

## Research on the Teaching Method of Practical Design Subject for Environmental Art Major

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**Abstract:** With the rapid development of current society and the requirement of comprehensive ability of talents, the traditional one-way curriculum thinking teaching mode cannot meet the social needs. Facing the employment market, it is one of the current development directions of college education to cultivate students' professional ability, practical ability, professional theory and industry norms.

### 1. The Practical Significance of Practical Courses for Environmental Art Major

The environmental art design specialty is a design complex which relies on the building on which people live and extends to the interior space and exterior space of the building. It covers almost all the design relations of spatial nature. This requires that the major of environmental art have a broader knowledge reserve and skillful control over all kinds of spatial scales and sensory experience. This requires that the education and teaching of environmental art specialty in undergraduate courses should emphasize not only the theoretical knowledge reserve, but also the ability of practice, innovation and integration of multi-disciplinary knowledge. That is to say, it should be inclined to cultivate the application of comprehensive ability. The type of talents also requires that practical teaching should be emphasized and strengthened in higher education. And whether students can effectively practice often depends on how teachers conduct teaching, how to enable students to actually practice rather than simply understand the process, students must be able to truly grasp the key points of professional knowledge in practice, teachers' practical teaching can truly achieve The teaching effect should be. At the beginning of practical teaching, there are bound to be many obstacles and detours. Therefore, it is a problem that needs to be studied in the environmental art profession. How to combine theoretical study with practice is not only the focus of current education and teaching, but also the demand of the society for talent demand. Improving the practical ability and comprehensive quality level of professional talents is also a problem that must be faced in the current education of environmental art and even the entire design discipline.

At present, the teaching of environmental art is mostly the teaching of one-way thinking, and the related knowledge is popularized through theoretical narrative and program design. This teaching method is undoubtedly a method of researching talents, but it is not entirely suitable for cultivating applied talents. The programs involved in such courses are often able to be distinctive, but they are difficult to link to basic practices such as budget, construction, and materials. Increasing the intensity of practical teaching in the advanced curriculum of environmental art is one of the problems that need to be solved to train talents with comprehensive skills. Therefore, a reasonable curriculum system, teaching contents keeping pace with the times and effective teaching methods can be in line with the social requirements at different stages in advance, carry out targeted professional skills training, and cultivate applied design talents with strong professional quality. Its application value lies in: firstly, it can expand students' comprehensive grasp of the knowledge system of environmental art major in all directions, and improve students' comprehensive ability of design; secondly, it can improve the connection with society, transform academic achievements of colleges and universities into actual new momentum, at the same time, it can make students better understand market demand, stimulate self-learning ability and adaptability. Third, we can improve and improve the current curriculum teaching system and methods of environmental design specialty, and provide constructive suggestions for the development of this discipline.

## 2. The Ways and Links of Case Setting for Practical Courses of Environmental Art Major

This paper discusses the curriculum for the next semester of the third grade. It can be better carried out around the above problems and current situation by offering this kind of curriculum in the senior grade with solid professional basic theory. This topic chooses the teaching building itself as the main body of reform practice. The benefits of this topic are obvious. This is the space environment that students need every day. The advantages and disadvantages of this topic have been deeply realized in the previous two years of study. There is a clear understanding of the familiarity of the building and the environment, functional requirements, scale relations, tides and other situations, and more or less the idea of the teaching environment has accumulated for a long time.

The course is set to six weeks, the course mode is set to the group mode and the team is formed according to the characteristics of the students. On the basis of the discussion, the measurement and exploration of the teaching building site and the questionnaires of various majors will be conducted to conduct professional knowledge and behavioral investigations for the students of various majors, so as to facilitate the appropriate transformation and refinement of the teaching space they need in the course. The first step of the course is to survey the venue. The teacher explains the current situation and drawings of the college and provides functional answers to the existing teaching spaces, classroom offices, and public activity areas. On this basis, on-the-spot investigation can be carried out more in-depth, such as the location of the teaching building in the whole campus, fire pipelines, sewer location, the location of strong and weak gates, which can effectively let students understand these functions, and can avoid or modify these components according to the norms, so that the application of the program is stronger. After the survey, each group discussed the design direction and each member took out the design direction. Finally, the team leader determined the design direction and divided the work.

In the first week's course record, we asked students to measure the teaching building and to conduct professional questionnaires to understand the specific needs of different majors. The research should be specific to how many specialties and classrooms are involved in the design, and how much time is spent in each classroom and how much free time is allocated reasonably. The design of this course requires that the area of public learning space should be increased as much as possible in the design according to the current situation of the classroom and the investigation of the use time points in the design institute, so that students of various majors can walk out of the classroom and facilitate the complementarity and exchange of professional knowledge among students of different majors. In the second week, the design and renovation of the building space began. Before the transformation, it is necessary to determine the structural relationship of all the beams and columns in the teaching building, and it is necessary to ensure that the original basic frame structure can be truly modified without damage. The content involved includes sketches of ideas, peaks of people flow, methods of distribution of people, design styles, and guidance systems. This process requires repeated scrutiny and discussion, will be adjusted according to the progress of each group, and will end the process before the third week of the weekend. In the third week, the content of the second week was continued according to the specific situation, and the curriculum was adjusted and coordinated according to the progress of different groups. Some groups with higher completion and feasibility can properly speed up the progress; some groups with lower completion need to restructure and reform the program. Each report is carried out in the form of classroom discussion. Each group takes turns to report on the stage to make up for some of the students' expressive ability and provide some psychological and expressive support for their future work. At the beginning of the fourth week, we need to model the drawings and establish a small-scale model relationship to facilitate collective observation and discussion. The relationship between the floor and the floor is expressed through the model. By manipulating the space, we can effectively understand the spatial scale and distinguish it from the virtual sense brought by computer software. On the basis of the model, specific details can be implemented, including door and window structure, construction relationship, and bearing strength. This week, the overall feasibility of the design will be evaluated, and the spatial details will be processed based on this content and a reasonable effect will be derived. The fifth week is the adjustment and production

week, focusing on the details and solving the details, making detailed drawings and layouts. At the end of the sixth week, the topics will be sorted out from the beginning, and the instructors will comment on the advantages and problems of each group at each stage, and the overall report will be made by each group, and the final adjustment. And each group is not registered with each other, accounting for 40%. The content of the project will be presented in the form of a project exhibition, and visitors from the exhibition will be invited to evaluate it, accounting for 10%.

### **3. The Change of Practical Course to Traditional Course Model**

This practical course definitely has some changes for the traditional curriculum model.

First of all, try to change the curriculum relationship of the traditional teaching mode after the theory and practice. At the beginning of the course, it does not involve a lot of theoretical knowledge of the relevant public space and the function of the teaching space, leaving a larger imagination to the students. On this basis, students conduct research and preliminary preparations, and explore and recognize relevant knowledge points according to their respective perspectives, and communicate to the instructors in the form of joint participation reporting. Through this way, students can have a better grasp of the degree of understanding of the curriculum, and can have a better interactive understanding of interests and knowledge points. Putting aside the traditional theory-based teaching method, it can effectively stimulate the enthusiasm of students. In classroom communication, if it is found that there is a deviation between practice and theory, or that there is a situation that does not conform to the existing norms in the actual scheme, the instructor will put forward rectification suggestions and explain the relevant knowledge points, so as to improve the students' memory and grasp of knowledge points, and urge the instructor to strengthen the breadth of knowledge reserve.

Secondly, try to change the main body of the classroom. In this practical course, the traditional teacher-centered teaching mode is changed to student-centered teacher-assisted teaching mode. Placing students in the main position of the course can get rid of the breastfeeding of exam-oriented education, enhance students' sense of participation in the course, and help to establish and improve students' self-confidence. The improvement of individual ability of contemporary college students under the traditional exam-oriented education mode is particularly important at the University stage. One of the main reasons for the derailment of undergraduate graduates from the market in recent years is the cognition and solidification behavior of college students' solidification: college students can't exert their subjective initiative well, and they can't excavate self-cognition and self-ability. Taking students as the main body of the classroom can alleviate this phenomenon to a certain extent, and can cultivate professional ability and individual self-confidence, and prepare for entering the society.

Again, try to change the evaluation system. This practical course has weakened the final decision of the instructor. In this class, a small-scale experiment was carried out, and the scoring rights of 50% or more of the scores were given to the students, so that the students participated and scored the courses in the way of the judges, and learned from the evaluation methods of some universities. Public exhibitions and feedback as a reference for scoring. I would like to use the evaluation method of the network platform, but its convenience of canvassing is contrary to the idea of curriculum knowledge dissemination, so I have not tried, but the evaluation system of the network platform is an indispensable direction, and will try to match it with the curriculum evaluation system in the future. Diversified evaluation system can show students' works in a more three-dimensional way, instead of evaluating homework only by teachers' personal thinking and appreciation, which can ensure more fairness.

### **4. Diversity of Practical Course Development**

In China, more and more art colleges and universities have begun to focus on and develop practical teaching systems. Through investigations, it has been found that art colleges represented by the Central Academy of Fine Arts and the Chinese Academy of Fine Arts have developed their

own characteristics in the field of practical teaching, and the teaching effect is currently effective and sustainable. In addition, some colleges and universities try to solve the problems existing in the traditional teaching mode and put forward a "project-driven" teaching mode. This mode is a "learning by doing" teaching mode with teachers as the leading role and students as the main body. Through the preparation and selection of projects, the organization and planning of teams, the implementation and evaluation of projects, students can master and apply the subject knowledge in the practice of specific projects. The application of this mode effectively stimulates students' interest and enthusiasm in learning, and not only enables students to better handle the project. Grasp professional knowledge and skills, but also enhance the overall quality and ability of students. In the article Zhou Junling's article the "cross-border" innovative teaching method of environmental art design teaching is emphasized [1]. It breaks down the barriers and boundaries between the original professions, better integrates the teachers, provides mutual support for the disciplines, stimulates the ability to innovate, and improves the overall quality. This teaching method is to integrate relevant professions and improve It has an important role in expanding the teaching methods of education. For the teaching method, it is proposed to guide the teaching process with a systematic design, and realize the method of serial connection between the "course groups" [2].

To sum up, the existing research has put forward many reform measures and teaching methods from different aspects and perspectives for the design course teaching of environmental art specialty, such as project teaching method, teaching strategies based on industry needs, network teaching system, three-dimensional teaching platform, etc. These studies also put forward corresponding views and methods for the cultivation of students' practical ability and comprehensive application ability. As one of the representatives of art colleges, Shandong Art College is also actively exploring educational teaching methods suitable for students in the region and conducting necessary practical teaching exploration. I hope that through the discussion of this topic, I will provide some ideas and methods for improving the teaching methods and teaching system of the practical courses of environmental art majors and optimizing the teaching mode.

## **Acknowledgement**

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## **References**

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