

Practical Pathways for Course Education in Higher Vocational Colleges under the Background of Ideological and Political Education

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ABSTRACT

Under the profound guidance of the "Three-Whole Education" concept, this paper conducts an in-depth exploration of how the Garden Building Design Course in vocational colleges of landscape gardening becomes an important practical approach for educating students. With its unique professional features and clear educational goals, this course not only imparts professional knowledge but also ingeniously integrates ideological and political elements, comprehensively optimizes the teaching design, and perfects the evaluation system, firmly undertaking the fundamental mission of moral education and talent cultivation.

KEYWORDS

Three-whole education, Garden building design; Curriculum teaching research

It is only when ideological and political work is deeply implanted in every link of education and teaching that the grand goal of whole-process and all-round education can be ensured^[1]. As an important base for cultivating high-quality technical and skilled talents, higher vocational colleges have a direct bearing on national development and social progress through the quality of their education^[2]. The "Three-Whole Education" is both a practical necessity for the ideological and political work in higher vocational colleges to adapt to the development of the times and a driving force for further improving quality and enhancing efficiency^[3]. Landscape architecture is a comprehensive discipline that requires high standards of professionalism, creative thinking, and practical skills from students^[4]. Furthermore, the Garden Building Design Course is a required course for students majoring in environmental art design and landscape architecture, which not only requires them to have solid professional knowledge and skills, but also aims to cultivate their good professional ethics and moral character. Therefore, this paper aims to integrate ideological and political elements into the Garden Building Design Course of vocational colleges, thus promoting the implementation of high-quality course-based ideological and political education in applied universities, with the hope of providing reference for vocational colleges in cultivating talents for China's modernization.

1 The Objectives of Teaching and Education in Garden Building Design Course

1.1 Educational objectives

During the teaching process of the Garden Building Design Course, great importance is attached to cultivating students' active learning ability. By integrating teaching methods such as case analysis

and project practice, students' comprehension and application ability of professional knowledge are strengthened. Simultaneously, the course focuses on inheriting and promoting the excellent traditional Chinese culture. Through the interpretation of the design concepts, construction techniques, and cultural connotations of traditional garden building, students' understanding of national culture, craftsmanship, and customs is deepened, and their consciousness and confidence in cultural inheritance are enhanced.

1.2 Teaching objectives

The Garden Building Design Course at Hainan Vocational University of Science and Technology adopts a teaching approach that combines theory with practice. Through practical garden building design, it comprehensively shapes students' professional capabilities in landscape architecture.

The Garden Building Design Course is closely linked to the training objectives, graduation requirements, and ideological and political education in the course. It focuses on the three major dimensions of knowledge, ability, and quality, guiding students to understand the current situation of carbon neutrality and ecological and environmental protection[5]. This course precisely divides the teaching objectives into three major dimensions: knowledge objectives, skills and ability objectives, and moral education objectives, and fully implements them in the subsequent teaching process to ensure the attainment of the teaching objectives (Table 1).

Table 1 Teaching objectives of Garden Building Design Course

Teaching objectives	Concrete path
Knowledge Objectives	Understand the development process and basic knowledge of garden building. Familiar with common garden building design procedures, techniques and industry standards. Master the scheme design methods of garden building monomer and small pieces. Learning the latest design trends in the field of garden building design. Proficient in the design methods, ideation process and drawing steps of several types of garden building. Proficient in drawing techniques of garden building schemes, including plane, elevation, section and perspective, in line with drawing standards.
Competency Objectives	Have the ability to read complex garden building construction drawings and draw basic construction drawings.
Moral Education Objectives	Stimulate students' enthusiasm for their major studies and cultivate their sense of dedication to their profession. Cultivate students' diligent and dedicated work attitude. Develop students' ability to identify, analyze, and solve problems.

2 Integration of Ideological and Political Elements into Professional Education

This course is designed with the educational and teaching objectives of landscape building in mind, carefully crafting teaching projects and skillfully integrating ideological and political elements into various teaching stages, aiming to achieve dual educational goals of knowledge transmission and value guidance, and realizing the organic integration of professional education and ideological and political education^[6].

2.1 Concept and Development of Garden Building

This chapter aims to delve deeper into the essence, core concepts, and unique features of garden building. By dissecting the conceptual framework and historical evolution of garden building in detail, it reveals the logic of transformation and the style characteristics of garden building under

different social and cultural backgrounds.

In the teaching process, special emphasis is placed on the unique status of garden building as an important carrier of Chinese excellent traditional culture, guiding students to delve deeply into exploring how to inherit the traditional essence while reasonably integrating modern design concepts, thus injecting creativity into contemporary garden building design. At the same time, by introducing historically representative garden building masterpieces and their cultural background, the course aims to stimulate students' sense of historical and cultural responsibility, making them realize that garden building design is not only the inheritance of skills, but also the fulfillment of cultural mission.

2.2 Distribution and Style of Garden Building

This chapter will conduct an in-depth analysis of the distribution patterns and distinctive style characteristics of garden building in different geographical regions. Specifically, it encompasses the architectural styles and features of royal garden and private garden in the Yellow River Basin, those in the northern region, and those in the southern region.

In the teaching process of integrating ideological and political education elements, the unique style of each region's garden building is explained to guide students to understand the profound influence of regional culture on garden building design. At the same time, the principle of harmonious coexistence between garden building and natural environment is emphasized to guide students to implement the concept of ecological protection in their designs.

2.3 Design Methods of Garden Building

This chapter focuses on the design strategies and spatial organization principles of the various elements of landscape architecture, with the aim of enabling students to master the basic techniques, group composition strategies, and economic and technical evaluation indicators of landscape architecture design.

During the teaching process, students are actively encouraged to exert their innovative thinking and have the courage to explore novel design concepts and technical approaches. Through detailed case analyses, practical project exercises, and other means, students' practical abilities and innovative thinking are effectively enhanced. Simultaneously, it is emphasized that garden building design is a process of teamwork. Through practical projects, students' cooperative spirit and communication abilities are cultivated, enabling students to learn to collaborate and grow together in practice.

2.4 Design of Small Garden Ornaments

Small garden ornaments, as a critical element in the constitution of garden landscapes, encompass a wide variety of types such as pavilions, terraces, towers, bridges, corridors, and gazebos. This chapter will systematically present the design principles, methods, and distinctive functions of these ornaments within garden landscapes.

Through in-depth analysis of the design principles and artistic manifestations of small garden ornaments, students are guided to pay attention to the needs and feelings of users, thereby fostering their aesthetic appreciation and humanistic care literacy. During the teaching process, the significance of detail design will be emphasized, exercising students' meticulous observation skills and patience. Finally, by analyzing practical design cases, students can profoundly understand the decisive influence of detail handling on the overall landscape effect, thereby improving their design practice ability.

2.5 Design of Individual Garden Building

The design of individual garden building, as the core aspect in the domain of garden construction design, encompasses multiple facets including architectural structure, spatial layout, and material selection. This chapter will systematically expound the core principles and efficient approaches of the design of individual garden building.

During the teaching process, significant emphasis is laid on the importance of environmental protection concepts and sustainable development strategies, guiding students to conduct in-depth exploration of the environmental performance of construction materials and the efficient utilization of energy. Through analyzing the exquisite craftsmanship and meticulous construction standards of garden building, this course aims to cultivate students' craftsmanship spirit and pursuit of excellence.

3 Design of Teaching Evaluation

Teaching evaluation encompasses the clarity of knowledge imparting, the effectiveness of ability improvement, and the degree of realization of the moral education function^[7]. The Garden Building Design Course at Hainan Vocational University of Science and Technology mainly focuses on practical training teaching. Based on the practical training projects, the teaching evaluation of the course includes the evaluation of teaching effect and educational effect. The specific evaluation criteria are shown in Table 2 as follows.

Table 2 Standards for Evaluating the Effectiveness of Course-Based Education

Course Training Projects	Evaluation of Teaching Effect	Evaluation of Educational Effect
Schematic Design of Small Garden Ornaments	The design is functional and aesthetically pleasing.	Be people-oriented, pay attention to social demands, explore professional and vocational values, attach significance to the importance of details, and cultivate students' meticulousness and patience.
Plane and Environment Design of Garden Building	Conforming to ergonomic standards, the structure is expressed clearly, and the drawings are standardized and tidy.	
Garden building monomer plane and environment design	The functional zoning of the site, building layout, circulation arrangement, and spatial layout are clearly and rationally defined.	Take the initiative to think, possess an innovative consciousness, and cultivate design thinking; possess an ecological and environmental protection consciousness, and cultivate a sense of social responsibility.
Section and Facade Design of Garden Building	The internal spatial dimension of the building is rational and closely combined with the building function, and the vertical circulation is distinct. The form is in consistency with the internal space, architectural volume, architectural details, and facade form, and is aesthetically pleasing.	
Appearance and Effect Design of Garden Building		
Drawing Expression Standardization	The engineering drawings comply with the drafting norms and are in accordance with the design scheme. The typesetting is aesthetically pleasing, the textual expression is clear, and the key points are prominently presented.	Standardize drafting to cultivate students' craftsmanship spirit and meticulous attitude.
Layout Design		Possessing logical thinking and aesthetic criteria, and proactively pursuing the quality of the work.

4 Conclusion and Prospect

This paper based on the educational concept of "Three-Whole Education", clarifies the educational orientation of the Garden Building Design Course in higher vocational colleges. Through optimizing the course content, innovating teaching methods, strengthening the practical teaching links and improving the evaluation system, the ideological and political education elements are ingeniously integrated into the professional courses, effectively fulfilling the fundamental task of fostering virtue through education.

In the future, the higher vocational colleges should further explore the integration points of professional courses and ideological and political education, reinforce the construction of ideological and political education in courses, and constantly promote the development of the educational work of the Garden Building Design Course in vocational colleges, striving to achieve more remarkable educational outcomes.

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