Retraction

Retraction: Reform of Perspective Teaching Method of Environmental Art Design Major in Colleges and Universities Based on Big Data (J. Phys.: Conf. Ser. 1992 022047)

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This article has been retracted by IOP Publishing following an allegation that raises concerns this article may have been created, manipulated, and/or sold by a commercial entity. In addition, IOP Publishing has seen no evidence that reliable peer review was conducted on this article, despite the clear standards expected of and communicated to conference organisers.

The authors of the article have been given opportunity to present evidence that they were the original and genuine creators of the work, however at the time of publication of this notice, IOP Publishing has not received any response. IOP Publishing has analysed the article and agrees there are enough indicators to cause serious doubts over the legitimacy of the work and agree this article should be retracted. The authors are encouraged to contact IOP Publishing Limited if they have any comments on this retraction.

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Reform of Perspective Teaching Method of Environmental Art Design Major in Colleges and Universities Based on Big Data

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1. Introduction

With the continuous reform and development of the education system, many colleges and universities often need to apply the corresponding basic knowledge before the study of specialized courses. The major of environmental art design in colleges and universities is characterized by abstraction. Therefore, it is necessary to use reasonable teaching methods to improve students' cognition of aesthetics to better optimize the design of natural environment. However, because the teaching content of perspective is boring, it will affect students' learning enthusiasm [1-3]. Therefore, how to reform the teaching method of perspective is one of the important issues for college teachers to think about. Perspective teaching method can enhance the three-dimensional sense of artistic design to a greater extent, enabling students to carry out artistic design through perspective visual effect and finally improve the overall design level.

2. Optimization strategy of perspective teaching method for environmental art design major

2.1. Clearing teaching content and emphasizing teaching objectives

In the teaching of perspective course, teachers should show students the importance of perspective to the study of environmental art design major and explain its teaching objectives to carry out teaching in a more targeted way in the subsequent teaching, which may greatly mobilize students' learning enthusiasm. The theoretical content contained in perspective teaching materials is very complex and...
professional. Therefore, when explaining various terms, it is necessary to use relevant cases in art
design to teach them in combination to improve the immediacy of professional terms and facilitate
students' understanding. Secondly, for nouns with similar meanings, teachers should compare and
explain them in the form of lists to prevent students from confusing professional nouns. At the same
time, students should try their best to understand and digest what they have learned in class so as to
reduce the time burden after class.

In addition, when studying the content of perspective, teachers should select and summarize the
knowledge points according to the key teaching points of environmental art design major so that
students can better apply the theoretical knowledge they have learned into art design to improve their
ability to apply what they have learned into practice. For example, when learning professional terms
such as parallel perspective, angular perspective and oblique perspective, teachers can combine cases
of landscape form design in environmental art design to enhance students' understanding ability of
learning professional terms and lay a good theoretical foundation for subsequent courses of
environmental art design. The principles of color perspective and vanishing perspective should be
decomposed in detail in the teaching of perspective courses to improve the aesthetic feeling of art
design, facilitate the teaching of rendering techniques of environmental art design courses and
strengthen the learning efficiency.

2.2. Stimulate students' interest in learning
Perspective is a theoretical course, so it is inevitably boring in the process of learning. In order to
better mobilize students' learning enthusiasm, teachers should start from students' interest and use the
things that students are interested in to conduct the teaching of perspective courses, thus improving the
quality of classroom teaching. For example, teachers can show and evaluate students' excellent works
in class and give corresponding rewards to better enhance students' confidence in learning. Through
the active guidance of teachers, students can design more excellent works through the study of
perspective courses while students' sense of competition and interest in learning will also be improved.
In addition, in order to enhance the interest of perspective courses, teachers can also introduce classic
works of art when explaining a certain content to expand students' knowledge scope and enhance their
interest in learning perspective courses. For example, when teaching the relationship between
perspective and space transformation, the famous painting "the last supper" during the Renaissance
can be explained to enhance the teaching. In this famous painting, the expression characteristics of the
figures can be fully displayed by using the method of parallel perspective. Pozzo, the painter, adopted
the principle of inclined plane perspective in his painting of the Roman Church. He changed the angle
of the internal space of the church to make it appear larger and more majestic, as shown in Figure 1:

![Figure 1. Three-point perspective.](image-url)
The introduction of a series of famous paintings can better stimulate students' senses, change the boring nature of perspective, stimulate their interests in learning and eventually improve the quality of learning.

2.3. Teachers teach in a variety of ways
In order to better improve students' views on the perspective course, teachers should strive for the diversification of teaching methods in the teaching process so that students can appreciate the artistic aspects of perspective from different teaching forms. For example, showing the effect of perspective principle on art design by courseware can let students have a more intuitive feeling; At the same time, explaining the theoretical knowledge involved by means of a concise frame listing can make students grasp the teaching content faster. Secondly, in order to improve the vitality of perspective courses, teachers can also explain some obscure problems through teaching tools to promote students' understanding. For example, when explaining concepts such as parallel perspective and angular perspective, teachers can place transparent paper in front of the cube to form perspective effect in order to facilitate students to observe and understand its formation effect. In addition, during the teaching process of perspective course, interaction between teachers and students should be strengthened while the teaching method integrated teacher's theory teaching with students' feedback display should be adopted to improve the two-way interaction of perspective course teaching, which can better optimize the teaching structure, as shown in Figure 2 below:

![Parallel perspective](image)

**Figure 2.** Parallel perspective.

Finally, it is also a novel way of teaching to carry out discussion and communication between teachers and students or students. Through the professional analysis on the theoretical knowledge of perspective, students can better deepen their understanding of perspective. At the same time, students can also compare their learning results and learn from each other. The study and internalization of perspective can improve the value of perspective to environmental art design major and promote students' design level.

3. Conclusion
In a word, the teaching of environmental art design is very abstract. It is necessary to teach basic theoretical knowledge with the help of perspective in order to improve students' understanding ability so that students can have a preliminary understanding of environmental art design. Perspective is an
art language, which can elaborate art design more comprehensively through multiple forms of expression. The present teaching methods of perspective, however, still exist many deficiencies in the process of utilization. Therefore, it is required that teachers should combine the advanced technology of modern society to optimize teaching methods, which can make the environment art design major taught in a better way. Thus, we can stimulate students’ interest in learning and promote the development of environmental art design.

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