

The Exploration of the Regional Architecture Culture Intervening in Teaching Practice of Architecture Design

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Abstract—Regional architectural culture is a treasure with thousand-year history. Its extensive and profound content will affect the sustainable development of architectural design to a deeper level, a higher goal and a wider range of fields. According to the current situation that regional architectural culture is involved in architectural design teaching practice, this paper points out the significance of regional architectural culture's involvement in architectural design teaching practice, and further explores the rationalization measures of regional architectural culture's involvement in architectural design teaching practice, with a view to promoting the reform of architectural design teaching practice and the inheritance and promotion of regional architectural culture.

Key words—Regional architectural culture, Architectural design, Teaching practice, Exploration

I. INTRODUCTION

With the rapid development of the construction industry, the development of architecture and professional education should also keep pace with the times. Architecture is a comprehensive discipline, integrating technology and art. Architectural designers do not only need to possess superb architectural technology knowledge, but also bear the responsibility of inheriting and developing regional architectural culture. However, how to make future architects spontaneously set up a regional view requires the integration of regional architectural culture into architectural design teaching. At present, there are very few universities offering regional architectural culture courses, so it is imperative to introduce regional architectural culture into the teaching practice of architectural design.

II. THE PRACTICAL SIGNIFICANCE OF REGIONAL ARCHITECTURAL CULTURE INTERVENING IN ARCHITECTURAL DESIGN TEACHING PRACTICE

A. Carrying Forward the Essence of Chinese Traditional Architecture

Regional architectural culture is the foundation and essence of Chinese traditional architecture, and Chinese traditional architecture and Chinese culture have experienced thousands of years of historical accumulation and gradually matured. And it is influenced by Chinese Confucian, Taoist, geography and other related classical disciplines, with distinctive Chinese characteristics and permeable norms and binding force after maturity. In addition, regional architectural culture has a far-reaching impact on our traditional architecture, from ancient altars to modern architecture, all of which show symbolic cultural colors. Therefore, the introduction of regional architectural culture into architectural design teaching practice can effectively inherit the essence of traditional Chinese architecture.

B. Promote the Innovation of Architectural Culture Theory

Culture needs communication and innovation to achieve the goal of long-term inheritance. The introduction of regional architectural culture into architectural design teaching practice can effectively promote the combination of the two with the needs of the times, promote cultural innovation, and deeply integrate cultural connotation with the characteristics of the times, thus promoting the sustainable development of regional architectural culture. In addition, in the integrated architectural design course, it can be effectively rooted in the local culture, and dig deeply into the regional culture, so that architectural works show cultural characteristics, stimulate the creativity of architectural personnel, and form a unique regional architectural style, thus promoting the innovative development of architectural culture theory.

C. Improve Students' Sense of Identity to National Culture

Modern students has a high degree of acceptance of new things and can keep up with the trend of the times, but they also ignore the inheritance of national culture. So that they will have a strong sense of exclusion when contacting or learning national culture. The introduction of regional architectural culture into architectural design teaching practice, supplemented by teachers' correct teaching methods, enables students to fully feel the charm brought by national culture, realize the regional humanistic and natural spirit, and realize the organic combination of architectural and humanistic features. In addition, by introducing regional architectural culture into architectural design teaching practice, students can gradually understand the connotation of basic culture, so that they no longer have an exclusive mentality towards national culture, gradually accept the influence of national culture, which imperceptibly enhances students' identification with national culture, actively integrates the excellent Chinese culture into architectural practice and study, and becomes a member of national heritage.

D. *Guide Students to Establish Correct Regional Cultural Concepts*

Fundamentally speaking, the introduction of regional architectural culture into architectural design teaching practice aims to highlight regional cultural characteristics, help guide students to correct cultural value orientation, strengthen students' attention to regional culture, and is of great significance to promoting national spirit. On the whole, the students' in-depth understanding of regional nature, humanities, architectural art and technology will be improved to lay a solid foundation for shaping and inheriting the unique regional architectural culture and gradually form a good situation in which regional characteristics and architectural design will promote each other. At the same time, taking regional architectural culture as the starting point of teaching will also help to promote the emergence of architectural teaching characteristics, and featured teaching will also bring featured architectural design talents.

E. *Cultivate the Excellent Quality of Students*

The introduction of regional architectural culture into architectural design teaching practice and its utilization can take the learning of cultural knowledge as a carrier, closely combine life and culture in colorful teaching practice, and deeply discuss the significance of regional architectural culture, so that students can master architectural knowledge and be influenced by the excellent culture of the Chinese nation, and gradually transform the essence of traditional culture into their own excellent quality, thus forming good learning and behavior habits and fundamentally improving students' ideological and moral qualities. In addition, after accepting the knowledge of regional architectural culture, students can take the initiative to assume the responsibility of spreading culture, so that they can improve their sense of responsibility in the process of cultural inheritance.

III. THE PRESENT SITUATION OF REGIONAL ARCHITECTURAL CULTURE INVOLVED IN ARCHITECTURAL DESIGN TEACHING PRACTICE

At present, many colleges and universities are committed to training qualified application-oriented talents. The architectural education model is based on the "Excellent Engineer Education Training Plan" and the training direction and goal is professional architects. In the training program of architecture specialty, the basic skills that the national first-class / second-class registered architects should possess are the goal, and the applied, compound and export-oriented architectural talents are trained. The focus is on the training of general architectural technical talents, emphasizing the general application ability of professional knowledge and lacking the integration of regional architectural culture. However, China now faces the phenomenon of architectural design market convergence. Both the country and individuals attach great importance to the appearance of regional culture in architecture, and reflecting regional characteristics has become the focus of urban construction.

At present, many colleges and universities ignore the attention and inheritance of local regional architectural culture, resulting in students lacking the concept of regional architectural culture design, unable to master the design methods and construction techniques of regional architectural culture, and hindering the development of regional architecture. Under such circumstances, the goal of architectural education and training should be changed from a single training of general talents to a diversified development of regional architectural concept, with continuing regional characteristics as the main line to help students establish regional concept.

IV. RATIONALIZATION MEASURES OF REGIONAL ARCHITECTURAL CULTURE INVOLVED IN ARCHITECTURAL DESIGN TEACHING PRACTICE

A. *Combine the Relationship between Regional Architectural Culture and Architectural Design Course*

In a certain region, the architectural remains and historical forms in the region that people used to build in social practice can be called regional architectural culture, which has a close relationship with architectural design courses. Regional architectural culture reflects the thoughts and characteristics of different regions. For example, Anhui's unique Hui - style architectural culture makes its architecture a major feature of Chinese architecture, and it is bound to be closely related to architectural design courses. In the teaching process of architectural design course, teachers can effectively grasp the regional architectural culture, deeply understand its regional characteristics, and apply it to architectural design practice through innovation and blending to form a distinctive regional architectural culture and achieve the goal of both material and spiritual consideration.

B. *Refine the Design Concept of Scientific Regional Architectural Culture*

The concept of scientific regional architectural culture design is the basis of architectural design course in our country, which can effectively classify regional architectural culture and better integrate it into teaching. First of all, establish the design concept of "people - oriented" in regional architectural culture. In China's traditional culture, people were full of awe of the natural environment. Therefore, when building traditional buildings, they took the local natural environment and cultural characteristics into consideration in the building, so as to handle all aspects of the relationship, which is to achieve harmony and unity inside and outside the building and form a comfortable living place. Secondly, establish the design concept of "humanistic spirit", and different beliefs and customs will be formed through historical accumulation in the process of in-depth contact between human beings and nature, thus forming a unique humanistic spirit. Therefore, teachers should integrate such design concepts into architectural teaching and inherit the material carrier and cultural essence of traditional humanistic spirit. Finally, establish the design concept of innovation and inheritance for common development. Teachers need to clearly understand that the development, inheritance and innovation of regional architectural culture cannot be separated, so they need to integrate

culture with the characteristics of the times in teaching to stimulate students' creativity and form a unique regional architectural style.

C. Construct the Integration Mechanism of Architectural Design Course and Regional Architectural Culture

Most of the architectural design courses in China focus on architectural theory and technology teaching, with few cultural courses. Therefore, it is necessary for teachers to combine the characteristics of students, select the culture teaching materials with moderate difficulty, add the theory and practice courses of regional architectural culture to the original courses, and interweave and explain the architectural design courses to realize the integration of culture and architecture. In addition, teachers can explore the essence of regional architectural culture in the practical teaching headed by architectural design, find the combination of regional architectural culture and life, and guide students to have the design thinking of regional architectural culture image.

D. Innovate Teaching Methods

Teaching method is related to the success or failure of the integration and utilization of regional architectural culture in architectural design courses. In the process of teaching, teachers need to guide students to gradually become interested in cultural content before they can effectively integrate it with architectural design course content. However, the traditional single teaching method can no longer be applied. Therefore, teachers first need to constantly improve their professional skills, improve their professional quality, take the initiative to participate in activities such as lectures for teachers both inside and outside the school, and constantly enrich themselves. Moreover, teachers should also strengthen their mastery of regional architectural culture, so as to guide students to learn on the right track with their own experience. Secondly, teachers need to innovate their own teaching methods, use modern technology to show students the characteristics of regional architectural culture, change the original thinking mode, and place cultural factors in the important position of architectural design teaching. In addition, teachers can divide students into groups according to their learning characteristics, carry out collective teaching, and teachers will issue the course tasks of cultural learning and architectural design to guide students to discuss independently and display the results of the discussion voluntarily. Teachers also need to give students enough time to inquire about materials so that students can actively explore cultural knowledge in a relaxed atmosphere and combine it with architectural knowledge automatically, thus forming a good learning habit. Teachers also need to extract regional architectural cultural symbols and other representative things, guide students to apply them to practical activities, and examine the results from both positive and negative aspects to feel the humanistic spirit contained in different cultural environments, reflecting the relevance and effectiveness of theoretical and practical courses.

Finally, at the end of the course, teachers need to arrange reasonable homework to consolidate what students have learned in class. Teachers can allow students to choose their own ideas and theories related to regional architectural culture according to their own needs or interests as the basis of architectural practice, and require students to consult information on their own, organically combine subjective consciousness with rational thinking, and deepen students' understanding of culture. Teachers also need to reasonably expand what they have learned in the classroom so that students can actively consult relevant materials under the condition of insufficient teaching materials to realize the integration and utilization of architecture and regional architecture culture.

V. CONCLUSION

Regional architectural culture is the treasure of the Chinese nation. It is of great practical significance to integrate regional architectural culture into teaching practice in the architectural design industry. Therefore, in the teaching practice of architectural design, students can be guided to explore the regional architectural culture from the aspect of thinking concept, and design should be placed in the real regional environment as far as possible so that students can actually observe and experience it, thus making it easier for students to construct the knowledge framework and design ideas of regional architecture. In addition to the integration of regional features in the design concept, we should also strengthen the study of the construction technology of traditional regional buildings, so that the plan concept is not only drawings. Through the return of regional architectural concept, students seek the design language from the regional architectural culture, so as to improve the artistic quality of students' architectural design ideas and show unique cultural characteristics, which has positive significance for promoting regional architectural culture and promoting the inheritance and development of Chinese culture.

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