

Research on the Course System of Design in Guangdong Universities Based on Regional Cultural Characteristics Taking Guangdong University of Finance and Economics as an Example

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ABSTRACT

The society transformation has indicated the direction for reform of cultural administrative system and injected momentum to education reform. The collision of different cultures, the development of technologies, and the change of concepts have brought opportunities and challenges to the construction of the college curriculum system. This paper takes the curriculum system of design discipline as the research subject. Paying a lot of efforts to study the relationship between regional culture and professional courses design in-depth, then a new curriculum system centered on Lingnan culture and the idea of applying knowledge into practice has been explored through the investigation of design professional courses in many regions based on comparative analysis and empirical approach. The new system has provided theoretical cornerstone and practical experience for the educational reform of design curriculum and the construction of the national college curriculum system.

Keywords: design science, design education, Lingnan culture, course system

I. INTRODUCTION

In 2012, according to the new professional catalogue issued by Ministry of Education, design became a first-class discipline. In the same year, the educational concept of "educating people through culture and building university culture" was put forward. In 2015, the "13th Five-Year Plan" of the CPC Central Committee proposed to deepen the reform of the cultural system. In 2015, Guangzhou's "13th Five-Year Plan" highlighted the importance of "Lingnan Culture", deepened the reform of the cultural system and cultivated a world famous cultural city. In 2019, the Outline of the Development Plan for Guangdong-Hong Kong-Macao Greater Bay Area (GBA) proposed to

*Fund: The teaching exploration and demonstration of integrating curriculum thought and politics into theoretical courses of design discipline in Guangdong Teaching Quality and Teaching Reform Project in 2020; The phased research results of Guangdong University of Finance & Economics 2019 School-level Teaching Quality and Teaching Reform Project "Research on Optimization of Interior Design Curriculum Group Adapting to the Needs of Professional Talents in GBA"; The phased research results of the first-class course "Interior Design Foundation" of the school-level teaching quality and teaching reform project of Guangdong University of Finance and Economics in 2020; The phased research results of the 2020 Youth Fund Project for Humanities and Social Sciences Research of the Ministry of Education, "Research on the Evolution of Lingnan Indoor Space Based on Cultural Geography" (Project Approval Number: 20YJC760135)

enhance the cultural soft power of the GBA. Influenced by global integration, the development of design science needs to face the opportunities and adjustments brought by the intersection of culture, economy, politics and science, dig out the cultural elements in its region purposefully and pertinently, and avoid the problem of educational similarity. "Design education is always in dynamic development" [1], and the traditional "craftsman-style" talent training can no longer meet the needs of the new situation. Therefore, the important course system for training talents, which adapts to the regional economic development strategy, also needs to be reconstructed urgently.

Design science is a new discipline based on the overall concept of art and science, which integrates the cross-disciplinary wisdom and innovation, research and education. Recently, the rapid development has also led to the imperfect construction of the course system of design, the lack of cultural deposits, and the cultivation of students' cultural quality needs to be strengthened.

Regional culture is an indispensable part of national culture, which embodies the local people's feelings and customs and the way of life precipitated by history. The cultivation of cultural quality has attracted the attention of many scholars and educators, and has also stimulated people's interest in the role of cultural education in the course of design specialty. More and more scholars and

educators have conducted in-depth research and exploration on the relationship between regional culture and the course of design specialty. For example, Tsinghua University, Tongji University, Hunan University and other colleges highlight the importance of regional culture in their design science courses. Liu Mingyang, Li Xu, Wang Ling, Yi Xiao, Liu Fulai and many other scholars have explored the design science courses in Guangdong, Hunan, Chongqing, Xinjiang, Jiangxi and other places, taking regional culture as the carrier, innovating the teaching content, reforming the course system and inheriting regional culture.

II. PROPOSITION OF LINGNAN CULTURE

Lingnan is located in the south of the Five Ridges. Lingnan culture began in Qin and Han Dynasties. It was composed of historical immigrants from the Central Plains and various regions in the north on the basis of aborigines. In the process of gestation, it absorbed Baiyue, Chu, Bashu, Wuyue and overseas cultures to form a distinctive cultural style. Lingnan culture has the cultural characteristics of "pragmatism, openness, compatibility and innovation", which are reflected in space, implements, images and other aspects. It has distinct regional characteristics and is also a unique cultural resource, which can bring new creative inspiration to designers.

The development of society has brought about the erosion of modern culture to Lingnan traditional culture, and Lingnan characteristics have been continuously reduced. This phenomenon has aroused the cognition of many scholars and people of insight. More and more intangible cultural heritage and relics have been protected, and Lingnan cultural elements have been preserved by people. Through the investigation and study of the customs and traditional buildings in Lingnan area, we can find the original clues, explore the cultural elements, combine with modern culture, create a set of design course system suitable for Lingnan regional culture, and guide students to carry out design exploration and design presentation from the perspective of cultural confidence.

III. THE CHARACTERISTICS OF THE COURSE SYSTEM OF DESIGN

At present, the design science of Guangdong University of Finance & Economics includes four specialties: Product design, environmental design, digital media art and visual communication design, as well as Master of Studies and Master of Specialty. Taking "Regional Theory and Application of Art Design" as the basic framework of discipline development, the design science course aims at cultural heritage and digital innovation by combining regional culture with big data, artificial intelligence and digital

multimedia technology, changing the traditional teaching mode of teaching knowledge, and optimizing the course content. What's more, it also perfects the teaching methods, adjusts the teaching results, and improves the teaching efficiency. Combining with social research, it introduces the "subject-based" teaching mode, and carries out the design course reform with Lingnan culture as the carrier on the basis of implementing the teaching mode of joint teaching by university tutors and enterprise tutors.

Around the personnel training plan, the construction is carried out from the perspective of market demand and discipline development according to the discipline setting standards of the Ministry of Education and the construction principles of "culture-oriented, highlighting characteristics". Four course groups are established, namely, subject basic courses, professional basic courses, general courses and comprehensive application courses. The first three course groups are the foundation, while the latter one is the practice and test of the first three. The course system is gradually reasonable and perfect, and the course name is gradually standardized. Course construction pays special attention to strengthening the quantity and quality of practical courses, seamlessly connecting production, teaching and research, and forming the guiding ideology of course teaching based on "broad foundation for the first grade, professional training for the second and third grades according to industry trends, and integration and crossing for the fourth grade".

A. The first part (freshman): taking the construction of discipline characteristics as the core, promoting broad-based learning, and erecting the concept of "digitalization" plus regional culture

Three modules are set up: knowledge transmission, skill training and quality development.

First of all, based on the cultivation of basic quality and consciousness, our teachers form an educational and teaching team together with well-known social scholars and enterprise experts with the aim of imparting Lingnan culture. The basic theoretical knowledge of design is taught to students. The professional general courses such as "Introduction to Design", "Brief History of Design", "Design Color" and "Creative Thinking" are offered, so that students can fully understand the history and basic characteristics of design, emphasize the transformation of design thinking and the study of practical ability, and lay a solid theoretical foundation for the study in the next four years.

Secondly, the teacher team led the students to the Pearl River Delta, eastern Guangdong, western Guangdong and other places for social investigation by using Bergen Architecture School for reference and

relying on the research projects of the Ministry of Education on cities, environment, interior and utensils undertaken by our teachers, and the major projects of "Urban Cultural Landscape Research" of the "Theoretical Guangdong Army" in Guangdong Province, as well as projects such as the historical and cultural survey of natural villages in Guangdong Province, combined with practical teaching such as social practice. It includes the original ecological building space, implements and images. Teachers guide students to study methods and observe angles to stimulate students' interest in local folk customs and humanistic environment. Students participate in on-the-spot experience teaching to understand regional cultural characteristics and customs, so as to cultivate students' awareness of cultural inheritance and protection.

Third, on the basis of completing the study of theory, the teacher will combine historical culture with theoretical knowledge to systematically explain the origin, current situation and characteristics of regional culture, that is, Lingnan culture, to the students, organize the students to visit the intangible cultural heritage of Lingnan region on the spot, and expand the students' regional cultural vision.

Fourth, it's necessary to pay attention to the combination of "digitalization" and regional culture, adopt new technologies and equipment such as GIS, BIM, virtual reality, interaction and artificial intelligence, combine diversified modern teaching methods, and comprehensively use rich course culture and design presentation forms such as mobile terminals and mobile phone APP to realize seamless connection with enterprise positions. Teachers and students can interact through the online teaching management platform during the course. In the extra-curricular application links and practical investigation of the basic design science course of "Surveying and Mapping", advanced equipment such as aerial photographer and remote sensing surveying and mapping instrument have been used. In the practice base, 3D printing technology and VR virtual reality technology have been applied to the practical links of teaching courses such as "Innovative Design of Folk Toys".

*B. The second part (sophomore and junior):
establishing the "two plus two" system and
emphasizing the "subject-oriented" orientation
according to the economic development of Lingnan
region*

Our college has established a "course system" that emphasizes consolidating the discipline foundation and a "topic-based" "two + two" system that emphasizes the cultivation of practical research ability.

Relying on the background of regional economic development in GBA, on the basis of professional basic problems and special abilities, relying on the platform

of practical colleges and following the background that design pays attention to practice, the second and third grades have refined the course and focused on the study of professional basic courses, including "Modeling Training", "Material Structure and Application" and "Development of Cultural and Creative Supplies". The content covers the space, implements, images, etc. in design, with a total number of more than 20 courses in each major. After years of teaching practice, it has been proved that these on-campus and off-campus courses complement each other and plan scientifically and reasonably, which provides a strong guarantee for the realization of personnel training. At the same time, it effectively improves students' professional vision and professional quality.

Efforts should be made to guide students to correctly handle the relationship between theory and practice, compulsory and elective courses, foundation and major, and establish a course system in which cognitive learning and social learning are integrated with each other in teaching. Each course boldly tries targeted teaching methods, explores characteristic professional methods, and gradually realizes the professional characteristics based on Lingnan's inheritance of culture, space, implements and image research as the core, introducing topics, and combining theory with practice.

The design science course is rich in content, covering many courses such as cross-disciplinary collaborative courses and practical project subject introduction. Guangdong University of Finance & Economics mainly takes the "topic-based" orientation and introduces the practical projects in Lingnan area into the course construction of the topic, which is convenient for the combination of production and study. According to the clear nature, scale and practical purpose of the project, it is generally divided into "false topic and true action", "true topic and false action" and "true topic and true action" and other methods, paying attention to the embodiment of cultural information. According to the characteristics of the course, adopt a variety of assessment methods, the on-campus and off-campus assessment, process and result assessment, and the combination of examination and practical evaluation scientifically evaluates students' knowledge, ability and quality level. Some courses are evaluated through school-enterprise cooperation, cooperation with enterprise experts and experts and scholars inside and outside the school, so as to build an effective bridge between the school and the enterprise, organically combine practice with courses, and highlight the distinctive characteristics of combining professionalism and industry.

C. The third part (senior): focusing on the research and project practice of Lingnan culture background, integrating and crossing, solidifying the research results and feeding back the teaching

The main courses of senior year are "Graduation Design" and "Graduation Practice". Combined with other professional courses such as "Art Investigation", the courses cross, the courses cross with teachers' research, and the condensed research results from scientific research, teaching and research topics, solidifying theories to feedback teaching.

1) Design creation and cultural introduction: Graduation design is the comprehensive embodiment of teachers and students' teaching and learning, as well as the embodiment of discipline trend and professional taste. It is academic, comprehensive and cutting-edge. "Graduation Design" takes Lingnan culture as a clue, through market research and analysis, teachers' practical projects and topic research are implanted into the classroom in a "topic-based" way. Students select topics that they are interested in to determine the research direction, and conduct research and literature collection in combination with the "art investigation" course to excavate the true meaning of regional culture, think about the introduction method of regional culture, and integrate new cultural creativity. Through the analysis and arrangement of the investigation data, the cultural elements that can be used for design reference are refined, the design concept is put forward, and the elements are integrated for design creation.

2) Solidifying the research results and feeding back the teaching: The school reviews topics through foreign exchanges and project reviews, and integrates outstanding ideas into the school-level portfolio. At the same time, it has been refined and edited into textbooks and has become designated teaching materials, such as "Exhibition Space Design", "From Thinking Fragments to System Shaping" and "Introduction to Design", which have been published publicly. In recent years, teachers have studied more than 20 provincial and ministerial-level topics based on their achievements. It includes "Research on Low Carbon and Energy Saving Design Methods of Lingnan Regional Environmental Art", "Research on Protection, Activation and Inheritance of Southern Guangdong Ancient Post Road Cultural Heritage Group" and "Research on Indoor Space Evolution Based on Cultural Geography", etc. It better solidified the theory, makes knowledge reserve for the optimization of course system, improves the effectiveness of course, and enhances students' local awareness and market acumen.

3) Graduation practice is based on location advantages and cross-constructs the development pattern: A good school-enterprise relationship is an effective guarantee for the establishment of the course system of Guangdong University of Finance & Economics. Each enterprise undertakes the course content of graduation practice and professional backbone. Jointly with listed companies to cultivate students' practical ability. In order to realize the training mode of production, teaching and research, the Design Art Research Institute established by Guangdong University of Finance & Economics includes seven design research institutes covering all specialties. Through participating in teachers' vertical scientific research projects and social service projects, students can grasp the cutting-edge trends in the industry in a timely manner and cultivate students' theoretical research ability and professional practical ability. Pay attention to the reform of teaching and research, integrate comprehensive practice and enterprise cooperation into teaching practice, strengthen the practicability of the course, and highlight the cultivation of students' innovative ideas.

IV. CONCLUSION

Taking Lingnan culture as the background, this paper combs the current development situation of design, looks for the agreement point between design and Lingnan culture, and makes corresponding theoretical research and teaching experiments. According to the requirements of regional economic development and cultural development on personnel training, this paper re-examines the design science courses in local colleges, taking the construction objectives, construction contents and implementation approaches of the design sciences in Guangdong University of Finance & Economics as examples, discusses how to foster strengths and avoid weaknesses under the trend of regional development, concise the reform direction of the course system, highlight the characteristics of the disciplines, and puts forward targeted countermeasures and suggestions. Through macro thinking, we should strengthen cultural confidence and grasp the comprehensive ability of designing course construction with Lingnan regional culture as the background. Combining the characteristics of the course system of design, flexible teaching forms, enriching and reforming the course and teaching, fully reflecting the characteristics, practicality and openness of design. Keeping pace with the times, continuously improving the demonstration of the course, improving the level of course construction in terms of quantity and quality, and providing theoretical and practical experience for the optimization of design-related courses in other colleges.

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