

Demand, Present Situation and Optimization of Architectural Art Education from the Perspective of a Broad Concept of Culture

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Abstract: The broad concept of culture has a great influence on the education of modern architectural art, which also poses new challenges and demands for art education. In order to cultivate an architectural artist with cultural background, students need to be aware of it on the basis of the knowledge taught. However, our current architectural art education is affected by multiple factors such as digitalization, inadequate perception and theoretical ability, and cognitive bias of art education internationalization, so it needs to be comprehensively improved from multi-dimensional perspectives such as art education philosophy, teaching methods, teaching project design and synaesthesia experience.

1. Introduction

Architecture is a balance between art and Science in the education and practice of architectural art in the West. In the eyes of western architects, architectural artistry plays an important role. Liang Sicheng, a master architect, once said, “an architect should have a wide range of knowledge, a philosopher's mind, a sociologist's vision, an engineer's accuracy and practice, a psychologist's sensitivity and a writer's insight, but in essence, he should be a comprehensive artist with cultural accomplishment. [1]”

In recent years, with the growing of people's pursuit for a better life, the aesthetic is also changing dramatically, and art education is more and more valued by people. However, due to people's one-sided understanding of the national art enrollment policy, the understanding of art self-cultivation is also extremely insufficient, resulting in the idea of quick success and instant benefit. Students from western developed countries have received art education, visited art exhibitions and received art edification since childhood. However, Chinese students start to learn art because of the requirement of their major after they enter university. Most of the science and engineering students who can enter the major of architecture do not have high artistic quality, and some of them almost start from scratch to receive art education with a low starting point. What's more, art education is not a simple task that can be accomplished overnight. Students' art level cannot be determined simply by the amount of art training they receive. Different from science education, art education has its own aspects that are difficult to grasp. High investment in art education does not mean high output. Scientific knowledge can be imparted, while art needs to be carefully comprehended on the basis of imparted knowledge. It is difficult to train a scientist and even more difficult to train an artist, which is a serious problem to architecture art education [1].

Our architectural art education exists in various colleges and universities and vocational and technical colleges, and has formed its own architectural education model, but has not formed its own characteristics. Some parts of the teaching system have changed, but not fundamentally. The reform of teaching methods is only carried out within the original curriculum framework, and the partial optimization does not bring about the overall optimization of vocational architecture education. In recent years, although there have been extensive discussions on how to encourage innovation and develop individuality in education and relevant curriculum reform, the whole architectural education system remains unchanged. Closed pattern, rigid and rigid system restrain

the development of students' personality. The education mode of students' passive acceptance of knowledge, the inert state of teachers' teaching, the disconnection between education and society, the outmoded teaching content, the neglect of practice, the lack of communication opportunities and the lack of cooperation spirit still exist. This paper will start from the perspective of the broad concept of culture, under the premise of the educational thought and objective concept of architectural art, combine the grand cultural view with the architectural art education organically, analyze the impact and new demands of the architectural art education under the grand cultural view, and put forward the corresponding optimization scheme.

2. New challenges and new demands of broad concept of culture on architectural art education

The broad concept of culture has a very big influence on the modern building art education, which promoted the development of China's education cause from the angle of scale and structure. The good development situation makes the development of Chinese architectural art to a new phase, which is a proactive change to adapt to the improvement of productivity, as well as a process of adapting concepts and values. The practice of broad concept of culture constantly updates the means of architectural art education. With the development of science and technology, the progress of technology, the renewal of art categories and education concepts, the art education of architectural education is facing some new changes, which bring new challenges and demands for art education

2.1 New challenges of architectural art education

2.1.1 The double-edged sword of digital teaching mode

With the rapid development of the Internet age, especially the introduction of computer-aided design and digital teaching, new vitality has been injected into architectural design and education, which also brings unprecedented unknown and possibility, and has a great impact on the traditional teaching methods. Computer and AI technology make people have a better understanding of the architecture, which reduces the authority influence of architecture art to a certain extent. But we should know that the digital age is a double-edged sword for architectural art education. The creativity of architectural art needs to find inspiration from various architectural sketches. But computer technology will reduce students' ability to design by hand, which is a disadvantage. If students engaged in architectural design and creation rely on computer and digital technology excessively, it will seriously affect the improvement of personal hands-on ability. As a result, the students who are learning design at the beginning may develop bad design habits. Many students confuse the drawing process with the design process. The students who no longer do the design work are obviously lack of basic skills, which will greatly weaken the conception ability and the sensitivity of color design in the design process.

2.1.2 Improvement of perception and theoretical ability

For a long time in the past, China's architectural academic and educational circles have introduced a large number of western design and modeling theories, such as translating various western theoretical works, systematically introducing various design schools, and increasing the number of theoretical courses in the school's syllabus. The popularity of the Internet has also increased our access to a variety of information such as architectural design and art. Along with the progress of theory, there are also dogmatic constraints. For example, if we adopt abstract geometric form, we think it's modernism, or if we explain some symbolic concepts of form, we think it's postmodernism [2]. The introduction of theory does not lead to a real breakthrough in the field of modeling. This prompted us to think about the gap between us and Western countries in architectural design and education? Today, it seems that the ultimate reason lies in the lack of feeling, the lack of attention to the basis of sense perception in theoretical research, which creates an insurmountable obstacle in form exploration. The training of sense perception is exactly the most

important basic content of art education.

2.1.3 Architectural design and art education in line with international standards

Globalization provides us with two-way channels of technology acceptance and cultural output objects. We need the world's outstanding architects to participate in our architectural design. The Jinmao Tower in Shanghai is the most vivid example of the integration of architectural art with the world. It not only has advanced technology, but also absorbs the charm of the traditional close eaves tower in China. At the same time, our architects should also introduce the characteristics of Chinese architecture to the world. With the continuous development of global integration, the communication and connection between Chinese architectural design and international architectural design are becoming closer and closer [2]. Many domestic architectural universities are trying to cooperate with foreign architectural universities in teaching methods, so that they can improve their own teaching methods and learn a lot of advanced things, including concepts, methods, etc. At the same time, we should also pay attention to the study of traditional architectural art and regional architecture, and release the essence and charm of Chinese traditional architectural art.

3. The current situation and predicament of architectural art education in China

3.1 Loss of regional characteristics

From the perspective of culture, ecological development and appropriate technology represent an important movement towards cultural liberation and cultural transfer, and represent a move away from Western domination and towards local culture relative to autonomy. The regional characteristics of architectural design, compared with the traditional national architectural art of western architectural art, must be highly valued and organically combined into production and life for the specific expression forms of architectural differences caused by different regions and cultural circles. However, the lack of scientific system of architectural art education in China has resulted in the loss of regional characteristics of architectural art education in China. Many of the works have vague regional characteristics, even no regional characteristics.

3.2 The weakening of design connotation and thinking ability

Architecture is the epitome of culture. For designers, thinking is the most fundamental thing in design and artistic creation. The constant collision of eastern and Western cultures, history and present, simplicity and complexity, abstraction and concrete, etc., can liberate architectural art from the shackles of realism. In addition, thinking can not be separated from philosophy, engineering, art and aesthetics, and is based on the concept of broad culture. In recent years, the lack of a scientific system of architectural art education in China has led to the weakening of its foundation and thinking ability in architectural design [3]. Architecture is a comprehensive subject with interdisciplinary development, involving politics, economy, culture, art, art and sociology, etc. The complexity of architecture determines that designers must have a comprehensive quality of multi-disciplinary, which needs the support of scientific education system.

3.3 The loss of language ability and aesthetic ability

Many of our students often have good ideas and creativity, but if they are asked to express their ideas clearly, or to name the design, or to write an elegant description, it often makes them nervous. The reason is that they lack strong professional language to express and interpret this kind of beauty and art. Since the development of architecture, both from the perspective of function and from the perspective of aesthetics, it has presented the characteristics of multiple disciplines. We must face the problem of expanding the scope of architectural education and cultivating students' comprehensive cultural accomplishment. At present, the teaching system of Architecture Specialty in China should continuously expand the related disciplines and strengthen the students' language and aesthetic ability.

4. The optimization of architectural art education system under the view of broad culture

4.1 Education in the art of architecture emphasizes the shaping of ideas rather than the practice of skills

Art education is different from general technical training. Its core is to shape students' thinking and concepts about aesthetic art, which can not be obtained only through skill training. Therefore, it is necessary to attach importance to the guidance and cultivation of students' thinking on the basis of certain skills and exercises, so as to stimulate the broad imagination and perception of the brain. The key lies in paying attention to the cognition of aesthetics and the education of art display, realizing the seamless connection of practical skills and artistic concepts, which can not only greatly improve the pleasure of teaching process, but also substantially improve students' artistic thinking [4].

4.2 Get rid of progressive teaching

At present, many courses are taught in a progressive order from simple to complicated, which is beneficial for students to comprehend one by one. However, it is also easy to lead to the shackles of students' thinking, which is extremely unfavorable to the cultivation of students' artistic thinking. Therefore, it is necessary to break the traditional teaching mode, not to deliberately pursue the systematic and comprehensive knowledge, but to adapt to the characteristics of art teaching and adopt a way conducive to cultivating students' creative thinking.

4.3 Make the most of synaesthesia

Art is a subject with rich connotation, and there are countless internal connections between different branches of art. Therefore, in architectural education, students should reasonably use the advantage of artistic synesthesia, start from related disciplines, and promote the accumulation of architecture-related knowledge. For example, the content of song appreciation, painting art and calligraphy appreciation should be included in the class to improve the breadth and freedom of students' artistic thinking, which has a strong promoting effect on enhancing students' architectural art accomplishment.

4.4 Set comprehensive teaching topics

The current art education is a comprehensive system, and the single curriculum training single skills can not adapt to the development of art education requirements. A series of subjects can be drawn up for the comprehensive courses. Each subject can integrate several courses, which can be jointly instructed by the teachers of the corresponding courses. Each subject sets a final goal, which is achieved through several step-by-step and interactive links. The end of each link means the production of a work, the cultivation of one or several abilities, and the production of a series of works eventually leads to the achievement of the final goal [4]. Each teaching topic has a complete practice process, through different steps to achieve different teaching purposes, such as the combination of modeling ability and art course; the combination of art appreciation and architectural history and theory; the combination of model course and modern art, etc. The setting of comprehensive courses is beneficial for students to combine skill training and thinking innovation, eliminate the monotony of courses, and provide students with greater choice space and personality release space.

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