

Analysis on the Integration and Innovation of Lingnan Art in the Teaching of Environmental Design

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Abstract:

Lingnan art is of great contemporary research value. The integration of Lingnan art into environmental design teaching has become the main subject and general trend of regional design activities. The teaching combines the feasibility analysis of the two modules to explore and practice environmental design, so as to connect, integrate and innovate between Lingnan art and the current environmental design teaching. The exploration and analysis of the combination of design teaching and regional culture will broaden the thinking for environmental design teaching and cultivate innovative design talents for the society.

Keywords:

Lingnan Art, Environmental Design Teaching, Regionality, Innovation and Development

1. Introduction

Cultural self-confidence is a country's and nation's full affirmation of its own cultural value, and it is a more basic, broader and deeper self-confidence. Traditional art containing wisdom is a treasure house rich in resources, plays a positive role in inheritance and development, and is also a proposition of the times. Due to the different history, environment and culture of the city itself, people's living conditions and needs are also quite different, so the urban environment that reflects humanistic care will inevitably become the main topic and general trend of design activities. Similarly, the research and processing ability of urban history, environment and culture has naturally become an important and long-term content that we must inject "to meet the needs of urbanization and cultivate excellent innovative design talents" [1]. In this context, the study of regional history, environment and culture and art, and the exploration of new ideas in the teaching of lingnan art in environmental design, have naturally become important contents that we must inject "to meet the needs of urbanization and cultivate outstanding innovative design talents". The art of design is constantly diversifying, especially the needs of the times that combine regional culture and art with contemporary design, and culture can influence people's

confidence in uniting to solve specific needs and problems [2]. Based on the discussion of Lingnan's art cognition, this paper integrates it into the current environmental design teaching. It is hoped that in the future teaching, the connotation of environmental design with local regional characteristics will be formed.

2. Lingnan Art Integrates into the Needs of Environmental Design

2.1. The Need for a Regional Nature of Teaching Content

In the context of The Diversity of Chinese Culture and Art, environmental design education should be linked to the region and integrated with the local climate, folk customs, history and culture. At present, there is a problem of curriculum homogenization in environmental design teaching, partly because of the fixation of teaching materials, and another reason is that some teachers do not pay enough attention to regional art and culture in teaching, which leads to the lack of regional artistic connotation in environmental design works. At the same time, the inheritance and development of regional art culture lack the practice and application in teaching, which to a certain extent affects the international competitiveness of China's environmental design works. Due to the different history, environment and culture of the city itself, people's lifestyles also have considerable differences, taking the Lingnan region as an example, the annual temperature difference in the region is small, the summer temperature is hot, humid and rainy, frequent typhoons and other climatic characteristics, and the environmental design methods and methods in the inland areas are different. For example, because hot and humid climates are prone to corrosion of materials, ventilation and cooling of spaces are particularly important. For example, subtropical climatic conditions create conditions for a large number of outdoor activities and lifestyles. Climatic conditions, customs and historical contexts have accumulated to form the unique successful experience of architecture and gardens in Lingnan, which is worth learning from today's design teaching. Therefore, in the teaching of environmental design, we adapt to local conditions and combine regionality to carry out the content design and teaching of teaching courses.

2.2. The Innovative Need of the Teaching Model

At present, most of the environmental design professional courses in colleges and universities are mainly studio-based. In the studio, the theoretical courses and professional skills are basically studied, and the teaching mode is expressed in the teacher imparting some basic professional skills, design points and basic introduction to software. In today's new materials and new practices, some materials and construction methods are not updated in a timely manner, and the knowledge is relatively old. In terms of equipment and experimental instruments, it is relatively unable to keep up with the needs of the rapid development of society, and the teaching content and mode of the studio are not connected with the society and the market. The students cultivated in this mode will enter the social enterprise after graduation, and it will take a long time to adapt to the environment in a short period of time (Figure 1).

2.3. The Forward-Looking Need for Pedagogical Reform

The "forward-looking" of teaching means whether talents who can cultivate and educate talents that meet the needs of future society in the long run can quickly adapt to the current employment environment and develop well after leaving the campus. In recent years, it has faced the dilemma of "graduation is unemployment", which also

reflects that the current education cannot keep up with the rapid development of the current society. Environmental design teaching is also facing the same problem, the rapid development of information technology, the rapid development of the industry is updated too fast, the lag of talent training education and the forward-looking nature of education can not be fully reflected, is the main reason for the current contradiction between supply and demand of talents, so that the environmental design teaching discipline is forward-looking, is an important task of the professional teaching reform. The famous American educational psychologist and Harvard professor David. Perkins, in the book “Teaching for the Unknown, Learning for the Future”, wrote: “The task of education is not only to transmit known knowledge, but also to cultivate students’ curiosity about the future and the ability to learn spontaneously” [3]. In the process of traditional art education, professional teachers, as leaders, must strengthen continuous learning, broaden their horizons, and explore the integration between Lingnan art and environmental design based on the current rapid development of the Internet era [4].

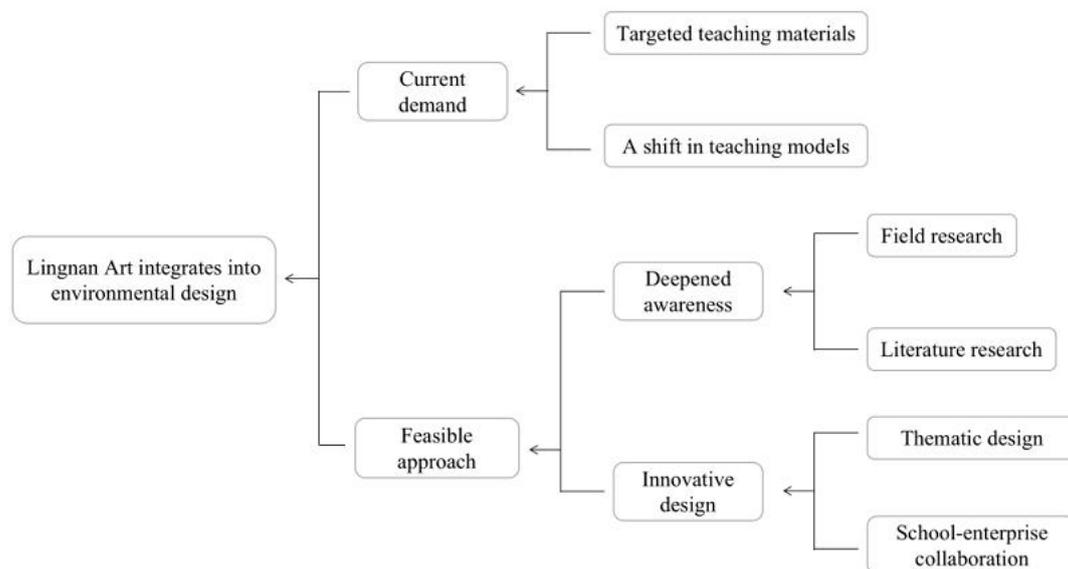


Figure 1. Current demands and feasibility approaches.

3. A Feasible Approach to Integrating Lingnan Art into Environmental Design

In view of the problems arising from the above content, the special training method is used to carry out special training on the inheritance and development of Lingnan art in the teaching of environmental design. The main methods are to teach from two modules of awareness of Lingnan art (including field research and literature research) - design innovation (including thematic design and social enterprise communication). The two modules are completed in stages, the former stage is based on the theory to understand and understand Lingnan art, and the latter stage is to transform the theory into practical application, so that the theory and practice of environmental design teaching can be combined to get real application and practice. The two modules combine to enhance students’ theoretical learning of excavating and extracting Lingnan culture and art, scientifically grasping its connotations and influencing design. The two stages of learning make it necessary and feasible, which not only meets the needs of the times for environmental design majors, but also continues with tradition, keeps up with the pace of the market, and grasps the cutting-edge design dynamics.

3.1. Awareness of Lingnan Art in Thematic Training

To understand the traditional art and culture of Lingnan, we must first learn the historical background, regional climate, natural resource characteristics, human resources, and lifestyle of the region. From the perspective of historical background, during the Qing Dynasty, the Lingnan region, as the only treaty port to the outside world, was closely related to Western cultural exchanges, and formed a unique Lingnan cultural and artistic characteristics in the process of the collision between China and the West. Taking into account the climate and cultural background of the Lingnan region, more attention is paid to water and ventilation and heat dissipation in the environmental design, such as the local characteristics of the building arcade elements, which have functions such as sun protection, rain protection and ventilation, and at the same time can meet the functional problems of commercial and pedestrian transportation. The abundance of wood resources and the skillfulness of craftsmanship have created the prosperity of Chaoshan wood carving, showing a strong and special artistic symbol. The coastline of the Lingnan region is beautiful and rich in resources, and the wisdom of the oyster shell is applied in architecture and gardens, and the use of snails in furniture. Lingnan culture and art integrate the ideas of Confucianism, Buddhism, Taoism and Buddhism in different ways, especially in the unique expressions in temples and ancestral halls, such as the ancestral temple in Foshan and the Dragon Mother Temple in Deqing, which show the connotation of Lingnan culture. On the basis of this understanding, combined with the aesthetics of the times and modern technology, appropriate treatment and reconstruction are carried out such as extraction, decomposition, reorganization and reconstruction in indoor or garden design. It is believed that there will be more Lingnan cultural and artistic resources that deserve in-depth discussion, research and reproduction of environmental design.

The survey can enable students to more intuitively learn about Lingnan traditional culture, especially the applied discipline of environmental design, emphasize the intuitive feeling of the environment, and enhance the understanding of Lingnan art through multiple experience sites and a large number of text and graphic studies, so that the teaching content of environmental design can be expanded, forming a more complete content system with regional characteristics. At present, Lingnan art is integrated into the content of teaching, involving graduation design, interior thematic design, landscape thematic design and some university students' innovation and entrepreneurship projects. Its direction and topics include regional and international synchronous design research, and the exploration of the diversity and integration of history and culture and art. Lingnan art has the characteristics of openness, mixing and pluralism, integrating Hakka culture, Chaoshan culture and Guangfu culture, etc., embodying the spirit of harmony, compatibility, practicality and openness between region and society, and has strong vitality. In such a rich and broad cultural context, teaching can be divided into stages, groups, in different thematic design courses to focus on one of the branches, the undergraduate teaching as a whole, continuous and repeated completion of this direction of teaching. Among them, the research will be a very important part of teaching, aiming to carry out more comprehensive familiarity, understanding, absorption, application and later innovation of Lingnan art. Deeply aware of the unique construction methods and spatial language of Lingnan art, it conforms to nature, accompanies folk customs, combines ancient and modern, and integrates the north and the south. The survey not only targets traditional Lingnan architecture, gardens and villages, such as the Four Famous Gardens, Shawan Ancient Town, Chen Clan Ancestral Hall, etc., but also conducts research and analysis on new

design works in some cities in response to the contemporary innovative design research of Lingnan artistic characteristics. The former attaches importance to the source, the latter focuses on extension, and the ancient and modern are connected, in this process, prompting the students to think and explore multiple dimensions of Lingnan art elements and environmental design.

3.2. Thematic Training in Environmental Design of Lingnan Art is Innovative Design

Through the training of the previous stage, from vague to more comprehensive combing and cognition. Practical validation will take place in the following modules. Through a number of special trainings, Lingnan art will run through the whole process of undergraduate teaching. The direction of each topic can be designed as both creative and conceptual. The former focuses on the experimentation of design methodology, including from creativity to implementation, engineering specifications and the integration of various elements; the latter emphasizes uniqueness, artistic expression and experimentation. In the process of special topic training, the teaching will be discussed and coordinated many times to deepen the theme, extend the theme, enrich the theme, and strive for the reasonable integration of the theme and various links.

In the process of implementing the special topic, through in-depth thinking and many exchanges, in order to deepen the design, extend the design, enrich the design, and let the combination of design and various nodes, prompt the students to explore and think about Lingnan culture, art and environmental design in multiple dimensions. It cultivates students' comprehensive thinking and design ability, overcomes the common phenomenon of design works staying on the surface, and stimulates students' academic research ability. Not only learned the industry norms and key points of thematic design, but also linked to the local culture and art, from thinking to expression, focusing on collaboration, and creating a space design that is more in line with the needs of modern people and the environment in the inheritance.

In this module, there are 5 nodes to help the teaching gradually establish the connection between Lingnan art and environmental design, and accumulate and form the teaching framework and characteristics of environmental design. First, inherit Lingnan art. It is mainly the characteristics and connotations of human resources, which include both tangible material parts and immaterial customs and customs; second, revitalize Lingnan art. Conform to the pulse of Lingnan art in a state of progress, and participate in the future-oriented Lingnan art design practice; third, promote Lingnan art with a wider field of vision. Continue to excavate the Lingnan cultural nutrition based on the "Greater Bay Area Urban Agglomeration"; fourth, the inheritance and re-creation practice of lingnan architecture and garden art language runs through the whole process of undergraduate teaching of environmental design. Fifth, teachers summarize and sort out each special training course, and gradually form teaching materials that can be used as references, valuable and can be promoted.

In the process of thematic design, opportunities are created for students to participate in the concept of Lingnan Art in the training of practical projects. In recent years, social enterprises have become more and more closely involved in the industry-university-research projects of universities, so school-enterprise collaboration is a mutually beneficial activity, due to the short cycle of actual social projects, there is no excessive time to invest in the exploration and research of traditional arts, and the

special topic design teaching is a bridge to turn this market into academia. Therefore, it can be in the form of fake topics, breaking through the reality of fake topics in traditional teaching to enhance students' ability to transform theoretical knowledge, apply ability and solve practical problems. This kind of project-based learning that participates in society enables students to better understand the conditions of professional innovation and entrepreneurship, broadens the quality and scope of teaching, and at the same time promotes students' coordination, expression and communication skills to adapt to their development needs [5].

4. Conclusions

Lingnan traditional culture has distinct regional characteristics. The environmental design major combines regional culture and art as an important content. French artist Claire emphasizes the eternity and return of art to origin, advocating nationality, regionality and the local imprint of his works. In today's globalized environment, it is particularly important to grasp and adhere to the national nature of art, especially the nationality of modern design, and to weave tradition and modernity in an orderly manner [6].

Looking at the characteristics formed by the evolution of Lingnan art from a sustainable point of view, it is the most solid context and foundation of regional environmental design teaching, and educators have the obligation to comprehensively study and absorb the nutrition of Lingnan art, flexibly and organically use the formal language of Lingnan art to gradually construct the professional characteristics belonging to the region, be good at summarizing and sorting out teaching achievements, and continue to practice and explore the integration of Lingnan art into environmental art design teaching.

Conflicts of Interest

The authors declare that there is no conflict of interest regarding the publication of this article.

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