

Research on the Teaching Method of Architectural Design from the Perspective of Competition and Teaching

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Abstract: With the development of the times, university education has also entered the flood of reform in the new era. With the education and teaching guidance concept issued by the Ministry of Education, many universities in China have transformed into applied universities. The goal of applied university teaching is to cultivate comprehensive talents and advocate a new talent training mechanism, so that the students can meet the needs of diverse talents in the job market when they step out of the school. Through students participating in extracurricular design competitions, students are guided to develop autonomous learning methods, and through the active thinking, teamwork, and voluntary learning to complete inquiry teaching. In this paper, the author will use this to carry out the teaching research of applied university architecture design from the perspective of teaching.

1. Introduction

The progress of the times has driven the development of the education field. In the education mode of innovation and reform, the traditional methods of college classroom education have certain limitations. In today's ever-changing society, it is no longer enough for students to step out of the campus and enter the society. The development needs, therefore, driven by the needs of the background of this era, the application of the university has rapidly developed in the eyes of the public. In the teaching mode of the applied university architectural design classroom, the pioneering and innovative curriculum, the development and cultivation of students' comprehensive ability, and the promotion and improvement of teamwork ability are all important issues in the establishment and development of applied universities. The key factors are also the differences that are different from traditional universities. The important factor in determining the success of each industry is whether the professional quality of the relevant personnel is up to standard, and the application-oriented university is no exception. Therefore, the core is to carry out application-oriented, innovative and compound personnel training. In the mode of teaching, it also pays more attention to the improvement of students' practical ability and comprehensive ability. Through this teaching mode, college students can have a strong competitive advantage in the moment they step out of school. Ways to promote education In the process of improving the educational methods, we can effectively cultivate and gradually enhance the self-learning ability of college students, and improve students' enthusiasm for learning in architectural design. At the same time, the effects and experiences encountered in the process of teaching reform The problem is explored, reflected and continuously improved. Promote the development of new educational models through various means, so as to better promote the competitiveness and comprehensive quality of students, and finally realize the ultimate teaching purpose of applying talents in all aspects of applied universities.

2. Innovative teaching exploration of advanced architecture design course

Architectural design, as a course that requires a lot of practical experience and ability, is a key course in the architecture curriculum, and it is also a difficult point for students to study architecture. In the traditional architectural design course, too many complicated and boring theoretical knowledge is involved, which leads to students not having the opportunity to practice themselves.

Therefore, the current practical ability of college students is generally weak, and the practical experience is so scarce that they are full of emptiness and emergence. In actual operation, I don't know where to start. This kind of situation often occurs in the process of teaching the architecture profession in the third grade, and there is no reasonable teaching method of applying innovative practice. The five-year architecture major, the first two years of study is mainly to lay a solid foundation for the study of the upper grades, and the third grade is an important watershed in the study of architecture, due to the departure from the basics of architecture, the first entry In the difficult teaching and learning, not only the scale of the building in learning has grown from small to large, but also the complexity of its functions has gradually increased, and the architectural concept has also been significantly in-depth [2]. Therefore, the third grade is a crucial year for the students of architecture, from the basic knowledge to the initial understanding of the social attributes of the building, the connection of human and emotional and other deeper learning. The third-grade students have basically had basic hands-on skills at this stage. They should learn to understand the concepts of architectural learning and other aspects according to the rest of the relevant subject content, and actively participate in various architectural designs for the purpose of improving their practical ability. Class competitions, the focus is not on the achievements and rankings obtained, but in the process of discovering their own problems in the course of this competition, they develop their own practical ability, accumulate experience in architectural design, and then summarize their own shortcomings and correct them in time. , constantly improve their own capabilities. The third grade is a very important process for the cultivation of a student's comprehensive ability, and constantly carries out self-advancement and development [3].

In the process of teaching, one of the more common problems can be found. Most of the students' tasks in the architectural design involved in the course are carried out with the purpose of simply completing the teacher's assignment tasks, and there is a serious lack of learning. Initiative and enthusiasm, in the process of design, also has a large degree of delay, can be dragged on in the early stage, not too slow, to the date of the fast-paced design works and then rushed to "rush home", there are The idea did not have the opportunity to implement it in time [4]. In the process of implementing the innovative education model, students' interest in learning should be stimulated, and the learning ability of contemporary college students should be further enhanced. The inner potential of students' comprehensive learning and the full imagination can be explored through real-life problems. For example, in the design task of a certain resort, the external conditions of the teacher can choose the real existence in the actual design scene, and assign these questions to the students so that they can look for them in their own architectural design tasks with these problems. Design positioning and theme, in-depth and comprehensive research on design tasks in many aspects, thus triggering students' interest in learning from multiple perspectives. The design course to be studied in the third grade is different from the traditional teaching mode. It is very important in the selection of research topics. It is difficult to make a reasonable choice. In the traditional teaching mode, some topics are designed independently by a single person. The whole design process is also very difficult. Due to the increasing depth and complexity of design problems, most students have a shallow understanding of design topics. It is too superficial and has no depth at all. Therefore, the expressiveness in the design drawings of the scheme is naturally unsatisfactory and it is difficult to meet the requirements of the standard [5]. Therefore, in the innovation of teaching mode, comprehensive improvement should be made through effective methods for this common situation. At the same time, the impact of independent and difficult architectural design is not only reflected in the design of the program, but also affects the students' own psychological situation, because of the student's design. If you fail to meet the standards and your own level of satisfaction, your self-confidence will be hit hard and have a certain degree of impact. As a result, students lose interest and confidence in learning and even doing this work in a big aspect of architectural design. Therefore, in order to strengthen students' ability to solve complex problems, in some difficult topics, teamwork can be used to reduce the difficulty and pressure of the project, such as landmark construction. In the planning, you can use the team's common design method, let the students form a group of 3 to 4 people, and carry out a reasonable division of labor within the group, give full play

to their own advantages, all the design process can be completed by the team, so that The original difficulty is greatly reduced. In the final design of the finished product, it is not only the design works that are completely consistent with the nature, but also the different styles of the individual in the works. In the grouping process of the team, the teacher can make the students with the same style form a collaborative design team, and can also make the students with different styles and different aspects become a group and become complementary teams. Both methods can create excellent design works of chicken nests in different degrees and different aspects, and complete the design project in the process of mutual help [2].

3. Under the implementation of the new teaching method and promoting teaching with competition

The development and application of new teaching methods advocated the educational method of “helping to promote education” in applied universities. The author learned through practice that in the process of teaching, students with grades above the third grade have extracurricular foundations. Participating in various design competitions in practice can enhance students' enthusiasm for learning to a certain extent. In the design process of the competition, in order to achieve excellent results, students will fully analyze and study the theme of the competition, and comprehensive design from multiple angles will carry out preliminary design; at the same time, due to time constraints in the competition Therefore, in the process of designing, students should fully consider the design process according to the time. It is necessary to plan the time before starting the design. In the individual system of the team as a participating unit, the student team should Personal advantages Do a reasonable division of labor, use complementary methods, each take the short of each of the directors to achieve the purpose of the final results. In the application-oriented university, there is something that can't be taught to students in the traditional teaching process. While cultivating students' autonomy, the professional level of the students' architectural design courses has also been significantly improved. The team competition mechanism is to let students understand the importance of teamwork and recognize the aspects they are good at. This whole process can make students get a good workout and improve their self-autonomous, cooperative and research-oriented learning ability. In the course of the competition, its program design ability, model making ability and computer graphics ability have been significantly improved. On the way to cultivate comprehensive talents, another significant step has been taken [1]. On the road of education reform, the development path of applied universities is very long, and there are still many obstacles. The main purpose of the teaching process is to improve students' comprehensive ability. Whether it is in the cultivation of professional skills or the shaping of professionalism, it is an excellent student training model. Judging from the current implementation of the architectural design course, it not only enhances the initiative of students, but also improves the quality of teaching. Although there are still problems of students' lack of ability in the face of competition, they will gradually improve in the later adjustments and strive to achieve the goal of teaching reform as soon as possible.

4. Conclusion

The cultivation of college students' comprehensive quality has always been an important topic in the cultivation of talents in colleges and universities. The strengthening and implementation of Zhijiang College in the training of applied technical talents has also opened a door to the teaching of architecture. Socrates once said, "The most effective method of education is not to tell people the answer, but to ask them questions." After the reform, the third-grade design course teaching is guided by problems, and the theory is combined with practice to explore new ways of teaching; Drive the competition, perfect the teaching by competition, practice new teaching ideas, and achieve certain results. “Design comes from life”, and “design must also serve and guide life”. Guided by social needs, the transformation direction of applied universities centered on talent cultivation is also a new navigation mark for architectural design teaching.

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