

Exploration on Employment-oriented Cultivation and Teaching of High-quality Applied Talents in Environmental Design Major

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Abstract: As an applied, comprehensive and innovative discipline, the specialty of environmental art design takes the training of professional design talents in the new era as its own responsibility. With the change of talent supply and demand situation and the progress of school teaching reform, the traditional teaching mode of graduation design in China's universities has exposed problems such as being divorced from social reality and difficult to connect with the market. The traditional talent training mode in universities has been unable to meet the constantly updated talent demand in the new era, and the employment pressure of students majoring in environmental design has also increased. In the context of economic transformation, how to cultivate environmental design professionals is a problem that needs to be considered by environmental design teachers in universities. The universities should grasp both theory and practice, realize the employment orientation of environmental design major in universities, improve students' social practice ability, and increase the employment of graduates of environmental design major. Based on the employment problems of students majoring in environmental art and design, this paper probes into the existing problems of environmental art and design in universities, and puts forward some targeted suggestions.

1. Introduction

The talent training of environmental design specialty should focus on the combination of theory and practice, which has long been agreed in the design education circle. With the deepening of the concept of environmental protection, environmental design such as architecture, decoration, gardens and urban public places has been highly valued, and the demand of enterprises and institutions for environmental design professionals is increasing. The teaching advantage of universities is to cultivate students' theoretical knowledge accumulation and improve their comprehensive quality. The purpose of learning is to serve enterprise practice. Students are required to master theoretical knowledge and also improve practical skills [1]. The major of environmental design has strong practicality, but under the inherent talent training mode, students' practical ability is often not strong, and the professional teaching content cannot effectively connect with the needs of social talents. The curriculum teaching reform and the innovation of talent cultivation mode are the important support for cultivating the employability of college students. It is required that the curriculum teaching reform must adhere to the market-oriented and capability-based, implement the teaching reform around the market demand for talents, and form the talent cultivation mode with innovation and entrepreneurship as the goal orientation, so as to realize the transformation of college students from employment to entrepreneurship, and promote employment with entrepreneurship [2].

According to statistics, thousands of universities across the country have set up environmental design majors. Due to the large demand for environmental design professionals in the market, wide employment range and low employment threshold, the employment rate of graduates has maintained a relatively high level, but behind it, there are also problems of low employment quality such as graduates' lower employment expectations, lack of stability, and professional mismatch [3]. The education system of China's environmental design specialty is mainly formed in art colleges, architecture colleges, forestry colleges and engineering colleges. Universities with different discipline backgrounds have different emphasis on the professional training mode, and the curriculum system is also affected by the universities and their discipline backgrounds. Universities

should clarify their own positioning and gradually transform the cultivation of application-oriented talents in the field of environmental design based on the establishment of universities. The formulation of the talent training plan for environmental design professionals needs to closely combine the latest requirements of society and enterprises for environmental design professionals. In the market environment of social transformation and development and fierce talent competition, rapidly subdivide the market space for talent demand, and clarify the target orientation of talent training [4].

By analyzing many information from actual teaching and employment feedback, it can be found that the breadth and depth of knowledge in the construction of the curriculum model of environmental design major has a crucial impact on whether the self-development ability of students in this major can meet the requirements of industry and social development for professionals after graduation [5]. The major of environmental design mainly focuses on the problems that actually occur in the interior and exterior of buildings, and cultivates students' ability to analyze and solve problems. In the process of cultivating application-oriented talents, we should pay attention to the whole-process employment guidance. The lack of employability of graduates is the biggest problem facing the cultivation of environmental design professionals. It is necessary to explore the construction of employment-oriented practical teaching system.

2. Analysis of Existing Circumstance

2.1. Analysis on the Current Situation of Talent Demand in the Employment Market

The employment market requires graduates of environmental design major to be able to connect with the society smoothly. The talent training plan of universities should be market-oriented and based on ability training to train docking talents [6]. The typical feature of environmental design specialty is that the knowledge covers a wide range. The demand of the employment market for professional talents is also corresponding to this, and professional universities are required to cultivate environmental design talents with broad knowledge, strong comprehensive quality and overall thinking ability for the society.

The major of environmental design is a major with strong application. Its talents should not only have comprehensive knowledge, but also have strong practical application ability. Environmental design talents need to grasp new design concepts and methods in a timely manner, accurately predict social change trends, and integrate these factors into the design; At the same time, we should have sharp professional insight to adapt to the characteristics of forward-looking disciplines and the demand for talents in the employment environment [7]. In the actual employment environment, the environmental design industry reflects the extremely obvious team cooperation characteristics. Most of the design tasks are difficult to be completed by a single designer alone. It needs to form a team to design together, and it needs to be coordinated and completed by all departments and systems.

2.2. Analysis on the Current Situation of Environmental Design Specialty in Universities

As a rapidly developing specialty closely integrated with the market economy, the environmental art specialty should pay more attention to linking with the talent demand of the employment market in professional training. The curriculum system, teaching methods and teaching contents of universities are basically unchanged, and they are not well integrated with the market environment, which is difficult to meet the demand of the employment market for talents. In combination with the needs of social development, cultivate high-quality environmental design application-oriented talents, build reasonable practical training strategies and talent training models, and improve the recognition of students by society and enterprises, so as to solve the increasingly prominent problem of low matching between supply and demand of environmental design professionals [8].

The strong practical characteristics of environmental design require teachers to pay close attention to the actual needs of society in the teaching process, and strengthen the training of students' practical skills on the basis of imparting systematic theoretical knowledge. In the current

education and teaching work, many teachers still focus on the theoretical teaching of teaching management, still carry out the training of environmental design talents with the thinking of theoretical talents, pay more attention to the teaching of design professional knowledge, ecological environment concept, etc., pay insufficient attention to environmental design practice, and students' hands-on practice ability has not been effectively improved. The major of environmental design is a comprehensive discipline with complex content and wide range of knowledge. The complexity of the discipline will affect students' learning interest, while the simplification of teachers' teaching content and methods will also affect students' learning enthusiasm. Students are prone to fatigue during classroom teaching, resulting in low learning enthusiasm.

3. Teaching mode reform

3.1. Clarify the training task

In the teaching of environmental art design specialty in universities, the organic combination of teaching and practice is a very important content. Theoretical teaching is an important basis for practical teaching, while practical teaching is the intuitive embodiment of theoretical teaching. The two promote each other and develop together. By sorting out the curriculum of university environmental design specialty, analyzing the employment market, establishing reasonable training objectives, and putting forward a task-based teaching model based on the curriculum and teaching methods. In this teaching model, design specialty courses are combined with practical teaching links, so that students can understand the market demand in the classroom learning process, improve students' practical ability, and enrich students' construction management experience [9]. Through the investigation and analysis of the employment market, combined with the current teaching situation of the environmental design specialty in universities, the specific training tasks are determined by stages (Figure 1).

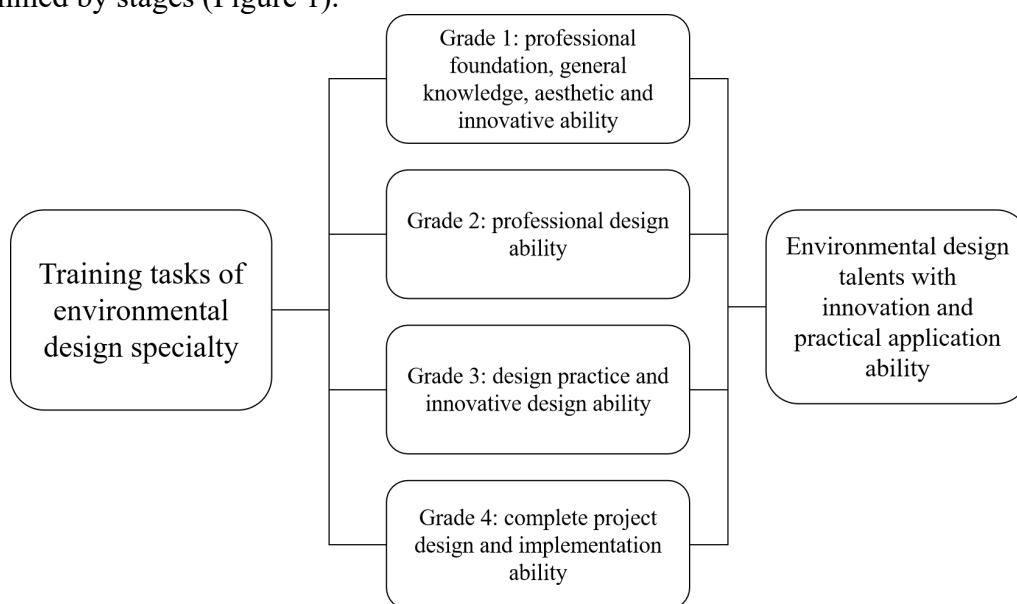


Figure 1 Training tasks of environmental design specialty

Under the task-based teaching mode, teachers should coordinate the relationship between topics and courses, topics and topics, topics and teachers. In order to better connect with the market and break the previous single way of teaching by teachers, the school can arrange professional teachers and off-campus design tutors to form a team of teachers to teach together, which can coordinate teaching, jointly discuss and jointly implement assessment, provide students with a real workplace scene, and closely integrate classroom teaching with the market environment. According to the actual situation of specific design courses, teachers should fully teach relevant principles, design guidance should focus on stimulating and cultivating students' interest and potential in design, design evaluation should focus on the supplement of knowledge points, and performance evaluation

should take the form of public evaluation and explain the reasons.

3.2. Develop A Practical Teaching System

The employability of college students is the ability of graduates to achieve their ideal of employment, meet the needs of society and realize their own value in society through the study of knowledge and the development of their comprehensive qualities during their school years. Employment-oriented education refers to the education mode that universities, guided by the actual needs of the employment market, develop talent training programs in reverse order for college students to have the ability to work in the employment position [10]. The employability of students majoring in environmental design mainly comes from the practical ability cultivated by professional practical teaching. Therefore, to improve the comprehensive practical ability of graduates majoring in environmental design and improve the employment quality of graduates, only by establishing a scientific and perfect professional practical teaching system, carrying out implementation in a planned way, and effectively evaluating the implementation effect, is a reasonable way.

In order to sort out the professional practical ability of environmental design, we conducted interviews and surveys with the design directors of more than 20 environmental design-related enterprises, mainly to understand the needs of enterprises for the working ability of environmental design talents. Combining the survey results with the practice and teaching experience of universities, this paper summarized the practical ability of environmental design into four parts: drawing performance ability, design thinking ability, construction budget ability and comprehensive application ability, As the four abilities necessary for employment in this major, it is a system with tight logic and indivisibility (Figure 2).

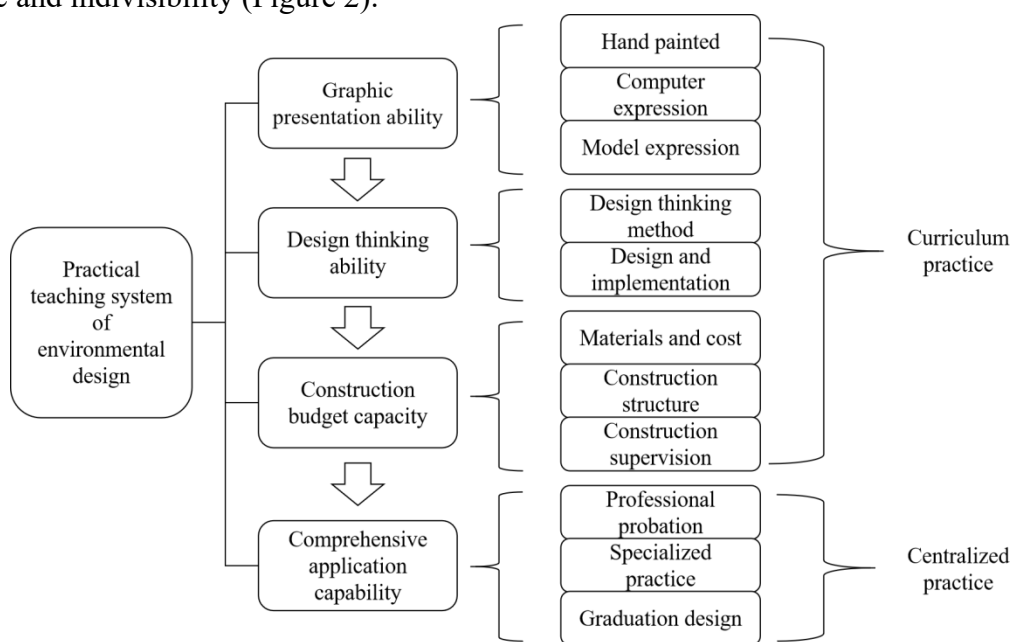


Figure 2 Environmental design practice teaching system

The practical teaching system for environmental design specialty is composed of four ability objectives, including practical teaching projects and their own practical courses. Only by effectively carrying out each practical course and completing the content of practical teaching projects can the goal of practical ability training be achieved.

4. Conclusions

As a comprehensive and practical major, environmental design needs to pay more attention to cultivating students' practical and innovative abilities in talent cultivation. In view of the current situation of the low employment quality of graduates majoring in environmental design, the main reasons are the mismatch between the employability of graduates and the talent standards of the employment market, and the lack of employability of graduates. The key to improve the

employability of graduates majoring in environmental design is to carry out employment-oriented practical teaching activities. The arrangement of teaching content in universities should highlight the application part in the theoretical courses according to the training objectives of environmental design professionals and the actual situation of students. The practical courses should optimize the teaching content, pay attention to the teaching quality and reform the teaching mode; pay attention to integrating theory with practice, highlight the ability of students to use professional knowledge to solve practical problems, and organically combine knowledge teaching and ability training. Higher requirements have been put forward for the teaching of environmental art design in universities. The traditional talent training mode has gradually failed to meet the needs of the current education and teaching development. The employment-oriented teaching of environmental design in universities should have corresponding changes with the development of the times. College teachers should boldly innovate on the basis of connecting with reality, promote the reform of environmental design, constantly optimize the relevant curriculum system of the specialty, strengthen the cooperation between schools and enterprises, and constantly enrich the teaching content and teaching form.

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