

Thoughts on the Reform of Characteristic Teaching in the Environmental Art Design of Art Design Majors

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Abstract: The competition in the employment market for undergraduates is becoming more and more fierce. In order to cultivate talents who meet the needs of national and market development, this paper mainly takes the teaching of Environmental Art Design of Art Design majors as an example, and analyzes the difficulties in the teaching of Environmental Art Design of Art Design majors, and puts forward relevant ideas for teaching reform, so as to provide relevant teaching staff with certain teaching experience and teaching ideas, and further realize the teaching reform of related majors.

1. Introduction

Environmental Art Design is a branch of Art Design majors, and it is mainly engaged in design work related to environmental art. With the continuous development of China's construction business, the demand for Art Design professionals in Environmental Art Design is also increasing. In order to comprehensively improve the professional ability and innovation ability of Environmental Art Design of Art Design majors, in the process of teaching the students of Environmental Art Design, teachers need to reflect on the current teaching situation, and carry out teaching reforms to realize the characteristic teaching, so that students' professional ability has been effectively improved, and the artistic and innovative sense of students in the Environmental Art Design has been further cultivated. And finally students in Environmental Art Design can better devote themselves to the environmental art design business after graduation ^[1].

2. Problems in the teaching of Environmental Art Design

At present, there are four main problems in the teaching process of Environmental Art Design of Art Design majors. First of all, the curriculum is more traditional. In the teaching process of Environmental Art Design, colleges and universities have traditionally designed courses, which are generally divided into theoretical learning, traineeship and post-job practice. Students cannot practice theoretical knowledge in the first time, resulting in their inability to adapt to the pace of relevant work in the process of internship or post-job practice, and resulting in the reduce of students' learning efficiency. In addition, there is a contradiction between professional teaching and practical teaching. In the process of teaching, the interconnection between professional teaching and practical teaching is ignored, which leads to the obvious division of professional teaching and

practical teaching and the emergence of closed teaching, and is not conducive to the combination of theory and practice for students. Moreover, the teaching content is out of touch with the actual work. With the continuous development of the industry, the requirements for students in the field of Environmental Art Design are higher in the actual work, and students' learning content during school cannot meet the work needs, resulting in the disconnection between teaching content and practical work.

Furthermore, students lack the ability of innovation. Students have less experience, and they lack inspiration and sense of innovation in the actual process of environmental art design, so that they are more passive in the process of learning and work [2].

3. Reform of characteristic teaching in the Environmental Art Design

3.1 To reform curriculum system of Environmental Art Design

In the traditional teaching process of Environmental Art Design, the curriculum system has been unable to meet the current market demand. Therefore, in the process of constructing new characteristic teaching methods, we should reform the curriculum system of Environmental Art Design. First of all, in the process of curriculum system reform, we should fully strengthen students' professional learning, fully connect professional knowledge with practical teaching, and enable students to continuously enrich and improve their theoretical knowledge and professional skills by developing subject-based teaching mode and completing their own topics. Secondly, in the process of curriculum system reform, we should classify and integrate relevant courses and strengthen the teaching depth of relevant majors. For example, in the process of curriculum system reform, the teaching of interior design principles can be divided, and relevant knowledge can be well integrated into practical courses such as Residential Space Design, so that students can effectively build a good knowledge system and fully cultivate their autonomous learning ability.

3.2 To enrich the curriculum of Environmental Art Design

Reform of characteristic teaching aims to cultivate professional talents, improve and reform the curriculum of Environmental Art Design, and enrich the relevant curriculum. For example, in the process of reforming the Three-Dimensional Rendering course, the updated teaching mode is introduced into the original teaching of 3DMax and VRay rendering combined with SketchUp software teaching, so that students can complete the design drawings faster and improve their learning efficiency. By reforming the curriculum and enriching the traditional curriculum content, students can better combine with the market and stand out from many interviewers in the process of employment. At the same time, by optimizing the curriculum, it also fully reflects the characteristics of keeping pace with the times and makes the teaching more closely in line with the times [3].

3.3 To improve the teaching methods of Environmental Art Design

In the teaching process of Environmental Art Design, we should carry out curriculum teaching with school characteristics. By improving the teaching methods of Environmental Art Design, students can learn more knowledge in the diversified teaching process. For example, for students who have no painting foundation, painting elective courses can be set up to improve their learning efficiency and learning ability. At the same time, in the process of building characteristic teaching methods in the Environmental Art Design, we can learn from the business training teaching mode and improve students' design ability through training students' professional skills. In the teaching

process of hand-painted performance skills, students' ability of thinking, innovation and design are improved by continuously simplifying the teaching content and emphasizing students' practical ability and quick drawing ability. In addition, interactive teaching method, situational teaching method and practical teaching method can enrich the teaching classroom and improve students' enthusiasm for learning.

3.4 To carry out characteristic teaching

In the process of constructing characteristic teaching reform in Environmental Art Design, it is necessary to carry out characteristic teaching content. First of all, it needs to take action as a guide to make students experience the whole process of design in the process of learning and doing. In the new era, when teaching, teachers should take students as the domination of the teaching, and guide students to learn independently. In the process of practice, it can not only exercise students' practical ability, but also consolidate students' professional knowledge and theoretical knowledge, so that students can continuously improve themselves in the process of "learning by doing" and master the whole process of design. In addition, in the process of cultivating talents, the tutorial system teaching method is adopted to realize accurate training. Through the one-to-one training of the tutors, students' ability of thinking can be improved^[4].

4. Conclusion

In the teaching of Art Design majors, the teaching of Environmental Art Design has certain particularity. Because the working environment and design conditions faced by Environmental Art Design are different from other designs, there are high requirements for students' aesthetic, planning and innovation ability. At present, the problems in the teaching of Environmental Art Design mainly include the traditional curriculum setting, the contradiction between professional teaching and practical teaching, the disconnection between teaching content and actual work, and the lack of innovation ability of students. In order to effectively improve the teaching efficiency of Environmental Art Design, the characteristic teaching should be constructed in Environmental Art Design through the reform of curriculum system of Environmental Art Design and enrichment of Environmental Art Design courses, the improvement of teaching methods of Environmental Art Design and the development of characteristic teaching, so that students can be familiar with their professional work faster and better after graduation. By continuously optimizing and improving the teaching of Environmental Art Design, it can improve students' innovative ability and practical ability, and make students shine in their future work.

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