RESEARCH ON ARCHITECTURAL EDUCATION BASED ON TRADITIONAL ARCHITECTURAL CULTURE PROTECTION

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ABSTRACT

Traditional villages record the collective nostalgia of the people and are also carriers of traditional culture. In the context of rural revitalization, discovering the genetic code chain hidden in the soul of traditional villages, revitalizing the natural vitality and vitality of the village, making it a support point for rural revitalization, is to protect the "engine" that never goes out of human civilization, and is to inherit The soul of local culture is to truly realize the goal of "new rural construction" that is culturally textured and ecologically livable. This paper studies the protection and utilization of traditional villages from the perspectives of pedagogical theory, architectural theory, traditional culture theory, etc., and discusses the form, inheritance and development of traditional villages, so as to explore the development strategies and innovative methods of traditional villages for traditional architectural education.

Keywords: Traditional village, Traditional culture, Rural revitalization, Traditional architectural education

1. Introduction

The development of Chinese architecture is constantly traced back by many scholars, exploring the development of architectural culture in the "gene" of exploring

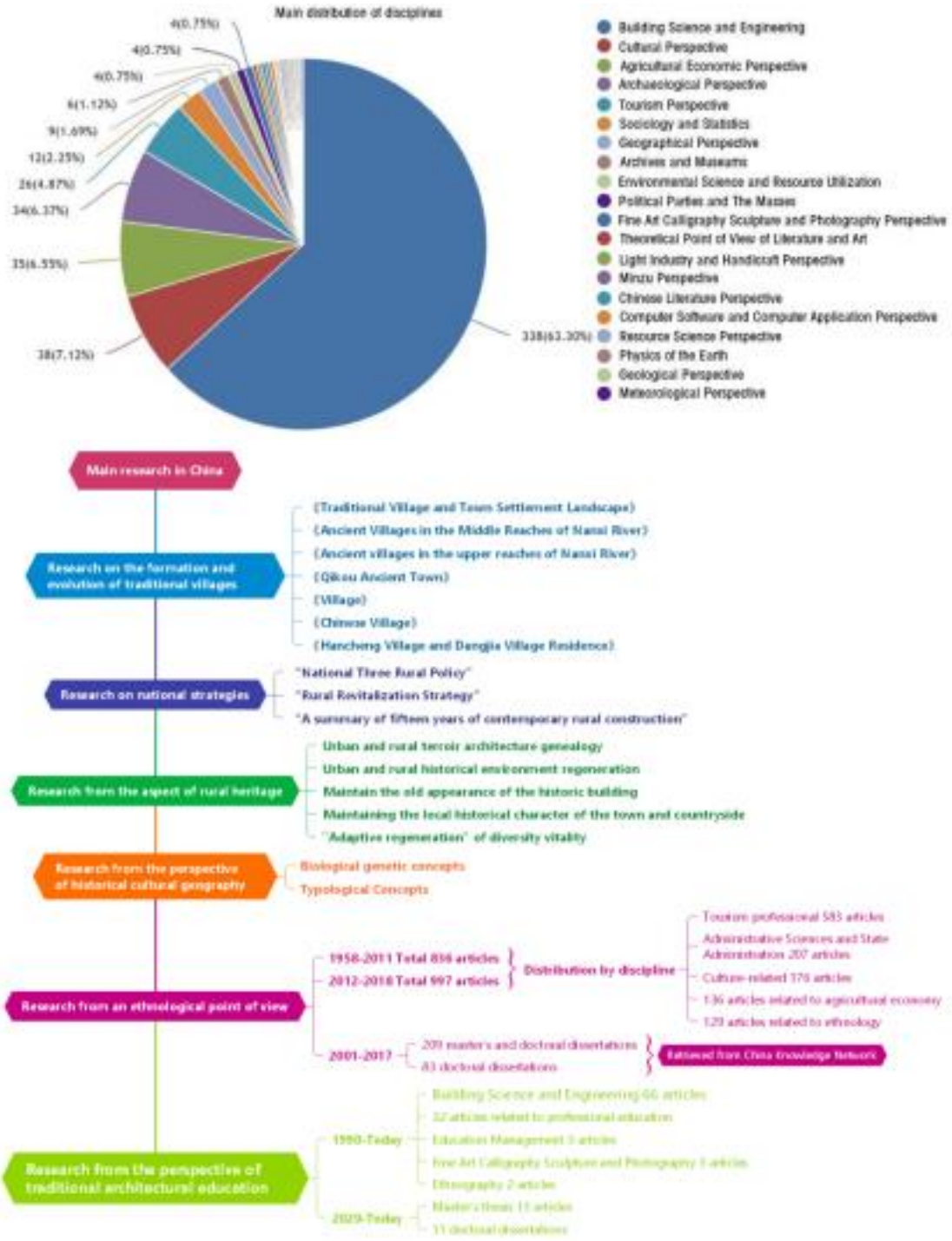
traditional architectural culture. Architectural construction behavior is not only the completion of the materialization of the phenomenon itself, but also the cultural content carried by the building is one of the core contents of architectural construction.

This kind of research based on traditional architectural culture can better teach students in architectural colleges. Through the cross-study of art morphology theory and national architectural morphology theory, the evolution and development of traditional villages in China are explored, so that village culture can be effectively inherited and developed in the revitalization of rural areas, while meeting the educational and teaching requirements of architectural colleges, bringing new opportunities for traditional architectural education.

Although the most intuitive cultural phenomenon of villages is reflected in 1 morphology, the formation of villages is ultimately humanistic, the core function of villages is production life, all functional configurations, space composition source, farming life forms a characteristic farming culture, farming culture is characterized by environmental personality and specific life scenarios, so each village in the process of evolutionary evolution has a certain factor of personality inheritance. We can recognize the identity of the cultural foundation of traditional Chinese villages from a macroscopic perspective, which is essential in traditional architectural teaching.

2. Related Research

Since the end of the last century, the architectural education research focusing on the protection of traditional villages has the characteristics of multi-angle and multi-disciplinary integration: from the perspective of ecology, pedagogy, economics, culture, human sociology, policy The perspectives of institutional perspective, organic renewal perspective, urban and rural planning and architectural ontology are very broad. The author sorts out the rich previous research as a starting point, and finds that the research direction of architectural education development focusing on the protection of traditional villages mainly focuses on 1. Research on the formation and evolution of traditional villages. 2. Research on national strategies. 3. Research from the aspect of rural heritage. 4. Research from the perspective of historical and cultural geography. 5. Research from an ethnological point of view. 6. Research from the perspective of traditional architectural education.



Since December 1926, "Miao Yao Simple school" was put forward, the work of ethnic culture education has been continued up to now. In 1980, Ethnic classes and preparatory classes were established in colleges and universities. In 2002, the Ministry of Education issued the Measures for the Administration of Ethnic Minority Preparatory Classes and Ethnic Minority Classes in Ordinary Institutions of Higher Learning (Trial). Since then, ethnic minority education has been transferred from ethnic minority areas to

institutions of higher learning, and the research and development of integrating ethnic minority education with general education with special orientation has begun. Nowadays, the education of national architecture in China has become normal.

Whether it is ethnic colleges and universities in ethnic minority areas, or ordinary colleges and universities have a certain number of ethnic education transfer or courses, However, it is still in the development stage in the field of ethnic architectural education. And the development of ethnic architectural education must rely on the existing ethnic minority characteristic villages and ethnic cultures, that is, while developing ethnic architectural education, the architectural culture of ethnic minority traditional villages should be protected, and China has relevant policies for protecting traditional architectural culture:

After the General Office of the State Civil Affairs Commission and the General Office of the Ministry of Finance jointly issued the Guiding Opinions on Doing a Good Job in the Pilot Program of the Protection and Development of Villages with Ethnic Minority Characteristics in September 2009, the protection of ethnic minority villages has received great attention from the society. Academic circles have also paid high attention to it from the dual perspective of national strategy and national traditional architectural cultural value.

Under this framework, the implementation of protection/recovery projects requires the simultaneous role of the 3 pillars (reason, purpose), which are: 1) to protect the physical form and functional attributes of space; 2) to protect the local national culture; and 3) to push socioeconomic development. In practice, the three pillars can sometimes coexist and sometimes contradict each other.

3. Research Methodology

Starting with the specific curriculum practice research and village practice research, third part uses qualitative data, descriptive research, investigation and in-depth interview to achieve the research goal. Using this method is convenient to study the viewpoints of participants, and architectural education satisfaction is constructed by quantitative analysis method, and the variable indexes are designed. Through questionnaire survey, students' perception and satisfaction of architectural education are known, and based on the first-level variables of teaching quality, teaching content and teaching effectiveness, the definition of the course is extended concretely Statistical analysis and quantitative research were carried out on the questionnaire data, and a credible test was carried out

for satisfaction. Through SPSS analysis, analysis of the three levels of variables and students' teaching satisfaction correlation.

(1) Population and sample

The population and samples of the first part of the survey are 10 architectural

experts, 300 architectural students and 5 architectural experts or teachers from the School of Architecture, Dalian University for Minzu. Faculty of Architecture, Dalian Ethnographic University. A comprehensive ethnic university in China for solving ethnic problems. The school is recruiting students from 31 provinces, autonomous regions, directly controlled cities and Hong Kong / Macau / Taiwan areas nationwide. The establishment of the department is comprehensive, and emphasizes the education and transmission of the excellent traditional culture of the nation to students, and mainly develops applied human resources. Students come from different ethnic groups in China, and questionnaire surveys of the students can better understand the quality of the lessons, the content of the lessons, and the satisfaction of the students with the level of educational computerization, and this satisfaction was more reliable. Then, was highly representative.

(2) Instrumentation

The main collection method of the research is questionnaires, and statistical software is used for research and analysis.

(3) Data collection

The collection of expert interviews and questionnaire surveys will be expanded mainly to students of each ethnic group and architectural experts.

Statistical analysis and quantitative research were carried out on the questionnaire data, and reliability and validity tests were carried out for satisfaction. Through SPSS analysis, the correlation between three-level variables and students' teaching satisfaction was analyzed.

Demographic Information Frequency Percentage Gender

Male 9 90% Female 1 10% Job Title: Professor 7 % Associate Professor 2 % Lecturer 1 10% Educational Degree Doctor 8 80% Master 2 20% Work Experience (Years). Under 20 years 30% Over 20 years 70% For this qualitative research, the researcher conducted purposive sampling. For this qualitative studied, the researchers conducted a purposeful sampling. The samples came from professors and experts from the School of Architecture, a total of 10 people. In the expert interview part, collected basic information such as the

expert's name, age, title, unit, years of work experience, and job description. The direction of talent training based on the protection and inheritance of the inheritance of national architectural culture discussed in this thesis was one of its directions, and it could also understood as how to build a directional architectural education that conformd to the national strategy. As a talent training orientation with special orientation, architectural education was aimed at specific architectural cultural needs, emphasizing the diversified and diversified theories, skills and knowledge framework of architectural education based on national architectural culture, in other words , These special-oriented architectural education were different from emphasizing the architectural cultural cognition and values generated by individuals in different practices, but talents with common value cognition and awareness of the development of the Chinese nation's architectural career.

4. Data analysis, Conclusion and Discussion:

Section 1 Data Analysis on Research Objective

Design questionnaires 1-5 entitled Personal Information Collection and Mastery Data Collection for Architectural Education. Questionnaire 6-13 mainly collects data on students' satisfaction with universal teaching courses based on professional basic courses, including data collection on stimulating personal interest in learning, improving skills, teaching level, teaching methods, overall teaching, interaction with teachers and comprehensive ability training. Questions 14-31 collected data on student satisfaction with the design of a special curriculum centered primarily on traditional architectural design. The content of the course wass tasteful, encouraged individual learning, comprehensive ability training, teaching method, teaching mode was quality, teacher's interactive situation and training of social service ability, the educational effect were the student's traditional architecture improving the cognitive side of culture, the direction of students' traditional cognitive side of community and history, the direction of transmitting increasing theoretical knowledge, the direction of combining universal basic expertise in special education, a small number satisfaction data collection such as understanding the contents of the construction of the national culture, changing the educational idea, the effectiveness of the education, and the overall evaluation. Data collection of 32 students' employment orientation choices. Questions 6-31 set the satisfaction from low to high as 1 point, 2 points, 3 points, 4 points and 5 points, so as to collect data on the satisfaction of undergraduate curriculum and education and teaching of architecture major.

Frequency Analysis Results

Name	Options	Frequency	Percentage	Cumulative Percentage (%)
Are the teaching contents and arrangements of the professional basic courses satisfactory?	1	5	1.67	1.67
	2	45	15	16.67
	3	149	49.67	66.33
	4	67	22.33	88.67
	5	34	11.33	100
Are you satisfied with the professional foundation courses in stimulating personal interest in learning?	1	10	3.33	3.33
	2	45	15	18.33
	3	137	45.67	64
	4	73	24.33	88.33
	5	35	11.67	100
Are you satisfied with the skill improvement of professional basic courses?	1	1	0.33	0.33
	2	50	16.67	17
	3	134	44.67	61.67
	4	79	26.33	88
	5	36	12	100
Are you satisfied with the teaching level of professional basic courses?	1	1	0.33	0.33
	2	46	15.33	15.67
	3	137	45.67	61.33
	4	74	24.67	86
	5	42	14	100
Are you satisfied with the teaching form and teaching method of theory and practice in professional basic courses?	1	1	0.33	0.33
	2	41	13.67	14
	3	135	45	59
	4	76	25.33	84.33
	5	47	15.67	100
Are you satisfied with the overall teaching of professional basic courses?	1	1	0.33	0.33
	2	49	16.33	16.67
	3	128	42.67	59.33
	4	81	27	86.33
	5	41	13.67	100
Are you satisfied with the interaction with teachers in professional basic classes?	1	9	3	3
	2	42	14	17
	3	119	39.67	56.67
	4	84	28	84.67
	5	46	15.33	100
Are you satisfied with the comprehensive ability training of professional basic courses?	1	3	1	1
	2	37	12.33	13.33
	3	127	42.33	55.67
	4	91	30.33	86
	5	42	14	100
Do you think the content and arrangement of the course design focusing on traditional architectural design are satisfactory?	1	2	0.67	0.67
	2	25	8.33	9
	3	117	39	48
	4	99	33	81
	5	57	19	100
Are you satisfied that the curriculum design based on traditional architectural design stimulates personal interest in learning?	1	3	1	1
	2	24	8	9
	3	104	34.67	43.67
	4	105	35	78.67
	5	64	21.33	100
Are you satisfied with the comprehensive ability training of curriculum design based on traditional architectural design?	1	3	1	1
	2	21	7	8
	3	103	34.33	42.33
	4	111	37	79.33
	5	62	20.67	100
Are you satisfied with the theory and practice teaching method of curriculum design based on traditional architectural design?	1	4	1.33	1.33
	2	21	7	8.33
	3	92	30.67	39
	4	119	39.67	78.67
	5	64	21.33	100
Are you satisfied with the "problem-oriented" teaching mode of course design based on traditional architectural design?	1	4	1.33	1.33
	2	15	5	6.33
	3	78	26	32.33
	4	124	41.33	73.67
	5	79	26.33	100

Frequency Analysis Results(1)

Frequency Analysis Results

Name	Options	Frequency	Percentage	Cumulative Percentage (%)
Are you satisfied with the teaching level of the curriculum design based on traditional architectural design?	1	4	1.33	1.33
	2	9	3	4.33
	3	80	26.67	31
	4	125	41.67	72.67
	5	82	27.33	100
Are you satisfied with the interaction with teachers after class in the course design class focusing on traditional architectural design?	1	3	1	1
	2	12	4	5
	3	79	26.33	31.33
	4	124	41.33	72.67
	5	82	27.33	100
Are you satisfied with the ability of the curriculum design based on traditional architectural design to cultivate social service ability?	1	7	2.33	2.33
	2	18	6	8.33
	3	72	24	32.33
	4	123	41	73.33
	5	80	26.67	100
Are you satisfied with the teaching effect of the curriculum design based on traditional architectural design?	1	3	1	1
	2	11	3.67	4.67
	3	76	25.33	30
	4	127	42.33	72.33
	5	83	27.67	100
Are you satisfied with the traditional architectural design-based curriculum design in improving students' awareness of traditional architectural culture?	1	2	0.67	0.67
	2	13	4.33	5
	3	75	25	30
	4	132	44	74
	5	78	26	100
Are you satisfied with the effect of traditional architectural design-based curriculum design on improving students' knowledge of traditional village-related social culture, regional history and culture, and folk culture?	1	4	1.33	1.33
	2	10	3.33	4.67
	3	83	27.67	32.33
	4	122	40.67	73
	5	81	27	100
Are you satisfied with the traditional architectural design-based curriculum design in cultivating students' awareness of the protection and development of traditional national architecture?	1	3	1	1
	2	10	3.33	4.33
	3	67	22.33	26.67
	4	136	45.33	72
	5	84	28	100
Do you think it is satisfactory to increase the teaching of more professional theoretical knowledge in the course design teaching?	1	3	1	1
	2	9	3	4
	3	70	23.33	27.33
	4	133	44.33	71.67
	5	85	28.33	100
Are you satisfied with the addition of Chinese architectural history, ethnic architecture and other theories in the course design focusing on traditional architectural design?	1	2	0.67	0.67
	2	9	3	3.67
	3	70	23.33	27
	4	126	42	69
	5	93	31	100
Are you satisfied with the mastery of architectural content and methods in minority areas in the course design focusing on traditional architectural design?	1	2	0.67	0.67
	2	12	4	4.67
	3	59	19.67	24.33
	4	136	45.33	69.67
	5	91	30.33	100
Are you satisfied with the teaching idea that the traditional architectural design focuses on the "spatial and functional" and turns to the "social and cultural" of architecture?	1	3	1	1
	2	7	2.33	3.33
	3	85	28.33	31.67
	4	121	40.33	72
	5	84	28	100
Are you satisfied with the method of increasing the effectiveness of teaching through the four-year three-stage studio model for curriculum design based on traditional architectural design?	1	2	0.67	0.67
	2	7	2.33	3
	3	88	29.33	32.33
	4	120	40	72.33
	5	83	27.67	100
Are you satisfied with the overall evaluation of the courses covered in this major?	1	2	0.67	0.67
	2	8	2.67	3.33
	3	83	27.67	31
	4	130	43.33	74.33
	5	77	25.67	100

Frequency Analysis Results(2)

Cronbach Reliability Analysis

Project	Correction Term Total Correlation (CITC)	Term Removed Alpha Coefficient	Cronbach's Alpha Coefficient
Have you been exposed to professional education in architecture before enrolling?	-0.091	0.967	
Have you been exposed to Chinese traditional architectural culture before entering school?	0.131	0.966	
Are the teaching contents and arrangements of the professional basic courses satisfactory?	0.661	0.963	
Are you satisfied with the professional foundation courses in stimulating personal interest in learning?	0.64	0.964	
Are you satisfied with the skill improvement of professional basic courses?	0.659	0.963	
Are you satisfied with the teaching level of professional basic courses?	0.69	0.963	
Are you satisfied with the teaching form and teaching method of theory and practice in professional basic courses?	0.71	0.963	
Are you satisfied with the overall teaching of professional basic courses?	0.692	0.963	
Are you satisfied with the interaction with teachers in professional basic classes?	0.697	0.963	
Are you satisfied with the comprehensive ability training of professional basic courses?	0.713	0.963	
Do you think the content and arrangement of the course design focusing on traditional architectural design are satisfactory?	0.747	0.963	
Are you satisfied that the curriculum design based on traditional architectural design stimulates personal interest in learning?	0.756	0.963	
Are you satisfied with the comprehensive ability training of curriculum design based on traditional architectural design?	0.808	0.962	
Are you satisfied with the theory and practice teaching method of curriculum design based on traditional architectural design?	0.778	0.963	
Are you satisfied with the "problem-oriented" teaching mode of course design based on traditional architectural design?	0.763	0.963	
Are you satisfied with the teaching level of the curriculum design based on traditional architectural design?	0.73	0.963	
Are you satisfied with the interaction with teachers after class in the course design class focusing on traditional architectural design?	0.738	0.963	
Are you satisfied with the ability of the curriculum design based on traditional architectural design to cultivate social service ability?	0.756	0.963	
Are you satisfied with the teaching effect of the curriculum design based on traditional architectural design?	0.767	0.963	
Are you satisfied with the traditional architectural design-based curriculum design in improving students' awareness of traditional architectural culture?	0.768	0.963	
Are you satisfied with the effect of traditional architectural design-based curriculum design on improving students' knowledge of traditional village-related social culture, regional history and culture, and folk culture?	0.758	0.963	
e you satisfied with the traditional architectural design-based curriculum sign in cultivating students' awareness of the protection and development of traditional national architecture?	0.728	0.963	
Do you think it is satisfactory to increase the teaching of more professional theoretical knowledge in the course design teaching?	0.698	0.963	
Are you satisfied with the addition of Chinese architectural history, ethnic architecture and other theories in the course design focusing on traditional architectural design?	0.707	0.963	
Are you satisfied with the mastery of architectural content and methods in minority areas in the course design focusing on traditional architectural design?	0.755	0.963	
Are you satisfied with the teaching idea that the traditional architectural design focuses on the "spatial and functional" and turns to the "social and cultural" of architecture?	0.725	0.963	
Are you satisfied with the method of increasing the effectiveness of teaching through the four-year three-stage studio model for curriculum design based on traditional architectural design?	0.689	0.963	
Are you satisfied with the overall evaluation of the courses covered in this major?	0.733	0.963	0.965

Remarks: Standardized Cronbach's alpha coefficient: 0.961

Section 2 Result of Data Analysis for Research Objective

Reliability analysis of the questionnaire data, Cronbach Reliability Analysis, Cronbach's Alpha Coefficient, the reliability above 0. 9 was very ideal. When the questionnaire designed in this paper was tested for SPSS reliability, Cronbach's Alpha Coefficient reaches 0. 965, and the reliability was very ideal, so the questionnaire data is reliable and scientific.

Validity analysis of the questionnaire data, using exploratory factor analysis, bartlett's sphere test and KMO value. The KMO value was 0. 959 and the bartlett's sphere test was less than 0. 05 in the SPSS validity test, so the validity of the questionnaire was very ideal.

Cronbach Reliability Analysis

Number of Items	Number of samples	Cronbach's Alpha Coefficient
28	300	0.965

	Factor Loading		
	Factor 1	Factor 2	Factor 3
Eigenvalues (before rotation)	14.703	3.054	1.367
Variance explained rate % (before rotation)	52.510%	10.907%	4.883%
Cumulative variance explained rate % (before rotation)	52.510%	63.417%	68.301%
Eigenvalues (after rotation)	10.853	6.902	1.37
Variance explained rate % (after rotation)	38.760%	24.648%	4.892%
Cumulative variance explained rate % (after rotation)	38.760%	63.408%	68.301%

KMO and Bartlett's Test

KMO value		0.959
Bartlett's Sphericity Test	Approximate Chi-square	7352.216
	df	378
	p-value	0.000

Conclusion and Discussion:

Conclusion of Data Analysis Results for Research Objective

Among the students who received specialized education in architecture before enrollment, the highest percentage did not receive it, with 239 at 79. 67% and 53 who received basic education at 16. 67%. Eight people who received a lot of architectural education account for 16. 67%. 2. 67% or more. Whether or not they had been exposed to traditional Chinese architectural culture before enrolling in school, the highest percentage was unexposed, with 201 accounting for 67% and 91 exposed to the foundation. 30. 33%; 8 people account for 2. 67%, who touched many people of traditional architectural culture. This indicates that most students had not lifted their professional education in architecture and had not been exposed to the traditional architectural culture of our country before enrolling in school. Education before entering university lacks education on traditional architecture and culture, which was one of the

fundamental history origin of China, should widen the spread and reduce the age of exposure to traditional culture. Regarding the content of education and the placement of specialized basic courses, 1. 67% were completely dissatisfied, 15% were not very satisfied, most were generally satisfied, accounting for 49. 67% and 22. 33% were satisfied. As the researcher, very satisfied with it. It accounted for 11. 33%. 3. 33% were completely dissatisfied, 15% were not very satisfied, 45. 67% were generally satisfied, and 4. 33% were completely dissatisfied with stimulating personal learning interest in specialized basic courses. For satisfaction, 15% very satisfied and 11. 67% satisfied or more. Professional basic courses accounted for 0. 33% of overall dissatisfaction with improving individual skills. 16. 67% were not very satisfied, 44. 67% were generally satisfied, 26. 33% were satisfied, and 12% were very satisfied. Overall Satisfied, 24. 67% satisfied, 14% very satisfied 0. 33% were completely discontented with the theoretical and functional instruct and instruct manner of the professional basic course, 13. 67% were not very satisfied, 45% were very satisfied. Overall satisfied, 25. 33%, very satisfied, accounting for 15. 67%. Regarding the overall educational satisfaction of the specialized basic course, 0. 33% are completely dissatisfied, 16. 33% were not very satisfied, 42. 67% were generally satisfied, 27% were satisfied, and 13. 67% were very satisfied.

Regarding interaction with teachers in professional basic courses, 3% were completely dissatisfied, 14% were not very satisfied, 39. 67% were generally satisfied, 28% were satisfied and 15. 33% were very satisfied. I was satisfied. The basic course was completely dissatisfied with 1%, was not very satisfied with 12. 33%, overall satisfied with 42. 33%, satisfied with 30. 33% and very satisfied with 14%. In design, there were 117 and 99 students who were generally satisfied and students who were satisfied, accounting for 39% and 33% respectively, and some were completely dissatisfied. Compared to 0. 67%, 8. 33% were less satisfied and 19% were very satisfied. When it came to satisfaction that stimulates an interest in personal learning, design courses based on traditional architectural design generally had the highest percentage of people who were satisfied and satisfied. , 104 and 105, accounting for 34. 67% and 35%, respectively, who were completely dissatisfied. 1% was not completely satisfied, 8% were not very satisfied, 21. 33% are very satisfied. In the comprehensive ability training of the design course focusing on traditional architectural design, 111 people were satisfied with 37% in total, 103 were generally satisfied with 34. 33%, and completely dissatisfied with 1%. 7% were not very satisfied and 20. 67% were very satisfied.

Design courses focused on traditional architectural design were most satisfied with the teaching methods of theory and practice, with 119 students accounting for 39. 67% and 92 students accounting for 30. 67%, completely satisfied. Dissatisfied 1. 33%, dissatisfied 7. 00%, and very satisfied 21. 33%. Satisfaction with the “problem-oriented" education method of the design course was 124 people, 41. 33%, followed by 78 people. Generally, 26% are satisfied, 1. 33% are completely dissatisfied, 5% are not very satisfied, and 26. 33% are very satisfied.

In the data frequency results of questions 6-13, which mainly focus on the students' satisfaction with the general teaching courses mainly in professional foundation courses, the percentage of "not very satisfied" is relatively high. In contrast, the frequency of "not very satisfied" is lower in questions 14-31, which mainly focus on students' special design-oriented courses with traditional architectural design, and the frequency of "satisfied" is relatively low, indicating that there are aspects in the universal basic courses that need improvement. Especially in the professional basic courses (such as architectural drawing, introduction to architecture, basic architectural art expression, etc.), "not satisfied" is relatively high in terms of stimulating own interest and interaction with teachers in class. Regarding the personal interests of the professional basic courses mainly based on universal teaching courses, 3. 33% are completely dissatisfied, 15% are very dissatisfied, 45. 67% were generally satisfied, 24. 33% were satisfied, and 11. 67% were very satisfied. However, in the special course-oriented design mainly based on traditional architectural design, 1% are completely dissatisfied, 8% were very dissatisfied, 34. 67% were generally satisfied, 35% were satisfied, and 21. 33% were very satisfied. In a specialized basic course, mostly the logic of theory and the principle of knowledge, the course had a certain degree of difficulty in stimulating the interest of a person. In the special-oriented courses based on architectural design, they were mainly based on practical research, and students were learning architectural theory. Students could learn the theory of architecture and at the same time understand and recognize the history and form of ethnic architecture. And in the design, the students themselves mainly understood the building. The interpretation of, can enable students to design their own more recognized buildings, although there were some unreasonable, but could greatly stimulate the individual's interest in special-oriented architectural design, thereby increasing the teaching effectiveness of the entire course.

The results of the comprehensive expert interviews show that the terms "talent training", "practical teaching", "traditional architectural techniques" and "traditional architectural culture" appear more frequently. Among them, experts who mainly focus on practical teaching mainly think that practical teaching could increase the understanding and knowledge of theoretical knowledge, and established an innovative integration of social and technical attributes of traditional architecture culture, combine the social and technical aspects of architecture, and make it dominant and decisive, and integrate "nurturing talent" and "nurturing people" in ethnic institutions. The basic strategy for the future wass to synchronize the development of "nurturing talents" and "nurturing people".

Therefore, in view of the expert opinions and the contents discussed in this paper, the following aspects of research were established: 1) exploring diversified teaching objectives, 2) constructing an education system of ethnic architecture culture, and 3) constructing an architectural teaching management model based on ethnic architecture culture. And the curriculum reform of Architectural Design 3 (national level course) would used as a template for practical teaching.

5. Discussion

After a long history of China, architectural design from traditional architectural design to modern architectural design was mainly influenced by Chinese traditional culture, technology, humanities and art. In fact, both the development of architectural education system in China and the evolution of architectural education system in other countries had experienced an evolution process from spontaneous to conscious, and the role of architecture has become more diversified, which not only has basic material functions, but also meets the requirements of human emotions, needs and activities. It was precisely because of these objective needs of human society that the all-round development of architectural education had been promoted directly or indirectly, and specific rules and systems had been gradually formed in the teaching practice of architectural education. Although this system might not perfect, as alternatived, it reflects that Chinese architectural education, especially traditional architectural education, should be combined with educational management. This imperfect architectural theory system in China was bound to look for it from traditional villages with a long history in China, while absorbing the experience of architectural education system in other countries.

Ignore the diversified characteristics of educational practice. The essence of multicultural architecture education was to seek common ground while reserving differences, and the directivity brought by universal architecture education and general architecture education brought by special architecture education would achieved the requirements and effects of seeking common ground while reserving differences after being combined. The research on the combination of universality and special orientation was the diversified theoretical knowledge and multicultural cognition produced by the nation in a pluralistic environment, and it was the construction of inheriting national history and cultural values.

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