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Analysis on the Path of Teaching Reform of Floriculture Course in Colleges and Universities under the Background of "Internet +"

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Abstract: With the in-depth reform of labor education, the teaching of the Floriculture course in colleges and universities should be further optimized. Teachers need to actively introduce new educational concepts and teaching methods to better arouse college students' interest, strengthen their understanding and application of the knowledge they have learned, and improve the effect of talent cultivation. As a popular educational auxiliary tool at present, Internet technology can greatly enrich the content of the Floriculture course teaching in colleges and universities, expand the path of talent cultivation, and play a significant role in promoting the all-round development of college students. In view of this, this paper will analyze the teaching reform of the Floriculture course in colleges and universities under the background of "Internet +" and put forward some strategies, which are only for reference by colleagues.

Keywords: Internet +; Colleges and universities; Floriculture; Teaching reform

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1. Significance of the teaching reform of the Floriculture course in college and universities under the background of "Internet +"

1.1. Conducive to enhance the appeal of the course

Under the background of "Internet +", the teaching forms of the Floriculture course in colleges and universities will become more abundant and diverse, and the efficiency of teaching reform will also be greatly improved. By introducing Internet resources into the teaching of the Floriculture course, the appeal of the course knowledge to college students can be significantly enhanced, enabling them to participate more actively and proactively in the exploration of the Floriculture course knowledge, thereby improving the teaching effect of the Floriculture course [1]. At the same time, the teaching of the Floriculture course in colleges and universities under the background of "Internet +" will be more interesting, allowing college students to understand the course knowledge more intuitively and vividly, which plays an important role in promoting the improvement of their learning ability and the stimulation of their learning interest.

1.2. Conducive to improving the timeliness of teaching

When carrying out the teaching reform of Floriculture in colleges and universities, we should ensure the effective implementation of teaching content, so that college students can not only master the knowledge of the Floriculture course but also develop good professional qualities and moral character, which is also the basis for realizing the educational goal of fostering virtue through education [2]. For this reason, we should be good at leveraging the advantages of the Internet, and on this basis, innovate and optimize the previous teaching forms of the Floriculture course in colleges and universities, improve the timeliness and scientificity of the teaching reform work, and provide college students with more high-quality Internet resources, cases, and projects. This is of great significance for the long-term development of college students in the future.

1.3. Conducive to enhancing the flexibility of education

From the perspective of course teaching, many teachers often adopt the indoctrination method to carry out educational activities when teaching the Floriculture course. This will lead some college students to have resistant attitudes, which is not conducive to improving the effect of teaching reform. By introducing Internet technology into the Floriculture course classroom, the flexibility of the teaching reform work can be greatly enhanced. Teachers can use micro-courses, media videos, and other forms to further expand and innovate the current teaching path of the Floriculture course, which can greatly enrich the content of the teaching reform work [3]. In addition, combining the educational resources on the Internet can significantly enhance the attractiveness of the Floriculture course knowledge, help college students better focus their attention in class, thereby helping them find a more efficient learning approach and improving the effect of talent cultivation.

2. Analysis of the current teaching situation of Floriculture curses in colleges and universities

2.1. Rigid teaching reform models

Currently, when some teachers conduct Floriculture teaching in colleges and universities, they fail to properly integrate Internet technology. In class, they often focus most of their energy on explaining theoretical knowledge, rarely combining it with case studies, projects, or other analytical approaches. The underutilization of high-quality online educational resources significantly hinders college students' ability to understand the course content [4]. Additionally, few teachers effectively expand or update the textbook content, leading to a disconnect between the Floriculture knowledge students acquire and the actual demands of future jobs, this is unfavorable for their subsequent employment. Furthermore, rigid teaching reform models struggle to stimulate students' sense of innovation and exploration interest; in some cases, they even induce feelings of resistance or aversion, which impairs students' learning efficiency.

2.2. Inactive cooperation with enterprises

Against the backdrop of "Internet +", to further improve the teaching effectiveness of Floriculture courses, it is essential to attach importance to the integration of enterprise resources, as this can greatly enhance the quality of Floriculture teaching. However, in actual teaching reform practices, many enterprises are unwilling to accept college students. The primary reason is that students lack the professional skills and vocational qualities required for corresponding positions. As a result, when students enter enterprises, they often feel overwhelmed and struggle to handle practical tasks [5]. At the same time, some college students have a weak sense of professionalism and lack perseverance in their work. They tend to retreat or feel intimidated when facing

difficulties, which indirectly increases enterprises' practical training costs, this is another key factor contributing to enterprises' inactive attitude toward cooperation.

2.3. Weak teaching staff

At present, when many colleges and universities recruit Floriculture teachers, they often prioritize candidates' academic qualifications as the main evaluation criterion, while paying insufficient attention to factors such as candidates' understanding of the floriculture industry, practical teaching capabilities, labor education literacy, and professional ethics. This significantly hinders the improvement of the overall quality of the Floriculture teaching team [6]. Moreover, few current teachers analyze the development status of the Floriculture discipline, and they have limited knowledge of the common software, management concepts, and equipment used in tourism-related enterprises (note: the connection between "tourism enterprises" and "Floriculture" may require further clarification based on the original context; the translation retains the original wording). This largely increases the difficulty of their subsequent Floriculture teaching work and is not conducive to improving the effectiveness of talent cultivation.

3. Teaching reform paths for college Floriculture courses under the "Internet +" background

3.1. Using micro-courses for introduction to stimulate students' interest

Under the "Internet +" background, to further enhance the teaching effect of Floriculture courses, we should emphasize the importance of pre-class introduction, as this lays a solid foundation for the subsequent implementation of Floriculture teaching activities. Generally speaking, a high-quality pre-class introduction can significantly improve the effectiveness of Floriculture teaching, helping students focus more on the class content, which is of great significance for improving their learning efficiency [7]. In traditional Floriculture teaching, few teachers paid attention to this link; they often asked students to read the textbook independently before class and then directly explained and analyzed the knowledge involved. This approach easily leads to difficulties in understanding and lack of concentration among students. Therefore, when conducting Floriculture teaching, we can try to leverage Internet technology and introduce micro-courses into pre-class introduction. This helps students better focus on the classroom knowledge and thereby lays a solid foundation for the subsequent development of Floriculture teaching activities.

3.2. Incorporating media videos to enrich teaching content

An analysis of textbooks for the Floriculture course in colleges and universities reveals that much of the knowledge in these textbooks is characterized by a certain degree of abstraction and theoretical nature. Meanwhile, due to the limited space of textbooks, the introduction of some knowledge points is incomplete. This will largely hinder the improvement of teaching effectiveness in the Floriculture course and is not conducive to college students forming a more comprehensive knowledge system of the course [8]. Additionally, in the traditional teaching of the Floriculture course, few teachers can reasonably use Internet technology for auxiliary teaching, and there is insufficient integration of high-quality online resources. This also acts as an obstacle to the teaching effectiveness of the Floriculture course. Therefore, when promoting the teaching reform of the Floriculture course, we can try to leverage media videos: search for video resources related to Floriculture teaching on the Internet, and then present them to college students via multimedia devices. This approach can effectively expand the teaching content of the Floriculture course.

To enhance the depth of understanding of Floriculture knowledge among college students with different academic levels and learning needs, we can classify students into different groups before selecting videos. This ensures that media videos play a greater role in the teaching of the Floriculture course. By introducing more media videos that align with students' learning needs, the teaching content of Floriculture can be greatly enriched, and students' course knowledge system can become more comprehensive and rational. This will significantly promote their subsequent learning of more advanced Floriculture knowledge.

3.3. Building a self-learning platform to cultivate self-learning habits

To improve the teaching effectiveness of the Floriculture course, teachers should attach importance to cultivating and developing college students' self-learning ability. Guiding students to form good habits of knowledge exploration can enable them to participate in the preview and review of Floriculture knowledge more efficiently and reasonably, which is of great significance for enhancing students' mastery and application of Floriculture course knowledge [9]. In traditional Floriculture teaching, few students can conduct effective review and preview based on the knowledge they have learned. The main reason is that they lack a scientific and efficient auxiliary platform for self-learning. In the past, when students studied Floriculture knowledge independently, if they encountered problems, it was difficult to solve them in a timely manner. This not only affects the efficiency of their self-learning but also subtly undermines their confidence in self-learning, thereby hindering the formation and development of good self-learning habits.

In view of this, teachers can combine the actual situation of their own universities and use Internet tools to build a more scientific, reasonable, and efficient auxiliary self-learning platform for college students [10]. Creating an Internet-based self-learning platform allows students to solve various problems encountered in independent learning more efficiently and promptly. When students encounter bottlenecks in self-learning Floriculture knowledge, they can upload their questions to the online platform and then resolve them effectively with the help of classmates and teachers. This lays a solid foundation for their subsequent self-learning activities [11].

3.4. Conducting reasonable teaching evaluation to address teaching issues

Against the backdrop of the "Internet +" era, to improve the teaching effectiveness of the Floriculture course, we not only need to continuously enrich the content of teaching reform and expand the paths of teaching reform but also optimize teaching evaluation to ensure its rationality and scientificity. Only in this way can teachers better address the problems existing in Floriculture teaching [12]. Therefore, we can design different evaluation criteria based on the actual situation of college students to ensure the objectivity, scientificity, and effectiveness of evaluation activities. For example, for students with an insufficient grasp of theoretical knowledge, the focus of evaluation can be placed on basic course knowledge to promote the accumulation of their course knowledge. For average-performing students, in addition to assessing their mastery of basic course knowledge, we can guide them to analyze practical cases, helping them acquire more professional skills [13]. For students with a solid foundation in basic knowledge and active thinking, the evaluation can focus on their mastery of professional skills, divergent thinking ability, and problem-solving ability. By providing them with practical cases and projects, we can assess their mastery of Floriculture knowledge, skills, and the current status of the industry. Subsequently, teachers can further optimize the teaching model of the Floriculture course based on the evaluation results to ensure the effectiveness of talent cultivation [14].

3.5. Enrich course materials and improve knowledge systems

In the process of carrying out the teaching reform of the Floriculture course, the role of teaching materials

cannot be ignored. High-quality teaching materials can significantly improve the efficiency of the Floriculture course teaching. To this end, we can select suitable supplementary teaching materials for college students at different levels by combining their needs with Internet technology. This ensures in-depth alignment between college students and the course knowledge, and provides support for their long-term development [15]. When selecting Internet-based educational resources, we should integrate into them certain skills and concepts that are beneficial to college students' future development, so as to improve their knowledge system of the Floriculture course. At the same time, teachers can use Internet technology to access information such as the development status of tourism-related enterprises and industry development trends. This enables further expansion of the teaching content of the Floriculture course, helps college students further improve their own knowledge systems, and enhances the effectiveness of talent cultivation.

4. Conclusion

In conclusion, to further enhance the teaching effectiveness of the Floriculture course, we can start from aspects such as skillfully introducing micro-lessons, incorporating media videos, building self-study platforms, conducting reasonable teaching evaluations, and enriching the content of the course materials. In this way, we can imperceptibly elevate the teaching of the Floriculture course to a new level.

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Disclosure statement

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