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RESEARCH ON TEACHING REFORM AND INNOVATION OF FURNITURE DESIGN COURSE BASED ON PROJECT- DRIVEN

XINMIAO Wen^{1,2}, PASHKEVYCH Kalyna¹

¹Kyiv National University of Technologies and Design, Kyiv, Ukraine

²Hunan International Economics University, Changsha City, People's Republic of
China

59379233@qq.com, pashkevich.kl@knutd.edu.ua

This article is committed to promoting the effective integration of the training of furniture design talents in colleges and universities with market positions. Analyzed the significance of project-driven teaching of Furniture Design, mainly for the establishment and improvement of talent training mode, the improvement of talent competitiveness, and the promotion of the development of furniture design industry. Proposed a teaching strategy for the project driven "Furniture Design" course: combining virtual and real projects, deploying team teachers, and building and sharing resources through school-enterprise cooperation.

Key words: *Project drive, furniture design, curriculum teaching, market, reform.*

INTRODUCTION

In recent years, the furniture industry has been shuffling, and the industry has entered an orderly development stage. Enterprises above the industry scale are growing. For the design industry, the employment prospect of furniture design is good, and the demand for skilled talents is increasing. Based on this, application-oriented undergraduate colleges or vocational schools should adjust the teaching plan and teaching mode to adapt to the continuous development of the industry and market when teaching design majors.

PURPOSE

Shorten the distance between the training of furniture design talents in colleges and universities and the actual market, and ensure the seamless connection between the teaching content and the industry and market posts.

RESULTS AND DISCUSSION

In the project-driven teaching, the course of Furniture Design should carry out the driving teaching that combines the virtual project with the actual project. The virtual project teaching can be arranged before the school-enterprise cooperation and the actual project, using the principle of "from easy to difficult, from simple to complex" to play the role of exercise, and can also be cross-conducted with the actual project to build a bridge between the theoretical basis and the actual project



in the early stage of the course, with the role of adjustment and connection. Based on the early theoretical teaching and virtual project, the actual project selected is directly or close to the real work situation of the furniture designer. In the teaching process, enterprises provide appropriate projects and explain the project background and design requirements [1], and guide students to complete the project through the process of research, project approval, scheme design, scheme report, and selection of excellent schemes [2]. During the design process, we should maintain good communication with the enterprise, correct the problems in the design process from the perspective of the enterprise and the market at any time, stimulate the students' interest in independent learning, and more intuitively study the project courses, so that they can obtain practical knowledge that cannot be learned from the theoretical knowledge.

The course of Furniture Design involves many fields and directions, including psychology, ergonomics, structural science, materials science and aesthetics. The curriculum should establish a team of teachers with rich practical experience. The project drive determines that the course of Furniture Design cannot be separated from school enterprises and the joint establishment of teaching teams. In addition to "going out" for professional training, teachers can also "invite in" professionals from professional furniture companies to teach for students. Therefore, the teacher team can include not only teachers with high professional level and solid theoretical foundation, but also designers and industry personnel with rich practical experience and strong operational ability (fig. 1). A complete teaching system plays a positive role in strengthening students' professional foundation, improving design ability and paying attention to quality cultivation [3]. The project-driven team-type teacher allocation has broadened students' horizons and knowledge fields. Teachers, industry personnel and designers can help students understand the professional qualities and professional ethics that a furniture designer should have through words and deeds, which can set an example for their future career development [4].

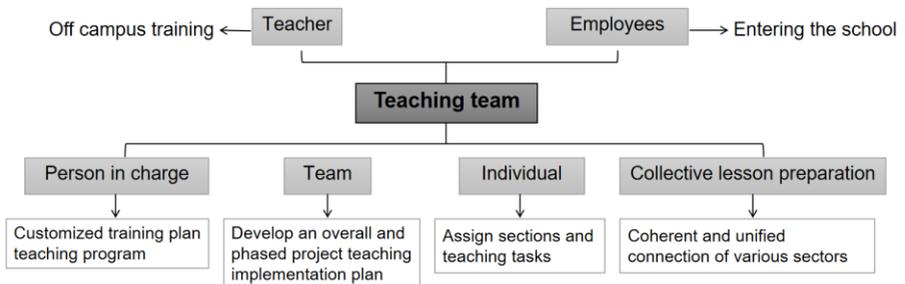


Fig. 1. Scheme of interaction of teachers of different types in the educational process of training " Furniture Design" specialists



For the course of Furniture Design, most schools have limited conditions and cannot create practice bases inside the school. The problem can be solved by creating off-campus practice bases to realize resource co-construction and sharing [4]. In the school-enterprise cooperation, it can not only serve as the practice base and practice base for students, but also serve as the production, teaching and research base for teachers, and strengthen the relationship between the school and the society. According to the actual performance of students' courses, enterprises can solve the employment problem of some students while students have the same employment intention [1].

At the same time, enterprises can also solve the problem of enterprise talent demand and shorten the time for enterprises to cultivate furniture design talents. The way of co-construction and sharing of school-enterprise cooperation resources can realize the win-win situation of students, teachers, schools and enterprises.

CONCLUSIONS

Through the early theoretical knowledge and project-driven systematic practice, the course of Furniture Design enables students to master the workflow and methods of furnishings design and seamlessly connect with the industry and market. Through the project-driven teaching method, we focus on the cultivation of students' innovation and practical ability, promote students' interest and desire for independent learning, cultivate students' comprehensive quality ability, improve students' practical ability with teachers, create a benign interaction between students, teachers and enterprises, and improve the quality and efficiency of the whole teaching work.

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