

# Teaching Reform of Interior Furnishing Design Course Based on Traditional Culture in the Perspective of Aesthetic Education

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**Abstract:** In the teaching of interior furnishing design courses, the integration of traditional culture is one of the most important things, which not only helps to improve the students' aesthetic literacy, but also promotes the inheritance and promotion of traditional culture, and achieves the effect of improving the quality and level of teaching. Therefore, the promotion of interior decoration design teaching from the perspective of aesthetic education needs to deeply integrate traditional culture to improve students' design ability and cultural identity on this basis and achieve the purpose of improving the quality and effect the teaching reform. Hence, in the paper, the value connotation of aesthetic education is deeply analyzed and researched, the significance of integrating traditional culture into the teaching of interior furnishing design courses is explored, and corresponding teaching countermeasures are put forward according to the challenges faced, to help strengthen the quality of education in interior furnishing design courses and enhance the effectiveness of talent cultivation.

**Keywords:** Aesthetic education perspective; Traditional culture; Interior design course; Teaching reform

**Online publication:** December 24, 2024

## 1. Introduction

The teaching reform of interior furnishing design courses under the perspective of aesthetic education should actively integrate traditional culture to drive teaching innovation, inspire students' motivation to learn and appreciate traditional culture, enhance their aesthetic literacy and design skills, and foster national cultural confidence. As an important educational link to cultivate students' ability to discover and perceive beauty, the important role of aesthetic education in the teaching of interior design courses should not be ignored, which not only helps to promote the reform and innovation of the teaching of interior design courses but also improves the effect of talent cultivation.

## **2. Analysis of the value connotation of aesthetic education**

Aesthetic education is an important form of education combining emotional teaching and aesthetic teaching, through which students can enhance their ability to recognize, understand, appreciate, and create beauty, which is an important part of cultivating excellent talents with comprehensive development of morality, intellectuality, physicality, aesthetics, and labor in the context of the new era. In aesthetic education, artistic means and forms of beauty can be effectively used to cultivate students' aesthetic concepts, enhance students' aesthetic ability and aesthetic feelings, gradually promote the discovery of beautiful things in life, and enhance students' ability to appreciate beauty on this basis, which is also the key educational content to promote the all-round development of students. The core value of aesthetic education is to promote the improvement of students' individual aesthetic quality, and on this basis, gradually cultivate students to form good aesthetic emotions and moral sentiments, and enrich the spiritual world of students through aesthetic education, to stimulate students' innovative thinking and critical thinking, and to achieve the effect of improving the level and quality of education.

## **3. Significance of traditional culture in the teaching of interior furnishing design courses**

### **3.1. Conducive to the inheritance and innovation of traditional culture**

Traditional culture, a treasure of the Chinese nation, embodies its rich spirit and wisdom accumulated over five thousand years. Integrating traditional culture into the teaching reform of interior furnishing design courses is crucial for promoting teaching innovation, fostering cultural inheritance, and inspiring students to incorporate traditional elements into modern interior design. This approach not only enhances the cultural depth and modern appeal of design works but also enables the creative transformation of traditional culture, enriching the social and cultural atmosphere. Furthermore, this integration enhances students' understanding of cultural connotations, strengthens their sense of cultural pride and belonging, and improves the overall effectiveness of talent cultivation.

### **3.2. Conducive to improve students' aesthetics and literacy**

Integrating traditional culture into the teaching reform of interior furnishing design courses enhances students' aesthetic ability, artistic literacy, and professional competence. The rich aesthetic concepts within Chinese traditional culture help guide students' appreciation of art, fostering correct aesthetic perceptions and improving their taste and appreciation skills. This integration strengthens the course's educational quality and promotes the inheritance of traditional culture. Moreover, incorporating traditional elements inspires innovative design ideas, enabling students to create works that blend traditional Chinese culture with modern design. This process develops students into well-rounded, innovative design talents suited for the modern era.

## **4. Challenges of teaching traditional culture in interior furnishing design courses under the perspective of aesthetic education**

### **4.1. Challenges brought by insufficient knowledge of cultural differences**

From the perspective of aesthetic education, integrating traditional culture into the teaching reform of interior furnishing design courses faces certain challenges, particularly cultural differences and insufficient

knowledge of traditional culture. These issues affect the teaching quality and hinder the broader inheritance and promotion of traditional culture. In the context of globalization, increasing cultural exchanges introduce Western influences, which impact students' perceptions and create additional challenges in incorporating traditional culture effectively. Many students have a superficial understanding of traditional culture, lacking the depth required for meaningful engagement. This limits the teaching outcomes, reduces the value and role of traditional culture, and weakens the effectiveness of interior furnishing design education. Addressing these challenges requires fostering students' deeper understanding and appreciation of traditional culture within a multicultural framework.

#### **4.2. Challenges brought about by the difficulty of integrating teaching resources**

From the perspective of aesthetic education, integrating traditional culture into the teaching reform of interior furnishing design courses also faces challenges related to the integration of teaching resources. Overcoming these challenges is crucial for the success of teaching reform and talent cultivation in interior furnishing design. With over five thousand years of historical inheritance, China's traditional culture offers a vast and rich repository of resources. However, identifying and incorporating the most suitable elements into the interior furnishing design curriculum has become a critical task for educators. This requires continuous exploration and practice. The significant disciplinary gap between traditional culture and interior design further complicates this integration, demanding strong interdisciplinary knowledge from teachers. This increases both the difficulty of teaching and the complexity of effectively embedding traditional cultural elements into the curriculum.

#### **4.3. Challenges of integration and innovation of traditional culture and modern design**

The integration of traditional cultural elements into the teaching reform of interior furnishing design courses faces challenges in blending traditional culture with modern design innovation. From the perspective of aesthetic education, students must focus on highlighting the aesthetic qualities of their designs to create unique interior furnishing works. This integration demands higher design capabilities, requiring students to innovate while incorporating traditional cultural elements. Successfully merging traditional culture and modern design involves distilling the essence of traditional culture and aligning it with modern design principles. This poses significant challenges, including higher expectations for teachers' instructional abilities and students' design skills, innovative thinking, and imagination. Achieving a seamless integration of traditional cultural elements and modern design remains a key challenge in interior furnishing design education.

#### **4.4. Challenges brought about by the construction of evaluation system**

From the perspective of aesthetic education, integrating traditional culture into the teaching reform of interior design courses faces challenges in constructing an effective teaching evaluation system. The innovation of this system is crucial to determining the success of the reform. Traditional evaluation methods in interior design courses often focus on students' mastery of knowledge and technical skills, neglecting cultural literacy and innovative thinking<sup>[1]</sup>. This limitation fails to reflect the impact of traditional culture on the teaching reform. Thus, there is an urgent need for a more comprehensive and diversified evaluation system that assesses not only students' professional knowledge and practical skills but also their understanding and

application of traditional culture, alongside their innovative thinking and cultural literacy. Developing such an evaluation system has become a significant challenge for the teaching reform of interior design courses.

## **5. Suggested countermeasures for teaching reform of interior furnishing design course based on traditional culture in the perspective of aesthetic education**

### **5.1. Strengthen traditional culture education, enhance the sense of cultural identity**

From the perspective of aesthetic education, the primary task of integrating traditional culture into the teaching reform of interior decoration design courses is to strengthen traditional culture education and enhance students' cultural identity. This can be achieved through traditional culture courses or regular lectures, providing students with a foundational understanding of the historical value, spiritual connotation, and aesthetic characteristics of traditional culture <sup>[2]</sup>. For instance, activities centered on traditional culture or field trips to engage with folk art and artisans can offer students firsthand experiences of cultural inheritance and its unique charm. Additionally, teaching can incorporate case studies of interior design that blend traditional cultural elements with modern design, enhancing the effectiveness of course reform while fostering students' cultural identity and improving the quality of talent cultivation.

### **5.2. Integrate teaching resources and build a multi-cultural curriculum system**

The integration of curriculum resources is crucial for the teaching reform of interior design courses and for incorporating traditional culture through aesthetic education. Schools should focus on integrating internal and external resources to build a diversified curriculum system that fosters students' deep understanding of both interior design and traditional culture <sup>[3]</sup>. For example, schools can strengthen partnerships with public cultural institutions like museums and cultural centers, organizing regular visits and collaborative learning opportunities. These activities, guided by teachers, help students grasp the connotation and value of traditional culture, enabling its preservation and promotion. On top of that, interdisciplinary integration is essential. Interior design courses should intersect with disciplines like history and art to create a holistic educational system, enhancing course quality while supporting the widespread inheritance and dissemination of traditional culture.

### **5.3. Promote industry-university-research cooperation, strengthen the cultivation of practical and innovative ability**

From the perspective of aesthetic education, integrating traditional culture into interior furnishing design courses should rely on an industry-university-research cooperation model to enhance students' practical and innovative abilities, ultimately improving the quality of education <sup>[4]</sup>. Schools need to actively establish school-enterprise cooperation models and develop practice and training bases. Through deep collaboration with social industries, students can engage in real interior design projects, bridging theory and practice to create a continuous cycle of "theory guiding practice, and practice feeding theory." This approach effectively enhances the quality and impact of interior furnishing design curriculum reform. Furthermore, schools and enterprises should jointly develop design products with traditional cultural elements, integrating these projects into interior furnishing design cases to deepen students' understanding of traditional culture and strengthen talent training.



## 5.4. Improve the evaluation system, pay attention to the comprehensive ability and quality assessment

When integrating traditional culture into the teaching reform of interior furnishing design courses, the evaluation system should be enhanced to focus on students' comprehensive abilities and quality assessment to ensure successful reform outcomes<sup>[5]</sup>. In practice, beyond traditional knowledge and practical skills evaluation, it is essential to emphasize cultural literacy, innovative thinking, and teamwork. The evaluation approach should combine both final and process assessments, assessing students' performance in areas such as traditional culture understanding, learning attitudes, and project outcomes. Through diversified evaluation methods, students' progress is holistically reflected, enabling personalized guidance to continuously improve their professional skills and ensure high-quality interior furnishing design education.

## 6. Conclusion

In summary, in the context of globalization, the importance of protecting and inheriting traditional culture is becoming increasingly significant. Integrating traditional culture into the teaching of interior furnishing design courses has emerged as a crucial measure. This approach not only helps students inherit and carry forward China's rich traditional culture but also enables them to recognize and deeply explore the value of traditional cultural heritage during their learning of interior furnishing design. By doing so, it enhances the educational quality of interior design courses and strengthens students' national cultural confidence. Therefore, this paper proposes corresponding countermeasures to improve the teaching quality of interior design courses and promote the integration and dissemination of traditional culture, addressing the challenges faced in this process.

## Disclosure statement

The authors declare no conflict of interest.

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