

# Research on the Cultivation Path of Artistic Thinking in Environmental Art Design Education in Colleges and Universities

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**Abstract:** This paper studies the cultivation path of artistic thinking in the education of environmental art design in colleges and universities, analyzes the importance and necessity of artistic thinking in the education of environmental art design in colleges and universities, proposes an artistic thinking cultivation model based on project-driven and interdisciplinary cooperation, and discusses the practical application of the model. The research results show that the artistic thinking cultivation model based on project-driven and interdisciplinary cooperation can effectively improve students' artistic thinking ability and comprehensive quality, and promote innovation and development in the education of environmental art design in colleges and universities.

**Keywords:** Environmental art design education in colleges and universities; artistic thinking; project-driven; interdisciplinary cooperation; cultivation path

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## 1. INTRODUCTION

Environmental art design education in colleges and universities is an important way to cultivate talents in environmental art design, and it is also the key to promote the development of environmental art design in my country. However, with the continuous development of the social economy and the continuous advancement of science and technology, the needs of the field of environmental art design are also constantly changing. The traditional education model can no longer meet the requirements for talents in the field of environmental art design today. How to cultivate environmental art design talents with artistic thinking in the education of environmental art design in colleges and universities has become an urgent problem to be solved.

Artistic thinking refers to the way of thinking and solving problems in an artistic way, which is one of the core qualities necessary for environmental art design talents. In the education of environmental art design in colleges and universities, it is very important to cultivate students' artistic thinking ability. However, the traditional education model often only focuses on the cultivation of students' knowledge and skills, while ignoring the cultivation of students' artistic thinking ability. Artistic thinking refers to the way of thinking and solving problems in an artistic way, which is a creative way of thinking. In the education of environmental art design in colleges and universities, it is very important to cultivate students' artistic thinking ability. First of all, artistic thinking can help students better understand and analyze problems. In the field of environmental art design, many factors need to be considered, including design purpose, design style, environmental atmosphere and so on. There are complex interrelationships among these factors, which require students to have strong analytical and comprehensive abilities. Artistic thinking can help students better understand and analyze these complex factors and improve their comprehensive ability and creativity.

Secondly, artistic thinking can promote students' creativity. Creativity is one of the very important abilities in the field of environmental art design, and it is also a necessary quality for environmental art design talents. Artistic thinking can help students discover their potential and stimulate their creativity and imagination. In the field of environmental art design, continuous innovation and change are needed, and artistic thinking can help students better adapt to this change and create more innovative and unique design solutions.

## 2. THE PROPOSED METHODOLOGY

### 2.1 Approaches to environmental art design education in colleges and universities

Project-driven refers to the promotion of students' learning and ability development through project practice. In this mode, teachers can choose some challenging and practical projects, let students participate in them, and carry out personalized design and creation according to the actual needs of the projects and the interests and abilities of students. Through project practice, students can have a deeper understanding of the actual needs and market trends in the field of environmental art design, and at the same time can exercise their design ability and comprehensive quality.

For example, in an interior design project, teachers can ask students to design according to the needs of the client and the actual site conditions, taking into account the client's taste, space function, material selection and other aspects. Through such project practice, students can exercise their design thinking and creativity and apply them to actual projects.

Interdisciplinary cooperation refers to the promotion of students' cross-border thinking and ability cultivation through cooperation between different disciplines. In this mode, teachers can invite teachers and students from other disciplines to participate in art and design projects, such as architecture, humanities, social sciences, etc. Through interdisciplinary cooperation, students can understand and

analyze problems more comprehensively, and improve their ability to solve problems and innovate.

For example, in an architectural design project, teachers can invite teachers and students of social sciences and humanities to participate, and let them analyze and explore the cultural, historical, social background and other aspects of the project. Through such interdisciplinary cooperation, students can understand and analyze problems more comprehensively, and improve their cross-border thinking and innovation ability.

## 2.2 The cultivation of artistic thinking in environmental art design education

Diversified evaluation refers to the evaluation of students' learning and ability performance through various methods, including work display, discussion and debate, work analysis and other aspects. In this mode, teachers can evaluate students according to their actual performance and individual needs, so as to better stimulate students' creativity and imagination.

For example, in an exhibition of art design works, teachers can invite professionals and industry insiders to participate in it to evaluate and comment on students' works. Through such diversified evaluations, students can have a more comprehensive understanding of their own strengths and weaknesses, and better stimulate their creativity and imagination.

Evaluation is also one of the important means of cultivating artistic thinking. Traditional evaluation methods often only focus on the degree of knowledge mastery of students, while ignoring students' innovative ability and imagination. Therefore, in the education of environmental art design, diversified evaluation methods should be adopted, including academic papers, design works, practical projects and other aspects. Through such an evaluation method, the overall quality of students can be better evaluated, so as to better cultivate students' artistic thinking.

## 3. CONCLUSION

This paper aims to study the cultivation path of artistic thinking in environmental art design education in colleges and universities, and puts forward three main teaching modes: heuristic teaching, project-based teaching and interdisciplinary cooperation. These teaching models can not only help students better understand and apply artistic thinking, but also promote the development of their creativity and imagination. At the same time, diversified evaluation can also help students better understand their own strengths and weaknesses, and further improve their artistic thinking and comprehensive quality. Of course, the teaching mode mentioned above is just a reference, and the specific implementation should be adjusted and innovated according to different subjects, students and actual conditions. As the leader of education, teachers should constantly update their teaching concepts and methods, improve their professional quality and teaching level, so as to better lead the growth and development of students.

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