

Research on Teaching Reform Strategy of Public Building Decoration Design Course based on the Perspective of Inheriting Regional Culture

- taking the architectural interior design major of Zhejiang Guangxia construction vocational and technical college (undergraduate) as an example

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Founding : Exploration and practical research on integrating local cultural elements into the teaching of architectural interior design-taking the wood carving patterns of Dongyang , Zhejiang province as an example (project number : 2018 SCG269) ; Exploration and practical research on the integration of local cultural elements into the curriculum of environmental art design — — taking Zhejiang Guangxia construction vocational and technical college as an example (project number : 18JG012) .

Abstract: Abstract: The local university education has the local culture dissemination and the innovation important significance. In this paper, the unique perspective of regional culture development, public architecture decoration design curriculum as the carrier, the local culture into the design of teaching content, teaching process. The Chinese style decoration culture with local characteristics can be disseminated, innovated and applied in the course of public building decoration in a symbolic way. To explore a new path for the cultural development of professional courses in local colleges and universities.

Key Words: Local culture; Professional curriculum integration; Curriculum innovation; Characteristic curriculum

1. Background and Significance of the Study

Colleges and universities shoulder the important mission of inheriting and innovating local culture. In July 2010, our country officially released the outline of the national medium and long-

term education reform and Development Plan (2010-2020) , which states that, Local universities must face the needs of society and the market, actively explore the application-oriented, complex and skill-



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oriented art and design personnel training model and method, timely according to the needs of regional characteristics and cultural construction, revised art and design personnel training program^[1].

Dongyang city is located in the east of Zhejiang province, with a long history, known as “Three townships and one city” (education township, construction township, wood carving and bamboo weaving township, cultural and Film City) . Thousands of years of historical accumulation brings this region a rich material and intangible cultural heritage. Among them, Dongyang wood carving and Dongyang bamboo weaving have been rated as the national intangible cultural heritage, unique, at the same time, the development of the unique Dongyang rosewood furniture industry is also improving.

The local colleges, especially the vocational colleges, have the responsibility for the inheritance, innovation and development of the local culture. According to statistics, the main way to integrate local culture into classroom education in domestic colleges and universities is to set up elective courses. Zhejiang Guangxia Construction Vocational and Technical College -LRB-undergraduate) is a vocational college at the undergraduate level, in the course of interior design, there are such courses as “Public building decoration design” and “Residential building decoration design” , which have a good combination with the characteristic style of Chinese architecture in Dongyang traditional regional culture, it plays an important role in promoting the innovative development of local cultural characteristics.

2. Analysis of the Course Status

At present, this course is offered in the whole sophomore school year, which is guided by the employment of the public building interior decoration market, takes the whole process of work as the main line of education, and takes the project-based teaching as the leading teaching method, and is mainly divided into four modules, office space decoration design,

dining space decoration design, commercial space decoration design, leisure and entertainment decoration design^[2] . Pay attention to students in the teaching process of professional ability training, divided into groups, each group 2-3 people. The main line of each project is: simulated field survey-drawing and checking of original frame map-collection and analysis of cases-space planning-one grass-two grass-three grass-construction drawing-effect drawing-design and binding of text, the whole cycle is about 6-7 weeks. Auto Cad, Photoshop, 3DMAX/SkechUp.

According to the 2015 ~ 2019 students of architectural interior design in the course of teaching four modules of the design positioning and style selection of statistical analysis, the proportion of Chinese style statistics, office Space Chinese style design 42% , dining space Chinese style design 37% , commercial space Chinese style design 23% , leisure and entertainment space Chinese style design 20% (the above data take the mean) . From 2015 to 2019, the proportion of Chinese design in the course module of public building decoration design shows a gradually rising trend. (see Figure 1) small to soft furnishings, large to ceiling type, traditional Chinese decorative elements are widely used in the new Chinese style design. In the course of design, students will gradually understand the characteristics and cultural connotations of the Chinese style.

In the course of teaching, I add some knowledge of local culture, and guide the students to extract, transform and use the local culture in the design to help the development of regional culture in the professional curriculum level. For example, in the explanation of the characteristics of local culture, the decorative patterns and patterns of wooden components in traditional ancient buildings, such as beams, corbels, ceilings, doors and windows, were explained, students are inspired to apply the new Chinese style of decoration, but the overall teaching effect is not ideal. (see Figure 2 and Figure 3 for some of the students' works)



Figure 2 From Sang Wenqiang Group



Figure 3 From Hu HonghuanGroup

3. The Core Issue

After several years of teaching this course and several rounds of revision of curriculum standards, in view of the teaching content, teaching mode, teaching methods for the summary, reflection, the problems in the stage of curriculum teaching are as follows:

3.1 Insufficient Local Cultural Resources in Teaching Resources

Contemporary interior designers should actively make a deep-seated thinking on the combination of regional culture and their own design. In the teaching stage, we should adopt direct or indirect teaching methods to guide students to understand and use regional culture. In the teaching process, due to multiple reasons, teachers' accumulation of local cultural resources is obviously insufficient. In the early stage, students collected materials in a single way. There are two main sources of student data. The first is at the lecturer level. Teachers provide audio, video, and graphic material, and the second is at the student level. Students have accumulated resources online or through field research. Generally speaking, the knowledge framework of the local culture teaching resources is insufficient, and the content is not detailed enough.

3.2 Insufficient Integration of Regional Culture and Modular Teaching

From 2015 to 2019, in the form of a questionnaire, the most influential factors on the spatial style posi-

tioning of the project were the spatial nature (52%), temporality (30%), owner (designer) style preferences (14%). The research and analysis of regional cultures is staged in the course content. In the teaching process, students generally reflect that it is difficult to use the Chinese-style elements in the commercial space and the recreational space. It is difficult to fully integrate the regional culture with the four modules.

3.3 Relative Independence of the Curriculum

The public building decoration design course is offered throughout the sophomore year. Starting from the past two years, students have set up professional limited courses such as "Appreciation of Dongyang wood carving decoration", "Appreciation of Dongyang dwellings", "Appreciation of Dongyang furniture" and other local cultural courses, in the form of special courses, they are offered in the academic courses of the first and second year of university respectively. The courses are relatively independent of each other. This leads to a lack of local cultural input in the design of professional courses.

3.4 This Course is a Phased Course with Shortened Period after Adjustment

In the past year, after the adjustment of professional courses, the first half of the second academic year, the course of public building decoration and design has been adjusted to a phased teaching, with the class hours adjusted from 150 to 136 hours, the duration period was changed from about 20 weeks to about

16 weeks. The compression of class hours and project time periods makes it more difficult for students and for the symbolization of local culture.

4. Solutions

4.1 Build a Resource Base Centering on the Local Characteristic Culture under the Background of the Construction of Specialty Clusters, Give Full Play to Teachers' Special Abilities, and Strengthen the Team Cooperation between Teachers and Students

College of Art and design will be architectural interior design professional, environmental art design professional group to build a professional group of environmental art design, rich in human resources. On the one hand, among the teachers, there are many teachers and research institutes which have deep research on regional culture. Such as Zhang Weixiao on the Ming and Qing period of wood carving patterns of the inheritance and application of a unique view, Zhang Zhai teachers in the wood culture of the characteristics of deep research; The school has Dongyang wood carving research institute, non-inheritance base and other teaching and research institutions. These teachers and places can provide a systematic and comprehensive foundation for the construction of the local cultural resources. On the other hand, there are many students who are interested in local culture. In 2019, the Zhaolong's team made innovative use of local culture on the indoor soft-dress level under the theme of "Musheng multilingual-dongyang wood carving derivative development", and won the second prize in the school competition^[4]. The number of students in this category shows a rapid rise in the trend, the value of culture will play a great role in the promotion.

In addition, Dongyang city government on the development of regional characteristics of culture for multi-directional and multi-channel support. Dongyang city has built the scope of the Chinese wood carving museum, Dongyang wood carving museum, Dongyang wood carving town, and other modern cul-

ture display areas, there are about 42 sites of traditional ancient buildings in the administrative area, such as Dongyang Lu Residence, Xiachengli Village and Cai residence. Through investigation, collection and integration, these resources provide abundant materials for the local characteristic cultural resources. At the same time, teachers, teachers and students between the form of self-organized team cooperation can play to the strengths of professional teaching.

4.2 Improve Teaching System, Emphasis on Enriching Teaching Methods and Adding Necessary Teaching Links

Modular design of public building decoration design course in the selection of office space design and dining space design, add local cultural survey link. Starting from the local characteristic culture, the whole staff participated in the field investigation and analysis, combined with the characteristics of modern life and work activities and design points, to carry out the special design of office space and dining space. The teaching link will be adjusted to the field survey -- drawing and checking of original frame diagram -- collecting and analyzing of cases -- investigation and analysis of local culture, extraction of elements -- space planning -- one grass -- two grass -- three grass -- construction drawing -- effect drawing -- design and binding of text. The method of collecting materials and the method of extracting and utilizing them are the focus of the course. Through on-the-spot investigation, audio-visual data analysis and discussion, the local culture is highly summarized and visually extracted. Let the students construct the basic knowledge image, and establish the relation with the professional knowledge independently, carry on the knowledge transfer, the sharing, the creation. Guide students to make full use of examples, from the local traditional residential building form of thinking, to the innovative use of characteristic elements, and finally achieve the goal of regional cultural heritage and diversified development. The teaching methods of this part are various. It can be synchronized with some courses in

parallel courses or online or offline before class or after class. (see Table 2)

Table 2 itemized teaching process

Project-based teaching process content	Pre-research analysis (Project assignment, etc.)	Design phase (Scheme design, construction drawing, effect drawing, etc.)	Evaluation of results (Results Presentation, hierarchical evaluation)
Main teaching methods	On-the-spot investigation, audio-visual data analysis, task-driven method, discussion method, etc.	Group collaboration, Case Study, on-line and off-line integrated teaching	Process Assessment, results assessment
Study cycles and schedules	Pre-class, and part of the parallel curriculum collaborative teaching	In class	Show and tell After the evaluation session

4.3 A Solid Project-based Teaching Model to Promote the Combination of Production, Teaching and Research

Project-based teaching through project selection or school-enterprise cooperation ^[7], targeted selection of projects, with the help of teachers, training rooms, off-campus practice, to create high-simulation or real project scenarios, cLEAR project objectives, skills objectives, quality objectives, so that students complete the “Learning by doing, learning by doing” complete the learning process, to promote the transformation of some project-based results. If the curriculum allows, we can carry on the small-scale project group construction under the project background, cultivate the wide-caliber talents under the background of local cultural development, and provide more and better practice opportunities for students ^[8]. In this process, students, teachers, enterprises, universities reach a win-win situation.

4.4 Multi-curriculum Linkage, Co-ordinating the Relevance between Curriculums and Increasing Complementarity and Mutual Improvement

At the level of curriculum and curriculum, according to the current stage, the course arrangement of the architectural interior design specialty in our college is divided into the specialized platform course, the spe-

cialized basic course, the specialized optional course and the specialized expansion course. Among them and the local culture-related courses are “Dongyang residential appreciation”, “Dongyang wood decoration appreciation”, “Dongyang furniture appreciation” three courses. In order to increase the complementary relationship between the courses, it is suggested that the curriculum should be adjusted in the first and second semesters of the sophomore year, in parallel with this course and the residential architectural decoration design course. In the course of research, we can make use of the professional advantages of the teachers of elective courses to guide and assist students to analyze and extract local cultural elements. This makes up for the professional teachers, especially some new teachers to understand the local culture is not comprehensive, to achieve a real sense of multi-lesson linkage, complementary and close.

5. Conclusion

Today's society is information-based high-speed development of society, the influx of foreign culture, so that part of the loss of local culture with characteristics, people feel distressed. On the one hand, based on the consideration of the inheritance of local culture, with the help of local advantages and professional advantages, teachers constantly innovate teach-

ing methods, stimulate students' interest in learning, and cultivate students' innovative consciousness, students will explore the relationship between spatial planning and decoration from the perspective of people-behavior patterns-in a particular area, so as to spread their thinking and inject new vitality into the sustainable development of local culture, it is beneficial for students to set up correct outlook on life and values and improve their professional quality in an all-round way. To ensure that students more adapt to the development of society, for students to lay a solid foundation for future development.

This research unifies our institute building interior design specialized public building decoration design curriculum existing curriculum development present situation. Taking the employment of public building interior decoration market as guidance, taking the whole process of work as the main line of education curriculum teaching mode, to the four existing teaching modules, set up special project design, introducing the content of "Regional cultural characteristics", increasing the links of practical investigation, carrying out the reform of the content supplement of professional courses and teaching methods, to provide students with more systematic training for their work in the new era and new situation. In the end, the aim is to create characteristic courses, strengthen specialty characteristics, and improve the quality of running a school.

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