

# Analysis on Contemporary Architectural Education from the Perspective of Deconstructive Architecture

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**Abstract:** Based on the design style of structuralism, this paper analyzes the existing problems and integration measures in contemporary architectural education in detail, hoping to provide some reference for future architectural education.

## 1. Introduction

The so-called deconstructivism is a new design concept different from traditional modern architectural design. It breaks the thinking and aesthetic shackles of the traditional architectural design, and criticizes, breaks and reshapes under the premise of breaking the traditional design. Therefore, it creates more possibilities for architectural design. Because its innovative ideas and critical consciousness have strong educational value, and it is of very high value for the cultivation of contemporary architectural talents, so the contemporary architectural education pays more and more attention to the integration of structural education and itself.

## 2. Reasons for the Disconnection between Talent Training and Social Needs

### 2.1 Short Education Time of Deconstructive Architectural Concept

The education time of deconstructive architectural concept is closely related to its education quality. The earlier the course is opened, the higher the quality of teaching, the more accurate the grasp of social needs will be <sup>[1]</sup>. However, from the perspective of the opening time of architectural courses in China, deconstructivism is not preponderant. Taking Tsinghua University, which has famous contemporary architectural education in China, as an example, the first time that architecture major passed the evaluation was in 1992, which is the earliest in all contemporary architectural education in China. However, compared with the United States, Europe and other countries, the gap between the application and popularization of deconstructivism is very large <sup>[2]</sup>. The short time of deconstructive architectural concept education directly affects the teaching quality of architecture course in China. There is no long-term research on deconstructivism in relevant schools as a guarantee, which leads to the deviation of contemporary architectural education in the development and improvement of relevant professional teaching.

### 2.2 Weak Teachers Resources of Deconstructivism

Weak teacher resource is the main reason for the lack of relevant aspects of contemporary architectural education, which is also closely related to the short time of setting up architectural courses in China as mentioned above. Through research, it is found that most of the architectural teachers of contemporary architectural education in China have master's degree in relevant major, and most of contemporary architectural education places academic qualifications of teachers in the key observation position, but there are no fixed requirements for the deconstruction ability, architectural aesthetic ability and professional quality of the architectural teachers <sup>[3]</sup>. From this study, it can be found that the architectural talents needed by the society not only need to master the relevant knowledge of architecture, but also need to have their own unique views on architecture, cultivate good architectural aesthetic ability according to their own learning, and apply it to daily work. However, in the selection of contemporary architectural education teachers, the aesthetic

ability of teachers is ignored. Teachers don't have a deeper understanding of deconstructivism, seriously affecting the integration of contemporary architectural education and deconstructivism.

### **2.3 Limited School Running Experience**

In the process of this research, it is found that the experience of running contemporary architectural education is also a factor that affects the coordination between the training of architectural professionals and social needs. First of all, some contemporary architectural education is still dominated by traditional teaching concepts, and theoretical knowledge teaching is the main content of architectural teaching, which directly leads to the disconnection between architectural students and display architectural design. Some students only know the knowledge and principles in the teaching materials, but they do not have a deep sense of innovation and development, which leads to the similar architectural design ability of students, lacking characteristics.

## **3. Optimize Contemporary Architectural Education Measures from the Perspective of Deconstructive Architecture**

From the actual situation of contemporary architectural education, it can be found that in the context of the new economy in China, the coordination between the cultivation of architectural design talents and social needs is still a major factor affecting the efficiency of the cultivation of contemporary architectural education talents. And through this research, we found that the main problem affecting the coordination between talent training and social needs is the school running methods and ideas. The following is the specific reform measures put forward by the research group on the reasons that affect the coordination between talent training and social needs, hoping to provide some reference for the future talent training of contemporary architectural education.

### **3.1 Strengthen Critical Aesthetic Training**

First of all, contemporary architectural education should be aware of the direct impact of critical and aesthetic ability on students' architectural design ability. Therefore, schools should continue to expand the introduction of professional education talents to create a good environment for the cultivation of architectural talents. Secondly, the school should strengthen the critical aesthetic training of students, and take students out of the traditional architectural design concepts and principles. The architectural design concepts and principles here do not only refer to the theoretical knowledge of architecture, but more importantly, schools and teachers should strengthen the cultivation of students' overall architectural aesthetics, such as the sustainable direction of architectural design, the modern green architectural concept, etc., so that students in schools can grasp the development direction of China and the international architectural design industry in time, so that students can grasp development goals of architectural design in real time to deepen the students' understanding of architectural design, promote them to really understand why they need to study architecture, what can architecture bring to the society and the country, what are the shortcomings of current architectural design, what methods should be adopted to improve the existing problems of current architectural design and where is the future development direction of architectural design in China<sup>[4]</sup>. The cultivation of students' aesthetic ability of architecture requires the school to strengthen vocational training constantly, and make vocational training run through the daily teaching, so that students have a stronger sense of occupation in the process of being influenced by their surroundings.

### **3.2 Deepen Regional Characteristics of Architectural Design**

From the teaching situation of contemporary architectural education, the content of education always has the characteristics of popularization. Although such teaching method reduces the teaching cost to a large extent, it is very unfavorable for the long-term development of students. Therefore, in the future teaching, the school should refine the regional characteristics and train the local talents who serve specific areas. China has a large area and different regions have different geographical characteristics and architectural styles, which requires that all contemporary

architectural education should fully recognize the local architectural design characteristics, and create unique architectural teaching for students. For example, the climate in the south is humid, and the temperature difference is relatively small in the four seasons and 24 hours a day, so in the process of architectural design, we should fully consider the improvement of design such as moisture drainage and ventilation, and ensure that the building will not have quality problems due to climate and other factors in long-term use by improving the building structure.

The training of deconstructive design can provide more possibilities for the development of architectural design. While training deconstructive architectural talents, the local contemporary architectural education will gradually form unique regional characteristics. Gradually, the contemporary architectural education in different regions will form different school running and educational characteristics, and the talents cultivated will be more targeted, but also more conducive to the progress and development of local architectural design.

### **3.3 Further Explore Deconstructive Consciousness of Architectural Talents**

Under the background of new architectural aesthetics, to cultivate architectural design talents with innovative and critical consciousness, we must realize the refinement of contemporary architectural education, so as to cultivate talents with more depth and value in architectural design. Architectural design is a huge system, including a huge category, various professional directions, only on the basis of deconstructivism to strengthen the practicality and durability of the building, can we ensure the long-term development of the whole building project or architectural design. From the perspective of the teaching ability of contemporary architectural education, it is still difficult to achieve. Therefore, in the future teaching, the school should make each specialty more detailed and deepened on the basis of original teaching of architecture specialty. It is more necessary for contemporary architectural education to deeply understand the importance of deconstructivism to the cultivation of professional talents, and optimize the teaching process and education concept based on this premise<sup>[5]</sup>.

For example, architectural education can create an open learning environment for students, encourage students to fully explore their inner thoughts, and let students use the principles of architectural design skillfully on the basis of free play, which can not only ensure the practicability and value of architectural design, but also avoid the problem that students' thinking is too single due to the influence of traditional architectural concepts. Therefore, contemporary architectural education should recognize the current situation of architectural design in our country, constantly refine and optimize various specialties, so as to truly realize everyone's value and achieve the transformation from traditional open professional teaching to meticulous operation with craftsman spirit.

## **4. Conclusion**

To sum up, deconstructivism integrates the orthodox principles of modernism, and critically inherits its design principles and aesthetic consciousness on this premise, creating another new situation for architectural design. The perspective of deconstructivism provides a new way of thinking for contemporary architectural education, so in the future teaching, we should also continue to integrate the design thinking of deconstructivism, and lay a solid foundation for the innovation and development of architectural design.

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