

# Exploration on the Teaching Practice of Integrating Traditional Culture of the Grand Canal into Environmental Design Majors

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## ABSTRACT

Taking the opportunity of the ideological and political education reform of the "Grand Canal Culture into Campus and Canal Intangible Cultural Heritage into Classroom" at Yangzhou University, and relying on the exceptionally abundant resource advantages of Yangzhou Canal Cultural Heritage, this article explores the practical path of building a deep integration of the Grand Canal traditional culture into the environmental design professional education system. This article first analyzes the urgency of the active inheritance of the traditional culture of the Grand Canal and the practical difficulties faced by the current environmental design education, pointing out the practical significance and value of integrating the traditional culture of the Grand Canal into the environmental design education system; On this basis, the authors attempt to deeply integrate the educational objectives of the active inheritance of traditional culture of the Grand Canal with the teaching objectives of the Environmental Design major. It is necessary to explore the implementation path of embedding traditional culture of the Grand Canal into the education of the Environmental Design major from the aspects of curriculum system construction, teaching content mining, teaching mode selection, teaching method innovation, teacher team construction, incentive and evaluation mechanism protection. It is also necessary to enhance the consciousness of students majoring in environmental design to uphold national design innovation, safeguard and inherit the cultural heritage of the canal, and establish confidence in Chinese culture.

**Keywords:** *Grand Canal traditional culture, Environment design, Course teaching system, Deep integration.*

## 1. INTRODUCTION

Today, with the acceleration of globalization, the exchange and collision of multiple cultures have changed people's aesthetic needs. China's traditional historical and cultural heritage has been strongly impacted by Western and modern cultures, and has encountered unprecedented challenges. Excellent traditional Chinese culture is the foundation for Chinese people to establish national cultural confidence and establish a firm foothold in world culture. Therefore, it is a must to attach importance to strengthening the learning of excellent traditional culture in higher education teaching to promote the inheritance and development of traditional culture.

The Grand Canal connects the Hai River, Yellow River, Huai River, Yangtze River, and Qiantang River, stretching for thousands of kilometers and spanning over 2,500 years, it has nurtured an extremely rich historical and cultural heritage, and is the crystallization of the collective wisdom of ancient working people in China for thousands of years. Canal culture is a cultural achievement formed by the integration of the Chinese humanistic spirit of pursuing national unity, diligence, courage, and self-improvement, as well as the Beijing-Tianjin-Yanzhao culture, Qilu culture, Central Plains culture, Huaiyang culture, and Wuyue culture along the way. It embodies the rich ideological connotations of ethnic customs, ideological concepts, regional customs, and cultural emotional identity in the canal basin, as well as

abundant cultural landscape sites, relics, traditional handicrafts, and other cultural elements. In June 2017, General Secretary Xi Jinping made important instructions for the construction of the Grand Canal cultural belt: The Grand Canal is a precious heritage left to Chinese by the ancestors, a flowing culture, and should be well protected, inherited, and utilized in a coordinated manner. [2]

Environmental design is a comprehensive emerging discipline that lies between science and art. Further development is needed through the influence of traditional culture and the infiltration of historical accumulation. The "introduction of excellent traditional culture from the Grand Canal into the campus and the introduction of intangible cultural heritage from the canal into the classroom" [3] has brought a rare development opportunity for the upgrading of environmental design teaching, especially for many colleges and universities in cities along the Grand Canal, which have unique resource advantages. The construction of the curriculum system and teaching reform research for environmental design majors from the perspective of the protection, inheritance, and innovative application of local canal traditional culture has important practical significance.

## **2. THE VALUE IMPLICATION OF EMBEDDING TRADITIONAL CULTURE OF THE GRAND CANAL INTO ENVIRONMENTAL DESIGN TEACHING**

The Grand Canal culture contains profound historical and cultural connotations, as well as rich Chinese national spirit. For college students majoring in environmental design, canal culture, as a valuable educational resource, can provide them with more diverse creative practice carriers, establish national cultural confidence, and enhance ideal beliefs and social responsibility, which is of great significance.

### ***2.1 Being Beneficial for Improving the Historical and Humanistic Literacy of Students Majoring in Environmental Design, and Enhancing Their Confidence in Traditional Culture***

Traditional Chinese cultural education emphasizes the dual education of "preaching" and "imparting knowledge"; And placing "preaching" before "imparting knowledge", it is believed that the primary task of education is "preaching",

followed by "imparting knowledge"; In China's college entrance examination, students majoring in environmental art and design are admitted according to their artistic specialties, with relatively low requirements for cultural course grades. In addition, with the continuous expansion of university enrollment in recent years and the reduction of admission threshold, the comprehensive cultural and humanistic qualities of students majoring in environmental art and design are generally not high after enrollment. These have led to insufficient emphasis on traditional culture and historical humanities in subsequent professional studies, highlighting the issue of "valuing technology, neglecting theory, valuing practice, and neglecting culture", which in turn prevents the students from truly comprehending the classics and charm of traditional culture. Some students even have some resistance and inferiority complex towards traditional Chinese culture. When it comes to traditional culture, they often associate it with words such as backwardness and rustic atmosphere, without deeply realizing that "traditional culture" is the ideological soul of environmental design creation, and the creativity of excellent design works often comes from traditional culture and design ideas rich in national characteristics.

Therefore, with the help of "the traditional culture of the Grand Canal entering the campus and classroom", integrating the education of the traditional culture of the Grand Canal into curriculum teaching is beneficial for improving the traditional cultural cultivation and comprehensive humanistic literacy of students majoring in environmental design. It is also conducive to cultivating students' noble professional ethics, establishing a grand life pattern, enhancing their social responsibility for safeguarding traditional cultural heritage, and establishing confidence in traditional Chinese culture.

### ***2.2 Assisting in the Construction of the Grand Canal National Cultural Park and Promoting the Active Inheritance of Canal Cultural Heritage***

The regional culture, ethnic traditions, and historical accumulation along the Grand Canal are all excellent traditional cultures passed down by our ancestors through long-term life accumulation. Various cultural sites, relics, and remains are the materialized forms of Chinese excellent traditional culture, and various folk handicrafts belong to the

intangible cultural achievements of traditional culture. However, with the development and construction of modern cities and the development of modern industry, many excellent traditional cultures along the Grand Canal have been destroyed, and many folk handicrafts are facing a crisis of loss. Integrating the traditional culture and historical humanities education of the Grand Canal into the teaching of environmental design majors is conducive to guiding the students to pay more attention to traditional art in future environmental design, and to better base their design creation on national culture, creating their own design style and culture. It is necessary to integrate traditional art of the Grand Canal as a design element into contemporary environmental design and creation, and integrate it into modern people's lives, so as to promote the active inheritance and innovative development of traditional culture and art of the Grand Canal. This is also an inevitable requirement for the construction of the National Grand Canal Cultural Park.

### ***2.3 Consolidating the Traditional Cultural Foundation of China's Entry into the "China's Intelligent Manufacturing" Power and "Creative Power"***

In the book "Tiangong Kaiwu", it is mentioned that "the heaven has time and the earth has qi, the materials have their beauty, and the craftsmanship has their own cleverness. Only by combining these four can one be considered good". In Laozi's thinking, people follow the earth, the earth follows the heavens, the heavens follow the Tao, and the Tao follows nature, as well as a series of traditional Chinese culture and philosophical ideas, such as "using objects to reflect and explain concepts, principles, and culture," and "using objects to create objects", are the foundation of our traditional cultural design and creation. [4] The Chinese humanistic spirit nurtured by the Grand Canal, as well as the rich cultural heritage and relics, are precious spiritual and material wealth of our Chinese nation. In the competition of the globalized era, the foundation of these excellent traditional cultures is the source and support of our design and creation inspiration, and also an important competitiveness of Chinese design to go global. In the future, "Made in China" not only represents a symbol of the origin of the product, but more importantly, it represents the level of Chinese design and is also a symbol of the innovative product image of "Made in China". Environmental design creation needs to be built on the basis of our

excellent traditional culture in order to be more vibrant and competitive. Excellent environmental design works must be the crystallization of the interplay of ancient culture and modern civilization. Through in-depth study of the traditional culture and philosophical creation ideas of the Grand Canal, it is necessary to gradually establish the concept of ethnic design, enhance the cultural confidence of ethnic design, and achieve the transformation and development of China from a "manufacturing power" to an "intelligent manufacturing power".

## **3. ANALYSIS OF THE CURRENT DILEMMAS IN ENVIRONMENTAL DESIGN EDUCATION**

With the rapid development of urbanization in China, the demand for environmental designers closely related to urban construction has surged, which has prompted many colleges and universities in China to establish majors related to environmental design. Environmental design has become a "hot" major. The doubling of the number in a short period of time also poses many problems in development, which constrains the healthy and sustainable development of the profession. After in-depth research and sorting, the main issues highlighted are as follows:

### ***3.1 Students Are Eager for Immediate Success and Lack Long-term Planning in Professional Learning***

"The current environmental design in China is in a market driven state, with everything centered around the market and economic benefits, making designers forget their social responsibilities." [5] The impulsive and utilitarian social atmosphere has made young students become very utilitarian due to their weak traditional historical and humanistic literacy. In the process of professional learning, they are eager for quick success and instant benefits, and one-sidedly believe that as long as they meet the current public demand and are popular in the market, good design is good. In professional creation, they excessively rely on software expression, blindly pursue form and artistry, and ignore the cultural and ethnic characteristics of their works, separating culture and art.

In professional learning, students neglect long-term planning, basic theoretical research in environmental design, and the improvement of their comprehensive cultural literacy. In addition to a

few textbooks, there are few who delve into studying the relevant theoretical classics and historical and humanistic classics of their major. They often memorize teaching materials before exams to cope with exams, and are enthusiastic about various club activities in school. They are eager for quick success and social training during their studies. In professional classrooms, there has been a phenomenon of "dealing with errands", such as a craze for admission exams, postgraduate entrance exams, and public service exams in recent years.

### ***3.2 Students Are Good at Imitation and Lack Innovation Ability in Professional Creation***

With the rapid development of online media, it has become increasingly easy to obtain various Chinese and foreign information and design materials. The convenience of obtaining design information in European and American countries has led to the prevalence of imitation and plagiarism. Due to students' neglect of traditional history and humanities, they have not deeply realized that "only the national is the world". The creativity of excellent design works often comes from traditional culture and design ideas rich in national characteristics, and "traditional culture" is the soul of artistic design creation. Uncontrolled plagiarism and imitation of others' designs and creations make students unable to use their brains and improvise in their professional studies. Excessive plagiarism and imitation lead to a decline in students' innovation ability and a lack of personality. The form of design assignments is chaotic, lacks connotation, and styles are mixed, which seriously limits the cultivation and training of students' creative thinking.

Only by improving students' humanistic literacy and the influence of traditional culture can they establish correct aesthetic awareness and values, enhance their ability to recognize beauty, break thinking patterns, abandon imitation, be good at innovation, showcase design personality, increase design connotation, and cultivate their creative thinking.

### ***3.3 The Teaching Mode of the Course Is Outdated and the Teaching Form Is Simple***

Due to the transformation and development of environmental design education on the basis of

traditional art and arts and crafts education, its educational model mostly follows the model of art education, with a focus on training in techniques and neglecting the cultivation of traditional historical and humanistic theoretical literacy. Influenced by the ideology of art education, the basic courses of environmental art and design major emphasize art courses such as sketching, color, and expression techniques. However, theoretical courses such as traditional culture, historical humanities, and design aesthetics are rarely covered; Even if some universities offer relevant theoretical courses, most of them are mere formality and cannot achieve the teaching purpose of designing theoretical courses. The curriculum system of some majors in some colleges and universities still follows the standards and positioning of more than a decade ago, failing to truly reflect the connotation, goals, and requirements of traditional culture, historical and humanistic knowledge inheritance and innovation in environmental design education. The setting of the curriculum has not truly integrated the achievements and practical experience of traditional regional culture, ethnic characteristics, folk art inheritance and innovation.

In terms of teaching methods, theoretical indoctrination is still used, and students are accustomed to a cramming style of teaching, teaching history, humanities, and traditional culture with pale narratives and thin knowledge. Teachers neglect encouraging or leading students to conduct historical and humanities research. The lack of interactive and two-way communication and exploration in teaching makes it difficult for students to combine traditional culture with design creation, especially in understanding and innovating the historical context in the design task book. Professional teaching cannot truly improve students' traditional historical and humanistic cultivation.

### ***3.4 The Disconnection Between Theory and Practice***

The teaching of a complete design discipline should be divided into several parts: basic courses, professional design courses, and professional theory courses. Students should organically combine several aspects of knowledge in their learning, and master a knowledge system that cannot be neglected. However, in the current education of environmental design majors in many colleges and universities, emphasis is placed on professional courses and practice, while neglecting

the study of professional theoretical courses. In terms of teaching and training plans and curriculum arrangements, the basic and theoretical courses are arranged in a chaotic manner, with the sequence of "previous courses" and "subsequent courses" being reversed, and the lack of connection between course content, resulting in a disconnect between the teaching of theoretical courses and practical courses. The design theory course relies solely on classroom teaching, lacks social investigation and practice around design cases, and the course learning fails to improve students' design literacy and aesthetic sentiment; In the design and creation of professional courses, there is a lack of artistic language expression ability or cultural aesthetic transformation ability, and a lack of using traditional culture and humanistic historical perspectives to deeply understand and understand design in professional practice, inspire one's own design creation inspiration, understand design concepts from different perspectives in different regions, and promote one's thinking ability.

In addition, the teaching content of professional courses lags behind the actual development of the industry. Professional courses mostly focus on simulated conceptual design for classroom training, lack integration and interaction with actual engineering projects of design enterprises, and lack training in the integration of industry and education and collaborative education between schools and enterprises, resulting in weak practical abilities of students and difficulty in adapting to social practical needs after graduation.

#### **4. EXPLORING THE DEEP INTEGRATION PATH OF TRADITIONAL CULTURE AND ENVIRONMENTAL DESIGN TEACHING IN THE GRAND CANAL**

The environmental design major of the author's school started in 1990 as a major in architectural decoration design. In 2021, it was awarded the National First Class Undergraduate Specialty Construction Site. Based on years of professional teaching practice and the profound geographical advantages of the Grand Canal Cultural Heritage in Yangzhou City, the school has integrated various resources of the school, enterprise, and campus, and attempted to explore the practical teaching of embedding the traditional culture of the Grand Canal into the environmental design major, to solve

the bottleneck problem in the practical dilemma of environmental design education.

#### ***4.1 Integrating Traditional Culture Education into Environmental Design Talent Training Objectives and Curriculum System of the Grand Canal***

Firstly, taking into account the opportunity of traditional intangible cultural heritage in Jiangsu Province entering the classroom in recent years, the school has comprehensively sorted out the existing curriculum system of the school's environmental design major, further improved the training objectives and plans, deeply integrated the ideological and political education goals of the Grand Canal's traditional culture inheritance with the professional teaching goals, and strengthened the education of canal cultural heritage protection and inheritance in curriculum teaching, truly embodying the goals, connotations, and requirements of the inheritance and innovation education of the traditional culture of the Grand Canal in the setting, training objectives, and training plans of environmental design majors. The school has also used open, interactive, guided, discussed, and experimental teaching methods to integrate the history, humanities, and traditional culture of the Grand Canal into the entire process of professional talent cultivation. Secondly, the school has further improved the design of the environmental design curriculum system, offering mandatory courses on "Inheritance and Innovation of Yangzhou Canal Cultural Heritage" for students majoring in environmental design. The school has added general courses on traditional cultural education of the Grand Canal, Yangzhou lacquer art, Yangzhou gardens, Yangzhou traditional handicrafts, and other related subjects. Using a holistic and systematic approach, it is aimed to deepen students' understanding of the charm of the excellent traditional culture, material and intangible cultural heritage of the Grand Canal, enhance their comprehensive traditional cultural literacy, and cultivate their innovative design ability in applying the regional culture of the Canal, laying a solid foundation for the integration and innovation of traditional canal culture in the environmental design creation process.

#### ***4.2 The Traditional Culture of the Grand Canal Is Deeply Integrated with Professional Teaching, and Traditional Culture Permeates the Entire Process of Professional Classrooms***

The researchers combine the teaching characteristics of environmental design courses and use immersive virtual simulation experience, heuristic teaching techniques, case teaching methods, discussion and discussion methods to cleverly implement the traditional cultural knowledge of the Grand Canal into the teaching of professional skills, and silently integrate it into the entire process of professional teaching. Firstly, in the process of integrating the history, humanities, and design skills of the Grand Canal, in order to avoid boredom and boredom, lectures are often conducted through case analysis and visiting research, incorporating traditional cultural theories into specific case studies for learning. For example, through actual research on the Ming and Qing historical ancient city of Yangzhou and the surveying and mapping of classic landscape cases of traditional gardens in Yangzhou, students can gain a deeper understanding of the profound cultural heritage and historical context of the 2,500 year old canal ancient city, which is the same age as the Grand Canal. This will guide and sort out the cultural origin, spatial form characteristics, and aesthetic expression of the urban landscape design of Yangzhou ancient city, and inspire thinking about the laws and organizational forms of landscape design, so as to stimulate students' self-awareness and initiative in "activating" the application of traditional canal culture in their professional creations. Secondly, it is necessary to actively encourage students to engage in interactive discussions based on the traditional culture of the canal, and stimulate their enthusiasm for learning. For example, let students conduct independent research and discussion on the differences and cultural characteristics of Beijing Royal Garden, Jiangnan Yangzhou Garden, and Suzhou Garden, which are both landscapes along the canal. Thirdly, it is also necessary to guide students to use engineering analysis and discussion, professional model recognition, sketch training, positive and negative case comparison, and other methods to create environmental design practices around the integration of traditional culture and folk craft elements of the Grand Canal.

#### ***4.3 Integrating the Traditional Culture of the Grand Canal with the Construction of Professional Teaching Practice Bases, and Building a "Production, Learning, Research, and Innovation" Traditional Culture Learning and Practice Platform***

Practical teaching can often deepen students' understanding of theoretical knowledge, stimulate their learning enthusiasm and exploration desire. In the the practical teaching of environmental design, the researchers have, on the one hand, built a training room for traditional culture of the Grand Canal on campus: Yangzhou Grand Canal Intangible Cultural Heritage Exhibition Workshop, Yangzhou Traditional Garden Skills Experience Workshop, Yangzhou Eight Monsters Culture Research Institute, Yangzhou Traditional Lacquer Art Research Institute, etc. Through the materialization form of traditional culture of the canal, students can truly feel and experience the charm of traditional culture of the canal; On the other hand, the researchers have established an off campus traditional cultural practice teaching base for the Grand Canal, established a deep cooperation relationship with various cultural institutions such as the China Grand Canal Museum, Yangzhou Engraving Printing Exhibition Hall, Yangzhou Craft Workshop Folk Craft Research Institute, Yangzhou Canal Intangible Culture Transmission Institute, Yangzhou Eight Monster Cultural Celebrities Memorial Hall, Yangzhou Tianyi Classical Garden Design Institute, and implemented integrated curriculum teaching of "production, learning, research, and innovation". Efforts should be made to utilize the rich traditional cultural resources of the canal in the local area, actively strive to establish long-term school-enterprise cooperation relationships with various internship and training bases, and establish sustainable sharing platforms.



Figure 1 Research on intangible cultural heritage workshop.

It is necessary to strengthen the construction of a mentor team for the inheritance and innovation education of traditional culture in the canal, organize existing professional teaching teachers to conduct targeted training at practical internship bases, implement joint teaching between professional teachers on campus and part-time cultural scholars and folk artists off campus, support professional teachers to conduct research and practice in traditional culture and folk craft workshops and enterprises in typical canal cities such as Yangzhou and Suzhou, and cooperate with enterprises to develop projects. Encourage teachers to carry out research and educational reform projects related to the inheritance of the traditional culture of the Grand Canal, explore innovative teaching methods and models, use modern educational methods, develop MOOCs, micro courses, online courseware, etc., and regularly invite cultural scholars from practice bases to hold lectures and forums on the Grand Canal culture in conjunction with the study of environmental design, in order to enrich learning methods and methods, enabling students to enhance their sense of responsibility and initiative in safeguarding the traditional cultural heritage of the canal while closely adhering to their professional courses, and increase their interest in learning.

#### ***4.4 Giving Full Play to the Collaborative Role of Industry Associations to Promote the Deep Integration of Teacher Professional Studios and Design Enterprise R&D Rooms***

The Cultural Design Industry Association is a representative of the entire cultural industry and design enterprises. The Environmental Design Industry Association has a keen judgment on the talent demand and future development of the environmental design industry. As non-profit non-governmental organizations, such as the Grand Canal Cultural Protection Association and the China Grand Canal Cultural Research Institute, they are independent of the government and market, which can effectively compensate for the shortcomings of the government and market roles in school enterprise cooperation, and play an important role in resource allocation between the design industry and the college.

Firstly, under the guidance of industry associations such as the China Grand Canal Cultural Research Institute, Jiangsu Interior Design Society, Landscape Architecture Design Association, and Yangzhou Artists Association, the college actively organizes teachers to establish a Grand Canal Traditional Culture Teaching Internship Base and a Professor Professional Studio, which connects with the R&D room of environmental design enterprises. At present, the school has collaborated with Suzhou Jintanglang



Group Decoration Design Institute, Shanghai Banshan Kangyang Tourism Development Co., Ltd., Yangzhou Tianyi Garden Landscape Engineering Co., Ltd., Yangzhou Garden Design Institute Co., Ltd., Yangzhou University Engineering Design and Research Institute, and other companies to conduct collaborative research on canal traditional culture related design projects, providing a platform and channel for the deep integration of schools and enterprises, which not only exercises the teaching team and improves students' practical abilities, but also plays a role in embedding majors into industries, nurturing majors in industries, and serving school design enterprises, further improving the foundation for the sustainable development of integration of production and education work.

approach. There will be a necessity to reform the practical teaching of environmental design from "content oriented" to "student oriented". Under the integrated teaching mode of "Traditional Culture Industry, Education, Research and Creation of the Grand Canal", students truly become the center of teaching activities, guided by design achievements, and judged by the actual output of students' creative achievements as the measurement standard for teaching effectiveness. There will also be a need to use studios for design practice teaching, integrate the concept of result oriented education, and allow students to truly experience the operation of canal traditional cultural design projects, further achieving the goal of cultivating practical talents in environmental design teaching. ("Figure 2", "Figure 3", "Figure 4")

The second is to construct a student-centered and results oriented "studio based" teaching

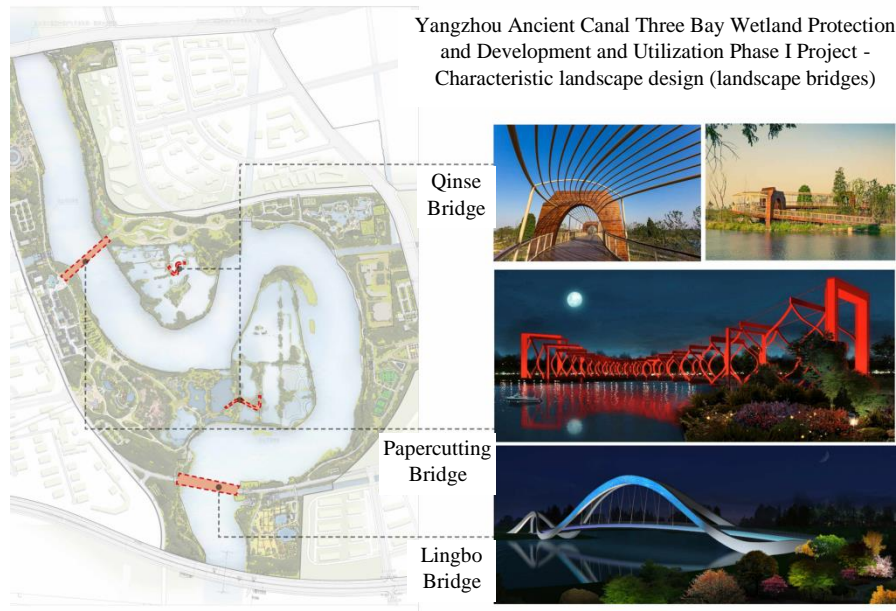


Figure 2 Featured landscape bridge design.



Figure 3 Creation using the elements of an intangible cultural heritage of the local canal "Yangzhou Paper Cuttings".





Figure 4 Creation using the elements of the local canal intangible cultural heritage "qin zheng technique".

#### **4.5 Establishing an Organization, Incentive, Sharing, and Evaluation Mechanism for the Inheritance and Innovative Teaching of Traditional Culture on the Grand Canal**

According to the training goal of deeply integrating the inheritance of traditional culture of the Grand Canal with the teaching of environmental design, Yangzhou University has established corresponding teaching organization mechanisms, teaching incentive mechanisms, teaching sharing mechanisms, and teaching evaluation mechanisms, providing a basic guarantee for the construction of the education system of embedding traditional culture of the Canal into the environmental design major.

First, the college and the Department of Environmental Design have established relevant organizations: the Discipline Office of Environmental Design, responsible for the preparation of professional education plans, the development of professional course materials, the learning, sharing, and promotion of relevant educational reform experiences, and the organization, management, and guidance of teaching and research activities; Under the organization of the Environmental Design Discipline Office, teachers such as He Ping and Wang Dongmei have compiled provincial-level key textbooks. Teachers such as Yan Fei, Hou Changzhi, and Zong Guanggong have established traditional cultural innovation clubs and mutual aid platforms for cultural innovation competitions, and have guided multiple students to win national or provincial awards in the national environmental design discipline competition. Second, the college has further improved the special funds for the inheritance and innovation of traditional culture on the Grand Canal, and raised funds through subject income generation, alumni donations, social

donations, etc. to provide funding, teacher incentive support, and practical base construction guarantee for the development of traditional culture teaching. Third, the college has built an environmental design teaching sharing platform to exchange teaching experience, disseminate and interpret the history and humanities of the Grand Canal, folk intangible cultural heritage and other related knowledge, appreciate the application of excellent cases in environmental art design, and report teaching achievements by means of classroom observation, forum, lectures, conferences, websites, WeChat official account, reports and exhibitions, etc. It is necessary to take the lead in establishing an open information exchange platform among colleges and universities along the Grand Canal, integrate historical and cultural materials held by colleges and universities along the Canal, and achieve sharing between schools and platforms.

Fourthly, there is a must to establish a scientific and effective evaluation plan to evaluate the teaching effectiveness of teachers and students: combine the teaching and research achievements of teachers and students' learning outcomes, actively construct a tracking mechanism for teaching evaluation archives, and based on the characteristics of environmental design disciplines, teaching evaluation focuses on teaching process tracking and evaluation, and diverse subject participation in teaching evaluation, achieving the goal of cultivating applied cultural innovation design talents in colleges and universities in a true sense.

## **5. CONCLUSION**

In the creative process of environmental art design, people integrate their various concepts, accumulated experience, and understanding of beauty into environmental design, so that environmental art itself is no longer just an object

that meets people's material needs. To a certain extent, environmental art works have become a carrier of people's spiritual sustenance, with profound ethnic characteristics and cultural connotations. Influenced by traditional Chinese culture, the cultural connotations of Chinese environmental art include profound humanistic concepts, technological connotations, and artistic connotations. By correctly inheriting the artistic connotations of China's excellent traditional culture in environmental design creation, continuously leveraging the advantages of China's historical and cultural heritage, and integrating the constantly developing modern science and technology as innovative elements into environmental art design, the colleges and universities can better develop their professional education in environmental art and design, build a unique disciplinary system, and inherit excellent traditional historical and cultural heritage.

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