

Research on the Application of Cultural and Creative Product Design in Decorative Art Design Teaching

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Abstract

Now the decorative arts classroom in colleges and universities is developing rapidly, and the requirements of art design teaching are getting higher and higher. Teachers must constantly learn more advanced teaching methods and use innovative teaching concepts to better train art design talents. And the combination of decorative arts and cultural and creative products, Increase students' enthusiasm for learning decorative arts, At the same time, I feel the characteristics of decorative arts and different learning methods, so that students can participate in the production by themselves, increase students' sense of identity with Chinese traditional culture, and unconsciously improve students' artistic creation ability and practical ability, which is also a kind of protection and inheritance of Chinese national culture. This paper discusses and analyzes the teaching research of decorative art design based on Wenchuang product design.

Keywords

Wenchuang Products; Decorative Arts; Design Teaching; Research Direction.

1. Introduction

China's decorative arts have developed for a long time, and there are many kinds and rich contents, which are full of a large number of Chinese traditional excellent cultures and crafts. All kinds of decorations contain humanistic spirit and design ideas. For example, architectural decoration, plane decoration, garden decoration, home decoration, etc., are the collision between decorative arts and design ideas, highlighting unique aesthetics. However, the teaching of decorative arts in schools needs to improve students' decorative design literacy, clarify the concepts and thoughts in the design process, and make students more familiar with the traditional decorative culture of our country. Teachers need to clarify their own responsibilities in the classroom, so that students can better enter the classroom activities. Integrating traditional decorative culture into modern cultural and creative products is in line with modern aesthetics and needs. The following are some personal views on decorative arts based on cultural and creative product design.

2. The Significance of Using Traditional Decoration in Wenchuang Products

China's traditional decoration is rich in content and various in variety, which has a history of 100 years and has experienced wind and rain inheritance. It is a precious cultural treasure of our country with precious significance and spiritual connotation. Decorative arts course covers a wide range, which is a comprehensive cross-course. Students need to be able to master the traditional decorative elements, understand the artistic creative value contained in it, and combine modern design concepts through theoretical knowledge to create cultural and creative products that conform to modern aesthetics. Teachers can start with folk art and folk decorative

art works, get inspiration, select traditional carving patterns, folk decorative patterns and other shapes to combine with sculpture, create a brand-new visual image, and break the aesthetic style of traditional sculpture. Product development based on traditional decorative arts requires a deeper understanding of traditional decorative arts. Therefore, it is necessary for relevant professional teachers to have personal research on these traditional decorative arts, explore their ideological connotations, integrate the arts and cultures of different regions and different crafts into product concepts, and apply these elements to the subsequent production process of cultural and creative products. In teaching, these traditional cultures can be deduced in a simpler and clearer way, integrated into the present aesthetic, endowed with new expressive force of traditional decorative culture, and more able to attract students' attention and resonate with students, thus achieving good teaching results [1].

3. Combine with the Aesthetics of the Times

In decorative arts teaching, teachers need to use more innovative and advanced ideas to teach, and teachers need to emphasize when designing teaching programs, so as to lead students to experience, grasp the market demand and learn the essence of modern decorative arts. At present, due to the chaotic market of cultural and creative products in the market, there is a serious lack of original and innovative products, and the poor quality does not contain spiritual value. Therefore, teachers need to enable students to deepen their impression of traditional decorative arts and improve their personal aesthetic and spiritual values. Therefore, when teachers sort out the resources of traditional decorative arts, Traditional decorative patterns can be used as clues, Optimize and integrate the shape and times, The emotional value and spiritual connotation discovered can extract the traditional decorative patterns that can arouse students' interest, and then combine them with the products to be designed, so that students can integrate their own emotions and thoughts, and use the knowledge they have learned to upgrade the cultural and creative products to another level, reflecting the artistic characteristics of traditional decorative arts. The teaching of decorative arts combined with cultural creation and product creative design not only carries forward the traditional decorative culture of our country, but also helps teachers enrich their teaching classes, provides students with more channels to learn knowledge, is conducive to the growth of students' personal ability, and helps students develop their self-thinking. When designing products, we can accurately grasp the aesthetics of the times and grasp the application of traditional elements. The exchange of old and new cultures can better highlight the value of products, enhance the creativity of products, conform to the spirit of innovation, and make consumers have the desire to buy. The traditional culture contained in it highlights the national characteristics and is a positive culture leading the trend [2].

4. Multi-sensory Experience

With the development of society, People's requirements for cultural and creative products are becoming more and more simple, and the design can no longer meet the modern diversified consumption needs. Therefore, when creating design, people need stronger visual senses to meet people's rich spiritual pursuit, which requires designers and creators to have more imaginative thinking to design cultural and creative products. Integrate traditional culture into the design of cultural and creative products, Is a sensory experience that enables users to communicate across time and space, This is also the key research direction of decorative arts courses, Teachers guide students to dig deep into the humanistic spiritual value contained in the decorative arts of traditional culture in teaching, It can be reflected in the designed cultural and creative products, which can improve the user's experience of traditional decorative arts, so as to obtain better freshness, generate emotional resonance when using cultural and creative

products, feel the traditional culture of our country and generate multi-sensory experience. This also requires students to truly master these traditional decorative arts, design more interactive and experiential emotional designs from the perspective of user experience, enhance consumers' sensory experience, such as vision, hearing and touch, and demonstrate the innovation of Wenchuang products. The multi-sensory design of Wenchuang products needs to be based on the characteristics of the products themselves, and these design experiences should not be imposed excessively. On the contrary, it is self-defeating and presumptuous. For example, food products should highlight the sensory experience of smell and taste, so that consumers can have the impulse to eat, while toy products should be biased towards touch and hearing [3].

5. Strengthen Cooperative Learning and Cultivate Inquiry Consciousness

Under the requirements of modern teaching system, teachers need to cultivate students' learning ability of autonomous learning and cooperative inquiry, and improve students' independent thinking ability and cooperative inquiry ability with other students through teaching process and teaching activities. Teachers can let students discuss with each other through the contents of decoration design, and plan students' learning methods in groups, which is a meaningful measure. Therefore, students can listen to other people's opinions, break through the fixed framework of thinking and broaden their thinking and vision in the process of cooperative discussion. Teachers can assign tasks for everyone to discuss and study together. Teachers put forward goals and requirements, and let everyone exercise in groups. Teachers can also adjust the activities and requirements according to different situations. In the students' vigorous movement, the teacher acts as a "narrator", supervising and guiding the students' learning process, and guiding the students' action problems. In the whole learning process, students' dominant position is highlighted. Students need to think more and do more work in group activities. Teachers only guide students to break through themselves constantly. A more open and shared teaching environment, mutual cooperation and communication among students can also better help students sum up their own abilities, and cooperation among students can more conveniently explore exploratory learning thinking. Both sides can sum up their own shortcomings and learn from each other's excellence in the learning process, and also cultivate students' self-learning ability and promote the awareness of inquiry learning. Because there are many decorative learning resources and materials, cooperative learning can improve students' efficiency and improve classroom effect more significantly [4].

6. The Use of Multimedia Teaching

Modern decorative arts teaching can use multimedia and Internet technology for teaching. Because there are a lot of resources in multimedia, teachers can make full use of it to show students more relevant materials, create product design works and learn more production methods and experiences of outstanding masters in class. Multimedia teaching is not only efficient and convenient, but also meets students' psychological needs and is more acceptable to students. Teachers can take advantage of this and give full play to the value of multimedia and Internet [5].

7. Concluding Remarks

To sum up, we know that the teaching of decorative art design requires teachers to constantly learn our traditional culture, explore and study the curriculum, dig out the decorative history of our country for thousands of years, and refine the spiritual connotation and artistic characteristics in it, so that students can inherit and innovate these arts and apply them to

modern cultural and creative products. Learning traditional decorative arts, combined with modern cultural and creative design, can carry forward the spirit of decorative arts, help students establish innovative consciousness, enhance national identity, and deepen their impression on the artistic characteristics of traditional decorative arts in China. This integration of tradition and modernity conforms to contemporary aesthetics, can create cultural products with Chinese characteristics, and promote the development of cultural and creative industries.

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