

Exploring the Comprehensive Education Practice of "Post-Course-Competition-Certificate-Innovation" in Environmental Art and Design Majors in *Shanghai Institute of Commerce & Foreign Languages* as an Example

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Abstract

This paper advocates for the adoption of a five-dimensional comprehensive education model, with a focus on post-course competition and certificate creation, to effectively implement the comprehensive education concept of "Post-Course-Competition-Certificate-Innovation" and enhance the quality of talent training in vocational colleges. It conducts an analysis of the reform strategy for the environmental art design major at Shanghai Institute of Commerce & Foreign Languages from five key perspectives: restructuring the talent training program, harnessing synergies from school-enterprise collaboration, driving teaching method reforms, elevating levels of double-teacher teams, and integrating ideological and political curriculum requirements. Finally, it provides a summary and reflection on the outcomes of professional construction.

Keywords

Vocational Colleges; Post-Course-Competition-Certificate-Innovation; Ideological and Political Education; Environmental Art Design Major.

1. Introduction

The National Vocational Education Conference in 2021, for the first time, introduced new requirements for comprehensive education in the form of a "Post-Course-Competition-Certificate". The Opinions on Promoting the High-quality Development of Modern Vocational Education issued by the General Office of the Communist Party of China Central Committee and The General Office of the State Council further proposed to enhance the comprehensive education mechanism of "Post-Course-Competition-Certificate", design and develop courses according to job requirements, and establish a modular and systematic practical training course system. This aims to improve students' practical abilities. As a major in environmental art design with strong application practice, the comprehensive education program emphasizes integrated design technical skills training, incorporates real-world job tasks into the curriculum, integrates skill competitions into case studies and situational training, as well as includes vocational certificates with substantial content in learning outcome evaluation. This ensures effective connection and organic integration between theory and practice in curriculum teaching, forming a talent training model that combines technology with German practices while giving equal importance to theory and practice.

2. The significance of the "Post-Course -Competition-Certificate-Creation" Five-Dimensional Comprehensive Education Mode

The phenomenon of "universal education" in China's vocational education has been a long-standing issue, stemming from the emphasis on knowledge over skills and theory over practice

in talent training and teaching modes. It is crucial to fully implement the development concept of vocational education attributes and prioritize skill learning in personnel training. The proposal for comprehensive education through "Post-Class-Competition-Certificate-Creation" explicitly defines the unique "learning by doing" mode in vocational education, reflecting the growth patterns of technical talents and vocational education. This approach represents an important shift towards vocational education with distinct professional characteristics and active participation from enterprises, departing from the traditional general education model. The comprehensive mechanism of "Post-Class-Competition-Certificate-Creation" connects industry, education, competition, and certification systems following market logic, educational principles, competition dynamics, and standard regulations. This facilitates effective integration within industrial chains, educational networks, talent pipelines, and innovation pathways while enhancing adaptability within vocational education.

3. Current Situation of Environmental Art Design Major in Higher Vocational Colleges

At present, the characteristics of civilian-run higher vocational design major are shown in the following five aspects: first, the basis of students is different, the teaching object is complex and diversified; Second, the cultural foundation is weak, the learning attitude is perfunctory, and the polarization of students is obvious; Third, the subjective consciousness of learning is weak, lack of learning enthusiasm; The fourth is lack of self-confidence, holding "oneself is not as good as others" mentality; Fifth, the basic professional skills are weak, but the practical ability is good. In the past three years of practicing the "Post-Course-Competition-Certificate-Creation" talent training and promotion process, it was found that "the" double innovation "model suitable for professional learning conditions needs to be in-depth practice, and an effective comprehensive evaluation mechanism needs to be established." "Post course competition Certificate Creation" comprehensive education is an integrated technical and skill personnel training mode formed basis on "vocational integration, integration of knowledge and practice, and combination of work and study". It is a significant sign of strengthening the characteristics of vocational education types. It focuses on solving the problems of vocational education methods, solving the problems of "what to learn" and "how to learn" of vocational school students, and is conducive to cultivating more high-quality technical and skill talents.

4. The Comprehensive Education Reform Measures of "Post-Course-Competition-Certificate-Creation" at Shanghai Institute of Commerce & Foreign Languages

Based on the talent training model of "master studio as the guide, teacher studio as the core, student maker workshop as the array, trinity and three-level collaborative promotion", the environmental art design major of Shanghai Institute of Commerce & Foreign Languages has implemented the integration of "Post-Class -Competition-Certificate-Creation" in the past five years. Integrate the elements of professional positions, project courses, qualification certificates, skill competitions, innovation, and entrepreneurship in interior design-related industries to form a "post course integration, class certification integration, class competition integration, class creation integration" curriculum system. It is worth putting forward that the construction of environmental art design specialty is characterized by "interior soft decoration and creative design of life aesthetics". In the construction of professional connotation in the past three years, it has gradually formed a talent training model such as digital modeling and HeFeng weaving-"double studio", and built a teacher-student co-creation studio led by "corporate part-time designers, professional teachers and craft teachers".

4.1. Restructure the Personnel Training Program

The integrated development of cultural and creative industries under the background of digitalization and networking has put forward new demands for composite applied technical talents. Based on the horizontal comparison of relevant industries and similar majors in the cultural and creative industry chain in Shanghai and the Yangtze River Delta region, this paper focuses on the relevant job groups in the interior design industry related to the digital cultural and creative industries in Shanghai and analyzes their work tasks and professional abilities. Therefore, a high-skill applied curriculum system of interior design based on post competence is constructed. Corresponding to the needs of the cultural and creative industry chain, combined with the characteristics of the construction of the environmental art design major, the formation of a dual studio "Post-Course-Competition-Certificate-Creation" education mechanism corresponding to the post-ability needs of "digital empowerment, transmission and creation integration". A logical course system of "intangible cultural heritage transformation and double creation education, cultural and creative product design and implementation, digital media design and display, and environmental space art application design" has been formed in the course setting to stimulate students' growth potential and build a diversified approach and platform for the implementation of "Post class Competition Certificate Creation".

4.2. Develop the Advantages of School-enterprise Collaboration

On the one hand, vocational colleges employ part-time teachers through visiting professors and industry mentors. At the same time, clarify the duties of part-time teachers, implement the basic task of cultivating virtues and talents, and strengthen the daily management and evaluation mechanism of part-time teachers; Third, through schools and enterprises and institutions to engage in part-time work to promote cooperation in co-construction of events, subject research, technological innovation, project promotion, and achievement transformation. It is worth mentioning that our school invites first-line designers to play the role of "industry mentor" in the teacher-student co-creation studio, which can not only meet the needs of practical teaching and textual training of environmental art design majors, but also expand the application of new technologies, new processes, new norms and new requirements in the implementation of the project, and enrich the content of the combination of education and training. It has enriched the integrated practice of "teaching, learning, research, training, and competition".

4.3. Promote the Reform of Teaching Methods

Based on the teaching reform practice of "Post course Competition Certificate Creation" in the past three years, the major of environmental Art Design explores the comprehensive education mode of "double studio system" "Post course Competition Certificate creation" "which is suitable for the learning background of design majors in private higher vocational colleges, breaks the conventional research domain of" talent training "and" curriculum system ", and puts forward innovative teaching methods. Through the "first classroom" in the classroom and the "second classroom" in the studio, the mixed three-dimensional teaching mode of "classroom professional skills training + studio innovative practical ability development" is constructed to strengthen the emotional communication and exchange between teachers and students, and improve students' vocational competence in an all-round way. It reflects the integration of "post class competition and certificate creation" in the new era of craftsman spirit and vocational quality of higher vocational students, in order to try to crack the long-standing problems of "emphasizing specialty, undervaluing ability, undervaluing skills, undervaluing quality, undervaluing teaching, undervaluing educating people" and other issues.

In professional classroom teaching, the "three-ring and six-step teaching method" is adopted, in which the "three-ring" refers to the professional training room, the teacher-student co-creation studio, and the skill competition training room; "Six steps" refers to task interpretation,

excellent case appreciation, demonstration and doing, skill strengthening, individual counseling, and summary reflection. The teaching method embodies the logical framework of "module-project-task-skill point- effectiveness assessment", improves students' ability to transfer knowledge, and is conducive to stimulating students' intrinsic learning motivation. "Three-ring and six-step teaching method" has played a positive and effective role in the completion of teaching and training tasks, quality improvement and goal realization. At the same time, in the setting of professional course content, the standards of interior design skills competition should be connected, and the standards of professional teaching standards, curriculum standards, teaching content, teaching materials construction, teacher training, and other aspects should be connected with national and municipal selection standards. Actively organize students to participate in Shanghai and national student vocational skills competitions, cultivate students' vocational awareness, and improve students' vocational skills and comprehensive literacy.

4.4. Improve the Level of the Double-titled Teaching Teams

Talents are the primary productive forces, and teachers play a mainstay role in higher vocational college education. Striving to build a new type of teachers with the integration of science and practice is the fundamental goal of realizing the modernization of vocational education, and it is also the basic content of the Implementation Plan for Deepening the construction of "double-qualified" teachers in vocational education in the New Era. Based on the shortage of the construction of dual teachers in private higher vocational colleges, how to effectively achieve the dual excellence of theoretical knowledge and practical skills, and how to form a professional dual teacher team composed of professional teachers in the school and part-time teachers in enterprises is the focus of the integrated development of production and education in higher vocational education. With the construction of high-quality teachers as the focus, seriously do a good job of vocational skill level certificate teacher training, so that the quality, knowledge and skill level of teachers can meet the dual needs of teaching and training. At the same time, part-time teachers in enterprises can hire technical backbone or technical experts from school-enterprise cooperative enterprises and high-quality enterprises in the same industry to be responsible for the practical teaching tasks of 1+X certificate projects. At the same time, full-time teachers are regularly sent abroad to practice in cooperative enterprises, and ensure that the established tasks are completed on time and in good quality, encourage the acquisition of vocational skills certificates, and add bricks to the professional construction of the double teacher team.

4.5. Integrating Ideological and Political Requirements into the Curriculum

The teaching team of the environmental art design major actively explores the integration mode of "X certificate" and related professional courses, implements the reform task of "combining education and training", and improves teachers' ability to participate in vocational skill level training and evaluation. On the other hand, under the background of the pilot 1+X certificate, training students' vocational skills and professional quality can realize the imperceptible effect of the curriculum's ideology and politics. For example, the concept of space design can be traced to revolutionary history, traditional culture, regional culture and other subject areas. Starting with these contents with obvious value tendencies, will help students establish cultural consciousness and cultural confidence. Cultivate students' national spirit and patriotic feelings; At the same time, it takes "consciously inheriting and carrying forward the excellent traditional Chinese culture, comprehensively improving students' aesthetic and humanistic qualities, and enhancing cultural self-confidence" as a clear training goal and training requirements, and "guiding students to base themselves on The Times, take root in the people, go deep into life, and establish a correct view of art and creation" as a scientific teaching purpose and education guidance, and enhance their sense of service and social responsibility.

5. The Effect of "Post-Course-Competition-Certificate-Creation" Comprehensive Education Construction

A series of work focusing on the formulation of personnel training programs, the development of integrated courses, the implementation of high-quality vocational training and education reform has effectively improved the pertinacity and implementation effect of the pilot 1+X certificate system. Shanghai Institute of Commerce & Foreign Languages through the "double studio teaching practice", so that students in the actual work environment to exercise their professional ability, and improve their practical ability; At the same time, through job practice, skill competition, and the acquisition of professional qualification certificates, I have enhanced my professional ability and employment competitiveness, and increased the employment rate. Since 2021, the Environmental Art Design teaching team has actively organized students to participate in various interior design-related competitions, and has won more than 40 awards in total, with the student participation rate reaching 38%; In the past five years, with the responsibility of inheriting and innovating regional culture and intangible heritage technology, Hefeng Weaving Studio and Rusu Digital Modeling Studio have completed nearly 400 productized orders. At the same time, in the past three years, students participated in the "1+X" interior design (intermediate) certification examination, the average pass rate reached more than 96.7%. At present, the professional has a municipal teaching teacher, built a fashion industry college, 3 teachers and students to create training rooms, full-time teachers of senior titles accounted for nearly 60%; Double-skilled teachers account for nearly 80%, and the environmental art design major strives to build a group of innovation teams with German and technical cooperation, innovation and reasonable structure to provide teacher support for comprehensively improving the training quality of composite technical skills talents.

6. Conclusion

"Post" is the direction of students' skill learning, "course" is the basis of students' skill learning, "competition" is the demonstration and benchmark of course teaching, "certificate" is the evaluation and inspection of learning results, and "creation" is the transformation of innovative practical results. Through the pilot of the "1+X" certificate system, the major of the environmental art design has explored and established a teaching reform model of "work-oriented teaching, a combination of education and training, and integration of class and competition". Through the "Post-Course-Competition-Certificate-Innovation" five-dimensional comprehensive education model combining post-practice, course learning, skill competition, vocational qualification certificate and innovation and entrepreneurship education, the environmental art design major has initially reached the goal of "linking academic education and vocational skill training, mutual recognition of vocational skill level certificate and academic education course credit transfer, and constantly improving the quality of talent training".

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