

Exploration of Civic Teaching of Architectural Design Foundation Based on Craftsmanship



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Abstract: As a discipline combining art and technology, the philosophy, culture, and values behind architectural design cannot be ignored. In recent years, people have increasingly realized the importance of traditional craftsmanship in modern architectural design. Craftsmanship is not only the pursuit of skill but also a kind of perseverance and pursuit of excellence, perfection, tradition, and innovation. However, how to effectively integrate the artisan spirit into the teaching of basic ideology and politics of architectural design, so that it not only cultivation students' technical ability but also deepens their ideological and political education, is an important issue facing educators at present. The paper explores the objectives and strategies of basic Civic and Political teaching of architectural design based on the spirit of craftsmanship.

Keywords: craftsmanship; architectural design; civic and political teaching; exploration

Introduction

With the acceleration of globalization, a large number of new design concepts and technical means have emerged in the field of architectural design. However, in this era of rapid development, traditional craftsmanship seems to be gradually marginalized, in sharp contrast to the modern mode of rapid production and large-scale replication. However, more and more experts and scholars have pointed out that the pursuit of excellence, insistence on quality, and concentration on details contained in craftsmanship still have irreplaceable value for the field of architectural design. At the same time, in the current context of China's strengthening of ideological education and deepening educational reform, how to combine the spirit of craftsmanship with the basic ideological teaching of architectural design, and realize the organic integration of technical teaching and ideological education has become the focus of attention of educators and researchers.

1. Connotation and Characteristics of Craftsmanship

1.1. Concentration and pursuit of details

Craftsmanship is not only a skill or method, but also an attitude and value towards work. Among them, the concentration and pursuit of details are one of the core qualities of craftsmanship. In a fast-moving, fast-paced modern society, many people tend to pursue quick completion of tasks. However, true craftsmen put countless hours of effort and time into their work, paying attention to every tiny part, whether or not these details are noticed by most people. For them, these details are not only to show their skills but also to realize the perfection of their works. This pursuit of perfection is a way of honoring themselves, their audience, and even the world. When we appreciate a piece of work, we may not immediately notice every detail behind it, but it is these details that form the soul of the work and make it unique (Wang et al., 2022).

1.2. The pursuit of quality and durability

Craftsmanship is largely reflected in the relentless pursuit of quality and durability. This

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pursuit is not only out of the maintenance of personal honor but also from the love of craftsmanship and respect for the user. In today's era of "fast-consumption" culture, many products are mass-produced to quickly meet market demand, but often at the expense of quality and durability. In contrast, people with craftsmanship see their creations not only as a way to meet immediate needs but also as a way to stand the test of time. They believe that a truly good piece of work should not only demonstrate exceptional quality in the present but should also maintain its original charm and functionality for years to come. Behind this lies pride in one's work, responsibility to the user, and a vision for the future. This pursuit of quality and durability allows craftsmen to invest more time, energy, and thought into the production process, thus creating works of real value.

1.3. Respect and inheritance of traditional skills

In an era of rapid changes and technological advances, traditional skills are easily regarded as outdated or obsolete; however, for true artisans, these skills represent the accumulation of wisdom and experience of several generations. They are a legacy of culture and history, a combination of technology and art, and a bridge to dialog with the past and connect with the future. Craftsmen know well that true innovation is not to discard traditions, but to find a new direction of development in inheritance, and to respond to changes with no change. Through in-depth study and practice of traditional skills, artisans not only gain a deeper understanding of the principles and meanings behind them but are also able to add their creativity and insights to them, thus creating works that have an ancient flavor as well as a modern flair. This respect for and inheritance of traditional skills is not only to protect cultural heritage but also to find true innovation and development.

2. Objectives of Civic Teaching of Architectural Design Foundation Based on Craftsmanship

2.1. Strengthen the attention to details

It is crucial to strengthen the attention to detail

in the teaching of basic ideology and politics of architectural design based on the spirit of craftsmanship. This teaching objective encourages students to dig deep and carefully handle every tiny element and link in the design process. In architecture, as a comprehensive art, every detail may affect the harmony and function of the whole. From the proportions of the windows and doors to the texture of the materials, to the projection of light, every aspect contains the designer's intention and wisdom. Guided by this goal, students will learn that true excellence is not only embodied in grandiose ideas but is more often hidden in those small places that are often overlooked (Jiang et al., 2019). And this is the essence of craftsmanship, that relentless pursuit of perfection and adherence to quality. By paying attention to the details, students can not only improve their design skills but also develop a rigorous attitude towards work and a meticulous sentiment towards life. This teaching concept is not only limited to the teaching of design skills, but also instills a professional work ethic and respect for society and people's lives subtly, so that students can become outstanding architects, but also become people with feelings and a sense of responsibility.

2.2. Cultivating professional ethics and sense of responsibility

Cultivating professional ethics and a sense of responsibility occupies a central position in the basic ideological teaching of architectural design based on the spirit of craftsmanship. Craftsmanship is not only embodied in the exquisite mastery of skills, but also in the reverence and seriousness of the work performed. When we introduce this spirit into the teaching of architectural design, it means that we want our students to become not only highly skilled designers but also architects with a sense of responsibility to society and users (Xu et al., 2023). This teaching goal focuses on making students understand that every design is not just about realizing a certain function or aesthetics, but about creating a better, safer, and more comfortable living environment for society and people. Architectural design involves a multitude of people and things,

from the builder to the user, from the surrounding environment to the distant landscape, and every decision can have far-reaching consequences. Therefore, designers must have a high level of professional ethics and responsibility in formulating their designs to ensure that they are aesthetically pleasing as well as functional and that they comply with codes while respecting nature and culture. Through such education, we hope that students will incorporate respect for work and the pursuit of perfection in the spirit of craftsmanship into their service to the community and their care for people so that they can become excellent architects with both skills and ethics.

2.3. Emphasizing quality and permanence

Emphasizing quality and durability is a crucial part of the teaching of basic architectural design ideology based on craftsmanship. Craftsmanship is essentially a pursuit of excellence, the polishing of every detail, and respect for every aspect of work. Introducing this spirit into the teaching of architectural design means that we expect students to recognize that a good design is not only visually appealing but also stands the test of time in terms of practicality, safety, and durability. Every building is a legacy passed down from generation to generation, and they carry people's memories, culture, and history. Therefore, when we emphasize quality and durability, we are teaching our students to think about how to create a piece of work that will last and bring continued value to society. This comes not only from the perspective of materials and construction but also from a deeper understanding of the environment and the way people live. Such design thinking allows students to realize that architecture is not just bricks and mortar and concrete, but also a communication between humans and nature, the past and the future (Yin & Hou, 2023).

3. Strategies for Teaching Basic Architectural Design Ideology Based on Artisanal Spirit

3.1. In-depth analysis of the course content, mining the intrinsic value and spiritual connotation

In the strategy of teaching the ideology and politics of basic architectural design based on the spirit of craftsmanship, it is crucial to deeply analyze the course content and explore its intrinsic value and spiritual connotation. Architectural design is not only a technical discipline, but also a combination of art and science that is closely related to human civilization, society, and history. To enable students to truly understand and appreciate the profound significance of architectural design, teaching must go deep into each subject and theme to uncover the hidden and unknown values and connotations. When we analyze a certain architectural style or period in depth, we are not only understanding its form and technology but also exploring the cultural, social, and philosophical ideas behind it. For example, when we study ancient Greek columns, behind them is the ancient Greeks' pursuit of harmony, order, and proportion; when we explore modernist architecture, we explore the early 20th century's revolutionary concepts of function, technology, and materials. Through such in-depth analysis, students can have a more comprehensive understanding of the rich connotations of architectural design, and then develop a deep sense of emotion and reverence for design. When we dig into the intrinsic value and spiritual connotation of architectural design, we are searching for those universal human values that transcend time and space. These values are not only embodied in specific architectural works but also subtly influence our lives and worldviews. By exploring these values, students can be more clear about their design position, walk more confidently on the road of design, and create truly valuable architectural works for society with the attitude and spirit of craftsmen (Jia & Ju, 2022).

3.2. Enriching civic education resources and promoting the craftsman spirit

In the strategy of teaching the ideology and politics of basic architectural design based on the spirit of craftsmanship, enriching the ideological and political education resources and promoting the spirit of craftsmanship have become the core teaching concepts, and the process of education is not carried

out in isolation, but rather with the help of a wealth of resources to achieve in-depth education and revelation (Guo & Guo, 2023). These resources include but are not limited to, classic architectural cases, historical documents, traditional craftsmanship techniques, and modern technological applications, all of which provide a valuable platform for us to demonstrate and practice the spirit of craftsmanship. The core purpose of civic education is to cultivate students' values, worldviews, and outlooks on life, and craftsmanship precisely embodies the perseverance and pursuit of excellence, perfection, tradition, and innovation. To better integrate this spirit into teaching, we need to collect a wide range of educational resources related to craftsmanship (Yin & Hou, 2023). For example, case studies can be used to let students understand how master architects with craftsmanship adhere to their principles in design, how they do not change their original intention in the face of various challenges, and how they pursue perfection in detail. In addition, through field trips and experiential learning, students can also go into those traditional artisan workshops to experience the production process of the artisans and feel their respect and love for their skills. Such a teaching strategy is not only to cultivate students' technical skills but also to let them understand and practice the respect for work, passion for life, and responsibility for society that the artisan spirit represents. Through the rich resources of ideological education, we can better combine the spirit of craftsmanship with the teaching of architectural design, and cultivate future architects who have both skills and feelings.

3.3. Use multimedia, the Internet, and other modern technical means, and coordinate the arrangement of intra-curricular and extra-curricular activities

In the basic ideological teaching of architectural design based on the spirit of craftsmanship, the use of multimedia, the Internet, and other modern technological means has become a new trend, bringing infinite possibilities and innovative space for traditional teaching. With the help of these

technical means, we can more vividly and intuitively show the stories and connotations behind the spirit of craftsmanship, so that students can get in-depth experience and feelings in many aspects, such as visual and auditory (Liu, 2023). For example, using multimedia, we can play the production process of those classic architectural works that represent the spirit of craftsmanship, showing how the craftsmen meticulously crafted brick by brick, nail by nail, and line by line, and how they scrutinized every detail in pursuit of perfection. In addition, the Internet provides us with a huge resource library where educators can select relevant videos, articles, interviews, etc. for online learning and discussion by students. Meanwhile, coordinating activities inside and outside the classroom is also an effective strategy. Inside the classroom, students can be organized to have group discussions, design simulations, case studies, etc., so that they can understand and experience craftsmanship more deeply. Outside the classroom, field trips, workshops, design competitions, and other activities can be organized to allow students to interact with real craftsmen and get inspiration and encouragement from them (Jia & Ju, 2022). With the help of modern technological means such as multimedia and the Internet, and combined with well-designed activities inside and outside the classroom, we can create a richer, more diversified, and open learning environment for students to better inherit and carry forward the spirit of craftsmen and to cultivate their innovative ability and professional sentiment (Chang & Li, 2022).

Summarize

Craftsmanship, as a kind of respect and pursuit of skill, quality, and tradition, has a profound influence on the field of architectural design. It is not only the polishing of the material form but also the carving of the heart and sentiment. In the current educational context, integrating this spirit into the teaching of basic architectural design philosophy can not only improve students' professional skills but also inject them with a sense of professionalism and social responsibility. This exploration is of great

significance in promoting the innovation of teaching content, deepening the research of educational methods, and improving the comprehensive quality of students. It is expected that in future teaching, we can see more traces of the integration of artisanal spirit in civic and political education so that every student can be able to step forward in professional achievement while carrying love and responsibility for the skills and society in their hearts.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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