

Research on the Artistic Attribute and Education of Interior Environment Design

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Abstract: This article focuses on the existing problems of indoor environmental design art attribute education, aiming to deeply analyze and explore the optimization path. Through literature research, practical investigation and other methods, this article makes a comprehensive survey of the current indoor environmental design art attribute education. In terms of curriculum design, this article finds that the curriculum system is not systematic, the proportion of art theory and design practice courses is unbalanced, and the integration of interdisciplinary course is lacking; There are some problems in teaching methods, such as teacher-centered, low student participation and poor timeliness of case teaching. In practical teaching, the authenticity and complexity of practical projects are insufficient, and the guidance lacks professionalism. These problems lead to students' weak artistic literacy foundation, limited knowledge vision, frustrated learning enthusiasm, difficult to fully exercise their practical operation ability, and weak ability to adapt to practical work after graduation. Based on the above analysis, this article makes clear the outstanding shortcomings in the curriculum, teaching and practice of indoor environmental design art attribute education, which provides a solid basis for the subsequent targeted improvement strategies. This is of great significance to improve the quality of indoor environmental design art attribute education and cultivate high-quality talents to meet the needs of the industry.

1. Introduction

In today's society, indoor environmental design, as a comprehensive field integrating many disciplines, is becoming increasingly important [1]. With the improvement of people's living standards, the requirements for indoor space are not limited to meeting basic functions, but also pay more attention to their artistic aesthetics and spiritual experience [2]. In this context, it is particularly urgent to deeply explore the artistic attributes of indoor environmental design and its education-related issues.

The artistic attributes of indoor environment design cover space, color, material and other aspects, and these elements are intertwined to jointly create a unique indoor space atmosphere and style [3]. Its artistic attribute does not exist in isolation, but is closely linked with social culture and historical development, and is also influenced and promoted by contemporary science and technology [4]. The uniqueness of artistic attributes not only endows indoor environmental design with artistic charm, but also is the core driving force for sustainable innovation and development in this field.

The inheritance and development of the artistic attribute of indoor environmental design can not be separated from the support of professional education. Education, as a key link in cultivating professional talents, plays a decisive role in transmitting the knowledge and skills of indoor environmental design art [5]. Reasonable education system and teaching methods can guide students to deeply understand artistic attributes, cultivate their innovative thinking and practical ability, and thus promote the overall development of indoor environmental design industry [6]. However, at present, there are still some problems to be solved in the curriculum and teaching methods of the art attribute education of indoor environmental design, which restrict the effective

realization of the goal of art attribute education.

This article focuses on the study of the artistic attribute and education of indoor environmental design, aiming at analyzing the composition and characteristics of the artistic attribute of indoor environmental design, revealing its internal relationship with education, analyzing the current educational situation and existing problems, and putting forward targeted optimization strategies. Through this study, it is expected to provide useful reference for the improvement of the education of artistic attributes of indoor environmental design, promote the improvement of education quality in this field, and then promote the development of indoor environmental design industry in a more artistic and professional direction.

2. Analysis of the artistic attribute of indoor environment design

The artistic attribute of indoor environment design is first embodied in the space modeling. Space is the foundation of interior design. Designers create unique forms through the division, combination and reconstruction of space, such as the regular and symmetrical traditional Chinese space layout or the agile and changeable modern simple space structure, which brings different space feelings to users. Color collocation is also a key element, and color has strong visual impact and emotional expression ability [7]. Warm colors can create a warm and lively atmosphere, while cool colors bring a sense of tranquility and composure. Proper TINT can strengthen the theme of space, like the light blue tone commonly used in hospitals, and convey a peaceful and professional message. The selection of materials can not be ignored, and the texture and texture of different materials are significantly different. The warmth of natural wood, the massiness of stone and the coldness of metal are skillfully matched by designers, which endows the space with rich tactile and visual levels.

From the historical development, the artistic style of indoor environment design is constantly evolving. In ancient times, influenced by religion and culture, many styles had distinct regional characteristics. For example, the European classical style pursued magnificence and solemnity and was characterized by exquisite murals, sculptures and complex decorative lines. In the period of industrial revolution, new materials and technologies emerged, which promoted the birth of modernist style, emphasized the supremacy of function and abandoned cumbersome decoration [8]. Then, the post-modernism style rose, which broke the stereotype of modernism, integrated historical elements and multiculturalism, and showed the characteristics of inclusiveness. The evolution of artistic style not only reflects the aesthetic changes of the times, but also is the result of the joint action of social, cultural and technical factors.

3. The relationship between the artistic attribute of indoor environment design and education

3.1. The orientation of artistic attributes to educational content

Table 1 Elements of artistic attributes and corresponding educational contents

Elements of artistic attributes	Corresponding educational content
Space modeling	Spatial mapping: measure different indoor spaces on the spot, record the size, and cultivate spatial scale perception.
	Spatial composition: make spatial model, try to divide and combine, and exercise creativity and operation ability.
	Spatial planning: divide areas according to functions and master layout principles.
Color matching	Color basic theory: explain the basic knowledge such as elements of color and mixing principle.
	Color psychology: study the influence of color on psychology and behavior, and assist design to convey emotion.
	Indoor color design: analyze the color matching skills of different styles of indoor space and learn to choose the appropriate scheme.
Material selection	Materials science: introduce the characteristics and appearance of common building and decoration materials.
	Material technology: explain material processing, installation technology and connection mode.
	Material application practice: participate in actual or simulated projects and experience the effect of material collocation.

The artistic attribute of indoor environment design largely determines the direction and focus of educational content. From the perspective of spatial modeling, an artistic attribute, education should focus on cultivating students' ability to accurately grasp spatial scale and proportion, as well as their ability to creatively conceive space. In the aspect of color collocation, students should learn the knowledge of color theory, including the psychological effect of color and the principle of color harmony. For the selection of materials, students should be familiar with the characteristics of various materials, processing technology and applicable scenarios. Table 1 shows the orientation of artistic attributes to educational content.

3.2. The role of education in the inheritance and development of artistic attributes

Education is an important bridge to inherit and develop the artistic attributes of indoor environment design. Through education, the knowledge and experience accumulated by the predecessors about artistic attributes can be systematically passed on to the next generation. Teachers teach classic space design techniques, traditional color matching concepts and application skills of characteristic materials in class, so that these precious treasures will not be lost. Education stimulates students' innovative thinking and promotes the development of artistic attributes. In the process of education, students are encouraged to break through the tradition, combine contemporary culture and technology, and explore new forms of spatial expression, TINT method and the possibility of material application.

4. Indoor environment design art attribute education status and problems

Table 2 Analysis of the Existing Problems in the Education of Artistic Attributes of Interior Environment Design

Problem category	Incorporate	Affect
Curriculum setting problem	The curriculum system is not systematic, the proportion of art theory courses and practice courses is unbalanced, and there are few hours of art history.	Students' artistic accomplishment is weak, they have a shallow understanding of artistic style and aesthetic laws, and it is difficult to design and apply artistic elements.
Teaching methods	There is little integration in interdisciplinary course, and there are insufficient cross-courses with architecture, psychology and sociology.	Students' knowledge is narrow, and their design works lack depth and innovation.
Practical teaching problems	The teaching method is single, with teachers as the mainstay and students' participation low.	Students' learning enthusiasm is low, and their interest in courses is not high.

At present, the art attribute education of indoor environmental design has been paid attention to in colleges and educational institutions, but there are still many things to be improved. In terms of curriculum, most colleges and universities have set up basic courses related to the artistic attributes of indoor environment design. However, there is a lack of organic integration between courses, showing a relatively independent state. In terms of teaching methods, traditional lecture teaching still occupies a dominant position. Teachers impart knowledge mainly through theoretical explanation and picture display in class, while students passively accept information and lack opportunities for active thinking and practical operation. Although some colleges and universities began to try to introduce case teaching method, its application scope was limited, and the speed of case updating was slow, which failed to fully reflect the latest development of the industry.

Practice teaching is an important part of the art attribute education of indoor environmental design. At present, practical teaching is mainly based on course assignments and on-campus practical training projects, and there are few practical business projects that can really let students participate. At the same time, the guidance of practical teaching is insufficient, and teachers can't give detailed guidance to each student because of the heavy teaching tasks. Analysis of the existing

problems in the education of artistic attributes of indoor environmental design is shown in Table 2:

These problems seriously restrict the quality of the education on the artistic attributes of indoor environmental design, which leads to the defects of the students' artistic accomplishment, innovative ability and practical ability, and it is difficult to meet the demand of the industry for high-quality professionals. Therefore, it is urgent to reform and optimize the art attribute education of indoor environmental design, so as to improve the quality of education and cultivate professionals to meet the needs of the times.

5. Optimization strategy of indoor environment design art attribute education

At present, there are some shortcomings in the curriculum system of indoor environmental design art attribute education, which needs to be optimized. Basic courses such as art history and aesthetic principles should be added, so that students can deeply understand the context of artistic development and aesthetic laws and improve their artistic accomplishment. At the same time, integrate professional courses, avoid duplication of content, and enhance the logic and coherence between courses. Figure 1 shows the optimization scheme of the curriculum system of indoor environmental design art attribute education:

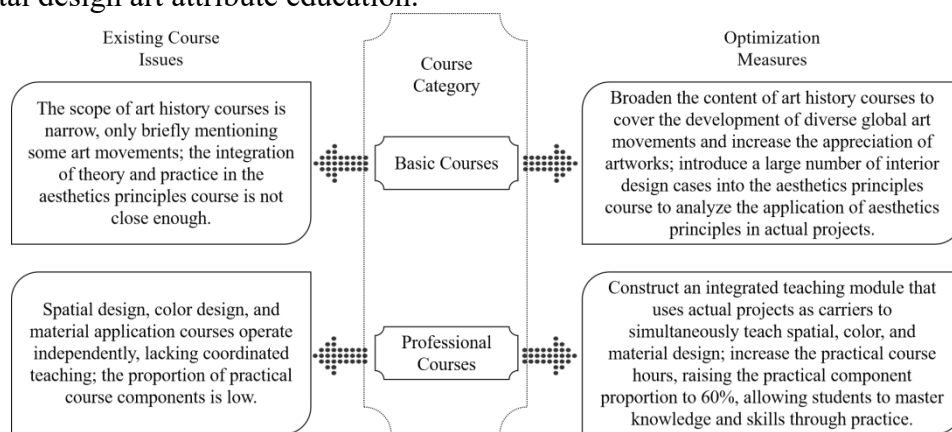


Figure 1 Optimization scheme of curriculum system for indoor environmental design art attribute education

Case teaching method can guide students to explore the application skills of artistic attributes by analyzing classic and modern interior design cases. Project-driven teaching method allows students to participate in practical projects, from scheme design to construction landing, and deepen their understanding of artistic attributes in practice. At the same time, modern educational technology is used to create an immersive learning environment for students, so that they can feel the artistic effects of different design schemes more intuitively.

Schools should encourage teachers to participate in academic exchange activities and professional training courses at home and abroad, and keep abreast of the frontier trends and artistic development trends of the industry. At the same time, introduce industry experts with rich practical experience as part-time teachers to enrich the teaching staff. Establish a mechanism to improve teachers' teaching ability, conduct regular teaching seminars, share teaching experience and innovate teaching methods, and promote exchanges and common growth among teachers. By optimizing the teaching staff, we can provide a solid talent support for the education of artistic attributes of indoor environmental design and cultivate professionals with more artistic creativity and practical ability.

6. Conclusions

The existing problems in the art attribute education of indoor environmental design have a significant negative impact on the quality of personnel training. From the perspective of curriculum, the lack of systematicness and interdisciplinary integration in the system makes students have obvious shortcomings in artistic literacy foundation and knowledge vision, and it is difficult to

flexibly use artistic elements in design, and the design works are also lacking in depth and innovation. The singleness of teaching methods and the obsolescence of case teaching have dampened students' learning enthusiasm, hindered them from getting in touch with cutting-edge concepts and technologies in the industry, and led to their weak ability to adapt to practical work after graduation. In practical teaching, the lack of authenticity and complexity of practical projects and the lack of professionalism of guidance make students' practical operation ability not fully exercised, and it is difficult to master the skills and processes needed for practical work, which affects their employment competitiveness.

In order to improve this situation, educational institutions should optimize the curriculum, balance the proportion of art theory and design practice courses, strengthen the integration of interdisciplinary course and broaden students' knowledge horizons. In terms of teaching methods, we should pay attention to student-centered, adopt diversified teaching methods and introduce timely case teaching to stimulate students' interest in learning and innovative thinking. In practical teaching, we should improve the authenticity and complexity of practical projects, strengthen the accumulation and promotion of teachers' practical experience, and provide more professional guidance for students.

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