Research on the Innovative Exploration of Information-based Teaching Mode for Environmental Art Design

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Abstract: The environmental art design profession is a new and marginal comprehensive major with strong professionalism. In order to cultivate environmental art design professionals who are compatible with market demand, colleges and universities should fully introduce the concepts of openness, sharing, collaboration and win-win, face the impact and challenges of the network information age, and change the original teaching mode of environmental art design. This paper first introduces the diversified appeals of information-based teaching in environmental art design, and then introduces the reform and exploration of information-based teaching in environmental art design.

1. Introduction

With the development of social economy, the application of information technology has become more and more extensive and has penetrated into people's lives. In the teaching of higher vocational colleges, the application of information technology has a great effect on improving the teaching level of college teachers. Environmental art design is a discipline that spans multiple fields, and its teaching is more difficult. Therefore, in the information technology environment, teachers can innovate teaching methods and teaching models according to actual needs, so as to effectively improve the teaching level of environmental art design majors.

In order to meet the market demand, the teaching methods of environmental art design are constantly updated and changed. Under the impact of network information technology, new teaching concepts and models of openness, sharing and synergy have been gradually formed, and the environmental art design profession has been optimized. Teaching mode. Teachers should make full use of computer software systems to better enable students to master the professional knowledge of architectural design and art design, and enhance students' information literacy and ability in environmental art design.

2. Teaching Status of Environmental Art Design in Higher Vocational Colleges in China

Teaching Content Single Environmental Art Design is a discipline that combines art and life. When students are studying environmental art design, they not only need to have a unique understanding of environmental art design, but also need to master a large amount of knowledge and have a rich life experience. However, in actual teaching, some teachers only pay attention to the teaching of textbook knowledge, and do not combine life and environmental art design. This has a great influence on improving students' artistic perception ability, and ultimately affects the improvement of students' professional level.

Nowadays, many vocational colleges pay more attention to the practical application of professional skills in life when teaching environmental art design. Although this kind of teaching concept is more practical, it is easy to lead students to lack of artistic thinking when they study. This also leads to the lack of souls designed by students, so that even if the professional skills of students are skilled, the quality of students' design works is difficult to obtain. Guarantee. The lack of artistic thinking is a common problem in many high-level environmental art design students. Not only is it lack of artistic thinking ability, but also the aesthetic ability is not improved, thus affecting the teaching effect.

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The teaching process in the subject area of art design needs to be more agile, so that the works designed by students will have vitality. However, many teachers of environmental art design majors in higher vocational colleges are mainly taught in the classroom. Although this method is direct, the effect is not obvious enough. This method not only imposes certain restrictions on the expansion of teaching content, but also affects students' enthusiasm for learning. Even students will lose interest in designing and learning environmental art.

The language is more abstract. Environmental Art Design In the professional teaching process, teachers need to explain the artistic meaning, design concept and emotion contained in the work to the students. The artistic thoughts are more abstract. It is difficult for students to have a comprehensive understanding of the works through the language, and may even be ambiguous, so that the artistic design ability of the students is difficult to really improve.

3. Diversified Demands for Informational Teaching in Environmental Art Design

In the field of environmental art design, informatization and diversified teaching have become the main demands of current teaching. In the teaching of environmental art design, teachers should make full use of comprehensive teaching methods and techniques to realize the information acquisition and utilization of teaching resources to better meet the teaching requirements.

In the information-based teaching of environmental art design, teachers should fully recognize the professional characteristics of environmental art design, focus on its practicality and innovation, highlight its own characteristics and style, plus environmental art design. The professional has the speed of updating professional knowledge and the cutting-edge characteristics of knowledge. To this end, teachers should pay attention to the creativity and professionalism of professional activities in the teaching, and in the context of information age, based on the characteristics of environmental art design, to achieve diversified and multi-angle access to information resources, through network information The means to understand the frontier dynamics of the environmental art design profession, and to personalize, targeted design and analysis of different groups, so as to better match the diversified demands of the environmental art design profession.

The environmental art design profession involves many elements that are constantly evolving. In the context of the information age, the environmental art design profession also shows new environmental psychology and behavioral characteristics, and proposes more informational appeals for environmental art design, including informational content of environmental design, informational means of design, and space for design. The environmental evaluation of form and design has highlighted the diversified demands of information technology for environmental art design, which has made it a brand of informationization.

In the teaching of environmental art design, in order to better integrate with the market, teachers should pay attention to the practical teaching of environmental art design teaching, and face the uncertainty of materials, processing techniques and artistic effects in the design and production process. The combination and re-engineering of the teaching mode must comprehensively carry out the practical teaching of the environmental art design profession, making it a practical venue for diversified and informatized teaching. At the same time, through various teaching methods, video teaching, discussion teaching and on-site teaching, teachers can integrate scientific research projects or enterprise projects with professional information teaching to better realize the link and integration of teaching and society. Integrate and interact with multiple resources to better improve the quality of informational teaching in environmental art design.

Under the premise that the current educational concept is increasingly humanized and open, the informational teaching of environmental art design should also be evaluated and evaluated according to the different performances of students. Teachers should use an open, individualized and diversified assessment and evaluation concept. And methods to achieve the assessment and evaluation of students' professional practical skills. At the same time, teachers should use a hierarchical assessment mechanism and method to achieve the process evaluation and summative evaluation of students, comprehensively measure the students' professional subject learning status, and better improve students' ability to summarize and self-reflection to ensure students' access.

Different abilities can adapt to the needs of social change and development.

4. Reform and Exploration of Information-Based Teaching in Environmental Art Design

In the information-based teaching of environmental art design, teachers should improve their information-based teaching level and ability, comprehensively understand and grasp the information level of students, to better realize the teaching of students in accordance with their aptitude, and to combine professional theory teaching with practical projects. Teaching preparation. At the same time, schools should build an information-based teaching platform for environmental art design, which can better realize mutual learning and discussion among teachers, and realize information exchange and intercommunication. It is an important measure to improve teachers' informatization teaching level. At the same time, teachers can stimulate students' interest in learning by using intuitive and visual multimedia courseware, enriching students' senses and enabling students to better understand professional subject knowledge. For example, in the teaching of engineering drawing, teachers can use multimedia information technology and technology to show students the construction process through video, so that students can clearly and intuitively see the construction environment, process flow, specific details, etc. Improve the professional learning interest of students. In addition, the full and in-depth part of the lesson preparation process directly affects the state and effect of students' later learning, and has a great role in promoting the information-based teaching of environmental art majors.

First of all, teachers should optimize the teaching mode, reasonably organize the content of professional course teaching and informational teaching content in teaching, realize the teaching mode that the information teaching is consistent with the professional direction, and the practice training is the main one, and the classroom explanation is supplemented. Change the learning state of students' rote learning. Secondly, teachers should adopt the project teaching method, let students think about the operating principle in the project practice, summarize the drawing experience, realize the communication and interaction between teachers and students under the condition of sufficient training time, and adjust the project in time according to market orientation and forecast. Content and requirements. Finally, in order to make the project teaching method achieve better results, the school can also cooperate with the enterprise to form a school-enterprise linkage mechanism. The school teachers and the off-campus project engineers will pair up to form an environmental art design professional teaching project group to cultivate students' comprehensive The main purpose of professional competence is to promote a new teaching model combining production, education and research, and to innovate environmental art design teaching methods.

In the information-based teaching of environmental art design, students should not only master the interior design knowledge, but also grasp the knowledge and skills related to outdoor design. To this end, teachers need to scientifically and reasonably connect the teaching content, reasonably arrange the order of the course teaching, and pay attention to the leading and follow-up of the teaching content. Specifically, the art foundation courses such as design perspective, design styling and color are in the forefront; professional foundation courses such as decorative engineering drawing and drawing, furniture and furnishings design, and computer-aided design software are in the middle; public space design, living room design training Professional courses such as interior design and comprehensive training are in the post. This method can better realize the links between the various courses and enhance the effect of informatization teaching of environmental art design.

First of all, in the teaching of environmental art design, teachers should integrate information teaching with professional basic course teaching, and combine AutoCAD software with environmental art design professional interior design engineering drawing teaching, fully demonstrating that computer-aided drafting software The position and role of the professional curriculum enable students to master the operation skills of computer-aided drafting software, and interpret the knowledge of cartographic specifications, ergonomics, and common furniture size knowledge in the teaching of AutoCAD software. Secondly, teachers should realize the integration of informational knowledge and professional knowledge. When students are required to carry out 3dsmax modeling learning, they can integrate the professional knowledge of indoor construction

materials and pipeline structure layout to improve the level of classroom teaching. Thirdly, teachers can also use the informatization teaching methods such as micro-courses, operation videos, and case analysis small films to deepen students' understanding and understanding of the course content. This makes the professional teaching and information technology perfect fit, rooted in the daily learning of students, improve the professional level of students and promote the progress of students.

First of all, in the teaching of environmental art design, teachers should make full use of the Internet and information big data, build professional teaching platforms and information professional teaching and training venues, and use the campus network to organize and publish various data and resources for professional teaching. It is no longer limited to the simple mode that teachers speak and students do. Secondly, students can access the professional resource library through the campus network at any time. The knowledge points in the class can be continued through the micro-course, short video teaching, teaching PPT and learning materials. The project cases that have not been completed in the class can be Download the resource material after class to continue. Once again, teaching is no longer limited to classes. You can always learn at any time and learn to do it at any time. With the development of the Internet era, learning devices are no longer limited to computers, and can be accessed through any mobile Internet terminal. , tablet, etc.) to complete the learning content. In short, teachers can use a variety of information-based teaching methods to effectively combine students' theoretical knowledge with practice, enhance students' ability to acquire and master knowledge independently, and improve students' comprehensive design of environmental art.

5. Conclusion

With the development of social economy and the development of education, information technology has been widely used in teaching, and the actual effect of teaching has been effectively improved. The same is true for the teaching of environmental art design in higher vocational schools. When teaching environmental art design, teachers should consciously use information technology, change teaching concepts, and make more use of information-based teaching methods to improve students' enthusiasm for learning. Moreover, the application of information technology can also transform the teaching mode and teaching philosophy of environmental art design majors in higher vocational schools, stimulate students' artistic thinking and improve the effectiveness of teaching.

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