

Exploration of Wenzhou Traditional Culture in Interior Design Teaching

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Abstract

This paper aims to explore how Wenzhou traditional culture can be effectively integrated into the teaching mode of interior design, in order to promote the sustainable development of education and culture. By analyzing the core values of Wenzhou's traditional culture and the current situation and needs of interior design teaching, the paper proposes a specific strategy to promote the combination of the two. The research methods include literature review, case analysis, and expert interviews. This article believes that traditional culture in Wenzhou can not only provide rich content and context for interior design teaching, but also stimulate students' creativity and design thinking, ultimately achieving a win-win situation of cultural inheritance and design innovation.

Keywords

Wenzhou Traditional Culture, Interior Design, Teaching Model, Cultural Heritage.

1. Introduction

With the rise of the revival of traditional Chinese culture, people's demand for spiritual and cultural life is increasing. The integration and application of local characteristic culture in the field of education are receiving more and more attention, and the value of traditional culture in modern education is also becoming increasingly prominent. Wenzhou, as an important city on the southeast coast of China, has rich traditional cultural resources, including unique ancient architectural styles, rich folk art, and profound historical and cultural heritage. Embedding Wenzhou traditional culture into interior design teaching not only helps to inherit and promote Wenzhou traditional culture, but also improves the quality and level of interior design education, stimulates students' interest in learning, and cultivates their cultural confidence and innovation ability. This article aims to explore the application of Wenzhou traditional culture in the teaching mode of interior design, in order to provide reference for the teaching of similar local characteristic cultures.

2. Wenzhou Traditional Culture

Wenzhou's traditional culture has a long history and unique local characteristics. In the field of architecture, ancient buildings in Wenzhou are renowned for their exquisite wooden structure technology, unique feng shui concepts, and rich decorative arts, as shown in Figure 1.



Figure 1: Wenzhou Ancient Architecture

Folk arts such as Paper Cuttings, Ou embroidery and bamboo weaving in Wenzhou have distinctive local characteristics and profound cultural heritage, as shown in Figure 2.



Figure 2: Wenzhou Folk Art

In addition, Wenzhou also has rich intangible cultural heritage, such as Ou Opera and Cangnan Puppetry. These traditional cultures not only embody the wisdom and creativity of the people of Wenzhou, but also contain profound aesthetic values and design concepts. These cultural resources provide rich sources of inspiration for interior design.

3. Current situation of interior design teaching

At present, the teaching objectives of interior design mainly focus on the cultivation of technology and practicality, with insufficient integration of cultural elements, especially the lack of teaching content on local traditional culture. The teaching process faces problems such as a disconnect between theory and practice, a lack of innovative design thinking, and a single teaching content.

Xu (2022) pointed out that at present, the awareness of integrating traditional culture into interior design teaching is relatively weak. Lack of cultural depth in interior design education makes it difficult to cultivate creative and culturally sensitive designers, which is detrimental to the development and innovation of interior design. Wu (2021) pointed out that in recent years, the quality of interior design teaching in China has not improved significantly, and some designers still rely mainly on Western design concepts. There are relatively few design works related to traditional Chinese cultural elements. Imitation and application of Western design concepts result in a lack of innovation in design thinking. Zhang (2023) pointed out that in the teaching of interior design courses, the strength of courses related to regional traditional culture is weak, the curriculum is relatively single, the interior design course mode is fixed, and there is a lack of practical projects related to regional culture. How to integrate more diverse cultural elements into teaching, enhance students' design ability and innovative thinking, has become a challenge that educators need to face.

4. The Application Strategy of Wenzhou Traditional Culture in Interior Design Teaching

4.1. Innovation in textbooks

Develop a series of interior design courses and textbooks with local characteristics, combining traditional Wenzhou culture. Through case analysis, on-site inspections, and other forms, students can gain a deeper understanding of the design philosophy and aesthetic concepts behind traditional culture.

4.2. Innovation in course content

Firstly, the extraction and application of traditional elements. Encourage students to study traditional architecture and decorative arts in Wenzhou, extract elements from them, such as the beauty of wooden structures and the color application of Ou embroidery, and integrate these elements into modern interior design.

Secondly, analysis of excellent interior design cases. By analyzing the application cases of Wenzhou traditional culture in modern interior design, students can understand how to preserve and inherit traditional culture in design.

4.3. Innovation in teaching methods

The university has established practical bases and collaborated with traditional craft enterprises in Wenzhou to carry out internship and training projects. By participating in the design and implementation of real projects, students can directly experience the combination of traditional culture and modern design, deepen their understanding and application abilities. The teaching unit is set as project-based learning. Designing interior design projects around traditional cultural elements in Wenzhou, students participate personally from project planning to execution, enhancing their practical abilities and innovative thinking.

Promote interdisciplinary integration theory in the teaching process, integrate interior design with disciplines such as ethnology and history, invite experts from relevant fields to give special lectures, and help students understand and apply Wenzhou traditional culture from multiple perspectives.

Set up a display section for student works. By holding an interior design exhibition with Wenzhou traditional culture as the theme, we not only showcase student works but also enhance society's understanding of the application value of Wenzhou traditional culture in modern interior design.

Teaching activities and cooperation with local communities in Wenzhou. The teaching process involves participating in interior design and renovation projects for traditional neighborhoods and old buildings, allowing students to experience and learn the charm and value of traditional culture in practice.

4.4. Construction of teaching staff

Invite designers and artists with a traditional cultural background in Wenzhou to participate in teaching, or teach the integration methods of traditional culture and modern design through workshops, lectures, and other forms.

4.5. International exchange and cooperation

Through exchanges and cooperation with domestic and foreign design schools and institutions, showcase the application cases of Wenzhou traditional culture in modern interior design, broaden students' international perspectives and innovative thinking. International exchange adopts various communication methods, including participating in international competitions, visiting students, and conducting academic lectures.

5. Presentation of teaching achievements

In the practical exploration of integrating Wenzhou traditional culture into interior design teaching, it can be found that students consciously pay attention to the content of regional traditional culture, attempt to extract design elements from it, and implant design elements into design works. This article shares teaching achievement cases and analyzes the design thinking process.

The design project for this course is located in Yongjia County, Wenzhou City, and is based on the element of "boat racing". In the early stages of design, the image of Ze Meng Zhou was abstracted, and various forms were generated, which were used in bookshelves and lighting fixtures, as shown in Figure 3.

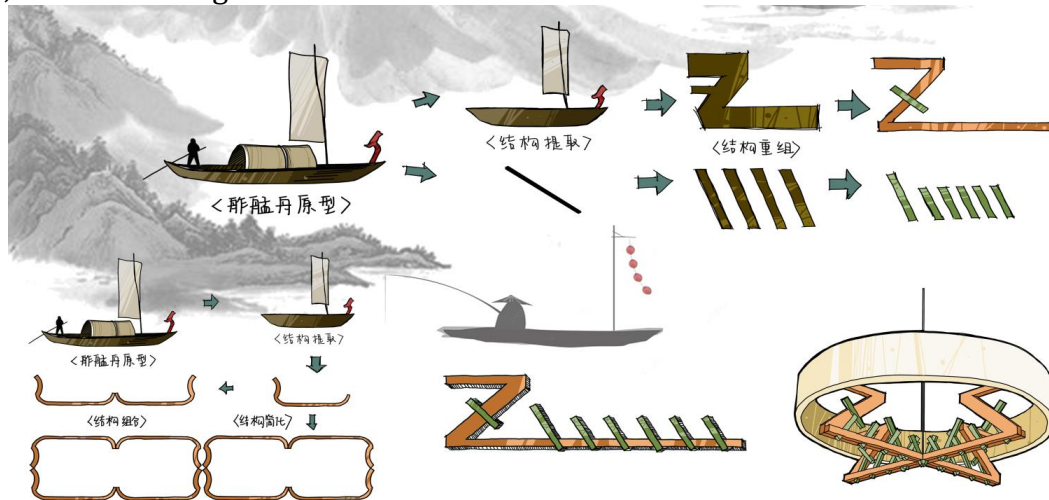


Figure 3: Ze Meng Zhou Element

The expression of the boat element in the facade effect is hand drawn as shown in Figure 4.

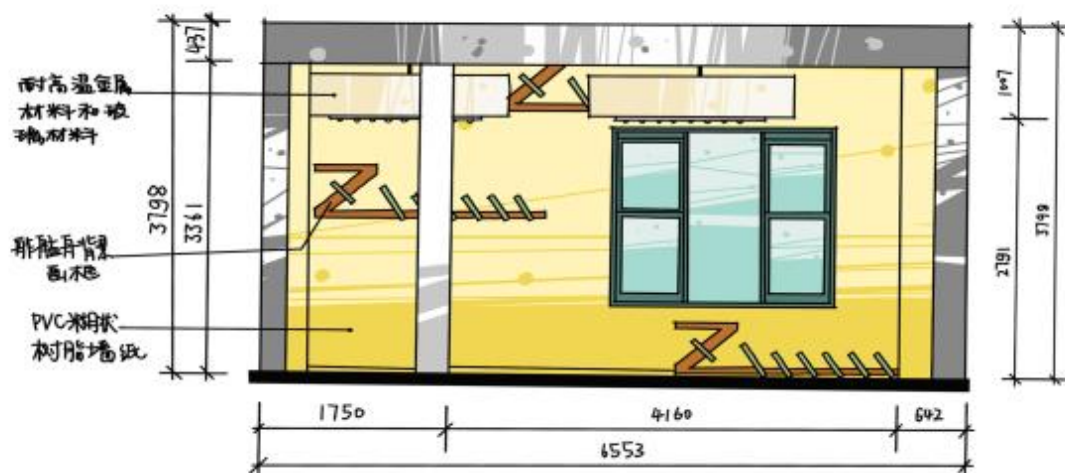


Figure 4: Hand Drawn Facade Rendering

The expression of the boat element in spatial effects can be expressed from the aspects of spatial wall design, wall decoration, lighting fixtures, etc., as shown in Figure 5.



Figure 5: Facade Rendering

From the teaching achievement cases, it can be seen that the design works select local traditional elements from Wenzhou, then transform them, and then apply them to spatial design. The effect is reflected through intuitive display and implicit expression, and the entire spatial atmosphere conveys the local cultural temperament.

6. Conclusion

Integrating Wenzhou traditional culture into interior design teaching can not only cultivate students' cultural confidence and innovative design abilities, but also contribute to the inheritance and development of traditional culture. By implementing the above strategies, a teaching model for interior design that meets the needs of the times and has local characteristics can be constructed. Future interior design teaching should pay more attention to the integration and application of local traditional culture, providing support for cultivating designers with international perspectives and local characteristics.

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