

# Exploration on the Integration of Regional Cultural Elements into the Teaching of Basic Design Courses

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## ABSTRACT

China has a long history, and the intelligent and hardworking Chinese nation has gradually formed a unique cultural style in the process of changing times. Due to the different living environments, cultural forms and cultural customs formed in different regions also have significant differences, and it is precisely the existence of these differences that form the content and form of regional culture. The inheritance of culture is the foundation of education in China, and the "orientation of local talent cultivation" is the foundation of regional cultural inheritance. Regional culture injects inspiration into basic design courses, and the translated regional culture through design presents a new face. This integrated teaching promotes the cultivation and development of art and design talents. This article analyzes the current teaching situation of basic design courses based on the cultivation plan of basic design courses, elaborates on the significance and goals of integrating regional culture into basic design courses, and discusses the relevant aspects of integrating regional cultural elements into basic design courses.

**Keywords:** *Regional culture, Basic design courses, Teaching.*

## 1. INTRODUCTION

Regional culture generally refers to the cultural traditions that have a long history, unique characteristics, and still play a role in a specific region. It is the cultural expression of ecology, folk customs, traditions, habits, and other aspects in a specific region. The definition of regional culture is not a simple classification and differentiation of geographical location, climate, and environmental characteristics. It carries the significance of expressing and inheriting the material and spiritual aspects of a certain region, and is a unity of material and spiritual culture. Guangdong Province attaches great importance to cultural soft power, activates the vitality of local culture, transforms the soft power contained in local traditional culture into the spirit and ideological driving force of building Guangdong culture, promotes the cultural construction of the Greater Bay Area, and spreads excellent traditional Chinese culture to all continents and regions. Zhuhai is a city with profound historical and cultural heritage, with a brilliant 5,000 year history and civilization. It has been one of the cultural hubs of Lingnan since

ancient times. Especially since modern times, the integration of China and the West, diversity and inclusiveness, and pioneering spirit have nurtured the formation of Zhuhai's unique urban culture. Over two thousand years and nine waves of immigration have nurtured Zhuhai's open and inclusive regional culture. Zhuhai has formed a unique Lingnan culture from folk culture, traditional drama, handicrafts, folk music, traditional dance, popular culture, geographical characteristics, to architectural characteristics.

The basic design course plays an indispensable role in cultivating students' path towards design. The goal of talent cultivation in the basic design course is to lay a solid foundation for professional courses, meet the economic and social needs of the Guangdong-Hong Kong-Macao Greater Bay Area, and be able to focus on local economic and cultural development. It aims to cultivate high-level creative, cross-border, and applied talents who can engage in visual design, development, operation, management, and other fields with a wide range of knowledge and solid skills. In the teaching of basic design courses, students' knowledge ability, theoretical ability, technical ability, professional ability, and

emotional attitude are cultivated. The basic course of design not only cultivates students' design thinking, personality expression and guidance and foreshadowing for future professional courses, but also cultivates students' cultural accomplishment, aesthetic taste and sense of social responsibility. The basic design courses mainly include: Form Composition I, Form Composition II, Form Composition III, Decorative Pattern and Font Design courses. These basic design courses are arranged according to the training plan, forming a progressive and continuous relationship in knowledge. How to effectively link up and connect courses in the specific teaching process, while also making the teaching of basic design courses distinctive, is a question that the teaching staff are pondering.

## **2. CURRENT TEACHING STATUS OF BASIC DESIGN COURSES**

Nowadays, there is a general phenomenon of assimilation in the design foundation courses. Comparing the published textbooks, it is found that the content and ideas are uniform, without starting from the actual situation of the school and the students' learning situation. The lack of connections between courses, the lack of distinctive features in teaching, and the single form of teaching practice have led to a lack of innovation in students' works.

### ***2.1 Weak Sense of Basic Design Course System***

The basic design courses cover multiple courses, and Zhuhai College of Science and Technology mainly includes courses on Form Composition I, Form Composition II, Form Composition III, Decorative Pattern and Font Design. At present, the common problems in the teaching of basic design courses are the independence of teaching content and teaching design between basic design courses, the lack of knowledge connection between courses, unclear inheritance relationship, and a lack of sense of basic design course system. The knowledge that students learn is presented in dots.

### ***2.2 Lack of Characteristics in Basic Design Teaching***

Designing basic courses is not only about imparting knowledge and skills, but also reflecting the educational and teaching characteristics of a school or a major. Regional culture itself has local uniqueness. As the saying goes, "one soil and one

person are nurtured", and one teaching should also reflect the characteristics of one teaching. Integrating regional cultural elements into basic design teaching can reflect teaching characteristics.

### ***2.3 Simple Teaching Practice Form***

Due to the influence of traditional teaching environments and models, there are two main forms of teaching methods, namely teacher lectures and student practice. In the process of practice, the teaching mode is only simple practice and homework, lacking research links.

### ***2.4 Student Homework Lacks Creativity***

At present, in the basic design courses, the teaching content is mechanically copied, imitated, and plagiarized, and students can easily search for the assignment content on the internet. Invisibly, students have reliance in their hearts, and their awareness of active innovation is weakened. It reflects the lack of a good theme setting, a good focus on content, lack of creativity in homework, and fragmentation of homework. The final result is that the finished product causes aesthetic fatigue, lacks a sense of design, and lacks innovation in consciousness and conceptual forms. Assignments without creativity and depth can make students feel that the course lacks challenge and their interest will decrease accordingly.

## **3. THE SIGNIFICANCE OF INTEGRATING REGIONAL CULTURE INTO BASIC DESIGN COURSES**

The integration of regional cultural elements into the teaching of basic design courses has great practical significance. This article mainly integrates the teaching of basic design courses from the perspectives of Zhuhai folk culture, traditional drama, traditional dance, geographical and architectural characteristics. The integration of regional cultural elements into basic design courses plays a role in connecting knowledge of several courses, that is, "connecting multiple courses on the front line". Through the integration of regional cultural elements into the teaching research of basic design courses, students' theoretical ability is specifically improved, and design thinking and learning methods are established; there is a need to enhance students' professional abilities and make them aware that basic knowledge is not just basic, but is interconnected with professional knowledge

everywhere. It is necessary to effectively combine basic knowledge with professional design, so that students can have the ability to apply knowledge; there is also a need to enhance students' emotional attitudes and values, and enhance their thinking and focus on traditional Chinese culture through project research. The characteristics and advantages of basic design courses cannot be separated from teachers' reform of teaching settings and teaching modes. The design of basic teaching models should be based on theory and practice, guided by the inheritance of regional culture. Teaching reform of the series of basic design courses can stimulate students' enthusiasm for learning, promote the recognition of local culture, enrich course teaching content, expand teaching ideas, and inherit and promote regional culture.

### ***3.1 Embodying Characteristic Education and Teaching***

The integration of regional cultural elements into design based teaching has a profound impact on the development of basic design courses and the enrichment of design based teaching content. It not only systematizes design based teaching, reflects the characteristics of local specialties, but also promotes personalized education and teaching.

### ***3.2 Enriching the Teaching Content of Basic Design Courses and Expanding Teaching Ideas***

Theme setting is the soul presentation of design basic teaching practice activities, and cultural elements are the main carrier of design basic teaching practice activities. The graphics, colors, composition, expressive techniques, and cultural connotations of regional culture and art provide infinite possibilities and value extensions for the development and design of basic design teaching. Integrating and innovating the characteristics of Zhuhai regional culture and basic design courses, while integrating traditional culture, helps students digest and expand theories, enriches the needs of the course for carriers, extracts and applies valuable cultural elements, and designs graphics and patterns with local characteristics, laying the foundation for the development of local cultural industries.

### ***3.3 Inheriting and Promoting the Advantages of Cultural Resources***

Regional culture is basically consistent with other cultural forms, and the content cannot be

replicated. However, there are also typical local particularities. Regional culture is an important manifestation of the spiritual value of our Chinese national culture. If people lose the rich colors of regional culture, the content of national culture will also lose its unique charm. The integration of regional culture into the reform of basic design teaching not only achieves the goal of integrating cultural resources, but also unleashes the soft power of local cultural brand shaping, so as to inherit and develop the characteristics of regional culture.

### ***3.4 Stimulating Students' Enthusiasm for Learning and Increasing Their Sense of Identification***

By understanding and learning about traditional regional culture, students can be stimulated to recognize and love culture, and their design practical abilities can also be improved. Taking regional culture as the main creative direction, integrating it into basic design teaching, and developing and applying it can not only highlight local cultural characteristics, but also enable students to inherit excellent traditional culture, deepen their understanding of the characteristics and pulse of regional culture, learn relevant knowledge and skills, establish national cultural confidence, and enhance their awareness of regional culture, art, and local cultural protection.

By effectively integrating regional cultural elements into teaching, basic design courses can connect the main basic courses through the main line of regional cultural elements, making the teaching of basic design courses systematic and the knowledge acquisition relationship more compact. This allows students to recognize the close relationship between basic design courses and design majors, thereby establishing their design abilities. This kind of regional culture integrated teaching is not only a change in the form of homework results, but also a change in the way students think, teach students how to learn, not only teaching but also educating people, and improving the emotional value of students.

## **4. THE GOAL OF INTEGRATING REGIONAL CULTURE INTO BASIC DESIGN COURSES**

The first is to improve the teaching level and quality of basic design teaching, increase the characteristics of basic design teaching, stimulate teachers' teaching vitality, and mobilize the

enthusiasm of the entire teaching process, and create a "characteristic basic design course teaching" to serve as a teaching demonstration for other colleges and universities.

The second is to create "high-quality courses" and improve the quality of courses, pay attention to all aspects of teaching, and improve the professionalism of the course. It is a way to integrate teaching resources, improve teaching content, optimize teaching methods, promote the integration of teaching and research topics, take regional culture as the guide, combine relevant cultural elements of potential regional cultural content, cultural connotations, and visual characteristics with the basic design courses teaching, to achieve targeted teaching themes, unified homework presentation, diverse student practice links, and strengthen the mutual transformation of teaching and research results in the basic design courses, playing a demonstration role in observing teaching and research.

The third is to combine teaching with ideological and political education to establish students' sense of mission in understanding and inheriting regional culture, and guide students to discover and explore the graphic language, cultural heritage, internal emotions, etc. of local culture, and apply and design them. As students who devote themselves to studying in Zhuhai, it is their obligation to discover and explore the traditional cultural elements of Zhuhai, to arouse students' attention to their cultural environment and survival status, and to have a deeper understanding and understanding of local culture, thereby stimulating students' awareness of protecting and inheriting traditional Chinese culture.

The fourth is that the ultimate goal of integrating regional cultural elements into the teaching of basic design courses is to enable students to use the methods they have learned to combine other regional cultures with their own designs, no matter where they are in the future, in order to make Chinese design more distinctive and value traditional Chinese culture in education.

## **5. INTEGRATION OF REGIONAL CULTURAL ELEMENTS INTO THE TEACHING CONTENT REFORM OF BASIC DESIGN COURSES**

The reform of teaching content specifically includes teaching plan reform, teaching course

design reform, and teaching mode reform. The specific explanations are as follows:

### **5.1 Reform of Teaching Plans**

The author adopts the teaching approach of "one course with one proposition, multiple courses with the same proposition", and combines the topic with teaching to set a proposition. The proposition content of this basic course design is positioned to explore the regional culture of Zhuhai. Zhuhai is a city with profound historical and cultural heritage, with a brilliant 5,000 year history and civilization. It has been one of the cultural hubs of Lingnan since ancient times. Especially since modern times, the integration of China and the West, diversity and inclusiveness, and pioneering spirit have nurtured the formation of Zhuhai's unique urban culture. The first to do is to classify the regional culture of Zhuhai, and refine the classification based on folk culture, traditional drama, geographical characteristic culture, and architectural characteristics. According to the teaching plan of one course with one proposition, multiple basic design courses are designed with the same proposition, allowing all basic design courses to focus on their respective knowledge while following the setting of the same proposition, forming an independent and overall curriculum system. Taking the proposition of Nanmen Village in Doumen, Zhuhai as an example, the original form is mainly extracted from the architecture of Nanmen Village, and it is translated and designed to be applied to the single form and group form of plane composition. Then, the group formed graphics are applied to the organizational form knowledge points of plane composition. This practice can effectively integrate the elements of Nanmen Village into various important knowledge points in the course of plane composition, from single form to group graphics to organizational form. Plane composition is an exercise in the composition of black, white, and gray, while color composition is the scheduling and matching of color knowledge. In this way, plane composition lays the foundation for color composition, and color composition sets colors for plane composition works. In this way, taking Doumen Nanmen Village as the topic achieves the connection between the course of plane composition and color composition.

## **5.2 Reform of Teaching Curriculum Design**

For each basic design course, a detailed curriculum design should be developed on how to integrate regional cultural elements into the curriculum teaching. In terms of teaching content, not only basic necessary knowledge should be imparted, but also targeted knowledge related to regional culture should be imparted; Incorporate regional culture into each assignment and set practical and targeted theme assignments in the assignment setting; In terms of evaluation mechanism, students should learn to express their homework ideas and fully demonstrate the entire process of their homework.

## **5.3 Reform of Teaching Mode**

The reform in teaching mode is reflected in the execution part of teaching, breaking through the traditional teaching mode, practical mode, and presentation of results in teaching, making the teaching atmosphere more flexible.

### **5.3.1 Reform in Teaching Methods**

It is necessary to break away from simple teaching and changing to student-centered teaching, utilize various media outlets to better communicate and exchange with students, emphasize the blended online and offline teaching mode, and stimulate students' interest in learning.

### **5.3.2 Reform of the Practical Part**

In the practical part of students, the teaching mode is only simple practice and homework, with additional research links. Students can collect and conduct on-site investigations and research on Zhuhai's regional cultural materials, gain a deeper understanding of local culture, clarify ideological awareness, and bring the most primitive first-hand materials collected back to the classroom. In class, teachers inspire and guide students to sort out and classify the content, cultural connotation and visual characteristics of regional culture, process and transform its abstraction cultural elements into graphics and patterns in the later stage, set the theme according to the knowledge focus of each basic design course and the targeted combination with homework practice, and design a series of practical works with Zhuhai regional culture according to the theme requirements.

### **5.3.3 Reform of Teaching Achievements**

It is of great significance to apply the teaching achievements to cultural and creative products, and make the teaching achievements realize social application value by participating in relevant competitions, WeChat, Tiktok push, maker exhibition and other forms.

## **6. CONCLUSION**

Higher education emphasizes the integration of design, technology, and humanities, and none of them are indispensable. It is necessary to lead design with humanities, beautify design with artistic aesthetics, implement design with science and technology, realize the value of technology with design, and present humanistic connotations with design. However, many colleges and universities currently neglect humanistic attention in their basic design teaching courses, leading to homogenization of students' professional development and a lack of cultural cultivation in their design achievements. With five thousand years of Chinese culture, facing the cultural resources of different regions, basic design teaching has an inexhaustible source of creativity. Design colleges and universities should pay attention to the integration of regional culture in their teaching courses, allowing humanities education to permeate every aspect of design.

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