

Innovative Reform of Interior Art Design in Education

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Abstract. The basic connotation of design culture is composed of comprehensive cultural form, life style and design style. By analyzing the problems existing in the teaching of interior design major in Colleges and universities in China, this paper puts forward the reform and innovation that interior art design can try in education, that is, to improve the students'ability of combining theory with practice through the reform of teaching mode. Through the innovation of teaching form, on the one hand, to cultivate students'interest in learning, on the other hand, to meet the needs of the society for the professional talents, to put forward new thinking for the sustainable development of interior art design. Students should improve their own cultural quality, grasp the historical development of design, be familiar with the design style, skillfully use several morphological factors of interior art design, and accurately grasp the design style of the times, national style and product style, and add innovation, so as to improve the design practice.

1 Introduction

In recent years, with the rapid development of economic construction, interior art design has been paid more and more attention in our society, but there is still a big gap compared with developed countries. Our country's interior art design is in line with the international standards. First of all, we should start with art design education. The catalogue of undergraduate majors issued by the Ministry of Education in 1998 formally defined "art design" as an art discipline name, which opened the door of hope for art design education in China. Interior art design is a subject involving a wide range of disciplines. It is based on a certain background of the times and adapts to the development level of politics, economy, culture, science and technology and art in a certain period. From the function and form, it can be roughly divided into three areas: product modeling design, visual communication design and environmental art design. With the rise of the new technological revolution in the 20th century, interior art design has become an important means of developing economy, expanding exports and improving the competitiveness of products all over the world. American business circles put forward that "design is economic benefit", and former British Prime Minister Mrs Thatcher said that "industrial design is even more important to Britain than my government". The popular slogan in today's international business circles is "Design, Creating the Tomorrow of Mankind" [1]. The 21st century is the era of knowledge economy and fierce competition. It is not only the competition of science and technology, but also the competition of art design.

Our country's interior art design education started late, mostly from the renaming of art specialty. Many art and design institutes have not yet got rid of the influence of art education and lack of characteristics. From the structure of teachers and students, most of the interior art design teachers were born in the Academy of Fine Arts, lacking practical experience in art design, and their knowledge was relatively simple; many students applied for the interior art design major not out of their love for design major, but because of the poor performance of cultural courses, and only other scores were allowed for the admission of professional culture. Half of the majors are majoring in surface technology every year, from content to form, forming a set of invariable formats, as long as they can recite several forms in time, they can do well, thus ignoring the overall quality of the candidates in learning interior art design, resulting in insufficient stamina for students to understand problems and innovate. From the point of view of teaching system structure, the coverage of specialty is too narrow, the training mode is single, the knowledge is aging, and the teaching method is obsolete.

Some teachers are still enthusiastic about the traditional handicraft inheritance mode of teaching, most of the training objectives are mere formality. In order to cope with the inspection by higher authorities, seemingly standardized teaching documents lack authenticity and fabrication; many colleges still apply the teaching methods and concepts of the Academy of Fine Arts, lacking overall optimization. The basic courses are more emphasis than the practical courses. In the setting of basic courses, sketch and color realistic skills are generally the main training. Although some colleges and universities have made some shallow curriculum structural adjustment recently, most interior art designs still use the teaching methods and concepts of the Academy of Fine Arts to train future interior art designers. From the point of view of teaching management, procedural and normative management is poor, and teachers in many colleges and universities have great randomness in class. They set up classes blindly because of people and increase or decrease them blindly [2]. Teachers scored randomly, and the "exam-oriented" education was hard to disperse. Students' practical ability and creativity were poor. From the point of view of school running efficiency, the complementarity and mutual benefit of industry, University and research are low, the necessary hardware facilities and capital investment are lacking, and the overall school running efficiency is not high. Because of the above phenomena, many students trained in interior art design education have narrow knowledge, weak ability and low quality.

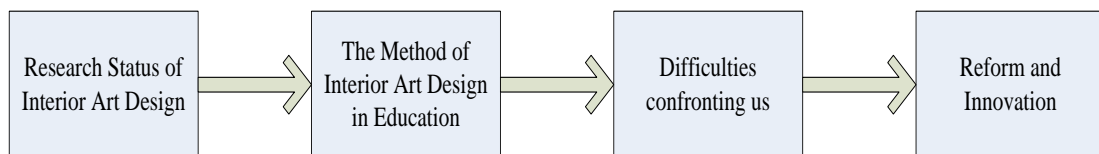


Figure 1. Flow chart of interior art design

2 Method

This paper briefly describes two methods of interior art design in education: (1) In the teaching of interior art design, from macro to micro, students can grasp the meaning of interior art design, basic viewpoints and the historical development and evolution process from ancient to present, from home to abroad. It also has a systematic understanding of the traditional art theory, the concept of space system and the elements of interior art design system before entering interior art design. Looking at the big picture, in this way, the starting point for thinking about problems and starting design is high, and there is a global concept of design. And then gradually introduce the details of interior art design specific content of the design theory, such as interior space organization, interface treatment, lighting and lighting, color and material quality, furniture and furnishings and other theories of detailed explanation. When instructing students to design, they should start with the basic human scale, human mobility line, activity range and characteristics, the size of furniture and equipment and the space they need to use[3]. (2) In the education of interior art design, emphasis should be laid on the combination of theory and practice. For the education of any subject, the combination of theory and practice is the best teaching method, especially art education. In teaching, we take the course of art appreciation and art history as the theoretical basis to help college students establish correct aesthetic views and values, and then take the course of art practice as the practical link to guide students to experience various aesthetic feelings brought about by art, and at the same time lead students to participate in foreign exchange activities to improve students. The purpose of artistic appreciation and proof in practice. Intentional pen, originally refers to the creation of painting must first have an intention, that is, deliberate, with the "idea" before starting to write, that is to say, the design of the idea, the idea is very important [4]. It can be said that a design without intention is equal to no "soul", and the difficulty of design often lies in having a good idea. However, no matter how good an idea is, it's hard to express it. It's only in the mind. Therefore, while teaching interior art design methods, teachers also shoulder another mission: to make students correctly, completely and expressively express the idea and intention of interior environment design, so that builders and reviewers can fully

understand the design intentions through drawings, models, descriptions, etc. It is also very important. Yes.

3 Experiments

This paper describes the difficulties faced by interior art design in education.

3.1 The Teaching Idea is Out of Touch with the Development of the Times. the teachers of interior art design are used to using the old art thinking to teach, and they like to use the foundation of art class as the basis of interior art design course, which leads to the lack of students'vision for the long-term development of interior art design. This kind of teaching problem is due to people's long-standing inadequate understanding of the essence of interior art design. This traditional thinking blind area makes the teaching method of interior art design stereotyped. Some teachers who lack knowledge of new knowledge directly regard basic painting training as the teaching basis, which leads to the disconnection between the teaching concept of interior art design and the development of the times.

3.2 Theory Can not be Applied to Practice; in View of the Current Teaching Situation in China, many teachers lack practical experience of the courses they teach. Some interior art design teachers may not have any experience in this field at all. They propagate the subject according to the texts, resulting in the disconnection between theoretical knowledge and actual situation, and the theory which cannot be based on practical experience seems empty and abstract. Some schools do not pay attention to students'social practice activities and take a disapproving attitude towards teachers' participation in interior art design in enterprises. This leads to teachers'lack of practical experience and students' lack of due practical experience. There is only theoretical transmission and acceptance between teachers and students, and teaching becomes a castle in the air. Teaching and practice should complement each other, otherwise it will lead to the decline of students'interior art design ability.

3.3 Students Lack Knowledge of Architectural Design; interior art design is inseparable from architectural design. Designers should make interior art design when they understand the structure and interior environment of the house [5]. However, in the process of teaching, the author finds that some students have little knowledge of structure and space, which will make students deviate from understanding the concept of interior art design. They can not divide the space with different functions, but treat it in isolation, which will lead to the decline of teaching quality.

3.4 Drawing is not Taken Seriously; a Good Interior Art Design Work Needs to be Produced Step by Step. From the process of inspiration to action, it is necessary to draw sketches. The work can not be accomplished overnight. But in the teaching process, the author found that most students do not attach importance to the drawing of sketches, and some students feel that drawing sketches wastes time and energy, which leads to the lack of continuity of their design thinking, which is very harmful to the completion of the design. Moreover, some teachers pay attention to the finished products of students'works, which leads to students not attaching importance to sketches[6]. Even if a few students have drawn sketches, they have not marked the important parts of the sketches, which makes it difficult for teachers to master the students'ideas.

3.5 Lack of Innovative Spirit; Whether for Students or Teachers. innovative spirit is very important. Only when students have the spirit of innovation can their design work be innovative, instead of blindly transporting other people's design results. Learning from others is acceptable. Students really need to learn knowledge from others. It is very undesirable to plagiarize blindly. Students should learn to break the rules and have their own design innovations. Similarly, teachers also need innovative spirit. They should learn to innovate teaching methods, break old thinking and devote themselves to creating the most suitable teaching methods for students.

4 Results and Analysis

Accompanying the above problems faced by interior art design in education, this paper then puts forward the reform and innovation of interior art design in education: (1) Strengthen the theoretical teaching of interior art design, enrich the teaching methods, and enhance students' interest in learning; Now interior art design is developing with the development of the times. There are many new things. As the saying goes: to teach students a bowl of water, teachers should first have a bucket of water. Teachers should have a wide range of interior design concepts and creative knowledge. Teachers' professional quality determines the teaching effect of interior design course. If the teachers themselves know little about the problems and have vague opinions, the classroom atmosphere will never be active and students will lose confidence in the teachers. This kind of teaching will inevitably be boring. If students blindly study theory for a long time in class, they will inevitably feel monotonous and stereotyped, and will inevitably feel "tasteless eating" and their enthusiasm will be restrained [7]. To achieve good teaching results, the key is to start from the students themselves, to cultivate their interest in learning, in order to create an active learning atmosphere.

(2) Pay attention to the practice teaching of interior art design; the liberal arts teaching in our country takes the one-way transmission of theoretical knowledge as the main method, forming a typical theoretical teaching mode, while the liberal arts teaching in world-class colleges and universities is a teaching method combining theory with practice, which promotes the two-way transmission of knowledge and information and professional skills. The comprehensive cultivation of ability has formed a pluralistic experimental theory teaching mode. The emphasis of theory teaching is knowledge imparting, while the emphasis of practice teaching is skill training. Practical teaching, which combines the advantages of theory and practice, can meet the special needs of design education. The purpose of design is to solve the problems encountered in real life. Since it is to solve the problems, we should use scientific methods. First of all, it is necessary to define the design objectives, that is, what problems should be solved. Then the design concept map is deduced. With the help of graphics, through the combination of logical thinking and image thinking, the accurate, flattened, vertical and sectional drawings, including detailed structural drawings and construction drawings of node details, are drawn, which conform to the national cartographic norms. Finally, it is the evaluation of the scheme, which integrates various evaluation criteria, evaluates the existing scheme, including its social value, economic value, humanistic value, and makes corresponding adjustments to the scheme [8]. In this case, at the same time of classroom teaching, we should pay attention to the practical teaching of interior art design. If the conditions permit, we can go deep into the construction site with students, from measuring room to preliminary design, then to expanding preliminary design, until the completion of the scheme, design evaluation, experience actual design, so that students can complete the mastery of theoretical knowledge and rich design experience in the operation of practice.

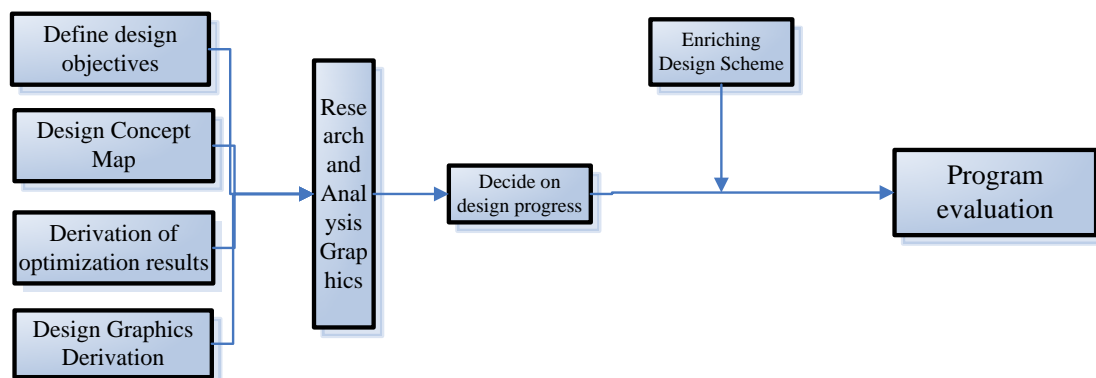


Figure 2. Steps of Interior Art Design

Strengthen School-School cooperation and school-enterprise cooperation; with the rapid development of today's society, in order to maximize benefits, both schools and enterprises have

formulated a series of development strategies with their own characteristics, and explore the way forward. There are some differences between each individual, which can also be said to have its own characteristics. For example, the general undergraduate colleges and universities attach great importance to the hardware facilities of conventional teaching. Many vocational education institutes, in view of school-running characteristics and teaching level, lay particular stress on skill teaching and built many places that can be operated by hands. If these institutions can try to cooperate and make use of teaching and experimental facilities, they can give full play to the efficiency of facilities on the basis of cost saving, maximize the characteristics of resources, achieve complementary advantages and receive good benefits. At the same time, we can also try to cooperate between schools and enterprises. The most direct way is to stimulate students to carry out practical work through the off-campus practical work projects of school cooperative enterprises, so that students can experience the actual operation. We can also carry out the construction of off-campus experimental bases between schools and enterprises, and discuss the cooperative mode of talent training between schools and enterprises, understand the evaluation of students by enterprises, seek the opinions and suggestions of enterprises on school teaching reform, create conditions for students' employment and build a platform to promote the training of schools. Students can get employment as soon as possible and obtain high-quality employment [9].

More contacts with the advanced ideas and works in the field of design nowadays; nowadays, the information flow is developing very rapidly, and there are many channels to acquire knowledge. Teachers and students can use these resources to contact the advanced ideas in the field of design and the design works of the world's famous design masters, and to understand the frontier ideas of society [10]. Appreciation and analysis of a large number of outstanding and influential interior art design cases at home and abroad can broaden professional horizons and enrich design means, and to a certain extent, make up for the lack of classroom teaching resources, thereby improving the teaching effect.

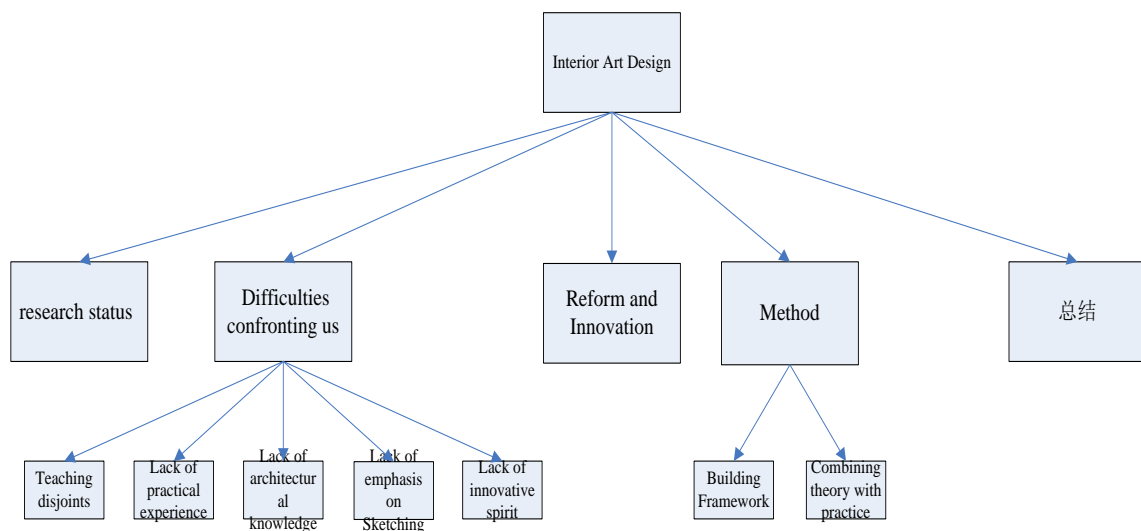


Figure 3. Distribution of Interior Art Design

5 Conclusion

In short, if China wants to occupy a certain position in the field of international interior art design and has a strong competitive power, it must attach great importance to and develop the cause of art design education. In order to improve the quality of education, art design education must be guided by the sense of innovation, carry out an all-round and multi-angle exploration, and establish a perfect art design education system based on the requirements of social development for the quality of artistic personnel. Pay attention to the exploration and innovation of teaching mode, develop strengths and avoid weaknesses, create features, pay attention to the reform and innovation of art design teaching

methods, constantly improve the quality of teaching, so that art design education can adapt to the development of the times.

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