

A Study on the Teaching of Furnishings Design Course under the Perspective of Artistic Micro-Construction

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Abstract: As an extension of interior design major, furnishings design is an innovative and expanding section of art design education system. Its teaching reform aims to integrate the theory teaching and practice practice in traditional teaching, improve the application efficiency of students' professional skills, and realize the organic transformation of production, learning and research promoting and complementing each other. This article based on the background of research related to the design and design of art colleges and universities at home and abroad, combined with the existing shortcomings such as the lack of system convergence of traditional teaching models and the lack of practical training resources, this paper, on the basis of a comprehensive combing of the viewpoint of the specialized disciplines, establish the teaching orientation of artistic micro-construction, and integrate the teaching reform measures properly into the whole process of teaching practice. Explore the feasibility path of the development of teaching in the teaching of the teaching of the furnishings, and promote the construction of the framework system of the course of art design subject under the background of innovative teaching reform and promote the contemporary development of the teaching system of art universities.

1. Introduction

Nowadays, with the continuous development and change of economic culture and the transformation of the cultivation of professional talents, more and more higher art colleges and art research institutions have gradually begun to attach importance to the cultivation of environmental design professionals with strong practical ability and high-quality professional orientation of the art of furnishings. Since "the implementation of the Outline of the National Mid-and-Long term Education Reform and Development Plan (2010-2020)", the scale of higher education has achieved leapfrog growth, with balanced regional distribution, diversification of school types and rationalization of subjects and professions [1]. With the emergence of the characteristics of higher education, the proportion of investment in teaching and research has been steadily increasing, the scale of teachers has been gradually expanded, the reform of personnel training plan has been deepened, led by cultural heritage to social services, and at the same time, the system of higher education mechanism with Chinese characteristics has gradually been formed. To further deepen the comprehensive reform of personnel training mode, teaching content and methods, and turn it into a practical measure to build a strong country in education [2].

With the continuous advancement of current education reform, major domestic universities attach great importance to the relevant issues of education reform, implement macro-control and public service capabilities, promote the integration of industry and education, and establish and practice the overall layout of "five in one" of enrollment, teaching, teaching and research, scientific research and employment. Based on the above research situation at this stage, the author compares the related courses of Furnishing Art in art colleges at home and abroad, analyses the current situation of teaching mode and teaching reform in the context of micro-construction, and

summarizes the research status of furnishing design curriculum reform in art colleges at home and abroad.

2. The Current Teaching and Research Situation of Environmental Design at Home and Abroad

Including Heilongjiang Daqing Normal University in the environmental design professional curriculum to take the “Real-Life Import” teaching model, from the “Theory-Cognition-Practice” three aspects of practical application projects, teachers guide students to carry out research and analysis, collect information and organize reports, highlighting the actual effect of the program and continue to follow up the site construction. Henan Agricultural University put forward the teaching mode of “Building, Speaking, Standing, Painting, Evaluating and Making” to the main theme teaching method, group teaching method and experience teaching method of the furniture design course of colleges and universities [3]. Art Design College of Jiangsu University of Technology advocates the construction of a curriculum reform based on the method of action teaching, from the basic knowledge, modeling design, design, project design four modules to promote the unity of students thinking peacekeeping operations. College of Art of Jiangxi University of Finance and Economics put forward the “Theoretical Explanation-Case Analysis-Design practice” three-stage teaching method, strengthen the application-oriented teaching concept, strengthen the “real problem to do” practice exercise.

In the first half of the 20th century, the design concept of many western architectural art masters profoundly influenced the Chinese education reform of higher art design. Whether it's the “Organic Architecture” concept of Frank Lloyd Wright, the “Organic Architecture” concept of Le Corbusier, the new five elements of “Ground floor overhead, free plane, free facade, horizontal windows and roof gardens” or the new decorative style of “Less is More” advocated by Mies Van der Rohe Innovations in technology and craftsmanship in the construction sector have driven the overall evolution of indoor and furnished materials. Up to the beginning of this century, the emerging design of soft furnishings advocated the organic combination of modern minimalist space and decorative arts techniques, highlighting the green, ecological, environmental protection as the theme of the decoration mainstream. Foreign universities advocate the planting, maintenance, construction and placement of micro-landscape design in the process of interception and amplification, and the content of the furnishings of the curriculum combined with the students to operate and exercise.

In addition, combined with the “All-Round Residential Transformation King” (Daikaizo), “Creative Home” and other home programs for waste items and space for innovative research, training resource recycling environmental protection concept, and effectively meet the needs of professional market adaptability and economic benefits. Universities in Europe and the United States also encourage students to build a variety of results display and exchange platform, combined with physical construction, digital works, multimedia network results and “Virtual Reality Physical Scene” models and other exhibition methods, to improve the broad participation of the curriculum.

3. The Analysis of the Disadvantages of Traditional Teaching Mode in Chinese Higher Art Institutes

Combined with the present situation of design and teaching in China, the traditional teaching mode of higher art colleges can be summarized as follows:

Firstly, it is difficult to enter all kinds of teaching sections under the common relationship. In the early stage of teachers' introduction of the overall art framework system, the design basic training of the design of the teachers, the structure and shape, only the analysis and design of an object or group of objects in the space, and the omission of the actual interpretation of the upper environmental base, resulting in the actual interpretation of the upper environmental base, resulting in the status quo of the site, the main body of the building, The teaching section under the common relationship of indoor structure is linked, resulting in the “Emulation” status quo of teaching results.

Secondly, the connection between furnishings art design and the other relevant art disciplines is

terrible. Design courses are either designed or used as furniture construction courses, and have few links with other professional courses. In essence, as an important branch of architecture and interior design, the furnishing course is the design and treatment of furniture furnishing, fabric finish, lighting and green water body after the secondary treatment and rezoning of the interior of the building. Regardless of the extensive spatial form combination or the layout of objects, should be “Theory +Skill +Practice” as a branch of the curriculum, follow the aesthetic norms, through the artistic construction methods, to achieve practical including art, economic compatibility of fashion teaching effects [4].

Thirdly, lack of effective interaction of teaching theory to guide teaching practice. In-depth classroom teaching process of higher art institutions, it is not difficult to find that multimedia teaching has been widely popularized, but teachers in the classroom teaching still focus on “General Introduction Concept”, there are such as relying on the actual closed-door car, theory and practice, teaching material content update is not timely, dynamic teaching content lag, such as “Nihilism” teaching disadvantages. In addition, the students’ actual operation is also “Blindness”, and their design works deviate from the actual needs, mostly because they lack of social experiences and their models are too complex to realize. The teaching teams from art colleges should create specific situational questions according to instructional needs, encourage students to explore collaborative learning on their own, build cooperation relations within the classroom, and complete summary assessments and feedbacks.

Finally, the practical training resources such as practical school-enterprise cooperation are scarce. At present, the art universities and institutes are rarely equipped with advanced equipments, besides, the equipment update and supplement is not timely, and the practice teaching environment is messy as well. In order to achieve the sustainable and coordinated development of higher education in the arts, in addition to relying on government-related policies and industry loans, it is also urgent to achieve “Mutual Assistance and Win-Win Situation” between universities and enterprises. Enterprises rely on colleges and universities to continue to transport the development of the times in line with the design talent “Blood”, mining land resources and production materials of the short board, innovation and upgrading projects and production. Colleges and universities, through the cooperation of benign schools and enterprises, eliminate the barriers of poor equipment and lagging technology, give full play to the advantages of human and intellectual resources in institutes and universities, and promote the sustainable improvement of students’ comprehensive ability.

4. Specific Teaching Reform Ideas and Strategies under the Perspective of Micro-construction Art

“Micro-construction art” is not a simple one-sided deepening of teaching and research practice training of the broad participation, but from the promotion of environmental art design teaching plate interoperability, the construction of characteristic practice teaching system, improve the theory of teaching and social needs of the fit, promote “project” and “theme” The curriculum teaching paradigm and the overall evaluation system of the curriculum are all-round and the five major sectors jointly promote the deepening of teaching and scientific research. While exploring the adaptive feasible methods of furnishing design, we combine the artistry, lifestyle and functionality, combine culture, spirit and life in micro-construction art, and finally make students perceive the spiritual core of the furnishing curriculum, improve the quality of education and teaching, and carry out the reform strategy as follows:

Firstly, to promote environmental design teaching modularization and interoperability. Environmental design professional direction course module can be divided into landscape art, indoor space, architectural art and furnishings soft installation and other four professional selection direction, each course module has a certain degree of interoperability, mutual assistance and connectivity. The artistic micro-transformation is through a variety of artistic expression techniques, the four course modules will be interconnected, with the physical building as the starting point, from the external environment transformation to the internal space adjustment, and then to the furniture of the furnishings and furniture matching and construction, emphasizing the relevant

design plate convergence and transition. In the course of practical teaching, students are encouraged to touch the bypass, extend the artistic vision and art perception to other course areas, and promote the enrichment and perfection of the art curriculum system.

Secondly, innovatively build a practical teaching system with artistic characteristics. From the four macro modules of environmental art design major into the main body of practical teaching and research, analyze the current social environment of the current design, grasp the humanistic and emotional demands, and gradually construct the overall teaching framework system of the design of furnishings: starting from the theoretical basis, i.e., “furnishing overview”, “Furnishing color”, “Furnishing expression” and other theoretical courses. And then carry out the special research, i.e., “Instrumental shape”, “Furniture Construction”, “Space Design” and other design courses, followed with the creation of the overall atmosphere, i.e., “Furnishing Space Layout”, “Furnishing Performance”, “Furniture scheme design” and other performance courses, combined with innovation to expand practical training, that is, “Construction Design”, “Innovative Design Practice” and other practical courses. Then we need to expand the practical teaching connotation of higher art design education, highlight the characteristic of practical teaching, construct the framework of innovative systematic practical teaching, and create the value of art education widely recognized by academia and society.

Thirdly, improve the integration degree of theoretical teaching and social needs. The educational innovation of the Furnishing Art And Design should take the overall artistic requirements of the society as the starting point, and then starting from the structure of tiny object form, combine the medium and large objects together until the overall form and content of the space is controlled, and the teaching resources are maximized in allocation and utilization from a multidisciplinary perspective, and the goal of cultivating talents is clearly pointed at the “Industry-University-Research Cooperation Mode”, form a multi-dimensional experiential teaching atmosphere, strengthen the horizontal connection between the design of each teaching link and the social needs, and construct a diversified teaching method of “Social Needs-Teaching Promotion-Teaching and Research Interoperability” [5].

Fourthly, promote the “Projects + Themes” curriculum teaching paradigm of. After defining the goal of cultivating innovative talents and setting up a relatively perfect framework of practical teaching system, we need to promote the specific paradigm of design curriculum. On the macro level, higher art institutions need to introduce this specific project into the regular curriculum, establish a clear construction task, correspond to the industry’s renewal process. On the micro level, teachers need to carry out specific teaching tasks, set up curriculum plates adapted to various topics, restore the real working situation, and increase the project difficulty, help students to achieve the organic connection of teaching and practice, promote healthy competition cooperation, and encourage intersectional design innovation.

Fifthly, optimize the overall evaluation system of the course in all aspects. Benign teaching vein cannot be separated from the scientific and reasonable evaluation feedback mechanism. In order to obtain teachers’ and students’ suggestions and opinions about the innovative teaching reform, academic institution must improve the evaluation criteria. Teachers and students need to provide feedback about each other’s assessment, and then return to the initial, in-depth, examine and display of the course, finally improve the students’ theoretical knowledge level and practical operation ability step-by-step. Through the diversified evaluation of image performance, effort level, progressive space and so forth, we can ultimately promote the comprehensive development of students.

5. Conclusion

With the development of teaching reform in art universities and institutes, the spreader of higher education must enrich and consummate the teaching system on the basis of current teaching pattern, and give guidance to the teaching and after-school practice improvement. The main purpose of “Micro-construction artistry” is to strengthen the curriculum teaching links within the requirements of the curriculum, update the teaching content dynamically, and to enhance the breadth and depth of

the design curriculum practice. Taking the theoretical research of “Generalization-Color-Instrumental shape” as the leading, in-depth special training such as “Artifacts-Furniture-Space”, combined with the practice of “Expression-fast problem-Construction” and other practical investigation. Therefore, the construction of the teaching curriculum framework system of environmental design majors in higher art institute can finally promote the optimization and renewal of the design courses, and promote the continuous improvement of art practice teaching.

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