

# Research on the Teaching Reform of Environmental Art Design Course under the 1+X Certificate System

Yang Yang

Liaoning Communication University, Shenyang, Liaoning 110136, China

**Abstract.** The "1+X" certificate system, namely the "diploma certificate + several vocational skill level certificates" system, is an important reform task proposed in the "National Vocational Education Reform Implementation Plan". This system aims to strengthen the integration of 1+X certificate pilot and professional construction, curriculum construction, teacher team construction, etc. through the combination of academic certificates and vocational skill level certificates, in order to improve the quality of vocational education and students' employment ability. The "vocational education + additional vocational qualifications" system in foreign countries has a high degree of similarity with China's 1+X system, both of which encourage students to obtain vocational education diplomas while actively obtaining various types of vocational skill certificates, expanding students' employability, promoting the connotation development of vocational education, and connecting vocational education with the needs of economic and social development to improve the quality of talent cultivation. For environmental art majors, this system provides new opportunities and directions for professional teaching reform.

**Keywords:** Level certificate, reform task, construction, development.

## 1. The Background and Significance of the Research on the Teaching Reform of the "1+X" Certificate System

The "1+x" book evidence integration of environmental art courses covers the basic knowledge, techniques, case analysis, and practical operations of environmental art majors. It can help students systematically master the theory and practical experience of environmental art design, and enhance their design abilities and levels. For those who want to become an excellent designer, studying for the 1+x certificate is very necessary and important. The learning of the 1+x certificate is not limited to theoretical knowledge and case analysis, practical operation also occupies an important position [1]. In the practical operation stage, students will face real environmental art design cases, and they need to apply the knowledge and skills they have learned to practical design practice. This not only helps to consolidate their professional knowledge, but also exercises their problem-solving ability and creativity. Through practical operation, students can better understand the practical application and operational skills of environmental art design, laying a solid foundation for their future career development.

In practical operation, students will face real environmental art design projects and need to participate in a series of work such as project conception, design scheme formulation, material selection, and budget control. Through these practical design projects, students can learn how to communicate with clients, understand their needs, coordinate with construction teams, and solve various problems in design implementation. This practical session provides students with an opportunity to simulate actual work, enabling them to adapt to future work environments more quickly and accumulate valuable experience for their future career development.

## 2. Research on the Teaching Reform of the "1+X" Certificate System

### 2.1. Curriculum System and Teaching Content Reform

Integrating book and certificate integration into the curriculum, integrating the course content of environmental art with the vocational skill level standards of the "X" certificate, and constructing a curriculum system that integrates "1" and "X" course and certificate integration. For example,

integrating the relevant content of the Interior Design Vocational Skills Level Certificate into the curriculum of Environmental Art Design majors ensures that students can obtain academic certificates and master corresponding vocational skills during the learning process.

Therefore, in professional teaching, it is necessary to update teaching content, keep up with industry development trends, integrate new technologies, processes, standards, and requirements into teaching content, and ensure the timeliness and cutting-edge nature of teaching content [2]. Imitate the working mode of enterprises and carry out the reform of the "studio system" teaching mode. Students receive professional theoretical learning and practical training under the guidance of a team composed of on campus teachers, enterprise technical personnel, and industry experts. That is, in the first semester of freshman year, centralized teaching is adopted, and in the first semester of sophomore year, students choose corresponding studios according to their employment positions. Studio teachers should also provide certain selection guidance based on the actual situation of students. After students enter the studio, teachers and technical personnel from partner companies become their mentors. Targeted training is carried out according to the ability needs of students' employment positions, in order to achieve personalized teaching and training, optimize job skills teaching to the greatest extent, achieve zero connection between the studio and enterprise positions, and enable students to enter company positions after graduation. We will promote teaching, learning and classroom revolution in a coordinated manner, promote "Internet plus classroom", carry out classroom revolution, establish a "learner centered" teaching innovation laboratory, conduct research on teaching and learning methods, and form a new classroom model in the post epidemic era. Carry out a book certificate integration project to achieve organic integration of positions, courses, competitions, and certificates. According to the requirements of the "credit bank", credit recognition and exchange will be carried out to achieve a 1+X certificate acquisition rate of over 80%.

## 2.2. Innovation in Teaching Methods and Tools

Integrating practice oriented teaching, strengthening the practical teaching process, and using project-based learning, workshops, school enterprise cooperation, and other methods to enable students to master vocational skills and enhance their ability to solve practical problems in practice. Simultaneously integrating information technology into teaching, fully utilizing modern information technology tools such as virtual reality (VR), augmented reality (AR), etc., enriching teaching methods, and improving teaching effectiveness. The construction of environmental art majors requires continuous improvement of the curriculum system based on an understanding of the knowledge structure needs of small and medium-sized enterprises for environmental art design talents, in order to better support talent training objectives. At the same time, strengthen the cultivation of students' self-learning ability, lay a foundation for their future development needs, and enable them to have the ability of lifelong learning. After years of construction, the teaching of professional skills can form a "one two three four five" engineering system, which is a practical scenario (scenario based teaching of professional skills courses); Two combinations (combination of skills and knowledge, combination of school and market); Trinity (a three-dimensional teaching model that combines the main and auxiliary aspects); Four modernizations (materialization, objectification, proceduralization, standardization); The five characteristics (interpretation, demonstration, organization, correction, and targeting) are used to achieve the practical application of course content. At the same time, a distinctive "studio system" and "dual introduction" talent training model will be formed. The profession relies on the "service design" enterprise to accurately match job requirements and technical needs. Adhering to the educational philosophy of "one technology has already applied to the country", it is positioned to cultivate compound technical and skilled talents. It adopts the "studio system" of "project introduction" and "competition introduction" of the "dual introduction" talent training mode, as well as the "six step" teaching characteristics of studio projects, which include speaking, demonstrating, imitating, teaching, practicing, and practicing, in order to achieve seamless integration between course content and enterprise projects. Greatly improving students' comprehensive

knowledge application ability, practical operation skills, and innovation ability, the quality of talent cultivation and employment competitiveness have been significantly enhanced.

### **2.3. Construction of Teaching Staff**

Emphasize the cultivation of "dual teacher" teachers, encourage and support teachers to practice in enterprises, enhance their practical abilities and professional skills, and build a "dual teacher" teaching team [3]. Introduce high skilled talents, hire industry experts and high skilled talents as part-time teachers or guest professors, and bring students cutting-edge knowledge and practical experience in the industry. In terms of teacher team construction, the Environmental Arts major adheres to market-oriented, high standard, and strict requirements for cultivating teaching staff. Through a combination of full-time on campus and part-time off campus teaching, teacher enterprises are required to participate in skill training and learning on a regular basis every year, and obtain corresponding skill certificates according to teaching needs, laying a good foundation for professional teaching.

### **2.4. Establish Diversified Evaluation and Integrated Evaluation of Documentary Evidence**

Establish an evaluation system centered on abilities, emphasizing the organic combination of process evaluation and result evaluation, and adopting various evaluation methods such as project evaluation, skill competitions, and vocational qualification certificates. Through the integration of documentary evidence and evaluation, vocational skill level certificates are included in the student evaluation system, achieving a dual certification integration evaluation of academic certificates and vocational skill level certificates.

## **3. The Implementation Effect of the "1+X" Certificate System Teaching Reform**

By implementing the teaching reform of environmental art courses under the "1+X" certificate system, the following results can be achieved:

- (1) Improve the quality of talent cultivation, Students' vocational skills have significantly improved, enabling them to better adapt to the needs of industries and enterprises.
- (2) Enhance employment competitiveness, Students holding both academic certificates and vocational skill level certificates are more competitive in the job market.
- (3) Promote the integration of industry and education, strengthen cooperation and communication between schools and industry enterprises, and promote the deep development of industry education integration and school enterprise cooperation.

## **4. Conclusion and Prospect of Teaching Reform in the "1+X" Certificate System**

The integration of the "1+X" certificate system into the construction of environmental art design courses can connect with the project-based and engineering integrated curriculum system of environmental art design and related positions, continuously improve the teaching resources of environmental art design, build a high-level teacher teaching innovation team, and create a new highland for the cultivation of high-quality technical and skilled talents in modern environmental art design. To provide high-quality technical and skilled personnel support for the decoration industry, construction industry, and various construction positions, and to build a high-quality "service design" environmental art design course in the province. The cultivation of professional talents is based on school enterprise cooperation and the integration of industry and education, adapting to the regional market demand for talents, continuously improving the standards of talent cultivation, combining the talent needs of enterprises with professional construction and talent cultivation goals, and establishing a win-win cooperation mechanism between schools and enterprises.

## 5. Conclusion

The "1+X" certificate system provides new ideas and directions for the teaching reform of environmental art majors. Through reforms and innovations in the curriculum system, teaching content, teaching methods, and evaluation system, the quality of talent cultivation and social service capabilities in the field of environmental art can be significantly improved. In the future, with the deepening implementation and promotion of the "1+X" certificate system, the teaching reform of environmental art majors will continue to achieve new results and progress.

## References

- [1] Zheng Zhiying. Teaching resource library empowers the integration of "1+X" documentary evidence [J] China Informatization, Issue 03, Pages 123-124 2024.
- [2] Cai Kewen. A Brief Analysis of the Reform of Art and Design Teaching in Self study Examinations in Private Colleges - Taking the Art and Design Teaching of the Continuing Education College of Hunan University of International Economics as an Example [J]. Art Education Research, no. 12, 92-93, 2013
- [3] Ba Jiahui, Wang Wenjing. Construction of "Dual Teacher" Teaching Team in Higher Vocational Education Based on "Dual Teacher Workstation" [J]. Journal of Jiangsu Engineering Vocational and Technical College, no.02, 84.2024