

The Regional Study of Designing an Art Educational System at Universities

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Abstract: Integrating regional characteristics culture into design art education in colleges and universities can not only enrich the cultural connotation of design art education courses, but also enable students to further understand regional characteristics culture, inherit regional characteristics traditional culture and cultivate design art talents in the new era. Based on this, the paper briefly expounds the necessity of constructing a design art education system in colleges and universities based on regional characteristics, and explores the strategy of constructing a design art education system in colleges and universities based on regional characteristics from the aspects of curriculum, education methods, practical teaching and education environment, aiming to provide some useful references and cultivate modern professional design art talents.

1. Introduction

In the report of the 20th Party Congress, the leaders of the Party Central Committee emphasized the need to inherit the excellent Chinese traditional culture. As part of the traditional Chinese culture, it is necessary for universities to integrate it into design art education, making it an important resource for the teaching of design art. By enriching the cultural connotation of the design art education curriculum, students can get to know and understand the traditional culture of regional characteristics, strengthen their awareness of cultural heritage, and then design modern artworks with the flavour of traditional culture. In order to further meet the current demand for talents in the design art industry, this paper analyses and discusses the strategy of building a design art education system for colleges and universities with regional characteristics, with a view to providing reference for the reform and innovative development of design art education in colleges and universities.

2. Necessity of building a design art education system in colleges and universities based on regional characteristics

The traditional culture of regional characteristics is rich in connotation, and its integration into design art education in colleges and universities helps to bring into play the actual role of traditional culture of regional characteristics, enrich the cultural connotation of design art education courses, and effectively disseminate and inherit traditional culture of regional characteristics.

2.1 The benefits to the cultural connotation of design art education courses

Based on the application of regional characteristics of culture, the construction of the design art education system in colleges and universities helps to enrich the cultural connotation of the design art education curriculum. In recent years, the state has attached more and more importance to the inheritance of the traditional culture of the Chinese nation, and has put forward the policy guidance of allowing the traditional culture of Chinese games to be organically combined with the education curriculum ^[1]. At the same time, the modern design and art industry has gradually developed, putting forward higher requirements for design and art professionals. Faced with this situation, it is necessary for universities to subtly integrate regional characteristics culture into the design art education curriculum. The culture of regional characteristics has been accumulated through history and is the crystallisation of the wisdom of countless ancestors. Teachers of design art courses in colleges and universities organically integrate cultural elements of regional characteristics with course knowledge, which helps to enrich the cultural connotation of design art education courses, so that students can learn to integrate cultural elements of regional characteristics into design art works and create art works with cultural characteristics while conforming to the aesthetics of contemporary design art.

2.2 Advantages of inheriting traditional culture of regional characteristics

Based on the application of regional characteristics culture, the construction of the design art education system in colleges and universities helps to inherit regional characteristics Traditional culture of regional characteristics. At present, the development of design art industry faces the problem of homogenization of design works, which brings challenges to the cultivation of design art professionals in colleges and universities. This brings challenges to the cultivation of design art professionals ^[2]. As an important resource for the teaching of design art courses in colleges and universities, the organic combination of its knowledge with design art courses not only enriche themseves, but also can help the cultural connotation of design art education courses. It is more important to let students understand the traditional culture of regional characteristics and get the artistic charm of traditional culture of regional characteristics. The programme is an important resource in the design and art curriculum. On this basis, students will be able to develop an interest in Chinese traditional culture and to establish a relationship between traditional culture and design art. The programme also aims to establish a link between traditional culture and design art, and to integrate traditional cultural elements with modern design elements, which meets the aesthetics of the times and let students get more inspiration. The students will also be able to create a link between traditional culture and design art, integrate traditional elements of regional characteristics with modern design elements, meet the aesthetics of the times, and effectively disseminate and pass on traditional culture of regional characteristics.

3. Strategies for the construction of design art education system in colleges and universities based on regional characteristics

On the premise of clarifying the necessity of building a design art education system based on regional characteristics, it is necessary for colleges and universities to explore strategies for building a design art education system with regional characteristics from four aspects, including curriculum, education methods, practical teaching and education environment.

3.1 Construction of design art characteristic courses around regional characteristic culture

The curriculum is the main component of the design art education system in colleges and universities, and strengthening the construction of design art characteristic courses and letting the regional characteristic culture run through the design art courses is an important way to inherit the traditional culture of regional characteristics and cultivate design art professionals with new era characteristics. In the process of implementation, teachers of design art courses in colleges and universities can first go deep into the local area, observe local characteristic cultural buildings and handicrafts in the field, receive the charm of regional characteristic culture and art delivered by local characteristic cultural buildings and handicrafts, and deepen their visual experience and self-understanding^[3]. At the same time, find local non-heritage culture inheritors and do a good job of offline interviews to improve the degree of knowledge of regional characteristics and culture. On the basis of the above, teachers of design art courses in colleges and universities join forces with professors or experts in regional characteristic culture to participate in the development of design art characteristic teaching materials in colleges and universities and build characteristic courses. In the process of building the design art special course, the teachers of the design art special course, according to the opinions put forward by the professors or experts in regional special culture, combine the current content of the design art special course, find the common point between the regional special culture and the design art special course, and combine the two organically to enrich the content of the design art course. For example, in the theoretical knowledge of the design art course, practical experience sessions are added around the traditional cultural elements of regional characteristics, allowing students to try to design their own artworks using the traditional cultural elements of regional characteristics. Or intersperse short videos (with explanations) about the creation of traditional cultural works of art with regional characteristics to guide students to appreciate art, express their ideas and feelings, and design "theory + practice" special courses.

3.2 Exploring design art education methods with regional characteristics

In a sense, there is a direct relationship between education methods and the effectiveness of design art education in universities. By adopting diverse and characteristic education methods, we can better promote the organic combination of traditional culture with regional characteristics and knowledge of design art courses, play the role of cultural education and achieve the goal of design art education. One of them is the integration of teaching in large modules. According to students' cognitive level, personality characteristics and requirements for the cultivation of composite talents, teachers of design art courses in colleges and universities modularise courses related to design art, such as traditional art modules, graphic design modules and language expression modules, so that the knowledge of design art courses is more refined and clear. On this basis, teachers of design art courses in colleges and universities can set module teaching objectives, such as understanding traditional cultural art with regional characteristics and its connotation, mastering language expression skills of traditional cultural art with regional characteristics, etc., implement modular teaching and stage training students' ability to apply traditional cultural design art works with regional characteristics. Secondly, group interactive teaching. Teachers of design art courses in colleges and universities divide students into several groups and let them discuss the specific application of traditional cultural elements of regional characteristics in design art. For instance, we can assign classroom assignments, let group members cooperate with each other, by practicing and theoretical discussion, complete group coursework, and summarize and reflect, to improve students' ability to independently exploring the laws and ways of the role of traditional cultural elements of regional characteristics in modern design.

3.3 Focus on practical teaching to improve students' cognitive level of design art

In order to improve the effectiveness of design art education in colleges and universities, in addition to building special design art professional courses, we should also pay attention to practical teaching of design art, so that students can improve their design art cognitive level and enhance their spatial imagination ability through actual observation and experience. Regarding the practical teaching of design art with regional characteristics, teachers of design art professional courses in colleges and universities can organise students to visit and experience places with cultural landscapes with regional characteristics, and first lay out learning tasks to make students clear what are the key contents of this class. Then let students visit on their own, find answers in the actual experience, and record their visit process, visit experience and harvest, etc., and submit them to the teacher in a unified manner^[4]. By visiting the field landscape, students learn about the design process of traditional cultural and artistic works with regional characteristics, practically experience the corresponding atmosphere, further understand the complexity of modern design, improve their cognitive level of design art and develop their spatial imagination. Modern art design is not simply the application of cultural elements, but also the redesign of space, which requires an increased awareness and understanding of space. By implementing extra-curricular practical teaching activities, teachers of design art courses in colleges and universities can help students to build a systematic knowledge structure of design art, and thus enhance their skills in applying traditional cultural elements of regional characteristics to modern art design.

3.4 Optimise the design art education environment by tapping into cultural resources with regional characteristics

In order to build a design art education system with regional characteristics and to ensure that traditional culture with regional characteristics is effectively integrated into design art education, universities should dig deeper into cultural resources with regional characteristics. From a practical point of view, we should find suitable cultural elements and integrate them into school facilities and premises, as well as carry out cultural activities on the theme of "culture with regional characteristics + design art" to optimise the design art education environment. For example, the red culture of local characteristics, teachers of design art courses in universities first gain an in-depth understanding of the local red culture, the historical background, people and historical events behind the red cultural relics and monuments, and grasp the spiritual connotations of red culture, which helps them to skillfully integrate it with design art knowledge. At the same time, teachers can organise "red culture + design art" competitions for students around the theme of red culture, be it painting, handicraft or secondary short video creation, highlighting the characteristics of local red culture and expressing the artistic flavour of local red culture. In addition, universities can add individual statues or groups of statues of revolutionary heroes in study and living areas, and design local red culture elements into campus square symbols to create a good campus cultural atmosphere.

4. Conclusion

To sum up, integrating regional characteristics culture into design art education in colleges and universities and building a systematic education system can not only enrich the cultural connotation of design art education courses, but also effectively inherit the traditional culture of regional characteristics. Based on this, in order to effectively promote the reform and innovation of design art education in colleges and universities, it is necessary to take targeted measures, which mainly include the following: around the culture of regional characteristics, build design art characteristic

courses, such as design "theory + practice" characteristic courses; explore the design art education methods of regional characteristics, improve students' characteristic design art skills The university will focus on practical teaching to improve students' cognitive level of design art and cultivate students' spatial imagination; explore cultural resources with regional characteristics, optimise the design art education environment and create a good traditional cultural atmosphere.

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