Practice and Reflection of Interior Design Teaching Reform under the Application of Multiple Fields

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ABSTRACT

This paper explores how to better integrate interior design in multiple application areas such as space, home, studio, public realm, and commercial in the teaching process to develop students' comprehensive strategy and practical skills in different areas. By analyzing the current development of interior design and the current state of education, the authors explore the necessity and practical feasibility of internal design teaching reform under multiple fields of application and propose strategies and methods for internal design teaching reform under various areas of application combined with the sharing of experiences in conducting design projects in teaching practice.

Keywords: Interior design, Teaching reform, Multi-disciplinary application.

1. INTRODUCTION

Interior design is both a theoretical and practical discipline involving a variety of fields, such as space planning, home design, studio design, public domain design, and commercial design. In the face of diverse design needs, interior design graduates need to have comprehensive design skills and practical skills across fields. In addition, as an extensive discipline, interior design requires not only cross-disciplinary design skills but also an in-depth understanding of the intersection of related fields and the changing market needs, as well as the mastery of advanced design tools, techniques, and software. In practice, interior design needs to focus on the functionality, flexibility, and comfort of space while considering customer needs and aesthetic pursuits and combining them with the environment, ecology, and other factors to create design works full of beauty, creativity, and functionality. And with the continuous development of new technologies such as digitalization and intelligence, the interior design industry faces new challenges and opportunities. Combining internal design teaching with cutting-edge technologies, integrating diverse educational resources, and focusing on reforming the teaching model of practical operation have become important initiatives to meet the needs of the industry, promote the quality of interior design teaching, and cultivate high-quality talents. Therefore, reforming internal design teaching under the application of multiple fields is imperative.

2. THE CURRENT STATE OF TEACHING INTERIOR DESIGN WITH THE APPLICATION OF MULTIPLE DOMAINS

The development of interior design education has yet to break through the status quo with the crossover combination of many fields. Current internal design teaching often focuses on home design and several commercial and public space design directions. It lacks guidance and support for comprehensive knowledge and skill development and for students' practical exploration. In such a teaching model, teachers and teaching materials become the dominant teaching and learning mode, while students are only passive recipients of knowledge and lack practical experience [1]. This can lead to the inability of students to fully apply and realize the professional knowledge and skills they have mastered, making it difficult to understand and apply what they have learned truly. Therefore, for interior design teaching reform, it is crucial to establish a more immersive and hands-on teaching model.

A more realistic teaching model needs to strengthen the role and involvement of students in practice and creativity. Students should be gradually guided to a more diverse and practical design direction and be personally involved in different periods and types of projects to improve their overall design and practical skills. This teaching approach should also be combined with modern technological tools to provide the latest underlying support for interior design students. In addition, the curriculum and content teaching should also be more practical and innovative, opening up the young imagination and inquisitive spirit of students through a rich and varied curriculum that is genuinely relevant to market demand and future development.

In recent years, the design industry has gradually shown a new pattern of "cross-border" and "integration" based on the rapid development of technologies such as big data, artificial intelligence, and the Internet, providing considerable opportunities for interior design education to change. Reforming the education model, cultivating talents, building a high-quality faculty and student team, and establishing a platform for diverse collaboration and communication means interior design teaching is on the verge of a significant wave. In response to the diversified practical needs, the education community has gradually adapted to the general trend, seeking to organically combine innovation, theory, and practice to deeply explore interior design's reasonable value and cultivate innovative talents [2].

For interior design education, education and teaching still have a long way to go. Only by seeking new approaches and perspectives from reality and effectively further improving the existing model of interior design education can the design truly meet the needs of the industry and society. To this end, educators need to be adept at drawing on successful teaching models and new technologies to create a more flexible and deeper internal system that can adapt to an increasingly diverse design environment while retaining the foundations and characteristics of the discipline.

3. INTERIOR DESIGN TEACHING REFORM STRATEGIES UNDER THE APPLICATION OF MULTIPLE DOMAINS

Multi-disciplinary applications have become an important trend in the interior design industry today.

Against this backdrop, interior design education needs to be reformed to prepare better professionals to meet market demands and enable students to master internal design skills and use various tools and techniques to solve practical and complex design problems.

3.1 Teaching Mode Innovation

Innovation in the teaching model is the key to achieving diversity and practicality in interior design education. To this end, the teaching design should focus on student autonomy and practical operation and include operability, completion, and implementation cases in the curriculum. Remove the theoretical classroom teaching mode, adopt various teaching methods such as group discussion, case analysis, and practical exercises, and flexibly develop teaching plans to welcome students' active inquiry, practice, and participation.

For example, at the beginning of the course, theory can be used as an entry point to delve into practice, allowing students to experience first-hand the use of various interior design tools and techniques and thoroughly understand the nature and requirements of the interior design industry. In the hands-on projects, students can fully explore in teams, develop a creative spirit, and collaborate on practical applications of interior design solutions. Through hands-on and inquiry-based learning, students can master internal design skills and problem-solving strategies in several areas, improving both the learning experience and efficiency and the interface between course instruction and practical application.

Based on the above considerations, teachers suggest that in interior design teaching, emphasis should be placed on developing students' abilities. Teachers should combine theory and practice through appropriate teaching methods, empower students with practical and design projects, base their programs on the current market outlook, and strengthen ties with the industry to provide a more diversified education that meets the actual needs of the industry for students' career development [3].

3.2 Design Project Setting Reform

In recent years, the design industry has been developing rapidly. Designers have gradually shifted from a single objective perspective to a user-centered design concept and focus on design's functional, sustainable, and humanized aspects, considering the actual use effect. Therefore, the

teaching design should also keep pace with the development of the industry and reconsider the design project setting to better train the new generation of design talents.

In this process, faculty encourage adding practical design projects in different areas such as space, home, studio, public realm, and commercial. Students can continuously gain valuable experience and skill enhancement to improve their design skills and literacy through participation in these practical projects. For example, in spatial design, students will learn the skills of spatial layout, color combinations, lighting and ventilation, and environmental beautification; in home design, students will learn to design in a measured manner, focusing on the unity of practicality, aesthetics, and practical use; in studio design, students will learn the coordination and coherence between different objects in an ample space; in public sector design, students will learn In the area of public sector design, students will explore design practices in the area of services for the benefit of all; in the area of commercial design, students will learn how to design sustainable, technological and intelligent commercial outcomes [4].

In addition to promoting the design practice of actual projects, teachers also encourage students to combine their own practical experience and design their assignments and gradually explore diverse and cross-border design exploration from small to large. In practice, students can better participate in social training, explore new design fields and concepts, and improve their design concepts and skills by designing their projects. For example, in the field of product design, students can independently create different types and formats of products and explore their actual marketing value; in the area of digital innovation, students can independently explore the realization of digital technologies such as 3D technology and virtual reality technology and continuously improve their design and development skills through practical activities; in the field of hand-drawn design, students can combine the limitations of reality and design straight, translucent and bright lines [5].

3.3 Teaching Content Optimization

In selecting teaching content, it is a must to focus on the close integration of theory and practice, practical operational difficulties, joint problems, and how to "solve" them. At the same time, there is a need to improve the quality and efficiency of teaching by adding practical sessions, such as laboratory courses and workshops, so that students can gain flexible interior design application skills in practice. To optimize the content of internal design teaching, teachers should focus on integrating theory and practice. As it is often said that "practice makes perfect," the teaching content should focus on the difficulties encountered in practice, joint problems, and how to solve them correctly to improve students' practical skills.

To achieve this goal, teachers need to introduce more hands-on sessions, such as laboratory courses and workshops, and integrate them into the teaching program to improve the quality and efficiency of teaching. In the practical sessions, students can not only try out techniques and methods but also master and apply them in practice, thus acquiring a more flexible interior design practice.

Teachers also need to pay attention to selecting content that can effectively help students improve their practical skills. For example, those techniques and methods that are most commonly used in practical applications should be chosen so that students can master practical interior design skills and apply them effectively in the real world of work. In addition, teachers should also focus on guiding students to be innovative and encouraging them to stimulate creative thinking in their practice to improve their practical skills and innovation. Combining these teaching strategies will make interior design education more effective and helpful and help students integrate better into the workplace.

4. CASE SHARING

After discussing and analyzing the aspects of interior design education, teachers believe that internal design education should not only focus on the teaching of theoretical knowledge but also the cultivation of practical skills [6]. The so-called practical skills, however, do not only refer to students' manual production and operational skills but also should be integrated throughout the design process, including the cultivation of design thinking, innovation, and collaboration in practice. Therefore, interior design education needs to re-examine the teaching content, methods, and objectives in the context of this growing diversity of fields.

How can the designers strengthen the teaching practices of multiple fields in interior design education? The following is a case study of the "Interior Design - Cross-Disciplinary Practice and

Innovation Education" course at XX University. The course covers a wide range of fields such as home, public and commercial space, and the design of projects to enrich students' practical skills in practice. Regarding teaching content, the course focuses on cultivating design thinking through the "learning to apply" approach, the organic combination of theory and practice, to produce works with practical and innovative value. This teaching mode is highly recognized not only by students but also by enterprises and society, which provides a solid foundation for the success of the course.

As you can see from the above, this educational model focuses on practice, and the form of exercise is interdisciplinary. This cross-disciplinary practice teaching increases students' practical skills and develops interdisciplinary literacy. Practical skills, creativity, teamwork, and other multidisciplinary literacies are necessary for students' future careers, and it is essential to strengthen the development of these skills in interior design education. Therefore, teachers should gradually introduce diversified teaching practices in internal design courses and increase practical sessions such as laboratory courses and workshops so that students can gain flexible design skills and improve their practical skills, thus making them more competitive in interdisciplinary fields with innovative and functional values.

5. CONCLUSION

After the discussion of interior design education and the sharing of case studies, it was concluded that the necessity of internal design education reform with multi-disciplinary applications and implementation strategies and methods. In this era, interior design education needs to achieve innovative talent development through multi-disciplinary teaching practices and cross-disciplinary collaboration.

To achieve such a goal, an interdisciplinary and synergistic teaching model needs to be established. Starting from all aspects of curriculum and content teaching, practical operations are integrated into the teaching process, and the cultivation of design thinking is emphasized [7] so that students can acquire flexible design skills and improve their practical operation ability in practice. At the same time, the teaching system needs to focus on cultivating critical thinking and interdisciplinary skills to lay a solid foundation for students' future career development.

In conclusion, interior design education should focus on multi-disciplinary teaching practices and cultivating interdisciplinary literacy, guide students to organically integrate theory and practice through an interdisciplinary and collaborative teaching model, and develop students' critical thinking and creative abilities to produce works with practical and innovative values. Only in this way can the designers better promote the innovative development of interior design teaching, improve the comprehensive quality and practice of the industrial design discipline, and cultivate more excellent talents for the future interior design industry.

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