

# An Innovative Countermeasure for Teaching Architectural Interior Design Oriented by Aesthetic Education

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**Abstract:** In the education of vocational colleges and universities, the teaching of architectural interior design is an important part of it, through which the education can send a steady stream of high-quality talents for the development of the field of architectural interior design, fully highlighting the function of vocational colleges and universities in the cultivation of human beings. In order to further highlight the quality and effect of the teaching of architectural interior design in vocational colleges and universities, it is necessary to pay attention to the integration of aesthetic education, to promote the innovation of architectural interior design teaching with aesthetic education, and to improve the level of talent cultivation in vocational colleges and universities and their effectiveness. Therefore, the paper analyzes the current challenges of teaching innovation in architectural interior design based on aesthetic education, and puts forward corresponding teaching countermeasures to help improve the effectiveness of teaching architectural interior design and cultivate a steady stream of outstanding talents in architectural interior design.

**Keywords:** Aesthetic education orientation; Architectural interior design; Teaching innovation

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## 1. Introduction

In China's social development and construction, the public's pursuit of quality of life has been enhanced according to law. As a result, it has also given rise to a huge demand for the field of architectural interior design, which is increasingly valued and recognized by the public. Therefore, the importance of interior design professional education is also more and more prominent. This specialized education provides a long-term supply of high-quality personnel for the interior design field. In order to further improve the quality of teaching of architectural interior design and realize teaching innovation, it is necessary to vigorously construct an innovative mode of teaching architectural interior design oriented by aesthetic education, to effectively realize the integration of the elements of aesthetic education in the teaching of architectural interior design, and then

promote the innovation and change of the traditional teaching mode, and strengthen the quality as well as the level of the cultivation of talents in the field of architectural interior design.

## **2. The significance of aesthetic orientation in the teaching of architectural interior design**

### **2.1. Enhance students' aesthetic quality and creativity**

In the teaching of architectural interior design education, the integration of aesthetic orientation is a crucial link. Carrying out architectural interior design teaching based on aesthetic education can form a more perfect education model, stimulate students' learning motivation and enthusiasm, and gradually promote students to form a good aesthetic quality, help students deeply understand the professional knowledge of architectural interior design, so that students can form a good professional level and ability. For example, in the teaching of architectural interior design through systematic aesthetic education can effectively cultivate students' aesthetic vision, so that students learn to appreciate different styles of art, different genres of works, so that students' aesthetic vision is more keen, which helps students to design architectural interior programs full of aesthetic elements, stimulate students' imagination and creativity at the same time, while also strengthening its aesthetic qualities as well as professional level.

### **2.2. Promote the integration of disciplines and enrich the teaching content**

The integration of aesthetic education into the teaching of architectural interior design helps to realize the integration of disciplines, thus ensuring that the content of education and teaching is richer, and realizing the innovation of teaching also strengthens the level and effectiveness of student education. In the actual teaching stage, the aesthetic education oriented architectural interior design teaching can effectively integrate other related disciplines, such as aesthetics, art history, psychology and other types of disciplinary knowledge, through the depth of integration and condensation of multidisciplinary knowledge, it can not only make the architectural interior design teaching content more rich, but also let the students come into contact with more systematic and specialized knowledge. Moreover, the integration of interdisciplinary knowledge in the teaching of architectural interior design can not only exercise students' aesthetic quality, but also broaden their professional horizons, which allows students to understand aesthetics based on multiple perspectives, and surprisingly, allows students to design more personalized, differentiated, and distinctive architectural interior programs, and improves the quality and effect of the cultivation of architectural interior design talents.

## **3. The feasibility of promoting the innovation of teaching architectural interior design with the orientation of aesthetic education**

### **3.1. The compatibility of aesthetic education and architectural interior design teaching**

In the teaching of architectural interior design, it is crucial to build an aesthetic education-oriented teaching mode, which can effectively integrate aesthetic education and professional education of architectural interior design, thus strengthening the educational effect and quality of students. Moreover, there is a natural fit between aesthetic education and architectural interior design education, so it is highly feasible to realize the in-depth integration of the two, which has become a key part of improving the level and quality of education in vocational colleges and universities. From the perspective of architectural interior design itself, it belongs

to a kind of artistic creation process, so it also requires designers to have a good aesthetic quality, unique aesthetic vision, aesthetic education is to stimulate students' aesthetic quality, aesthetic creativity as the center of education, so that students show good artistic potential. Therefore, there is a natural fit between aesthetic education and architectural interior design teaching, and it is also more feasible to realize the integration and innovation between the two.

### **3.2. Potential role of aesthetic orientation in improving students' comprehensive quality**

Teaching architectural interior design with an aesthetic orientation can help to improve the comprehensive quality of students, which also determines the feasibility of integrating an aesthetic orientation into the teaching of architectural interior design. In practice, the teaching of architectural interior design requires teachers to focus on the cultivation of students' imagination and creativity, so students are required to learn to discover, pursue and create beauty in the stage of architectural interior design, and therefore students are required to maintain a keen insight into the beautiful things in life. Therefore, the teaching of architectural interior design based on aesthetic education has a strong possibility. Aesthetic education helps to strengthen students' comprehensive quality and cultivate students' aesthetic quality, so that students can learn to create and explore beauty in the architectural interior design stage, to improve students' professional ability in architectural interior design, and enhance students' comprehensive quality.

## **4. Challenges of promoting teaching innovation of architectural interior design with aesthetic education as the orientation**

### **4.1. Challenges brought about by insufficient teacher strength**

In the innovation of architectural interior design teaching, the integration of aesthetic education in it faces the challenge of insufficient teacher strength, and whether it can break this challenge also determines the level and quality of vocational colleges and universities. In practice, the integration of aesthetic education in the teaching of architectural interior design constantly requires teachers to have good professional ability, but also requires teachers to have a profound artistic literacy and aesthetic ability, on this basis to build up an aesthetic-oriented architectural interior design teaching mode. However, for the current group of teachers in vocational colleges and universities, the construction of their aesthetic education is relatively insufficient, and more teachers focus on professional growth in the professional knowledge reserve of architectural interior design teaching, and do not put enough energy into the study and understanding of aesthetic knowledge, which leads to the integration of aesthetic knowledge in architectural interior design teaching faces many challenges, and the teachers appear to be unable to do their best in the teaching, which affects the teaching mode of architectural interior design.

### **4.2. Challenges brought by the limitation of the traditional teaching mode**

The limitations of the traditional teaching mode will also become a major challenge for the integration of aesthetic education orientation into the innovation of architectural interior design teaching, affecting the effectiveness and quality of architectural interior design teaching innovation. This is mainly due to the traditional teaching of architectural interior design will often focus on the teaching of professional knowledge to students, design skills training, and does not pay attention to the targeted cultivation of students' aesthetic qualities. In addition, the traditional education model often does not pay attention to highlighting the subject status of students, and the process of classroom teaching is also based on teachers' knowledge and students'

passive acceptance, so the students in the classroom learning subjective initiative is not strong, the sense of participation is low, which will lead to the effect of the teaching of architectural interior design is not good, and it is relatively difficult to integrate aesthetic education into it. Therefore, how to break the traditional teaching mode limitations becomes a key part of the teaching innovation of architectural interior design.

#### **4.3. Challenges from the lack of interdisciplinary integration**

In the teaching of architectural interior design in vocational colleges and universities, the integration of aesthetic education orientation will also face the challenge of the lack of interdisciplinary integration, and how to break this challenge has become a crucial link. In practice, the teaching of architectural interior design often involves multi-disciplinary fields of knowledge, the integration of aesthetic education in which the integration of interdisciplinary knowledge is needed, such as knowledge of architecture, aesthetics, psychology, materials, art development history knowledge, etc., through the interdisciplinary integration of this knowledge can promote the innovation of the aesthetic education, and lead students to learn more comprehensive professional knowledge of architectural interior design. However, it is difficult to integrate the knowledge of various disciplines, and the knowledge of various disciplines is also in a divided state in vocational education, which increases the difficulty of interdisciplinary integration, so how to effectively realize the integration of interdisciplinary knowledge and form a more complete and systematic education system has become an important challenge.

#### **4.4. Challenges brought by students' aesthetic differences and inconsistent evaluation standards**

The innovation of teaching architectural interior design oriented to aesthetic education faces the challenges brought by students' aesthetic differences and inconsistent evaluation standards. This is mainly due to the fact that aesthetics is a kind of subjective index, which is related to students' feelings and evaluation, and students have certain individualized differences, with different aesthetic standards and different aesthetic preferences among students, which will lead to uneven effects of aesthetic education. In practice, teachers are required to respect students' aesthetic differences and encourage students to carry out individualized aesthetic expression, based on which they can highlight the teaching characteristics and improve the quality and effect of architectural interior teaching<sup>[1]</sup>. However, the realization of this teaching idea is relatively difficult. How to guide students to establish a correct aesthetic concept while combining the students' aesthetic differences in personalized teaching is an important challenge for teachers, determining the quality of architectural interior design teaching, as well as the cultivation of students' aesthetic literacy. Therefore, it becomes crucial to break the challenges brought by students' aesthetic differences and inconsistent evaluation standards.

### **5. Suggested countermeasures to promote the teaching innovation of architectural interior design with aesthetic education as the orientation**

#### **5.1. Strengthen the construction of teachers and improve teachers' aesthetic education quality**

In order to further improve the quality and effectiveness of the teaching of architectural interior design in vocational colleges and universities and improve the teaching mode, it is necessary to vigorously build an aesthetic-oriented model of education, to effectively promote the integration of aesthetic knowledge in the teaching of architectural interior design in vocational colleges and universities and effectively cultivate the



students' aesthetic qualities and improve their professional abilities. Strengthening the construction of the teacher team is a key link, through the enhancement of the teacher's aesthetic education, which can guarantee the orderly conduct of education and teaching, and systematically promote the aesthetic education in the education of architectural interior design, to form an aesthetic education-oriented model of education <sup>[2]</sup>. In practice, vocational colleges need to vigorously strengthen the training of teachers, organize teachers to participate in the study and further study of aesthetics, art history and other courses on a regular basis, so that teachers can have a deeper grasp and understanding of aesthetic principles through training, and gradually promote the improvement of teachers' aesthetic vision. Only on this basis can teachers gradually improve their professional ability, make teachers competent for the integration of aesthetic education in architectural interior design teaching, ensure that architectural interior design teaching can effectively form an aesthetic education-oriented education model, and strengthen the quality and effect of talent training.

## **5.2. Innovate the teaching model and introduce interdisciplinary content**

The innovation of teaching mode is crucial in the teaching of architectural interior design, and it is also a key part of the effective integration of aesthetic orientation. As a result, teachers need to vigorously innovate the teaching mode in the teaching phase of architectural interior design and comprehensively integrate interdisciplinary teaching content to effectively promote the cultivation of students' aesthetic qualities through interdisciplinary teaching and enhance the quality and effect of architectural interior design teaching <sup>[3]</sup>. In practice, teachers are required to integrate multidisciplinary knowledge, such as the knowledge of aesthetics, psychology, environmental studies, history of art development, etc., to guide students to learn comprehensive aesthetic knowledge through the integration of multidisciplinary knowledge, and then to explore interdisciplinary knowledge by teaching professional knowledge of architectural interior design. This will not only enable students to learn to understand aesthetic knowledge from different perspectives, but also gradually strengthen students' professional knowledge of architectural interior design, gradually cultivate students' interdisciplinary learning ability, and ultimately improve students' aesthetic ability, professional level, and then complete the high-quality training of architectural interior design talents.

## **5.3. Establish diversified evaluation standards, respect students' aesthetic differences**

In order to further promote the innovation of architectural interior design teaching, and effectively integrate the aesthetic orientation, it is necessary to establish a diversified evaluation criteria, while focusing on respecting the aesthetic differences of students, and then use this as a starting point to strengthen the quality and effectiveness of architectural interior design teaching. In practice, teachers need to fully realize that aesthetics is a subjective feeling, so different students have different perceptions and preferences for beauty, and on this basis, teachers should pay attention to the diversification of evaluation standards <sup>[4]</sup>. For example, teachers can establish a multi-dimensional evaluation and evaluate students' work based on their creativity, practicality, aesthetics, and other dimensions. In the design stage, students can also combine their own understanding of beauty and professional expertise to create personalized works. Then, teachers can evaluate students' work in multiple dimensions, reflect on the creation effect and quality of students' work, and put forward improvement suggestions for students. This process can highlight the diversity of evaluation criteria, and respect the individual aesthetic differences of the students at the same time, which helps to promote the continuous optimization and improvement of the quality and level of architectural interior design teaching, and complete the teaching task of

architectural interior design with high quality.

#### **5.4. Strengthen practical teaching and provide more aesthetic practice opportunities**

To carry out the teaching innovation of architectural interior design based on aesthetic education orientation, practical teaching should be strengthened to provide students with more opportunities for aesthetic education practice, and on this basis, students' practical operation ability should be improved, students' aesthetic quality should be cultivated and the teaching effectiveness of architectural interior design should be improved <sup>[5]</sup>. In practice, vocational colleges and universities can cooperate with design companies or studios within the region to establish off-campus student practice bases through in-depth cooperation between the two parties. Students can be required to participate in actual design projects after learning professional knowledge of architectural interior design. Then, through the participation of students in the project practice, they can feel the integration of aesthetic elements in the design more deeply. This will enable students to form a deep understanding of aesthetic elements, and also stimulate students' creative inspiration, strengthen students' knowledge and understanding of professional knowledge of architectural interior design, and then achieve the educational effect of enhancing students' professional level and practical ability.

### **6. Conclusion**

In summary, in the teaching of architectural interior design, carrying out education and teaching oriented by aesthetic education is an important link, and it is also the key to realizing teaching innovation. Therefore, the thesis has carried out in-depth exploration and research on the teaching innovation of architectural interior design guided by aesthetic education, and put forward the corresponding educational innovation countermeasures, such as strengthening the construction of teachers, building interdisciplinary teaching mode, the establishment of diversified evaluation standards, strengthening students' aesthetic education practice teaching, etc. Through the above measures, this paper helps improve the teaching quality of architectural interior design, forms an aesthetic education-oriented education model, and provides high-quality talents for the development of architectural interior design.

### **Disclosure statement**

The author declares no conflict of interest.

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