Exploration on the Teaching Method of Architecture Design from the Perspective of Ideology

Chen Gong[1], Xin Zou[2], Li Wang[3],*

[1]School of Architecture, Guangzhou City University of Technology, Xuefu Road, Guangzhou, China
[2]Guangdong Innovative Technical College, Dongguan, China
[3]Architectural Design &Research Institute of SCUT Co., Ltd., Guangzhou, China
[*]Corresponding author

Abstract: In order to thoroughly implement the Chinese President's speech at the National Education Work Conference and combine the process of architecture design curriculum reform, the architecture design research teams nationwide carry out teaching reform and practical research of "curriculum thinking". This article takes the major of architecture design in the School of Architecture, Guangzhou City University of Technology, as an example, to discuss the integration of ideological, political education and professional curriculum of architecture design. Nowadays, since China attaches more and more attention to the education of college students, it is important to improve college students' comprehensive quality during the process of learning. Therefore in the teaching process of architecture design, teachers should actively integrate ideological and political education into teaching guidance to promote students' comprehensive development based on their learning situation.

1. Introduction

Cultivating ethical and professional talents is the foundation of colleges and universities. In the new era, not only the reform and opening up but also the socialist modernization have promoted the development and improvement of human beings and society at all aspects and put forward newer and higher requirements for education and learning for colleges and universities in China.

In the teaching process of architecture design, professional teachers need to guide students to fully understand architectural culture in order to improve their comprehensive cultural literacy, better integrate architectural historical context and folk customs into their design, enhance cultural self-confidence, establish higher aspirations, and become architects with high morality. At the same time, during the guidance of daily behavior, teachers should help students to establish the ideals and beliefs of "architectural dream" and "Chinese dream", from the perspective of history combining reality and practice [1].

2. Apply Ideological and Political Curriculum into the Teaching Process of Architecture Design

Teachers should introduce ideological and political curriculum into the teaching process of architecture design in order to help students to establish correct values and cultivate their spirit of craftsmanship. To realize this goal, teachers in college should focus on the following points:

First of all, teachers in college should fully understand the importance of ideological and political education and should establish and clarify the concept of "cultivating areas of responsibility" in specific teaching practice, and promote teaching reform from the perspective of ideological and political curriculum, strive to realize the combination of teaching and educating [2].

Second, teachers should consciously improve their political and professional level, and practice quality education during the whole teaching process. Being a teacher, it is important to behave with high ideological and political quality in their daily life, keep high standards in mind all the time, be a firm believer and active communicator of socialist core values.

Third, teachers should actively promote the integration of professional teaching and ideological and political education, and promote the cooperation between professional curriculum and ideological and political theory curriculum [3].

3. Analysis of the Current Situation of Architecture Design Teaching from the Perspective of Ideology and Politics

3.1. Rigid Integration of Ideological and Political Education in Architecture Design Curriculum

In the current teaching stage, the integration and reform of architecture design curriculum and ideological and political curriculum is still in its initial stage of exploration. Since traditional architecture design curriculum and ideological and political curriculum are independent and belong to different teaching systems, the penetration and integration of them are somewhat rigid. Although nowadays there are ideological and political education in the architecture design class, however most of them only stay in the first 5 minutes of the class and are basically mere formalities and have nothing to do with professional teaching which is the cause of the rigid integration.

3.2. Insufficient Introduction of Ideological and Political Education in the Teaching Process of Architecture Design

When the professional teachers of architecture design encounter ideological and political elements in the teaching process, they often deal with them without any depth or even worse just ignore them, because the teachers are affected by many factors such as teaching time, teaching content and teaching goal [4]. As a result, the exploration and expansion of ideological and political elements is not deep enough.

3.3. The Advantages of Integrating Ideological and Political Education into Architecture Design Teaching Should be Emphasized

Compared with architectural design curricula, the value cognition and concept formation period in the process of ideological and political education is a subtle process which is much longer.

The education of architecture design is the main channel for teaching students knowledge and cultivating students into professional talents, while teachers are the practitioners of teaching and educating. By introducing ideological and political factors into architecture design curriculum, the

teachers in college can gradually guide and cultivate students' ideological and political awareness. Therefore, it has potential advantages to carry out hidden ideological and political education through architecture design curriculum and this deserves more attention.

3.4. The Cultivation of Students' Ideals and Beliefs Has Been Strengthened

As the field of architecture has been more and more complex, many architectural events aiming to study from the master architects in the past have emerged in Chinese colleges and universities. Famous architects such as Sicheng Liang and Yuming Bei, whose humanistic quality and professional knowledge complement to each other and reflect their patriotic dedication, are usually the the models and examples for college students to study in these architectural activities. By learning these master architects' growth process and representative works, students' professional and self-confidence can be stimulated and their national awareness and national pride can be enhanced [5].

In the School of Architecture, Guangzhou City University of Technology, there was one activity called "Famous Teachers Entering the Campus", famous architects in Guangdong such as Weibing Guo and Yan Gu were invited to give academic lectures and participate in the drawing reviews. Academic activities like this can guide students to experience the patience, focus, perseverance and dedication of the master architects and enhance their sense of responsibility. Meanwhile, the School of Architecture, Guangzhou City University of Technology, also held exhibitions of the teachers for many times, by showing the teachers' design and art works, students can better know and understand their teachers academically and personally, meanwhile, teachers have to keep high standards for themselves to be a model for the students.

On campus of the School of Architecture, Guangzhou City University of Technology, in order to improve students' professional knowledge, teachers give full play to the advantages of architecture and combine architecture with ideological and political education, such as encouraging students to participate in the design and drawing of school landscape walls, small building designs, and building exterior graphic design, etc.. Some of the students' design will be applied to practical projects to increase students' interest in architecture design and their professional confidence, enhance their sense of honor of the school. What's more, in the School of Architecture, Guangzhou City University of Technology, the students' homework are also displayed in the Cui Garden, the library and other departments to enhance the architectural awareness of other parts of the university. By doing this, students' professional pride and sense of happiness get enhanced, and they form a sense of professional identity and responsibility from the bottom of their hearts and establish the ideals and beliefs of career dream and Chinese dream in their life planing.

4. The Application Strategy of Curriculum Ideological in the Teaching of Architecture Design

4.1. Cultivating Students' Learning Ability through Inquiry and Problem-based Teaching

For students majoring in architecture design, they need to learn various knowledge and improve professional skills in their studies and work. Therefore, in the teaching process of architecture design, teachers should comprehensively analyze the actual learning situation of students and cultivate students' learning ability through inquiry and questioning. For example, at the beginning of the course, teachers should teach students about the theories and concepts of architecture, help students to improve their understanding of the curricula by encouraging students to ask questions and setting reasonable learning goals for themselves through real-life cases [6]. For instance, when it comes to apartment design, if the designer does not set up corresponding storage rooms, there will be no place for domestic stuff to put, which will affect the indoor environment and bring

inconvenience to residents' daily lives. Then, while explaining this part, the teacher can ask the students to express their opinions about this issue, what is storage room? What role does it play in one family? During the architecture design process, how should the storage room be designed? However, since there are many students in each class, the teacher cannot ask each student to answer the questions. In this case, the teacher can divide the students into different groups and let them have group discussion in the class to help them learn from each other and improve their problem-solving ability.

Meanwhile, since students' understanding of the architecture design curriculum is still in its infancy, their emphasis of group discussions may change during the interaction. In this case, teachers can go to different groups to guide the problem-solving process of each group, and help students understand their own learning direction in the process of answering questions [7]. After the group discussion, the teacher can ask each group to recommend one representative to explain the result of their discussion. In this way, teachers can not only analyze the level of understanding in the class according to the content explained by the students, but also complete and modify students' answers based on the teaching materials, thereby improving the efficiency of teaching.

4.2. Improving Students' Environmental Awareness in Architecture Design through the Teacher-Student Role Interchange

In the field of architecture design, in addition to making residents feel comfortable during the design process, attention should also be paid to green environmental protection when selecting materials to reduce building energy consumption and environmental pollution. In response to this phenomenon, teachers can introduce ideological and political curriculum into architecture design curriculum. Through the teaching mode of exchanging the roles between teachers and students, students can formulate corresponding teaching content according to the knowledge points in the textbook through group discussions and explain the corresponding in the role of teachers in the classroom, which can not only exercise students' comprehensive ability but also improve students' awareness of green building. For example, in the class of interior structural design, students are required to master the related concepts and design skills of structural design, learn to use existing environmental factors in the construction process, improve the structure of doors and windows, adjust indoor temperature effectively, and reduce changes in building structure and seasonal lighting [8].

Therefore, teachers can combine the teaching content or research online, and demand each group of students to prepare one corresponding presentation before class. To prevent some students from escaping the task of preparing presentation for other group members, teachers can ask the group to describe in detail each group member's responsibilities in the process of preparation. Meanwhile, due to the limited language organization of students, there may have situations where theoretical explanations are unclear. At this time, teachers can ask students questions from the perspective of students and combine the knowledge points in the textbooks, so as to promote students to build a sound green building knowledge structure in the process of answering questions, and encourage them to establish a correct view of environmental protection buildings at the same time.

4.3. Teaching the Spirit of Construction Craftsmen through Using Multimedia Teaching Method

In the architecture design curriculum, students should not only master the corresponding theoretical knowledge, but also pay attention to architectural details in during the learning process, and constantly cultivate themselves with craftsmanship spirit, so that students will always put the experience of residents in the first place in their future work and improve their professional level [9].

However, for college students, it is difficult to attract their attention if only rely on oral methods to teach the importance of the spirit of craftsmanship. Therefore, teachers can use multimedia teaching methods to apply ideological and political education to architecture design teaching, for example, teachers can look for documentaries about construction workers on the Internet and share with students, watch videos about architectural construction and architect interview, to help students effectively learn the corresponding craft spirit.

During the process of searching for videos materials online, teachers should input architectural design documentaries as key words into search engines based on students' theoretical foundations and teaching contents, and select representative videos of construction workers, so that students can understand how construction workers persist in their daily work and continuously cultivate themselves. The spirit of craftsmanship lays a good foundation for their future study and work [10].

When students have finished watching, the teacher can ask each group of students to explain their feelings one by one in class. At the end of each student's explanation, the teacher should score according to the completeness of the student's narrative and the current situation of the student's emotional expression, and encourage the top three students in time. In the process of motivation, teachers should systematically explain the concept of technical spirit to students in a language that students can understand, so as to enhance students' impression of technical spirit.

5. Conclusions

Above all, the application of ideological and political education in the teaching process of architecture design should comprehensively analyze the learning situation of students, use the teaching methods of inquiry and questioning, cultivate students' learning ability, and improve students' learning ability in architectural design through the teaching mode of teacher-student role exchange. Under the guidance of teachers, using multimedia teaching methods to teach architectural technology can help students to formulate correct learning plans and improve the overall ability of architectural design.

Through the analysis of ideological and political education in architecture teaching, it is necessary to put forward the idea of constructing and implementing ideological and political education. Ideological and political education is both of teaching and educating. At the same time, it also cultivates and inherits the cultural quality and moral sentiment of college students, which is of great significance to promoting the integration of vocational education and ideological and political education since the shaping of learning enthusiasm and social responsibility in college students' career planning cannot be ignored.

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