

The application and studies of social hot topics in design class – in the field of environmental design curriculum

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Abstract

The undergraduate education in environmental design major plays a vital role in constructing a repertoire of complex students' professional skills- set and knowledge; in order to achieve the enhancement of students' initiative, inclusion of social hot topics into the class teachings is discussed. In subjects of Architectural Spatial Layout and Art of Interior Display, a detailed dissect of social hot topics is conducted in stages of topic selection, research, discussion, design and presentation. The dissertation probes into the tactical strategy on the application of social hot topics and its positive impact on studying motivation.

Key words: social hot topics, undergraduate design curriculum, study motivation, environmental design

The Impact of Hot Topics on College Students

As the formation of social network and increasing impact of new media on daily life, hot topics constantly expand outreach. Currently, the transmitting media of hot topics have changed, with more extensive range of content from current affairs to micro-videos on new media, which arouse widespread heated discussion and concern. Thus, hot topics become indispensable part of people's daily life. As frequent users of new media and active participants and deeply affected group of hot topics, college students, with their spirit of independence, hold various public opinions towards a wide range of topics. They are sensitive and active thinking who could easily set off new trends in society via new media technology, which even make a difference on current culture and aesthetic views. Consequently, how to transplant the sensitivity and concentration of students on hot topics into undergraduate curriculum studying is worthy of deep research. [1]

The Relation of Hot Topics and Design Curriculums

Hot topics cover a wide range of subjects. The daily hot topics list on major websites and new media could be roughly classified into two categories. One includes international and domestic current affairs, politics, economy, social news, as well as various hot events closely related to people's livelihood. While the other are celebrity gossip, sports events, movies and TV plays and other cultural and entertainment hotspots. The

former seems relatively heavy, students' attention paid on which is relatively dull. And the latter seems more relaxing and entertaining, whether it is gossip news in entertainment circle or new movies and TV plays. Often, it can quickly trigger a discussion wave among college students, with a wide audience and in a fast propaganda speed, and they often reflect nowadays' most popular elements, with a strong timeliness and high acceptability. Therefore, the latter is more suitable for the introduction of design courses as background of the topic to arouse students' enthusiasm and desire for learning. Meanwhile, it can better display the characteristics of the design specialty leading fashion. Therefore, hot topics relate closely to design courses. Proper usage of it can provide good elements of introduction for design curriculums, stimulate students' learning motivation and improve quality of teaching. Epochal and prospective design works could be better presented. [2]

Necessity of Application of Hot Topics Environmental Design

Environment design is a comprehensive major in interior, landscape and soft-fitting design. In today's digital era, all kinds of design materials such as 3D model of network, material mapping and even the whole set of space model is convenient and easy to obtain, and the threshold is very low. This undoubtedly leads to identical design effect, more and more programs pursue "borrowism", and the phenomenon of plagiarism is not rare. Social design chaos spreads into campuses. Students majoring in design often have similar schemes in the course of their homework. They think less about the design scheme and their conception lacks in originality. Under these circumstances, how to improve the quality of teaching, especially how to improve the originality of students' homework design, becomes an urgent problem in the environment designing major.

Therefore, as front-line workers in environment design undergraduate teaching, we are dedicated to introducing hot topics as background of design topics into environment design curriculums, hoping to improve students' interest in learning. Due to the timeliness of hot topics and the distinct sense of the times, students want to find similar works. Examples are relatively difficult, which can effectively avoid plagiarism and imitation of design works and enhance the originality of works. In addition, in the current teaching activities, it is not difficult to find the situation of repeated use of courseware. Due to the slow updating of teachers' knowledge reserve, teachers lack

knowledge updating in the process of teaching, especially design discipline has the characteristics of timeliness. If we cannot keep up with the trend of design, it will become repetitive and deficient in the design teaching. Lack of innovation has a very negative impact on design teaching.

The Application and Research in Hot Topics in Environment Design Curriculums

In view of the problems in the teaching of environmental design nowadays, we take the students of grade 2015, 2016, 2017 and 2018 in environmental design major of Xiamen Institute of Arts and Crafts of Fuzhou University from 2015 to 2018 as the objects and take the course of Architectural Space Combination as the carrier, try to introduce the teaching of combining hot topics with courses.

Architectural Space Combination is a basic course in the third semester of the Department of Environmental Design. The main purpose of the course is to train students' sensitivity to space and master the method of space combination. The teaching cycle is 4 weeks, totaling 48 hours. In the past teaching process, it is found that although students are interested in making model by hand, teachers and students will feel tired over time if the course assignment is just a combination of exploring space. Therefore, during "Architectural Space Combination" of Grade 13, we tried to introduce hot topics and curriculum combination. At that time, the design circle was keen to discuss the art and design creation with "food materials" as the element, so the curriculum theme was defined as "food space". The so-called "Food Space", as its name implies, is based on the characteristics of food. Elements are counted and space combination is carried out. The extraction of elements includes the characteristics of the food itself and its cooking. The extracted elements are abstracted by the spatial form and then combined in space.

The first attempt has a positive impact. Students have a strong interest in this topic from the beginning. In addition, this hot topic relates closely to daily life. It is easy to get inspiration for design from life. Therefore, good design ideas emerge in endlessly, and elements are extracted from various kinds of food materials. In the process, some students even use food materials as props for space combination. Others even bring dishes to class to share with teachers and students, and then ask people how they feel about dishes to extract elements. This method can not only trigger a collision of more design ideas, but also deepen the feelings among students. Every student tries his best to show distinctive observation of life and his keen sense of space. The class learning atmosphere is very harmonious, and he really achieves happy learning. From the students' spiritual outlook and learning attitude in the learning process, as well as the quality of the finished works and teaching evaluation, the introduction of this hot topic plays a key role in improving the teaching quality and students' learning enthusiasm. Especially, many students show their works and feelings about the course in the form of new media, which undoubtedly has a very good impact on the promotion of the major and the improvement of students' professional confidence..

Conclude

The following points can be summarized after efforts in past few years to reform the teaching methods in application of hot topics into design courses.

By introducing the teaching method of design course into hot topics, students' design ability can be improved.

1、 After introducing the teaching mode of combining hot topics with design courses, students' innovative thinking ability can be trained. Especially, the timeliness of hot topics itself is very consistent with the characteristics of the design industry. Good design must have the spirit of innovation. Therefore, the introduction of hot topics can avoid students' bringing in doctrine, keep pace with the times, constantly weed out the old and bring forth the new, and cultivate students' ability to see, listen, explore and think more. Because entertainment hot topics often have abundant information carriers, the extraction of design elements for such hot topics often requires students' in-depth thinking and choices, and reasonable judgment of the availability of design elements, which often overthrows the original knowledge system and ideas, and students must open their minds to more. Consideration and analysis from the angle of view, through the experiment of various models in order to obtain the best design scheme. This process plays a very important role in the exercise of innovative thinking. When the thinking is broadened, the design ability will rise.

2、 By introducing the teaching method of design course into the hot topics, we can cultivate students' ability of team cooperation.

Every student is an independent individual. Some students have strong design ability, some have strong expressive ability, some have strong executive ability, some have strong team writing ability, some are good at visual plane scheme, and some are good at spatial combination. Therefore, it is very difficult for one student to design this work. Individual solo completion, especially environmental design, involves a wide range of good works, often need the cooperation of the team, their respective duties, learn from each other's strengths to make up for the weaknesses in order to make a better work. Introducing hot topics into design courses can effectively arouse students' enthusiasm for learning. Every student can express his own opinions according to hot topics. Every student's views on hot topics will be very different, positive and negative, from the perspective of spatial aesthetics, and inspired by emotional expression. Only by analyzing design elements from multiple perspectives can we make a perfect design. Its pre-design discussion often plays a key role and plays a very important role. In the pre-design discussion and study of hot topics, students enhance their self-confidence, exercise their communication and coordination ability, and become themselves. The sense of achievement when their views are accepted further stimulates their subjective initiative in learning, which not only improves the students' individual ability, but also strengthens the team's cooperation ability.

3、 The introduction of design course teaching method through hot topics can enhance students' learning motivation.

Today's era has not adapted to the inculcation teaching method in the past. Traditional classroom is difficult to be competent in design teaching. Students have reached unprecedented breadth and speed in receiving information. Therefore, how to attract

students through interesting topics and improve their learning motivation is very important. The introduction of hot topics, especially cultural hot topics, often has the characteristics of relaxation and openness, and it is easy to get students' resonance. A popular TV play and a sensational movie are very easy for students to actively study and pay attention to. Therefore, as long as the hot topics of interest to students are selected correctly, they are introduced into the design. In teaching, it can greatly enhance the students' initiative to explore the learning motivation, improve students' interest in learning, and then, through the guidance of teachers and the design of topics, give students the initiative to learn. Under the control of the teaching purpose, through the selection of interesting hot topics, students can enter in-depth design, so that students can give more timeliness and originality to the topic to achieve the purpose of active learning.

Summarize: To sum up, hot topics introduced into the teaching method of design course could emphasize the timeliness and originality of students' design and teachers' teaching. Therefore, hot topics are introduced into the teaching mode of design course as an effective means of the reform of environmental design teaching, which can combine traditional dull topics with daily hot spots. The combination of topics can enhance students' active learning attitude and interest, and at the same time, promote teachers' continuous thinking and updating of teaching, prevent the recurrence of the same assignment, and enhance teachers' renewal ability of knowledge reserve. Therefore, the introduction of hot topics into the design curriculum has changed the traditional phenomena of teachers' teaching and students' learning, and through the timeliness of the design topics, we can enhance the enthusiasm and prospective of learning. At the same time, because of its unique timeliness, teachers and students need to constantly renew their knowledge, which can be better. To adapt to the future development of environmental design major.

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