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Reform Strategy of Product Quick Question Design Based on Innovation and Entrepreneurship

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Abstract: Quick question design is a unique way of examination in interior design. It mainly refers to a design plan which can complete the design content in a certain time, and it can reflect the design content completely. Although fast problem design cannot fully reflect the true design level of the students, but from the whole, it can also reflect the students' creative and creative level and hands-on ability, and test the students' basic skills to master the basic skills. This paper mainly introduces the characteristics of the fast problem design course, analyzes the fast and good design and performance methods of the interior soft design, in order to construct the high quality classroom, so that the students can quickly grasp the core content of the fast problem in the interior soft design. Based on the teaching situation of product quick question design, the paper analyzes the existing problems in the current curriculum, and takes the innovation and entrepreneurship as the leading thought, and puts forward the ideas and Strategies of the reform in the design of material reserve, the cultivation of innovative thinking and the practice of quick question.

1. Introduction

"The decision of the Central Committee of the Communist Party of China and the State Council on deepening education reform and comprehensively promoting quality education" pointed out: "Higher education should attach importance to cultivating college students' innovative ability, practical ability and entrepreneurial spirit." Entrepreneurship education is the main way to cultivate high-level innovative talents, entrepreneurship education. The development has far-reaching significance. This decision is mainly to deal with the difficulty of employment of college students caused by the expansion of enrollment. Among them, the employment situation of design college students is more serious: on the one hand, the design talent market still lacks high-end talents with innovative thinking, creative ideas, design services and design management and management capabilities; on the other hand, design graduates are oversupplied and difficult to find jobs. Some students have to switch to other jobs. Faced with such a employment situation, we must re-examine what problems exist in design teaching, especially the shortcomings of quick design as an important

means of employment application and entrepreneurial practice. The author believes that the teaching of quick question design should broaden the students' horizons, pay attention to the accumulation and reserve of professional design cases, pay attention to the cultivation of students' innovative thinking, and let students participate in design cases as much as possible so that the role of quick question training can be truly exerted.

2. The Characteristics of Quick Question Design

2.1. Features Fast Design of Time

If you want to grasp the skills of designing quick questions, I think we should first understand the time characteristics of fast topic design: short time. Therefore, in a short period of time, high efficiency is the skill we should possess. Nowadays, universities and design institutes have different requirements for time when designing quick questions, generally ranging from 3 h to 8 h, but mostly 6 h. This requires that we must be able to carry out high intensity design and efficient improvement in a short time. Only the plan but no hand-painted fast question will not be recognized by everyone; only hand drawn expression without the design of the quick question will lack its own meaning and value, but also a denial of the architectural designer itself. Designers must be able to examine questions quickly, the brain is quickly conceived and expressed on drawings under high efficiency, which is a test of the professional knowledge of a designer, and a challenge to its own ability.

2.2. The Characteristics of the Title Design

The topic of quick question design also has many characteristics. The title type is based on the subject of the activity center, the community club, the cultural center, the museum, the memorial hall and so on. The main functions are comprehensive and pluralistic, which can not only examine the thinking ability of the designer, but also reflect the designer's control level of the professional knowledge. However, some college entrance examinations are subject to urban high-rise commercial buildings and large-scale commercial complexes. I think it is inappropriate that too many restrictions can lead to students' creativity. At the same time, most of the time and energy are used for layout and performance, and it is difficult to really work on the design.

3. The Training of Creative Thinking

Creative thinking is a way of thinking embodied in the process of creation. It is a new and three-dimensional way of thinking. In order to find new theories and new design methods, it is not confined to the existing order and opinion, and seeks new fields and new ideas from multiple angles and multiple directions.

In the design of quick questions, students should be good at applying various ways of thinking, find the breakthrough point of product design, and carry out innovative design or improved design. Of course, there are many ways of innovative thinking, such as image thinking, abstract thinking, seeking different thinking, divergent thinking, reverse thinking, associative thinking, etc. There are analogy design and bionic design methods commonly used in imaginal thinking. For example, in the design of the flower, it usually forms a fixed image in the mind, and the designer can think in the way of reverse thinking: can we design the water from the bottom up? In the process of quick question design, students should try to divert in various ways of thinking, analyze all aspects of divergence, fully absorb the advantages of all aspects and improve the technical conditions, and finally design a new, practical and unique product.

4. The Practice Method of Quick Question Design

4.1. Launched From a Topic Lenovo

In the teaching of design techniques such as performance techniques, conceptual design, and bionic design, teachers should pay more attention to the training and practice of quick design. For example, developing a topic for a topic is critical to developing a student's ability to innovate. Facing an object or subject to learn to develop associations and divergent thinking can not only develop the imagination of students, but also connect many seemingly irrelevant things, which is what is necessary for innovation.

4.2. Product Quick Problem Design Combat

Teachers should guide students to participate in the relevant events related to product design, or the joint proposition of teachers and cooperative enterprises, requiring students to complete the design of the proposition products within a limited time, including the original shorthand on the external form of the product, and the internal structure of the new product. Analyze records, etc., you can also add charts and texts, and make comprehensive explanations and explanations to improve the practical ability of students' quick design.

Product rapid problem design is the prototype concept of product design. It is the initial morphological description of product design. It is the most active stage of creative thinking of designers. It fully reflects originality, inspiration, activity and imagination. The reason why the design of the quick question has received extensive attention is because it is an important way to find, design, enter, and select various types of design talents. While paying attention to painting techniques, it is an important teaching strategy to strengthen the students' reserve of design materials, the cultivation of creative thinking and the practice of participating in the actual quick question design, so as to enhance students' innovative quality and practical ability, and cultivate professional quality for the industry. Industrial design talents with strong innovation ability and solid foundation.

5. The Rapid Problem Design Course Teaching Plan

5.1. Course Introduction

The quick design course is designed for environmental design students, mainly in the third semester, for a total of 32 hours. The online course is designed to facilitate students to self-learn under the class to solve problems caused by less class hours and less in-class study. Quick Question Design is a course that students learn after completing the perspective foundation and hand-painted performance techniques. The design of quick questions focuses on ideas and ideas. It is not only an original shorthand on the outside of the space, but also must analyze and record its functional structure. The quick question design can be a sketch of the design of the new space, or it can be added to the chart, text, form and a comprehensive explanation.

5.2. Course Positioning

Fast problem design course to train students' ability to design thinking and express the ability to express design ideas quickly and accurately. It helps students to grasp the coping methods and quick performance techniques of indoor, landscape and building fast questions, and exercise students' keen thinking ability, observation ability, understanding ability, analytical ability, and rapid

expression ability.

5.3. Course Objectives

First, learn a little perspective drawing method, two-point perspective drawing method and the use of various tools, and use the effect map to restore the design scheme and understand the relationship between color and line draft. Second, master the rendering lines and coloring techniques, and quickly draw the plane, elevation and rendering schemes of the relevant propositional design. Third, focus on developing students' teamwork skills and good professionalism.

5.4. Course Assessment

The teacher gave an assessment of the student's entire course, accounting for 30%; the usual homework and coursework were determined by the professional teacher's collective rating, accounting for 70%. Among them, teachers should assess whether students can master the basic theories or skills of the course, accounting for 70% ; whether they can master the scientific drawing method, use the Internet platform to re-learn in the process of completing the homework, and experience and explore, accounting for 20 % ; can complete the assignments of teachers according to quality, quantity and time, as well as the students' comprehensive performance, attendance, learning attitude, etc., accounting for 10% .

6. Reform Strategy of Quick Design Curriculum under the Background of Innovation and Entrepreneurship

6.1. Follow the Correct Design Procedure

In the process of teaching, teachers must teach students to master the correct design procedures, because there are many design routes from the beginning of design to the completion of design goals, but there must be a shortcut. Once students find a shortcut, they can be unimpeded in the design process. To find out this shortcut, we need to start with the environmental design, then analyze the overall functional layout, and consider the relationship between various design contradictions with reference to the meaning of the design. When designing a quick question, it is necessary to grasp the main contradictions in order to reduce the design process, save time, and achieve design success.

6.2. Master the Scientific Design Method

Quick problem design is essentially a process of quick thinking, analysis, and synthesis to solve complex design contradictions. From the surface, it is a step-by-step plan. In fact, it is constantly thinking. It is absolutely impossible to draw things that people can't think of in the design process. Therefore, students only have the means to master fast thinking and improve the speed of thinking circulation, in order to further combine the speed of the hands and brains. Therefore, in the teaching process, teachers must teach students scientific design methods, so that students can find clues from complicated design problems in the design process, find inspiration and clarify the design from the ambiguous design ideas. Ideas, let your design route into a reasonable track, and thus improve the design speed.

6.3. Rational Use of Interactive Design Skills

When designing a quick question, there is a clear time limit. It is impossible for students to slowly carry out design activities step by step, and design efficiency must be improved. Synchronous thinking methods are needed to improve the design progress. In the design process, various contradictions will be encountered. These contradictions are intertwined and transformed. Therefore, we must correctly understand contradictions and use a global perspective to dialectically solve the problems encountered in the design process. Various contradictions. Synchronous thinking is an interactive design technique that transforms the original one-way thinking style into a two-way interactive thinking style that maximizes thinking efficiency. Since the content of the quick question design is mostly contained, it is necessary to conduct multiple comparisons and analysis in an interactive manner to effectively shorten the design process. Therefore, teachers should promptly guide students to use interactive design skills reasonably, which can greatly improve the design speed.

6.4. Be Good at Expressing the Design Intent Quickly

The quick question design not only requires the students' thinking circulation quickly and smoothly, the design link is timely and synchronized, but also requires the hand to carry the pen quickly, and the organic combination of the three can improve the speed of the whole design process. When the analysis of a design problem is blurred, or the thinking of a design problem is flickering, especially the design idea is often disappearing, it requires the students to use hand pen to quickly catch the flash of thinking in the flow of thinking, which is faster than the speed of the computer. The expression and thinking of a pen are almost synchronous. When something flash in the mind of a student is outlined by hand, then the first time of the picture is fed back to the brain, which will promote the development of the mind to the breadth and depth, and improve the efficiency of the interaction between the hand and the brain. Therefore, teachers should create teaching interaction situations in a timely manner, cultivate students' ability to express their design intentions quickly, and design quick questions.

7. Teaching Experiment Test

This article takes 80 students of a domestic university's quick-question design major as the research object, and uses the reform strategy proposed in this article to carry out a one-semester experimental teaching to the students. Before the beginning of the experiment teaching, the students will be given a preliminary test, and after the experiment, the test will be conducted again, and the results of the two tests will be compared. The formulas used in the process of score processing are:

$$(x+a)^n = \sum_{k=0}^{n} \binom{n}{k} x^k a^{n-k} \tag{1}$$

$$\Gamma(r) = \int_0^{+\infty} e^x x^{y-1} dx \tag{2}$$

Table 1. Results of the two exams

Test score	Number of people (first exam)	Number of people (second exam)
Excellent	25	49
Good	41	22
Pass	9	7
Fail	5	2

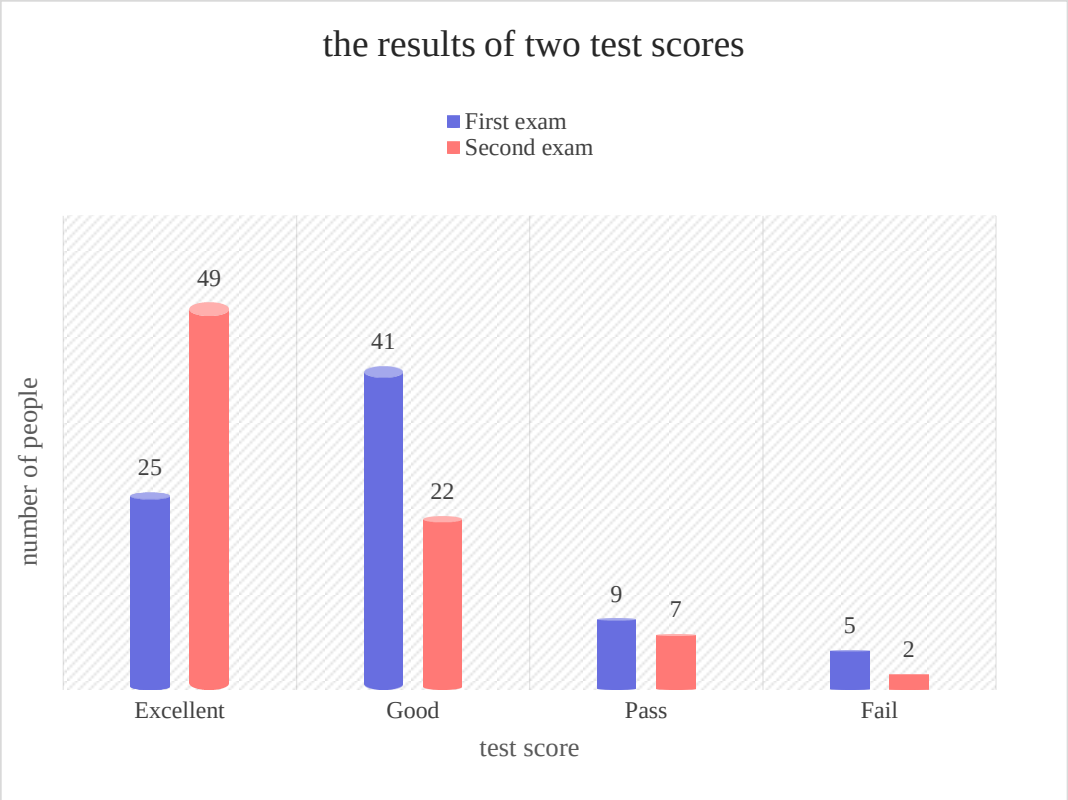

Figure 1. Results of two exam results

According to Table 1 and Figure 1, in the results of the two examinations, the number of students with excellent test scores were 25 and 49 respectively. The second time was 24 more than the first time, and the number almost doubled. . The number of students with good test scores were 22 and 41, respectively. The second time was 19 less than the first time. The number of students who passed the exam was 9 and 7 respectively. The second time was 2 less than the first time. The number of students who failed the exam was 5 and 2 respectively. The second time was 3 less than the first time. It can be clearly seen that by teaching students, the number of students with excellent grades has increased a lot, and the number of students who failed has decreased a lot. Therefore, the reform strategy proposed in this article has a great help effect on students' learning.

8. Conclusion

All in all, the process of designing a quick question must be fast enough, and at the same time, to ensure that the design is good. It is necessary to solve various problems in the design process through a combination of individual guidance and group discussion. Teachers should also remind students to learn how to learn the design of soft-packing schemes in the teaching process, and improve students' interest in design art. Students master the soft design concept to quickly design and display simple methods, and then build a quality classroom and improve classroom teaching results.

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Data Availability

Data sharing is not applicable to this article as no new data were created or analysed in this study.

Conflict of Interest

The author states that this article has no conflict of interest.

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