generally speaking, cutting-edge practice can often drive the development of theory, so in the process of combining theory with practice, theory often lags behind practice. School-enterprise cooperation can not bring economic benefits to enterprises in a short time, and even affect the normal work of enterprises. There are differences in the pursuit of goals between the two sides, which makes school-enterprise cooperation difficult. Most design enterprises are not large in scale, lacking corresponding development concepts, insufficient awareness of social responsibility, and lack of awareness of personnel training participation[9]. For students, school-enterprise cooperation can not only provide relevant facilities for internship and excellent technicians for training, but also enable students to have more professional practical experience, clarify their career orientation and obtain internship income [10]. In many enterprises, especially in environmental art design enterprises, this kind of thinking mode and practice mode of art and various specific materials used in environmental art design are constantly developing and changing with the development of the times and science.

4. Path Analysis of School Enterprise Cooperation Mode in Environmental Art Design

4.1. Ways to carry out school enterprise stock cooperation

Schools are not only educational institutions, but also shareholders of enterprises. Both schools and enterprises share educational responsibilities and tasks. For enterprises, it can effectively improve the quality of design, reduce the cost of the design process, and reduce the relevant cost investment of the enterprise. In terms of teaching methods and content, professional teachers should also enter enterprises to understand market demand and accumulate professional practical experience for themselves. Only by fully understanding the needs of the market and enterprises can theoretical knowledge and practical applications be combined to ensure that students can fully adapt to society and enterprises. In order to reasonably adjust the proportion of teachers, schools can introduce a large number of part-time teachers, achieve the sharing of teaching resources between enterprises and schools, and allow enterprise experts to participate in the teaching tasks of school practical courses. The school adopts a flexible management mechanism to manage part-time teachers, and formulates a reasonable management system for part-time teachers and a student evaluation system. Through the construction of off campus internship bases, practical teaching activities can be carried out in relevant departments and training centers of enterprises. Students can participate in project design frontline through on-the-job internships. Before the internship, the

school, enterprise, and students need to sign corresponding agreements to agree on accommodation and transportation expenses during the internship period, ensuring the safety of students during the internship period.

4.2. Implementing the school run enterprise cooperation model

In the teaching of environmental art design specialty, giving full play to the leading role of double-qualified teachers, organizing students to form inseparable teams and undertaking corresponding design projects can achieve effective cooperation, mutual complement and development, and achieve common promotion of both sides. The practical teaching base of school-enterprise cooperation provides students with a real working scene, which is equivalent to a training for students. When students enter the enterprise for internship, they can work with the employees of the enterprise and truly experience the life and working scene of the enterprise. Enterprises have absolute advantages in construction technology, new technology, new materials, cutting-edge information of design, etc. Therefore, according to the school-enterprise cooperation agreement, enterprises regularly send experts to the school to guide practical courses, act as technical consultants and hold professional lectures on cutting-edge design trends, new technologies and new materials for teachers and students. Under such circumstances, the courses of environmental art design specialty need to be adjusted, and the teaching methods are more flexible, which brings great challenges to teaching management. Let students participate in the whole design process, and it is best to select the corresponding work. Through student participation, students can exercise their design skills and better adapt to future work requirements.

4.3. Implementing a cooperation model for school enterprise projects

In the studio, adopt the company's management model, set up corresponding job positions and responsible persons, undertake relevant design tasks of the enterprise, and sign corresponding design contracts. For enterprises, it can improve design quality, reduce design costs, reduce investment costs, and save the cost of renting space; For schools, it can save on investment in equipment and the cost of practical training for students. There are three main forms of school enterprise stock cooperation, as shown in Figure 2.

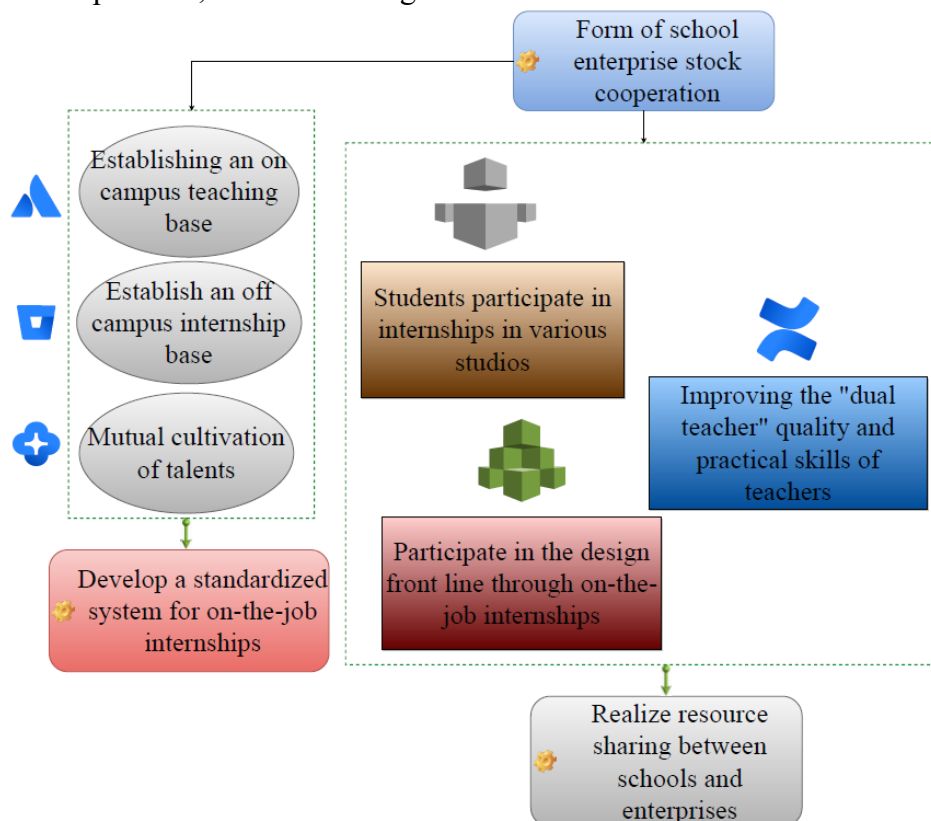


Figure 2 Form of Stock Cooperation between Schools and Enterprises

Through team collaboration, the operation and management of the studio are ensured. After completing the design work, students in the studio provide construction guidance and take photos, record various construction processes, organize students to regularly participate in the construction site, and carry out practical teaching activities. After completing this type of course and gaining a certain understanding of relevant professional knowledge, students can choose whether to stay in the school enterprise cooperation unit for work. This type of course not only requires students to learn theoretical knowledge, but also requires them to enter the construction site to learn specific processes. Whether it is company management or construction drawing design, students must undergo a certain period of learning. After completion, students can directly work in the company. In course design, teaching design can be optimized based on students' characteristics. Theoretical knowledge learning can be conducted in the morning and on-site process learning can be conducted in the afternoon, allowing students to directly master skills and abilities, and the learning effect can be evaluated through testing.

5. Conclusions

Opening and broadening the cooperation path between schools and enterprises is not only a matter that can directly affect students, but also a very beneficial way to effectively improve the practical ability of schools and enhance the theoretical perspective of enterprises. In the teaching of environmental art design specialty, school-enterprise cooperation mode is adopted to strengthen the cultivation of students' practical ability, promote teachers' own growth and provide assistance for the development of enterprises. The enterprise arranges employee training to the school, and the school and enterprise negotiate to formulate the curriculum and teaching content, and the school manages and implements the teaching tasks. In addition, in the process of joint teaching with schools, enterprises can continuously improve the quality of their own reserve forces, and in the process of leading students to practice, enterprises can also accept and change some new ideas and reform and innovate. This paper explores the path of environmental art design from the perspective of school-enterprise cooperation. Several effective ways and measures of school-enterprise cooperation provide us with such an idea. We have reason to believe that as long as our colleges and universities are pragmatic in several aspects of school-enterprise cooperation, they will certainly achieve more effective results. Further explore the mode of school-enterprise cooperation and constantly try new modes to further promote the in-depth development of school-enterprise cooperation and enhance its effectiveness. Ensure the smooth cooperation between schools and enterprises and realize the common development of schools and enterprises.

References

- [1] Xiao S, Liu Y, Ye L. study on the construction of school-enterprise cooperative curriculum system for environmental design major[J]. *Industrial Design*, 2022, 46(12):61-73.
- [2] Chen J, Zhong X. EXPLORATION ON "SCHOOL-ENTERPRISE COOPERATION" IN ENVIRONMENTAL DESIGN—THE MODE OF SEGMENTATION IN GRADUATION PROJECT COURSE[J]. *Design*, 2022, 49(17):56-68.
- [3] Xu X, Rong X. Exploration on Personnel Training Mode of Environmental Art Design Specialty in Higher Vocational Colleges Based on School-enterprise Cooperation—The Case of Suzhou Industrial Park Institute of Vocational Technology[J]. *Vocational and Technical Education*, 2022, 46(15):39-57.
- [4] Huang Wenjuan. ANALYSIS OF RESOURCES OPTIMIZATION IN THE COOPERATION INNOVATION BETWEEN SCHOOLS AND ENTERPRISES—TAKING ENVIRONMENTAL DESIGN MAJOR OF NANTONG INSTITUTE OF TECHNOLOGY AS AN EXAMPLE[J]. *Industrial Design*, 2022, 46(12):19-34.
- [5] Hu Q. Exploration on Practical Teaching Reform of Landscape Art Design Course[J]. *Anhui*

Agricultural Science Bulletin, 2021, 36(10):16-23.

[6] Li J. CONSTRUCTION OF SCHOOL-ENTERPRISE COOPERATION MODEL AND MANAGEMENT SYSTEM FOR ART DESIGN MAJOR IN HIGHER VOCATIONAL COLLEGES[J]. Industrial Design, 2019, 55(30):42-57.

[7] Wang K. Thoughts on Reforming the Practice Teaching of Environmental Art Design Specialty in Higher Vocational Colleges[J]. Journal of Educational Institute of Jilin Province, 2022, 37(12):49-62.

[8] Dong L U. THE TEACHING REFORM AND RESEARCH OF ESTABLISHING A COOPERATION MODE BETWEEN ENVIRONMENT DESIGN AND ENTERPRISE[J]. Design, 2019, 33(12):40-48.

[9] Neto B, Alves J, Rangel B, et al. SYNERGIES AND COOPERATION BETWEEN THE MASTER COURSES OF ENVIRONMENTAL ENGINEERING AND PRODUCT & INDUSTRIAL DESIGN AT FEUP[J]. Journal of Educational Institute of Jilin Province, 2020, 20(7):41-53.

[10] Liu C Q. Reform of Curriculum System of Environmental Engineering Specialty in Local Universities under the Background of "Double First-Class"[J]. Education Teaching Forum, 2019, 36(2):10-19.