

The Research on the Reform of Teaching Mode of Architecture Major under the Background of “Double First Class”

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Abstract : The “double first class” strategy further clarifies the focus of the development and construction of colleges and universities, and puts forward higher requirements for the teaching concept and curriculum of architecture major. To do a solid job in the reform of teaching mode in the new context, it is necessary to optimize the curriculum system and comprehensively innovate the teaching management methods. In this paper, combined with the actual situation of undergraduate architecture teaching, according to its teaching characteristics and the goal of talent training, we discuss the optimization measures of college architecture under the background of “double first class”, so as to provide reference for promoting the construction of colleges and universities.

Keywords : Double First Class; Teaching Mode; Architecture

1. Introduction

The construction of “double first class” represents that China’s current higher education has made great progress, and the teaching management of colleges and universities has entered a new stage of development, which can effectively break the restriction of identity solidification, provide a scientific competition mechanism, and comprehensively promote the accelerated development of related majors. Double firstclass puts forward higher development requirements for university teaching. In order to promote the teaching level of undergraduate architecture, we need to change the existing curriculum system and teaching methods under the background of double firstclass curriculum construction, so as to realize the transformation and development of the discipline.

2. Problems existing in current undergraduate architecture teaching

2.1 Slowing renewal of teaching content of architecture major

The teaching content of architecture major is the information carrier of architecture teaching. If the teaching content is not updated in time, it cannot be closely combined with the current social development and changes and the needs of industry development to carry out the course teaching. Due to the lack of understanding of the new development and changes, students cannot better combine with the actual situation of enterprises to carry out the work, thus affecting the improvement of students’ professional ability. The untimely updating of teaching content reflects that the university teachers ignore the changes of the times and environment, and do not update the teaching content in time, which leads to the overall decline of the quality of curriculum construction, seriously affects the realization of the teaching task goal, and cannot make clear how to set the curriculum content in combination with the characteristics of the university and the goal of applied talents training program.

The selection of teaching content is not scientific enough, which reflects the improvement of teachers’ professional quality. It is not able to keep pace with the times, strengthen the learning of curriculum content, and effectively enhance the sense of responsibility, as well as actively take responsibility, and constantly optimize the curriculum content in close combination with curriculum practice, new technology and new environment, so it is not possible to improve the quality of classroom teaching. The teaching content has a direct impact on the quality

of teaching. Due to the lack of effective updating, practicability of teaching content, the failure to closely combine theory with architectural practice, and the failure to timely adapt to the changes of social environment, reflecting the cross links between disciplines, all of these will lead to the isolation and fragmentation of students' learning content, which is not conducive to the improvement of their comprehensive quality, and cannot meet the actual needs of social development.

2.2 Lack of architectural design practice training

Under the background of double firstclass, the cultivation of talents in colleges and universities should pay attention to practical application — oriented, comprehensive cultivation of innovative talents, which needs to constantly strengthen the close connection between curriculum theory learning and practical application. The practicability of architecture is strong. In order to strengthen the teaching of architecture and constantly change the teaching mode, it is necessary to analyze the lack of effective course time in the current teaching process. In the process of course teaching, some colleges and universities focus on the teaching of theoretical content, which cannot effectively enrich the students' practical training. There are few opportunities for practical training, and the only few opportunities are often mere formality. There are some problems, such as the short time of centralized training, the single time content, and the lack of personalized practice base training and selection, all of these lead to students' lack of in—depth understanding of this course, and their practical application ability is affected, thus affecting the quality of architecture teaching in colleges and universities.

2.3 Traditional teaching methods of architecture

At present, the rapid progress of social technology affects students' learning style, way of thinking and living habits. In the process of architecture teaching, some colleges and universities continue to use traditional teaching methods, which will affect many students' learning enthusiasm for the course, and cannot effectively mobilize students' learning enthusiasm, thus leading to a greatly reduced teaching effect. In this case, many schools cannot effectively introduce the current information technology for teaching, which makes the classroom teaching more boring, and cannot continuously optimize the teaching methods according to the students' personalized needs. The traditional one—way indoctrination teaching mode cannot provide targeted answers to the students' doubts and problems, all of these directly affect the effect of architecture teaching.

3. Measures to reform the teaching mode of architecture major under the background of “double first class”

3.1 Strengthening the teaching quality evaluation of architecture major

Under the background of double firstclass, in order to fully mobilize teachers' teaching enthusiasm and continuously improve the quality of curriculum teaching, it is necessary to optimize the existing teaching evaluation system, clarify the efficient teaching quality evaluation management system, and constantly clarify the specific management rules on the basis of the existing management system. It is also necessary to set up a special assessment management team to be responsible for the teaching quality assessment of undergraduate architecture, put forward higher requirements for the teaching of undergraduate architecture major, and constantly innovate the evaluation management system and specific requirements, so as to formulate a specific quantitative evaluation management system based on the existing problems, including not only the evaluation of teachers' professional quality and comprehensive quality, but also the learning effect of students, the application and systematic evaluation of course teaching content, to ensure the timely update of teaching content and create high—quality courses.

3.2 School enterprise cooperation enriches architectural practice

In the context of double firstclass, we need to combine the market demand to cultivate professional application — oriented talents, which needs to further strengthen the cooperation between schools and enterprises, build the talent training base of architecture, and provide more opportunities for students to improve their ability and carry out professional training. The relevant management departments of colleges and universities should strengthen the cooperation and exchange with the enterprises related to the construction

industry. They should not only strengthen the introduction of talents, employ more personnel with practical work experience of enterprises to teach the practical courses of architecture in colleges and universities, but also let the teachers of the university go out, take more appropriate exercises in enterprises, and participate in the corresponding research, in order to strengthen the industry exchange, and provide college students with rich opportunities and conditions for curriculum practice.

In the process of practical teaching, we should combine the practical application of modern construction enterprises with the actual situation to involve the training content. We can innovate the form of practical training, introduce more second class and innovative practice base of construction specialty, and organize some professional challenge cups and design competitions, so as to provide a better learning and competitive environment for the students of construction industry and enhance their sense of innovation, and effectively improve their comprehensive quality, so that they can better meet the needs of the society for talent development.

3.3 Actively introducing modern technology

In the context of double firstclass, in order to comprehensively improve the quality of college teaching, we need to actively combine modern information technology to carry out teaching practice. We can actively introduce some preferred online teaching platforms, including a series of online teaching platforms such as school online and love class, so as to provide rich learning resources for students' after class learning. We should have the opportunity and efficient teaching training objectives and main teaching ideas, comprehensively optimize the curriculum, and highlight the classroom characteristics of architecture major, to carry out scientific curriculum practice research.

We should actively innovate teaching practice methods, including heuristic teaching, discussion teaching and leading—in teaching. Through various forms of teaching, we can more effectively enlighten students' thinking and enable students to have a deeper understanding of problems in the process of mutual communication, discussion and thinking. On this basis, we can achieve the improvement of students' comprehensive analysis and thinking ability, and comprehensively improve their comprehensive ability. In the classroom teaching, a group can be formed, and the development and design can be carried out by the cooperation between the groups, so as to enhance the students' practical ability and improve the learning effect. Systematic practice can be carried out around a single knowledge point or multiple comprehensive knowledge points in the classroom.

4. Conclusion

In the context of double firstclass, colleges and universities should further combine the actual situation of the current undergraduate architecture teaching, aiming at the development needs of students and the actual development needs of enterprises, and comprehensively do a good job in the reform of curriculum teaching mode. We should not only comprehensively optimize the curriculum, constantly combine with new technology to optimize the teaching content, but also actively strengthen the cooperation of enterprises outside the school to provide more training places and training opportunities for the improvement of students' practical ability, so that they can fully understand the changes of social environment and the social demand for the development of industry talents. We should combine modern information technology and big data technology to build a course learning platform, better adapt to students' learning needs and changes in learning methods, and actively apply some diversified teaching activities. It is necessary to fully understand the students' confusion and carry out targeted teaching guidance, so as to comprehensively improve the quality of teaching.

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