

Research on the Reform Strategy of Integrating Labor Education into Landscape Design Curriculum

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Abstract: With the development of the new era, the concept of three-whole education has put forward a requisite where teaching must begin from the current state of student labor, integrate labor education into subject teaching, and cultivate and improve students' awareness of labor through practice and guidance. In this paper, the importance of integrating labor education into landscape design courses and the current state of integration are discussed. On this basis, the reform strategy of integrating labor education into landscape design curriculum is explored, laying a foundation for a better implementation of labor education.

Keywords: Labor education; Landscape design; Curriculum reform; Teaching strategy

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1. Introduction

The government has repeatedly advocated at important meetings that it is necessary to strengthen the promotion of labor spirit among students and educate students to respect labor, admire labor, and understand labor. Students can create life through labor as they grow. Building a labor model with all-round development (morality, intelligence, physique, aesthetics, and labor) and forming a more scientific talent training system would contribute to this effort. Therefore, all levels of education in China have begun paying more attention to labor, regarding labor education as important educational content, and integrating it into subject teaching to promote the smooth development of labor education. Combining the characteristics of each discipline allows the establishment of a more optimized labor education model.

2. Necessity of integrating labor education into landscape design curriculum

Under the comprehensive promotion of three-whole education and quality education, the reform of ideological and political education has begun nationwide, increasing the requirements for students' comprehensive quality. Labor education is an important part of quality education. At present, labor education in China is carried out in primary and secondary schools, with hardly any vigor and practice. College and university students will soon engage in social labor. If their labor awareness and ability are lacking, their adaptation to society will be affected, leading to the marginalization of labor awareness in their thinking.

Colleges and universities are important institutions that supply high-quality and high-skilled talents to society. The development of labor education is conducive to the cultivation of high-quality talents and the

improvement of students' comprehensive abilities. Through labor education, students will cultivate a sense of responsibility and cooperation, labor habits, and a hard-working spirit. Not only does education cultivate students' labor skills and enable them to work and love labor, but also cultivates students' labor spirit and the craftsmanship spirit of excellence, enhances their creativity, strengthens their labor quality and skills, and creates a better future for students.

However, judging from the current development of labor education in art courses, the effect is inapparent. Most landscape design works are performed outdoors at relatively remote construction sites. As the environment is completely different from the learning environment of students, there are relatively high requirements for the cultivation of students' labor ability and hardworking spirit. Through arduous labor training, it is possible to cultivate the spirit of hard work in students. College and university students are easily influenced by the internet and lack awareness of labor learning. Even in professional courses, they do not take classes seriously or study in detail ^[1]. Therefore, cultivating students' habits of thinking, communicating, and asking questions is a major challenge. If we do not pay attention to the cultivation of students' awareness of labor and labor ability when teaching, students will not learn to love labor and may even behave lazily. Therefore, in colleges and universities, it is necessary to strengthen the cultivation of labor awareness and ensure the labor ability of students.

3. Analysis of the current situation of labor education in landscape design curriculum reform

3.1. A need to optimize the form of labor education

Landscape design is one of the contents of art courses. In the teaching of landscape design, teachers mainly emphasize the cultivation of students' design ability and artistic innovation abilities. However, landscape design is slightly different, as students are required to have a certain labor practice ability to participate in on-site construction, thereby raising the standards for students' labor ability. However, judging from the current development of labor teaching, labor education pays too much attention to the cultivation of artistic innovation but little to the development of students' labor abilities. As a result of the single-minded education, the creativity of labor and the arrangement of labor practice is insufficient. It is difficult to cultivate students' labor awareness and labor ability, thus affecting their interest in labor when studying.

3.2. Severe generalization of labor education

In the development of landscape design work, it is necessary to integrate the content of curriculum ideological and political education, build a professional curriculum system in art design, and emphasize the development of teaching practice based on professional skills and professional knowledge, supplemented by humanities and aesthetic education. In the current teaching of landscape design, most of the teaching contents are based on project introduction. Although labor education has set the requirements for craftsman spirit and other relevant labor literacy, the implementation effect is relatively weak ^[2]. There is no difference from other professional labor activities. It is similar to ideological and political education and lacks targeted education content of labor education.

3.3. Absence of a scientific evaluation mechanism

In order to strengthen the assessment of students' ability for landscape design, creative thinking-oriented content is incorporated into the assessment, responsibility awareness and design innovation are assumed as comprehensive assessment items during the training process, different assessment contents are classified according to the assessment requirements, and the proportion of comprehensive practice is relatively high, reaching about 50%. The assessment mechanism integrates a significant amount of curriculum ideological and political content and conducts a comprehensive exploration of the assessment content, items, and methods. The current professional quality assessment is aimed at the assessment of students' skills,

teamwork, and innovative spirit. It has not been integrated with labor education to introduce scientific assessment and evaluation standards. The lack of emphasis on labor in the assessment will inevitably affect students' emphasis on labor learning.

4. Reform strategy of integrating labor education into landscape design curriculum

4.1. Organize labor-themed education activities

The integration of labor education into the teaching of landscape design is neither a short-term educational model nor a strategy for coping with educational strategies. Therefore, it is necessary to ensure the regularization, normalization, and effectiveness of labor education as well as that labor education can play its due educational role. In teaching, it is necessary to organize and carry out activities to achieve the effect of educating people. According to the professional characteristics of students, a series of labor-themed activities can be carried out. For example, the school can be used in landscape content design^[3]. Students can be provided with a design theme or requested to summarize the design theme and carry out design activities based on the school site, including the scenic spots on campus, the scenic spots in different colleges, *etc.* It is necessary to ensure that the design content is consistent with the location and connotation of the scenic spot. In addition, we can organize an Educational Publicity Week, carry out activities related to the theme "Labor Creates Design Value," and provide opportunities for students to showcase their labor results through design and production or actively carry out design activities such as "I wear new clothes for my hometown" and hometown landscape design competitions. The development of labor-themed activities can help students experience the joy of labor and the fruits of labor. For outstanding works, recommendations can be made to the corresponding units. However, all design work must include outdoor field trips, effectively integrate design activities with labor work, and encourage students to participate in labor activities.

4.2. Form a targeted course content system

In essence, labor education is considered an ideological and political content of the curriculum. Hence, the content of labor education should be combined with landscape design activities. It is crucial to make full use of the training rooms in colleges and universities, integrate professional competition activities into teaching, and achieve the purpose of labor education by promoting learning through competitions. Landscape design curriculum aims at cultivating innovative and entrepreneurial thinking as well as the craftsman spirit to form a united labor education model and help students form correct views of labor. At the same time, in terms of developing labor attitudes, students need to organize landscape design courses before, during, and after labor to improve their labor awareness and ensure the efficiency of practical training. It is also important to guide students to maintain a positive working attitude and take the initiative to undertake works that are dirty and tiresome. Through the guidance of labor behavior, students should be led to participate in field inspections of projects, including garden landscape design, landscape research, and other practical activities, to optimize students' professional skills and labor ability^[4].

4.3. Cultivate students' voluntary labor consciousness

In the cultivation of relevant labor education documents in landscape design colleges and universities, the primary task is to promote the understanding of teachers and students about the connotation of labor education and guide students to realize self-education from the perspective of voluntary service. Through voluntary labor activities, students' sense of responsibility is enhanced, and labor practice becomes an impetus for students' growth. At the same time, an active volunteer service environment should be built on campus. Through its influence, students are subtly aided in forming a labor concept and students majoring in landscape architecture can give full play to their professional advantages. In addition, the development

of students' professional values can be strengthened through the Internet. For example, content with a call for voluntary labor can be uploaded on websites that students use, such as Douyin, Kuaishou, and Xiaohongshu. The release of landscape design bidding documents, landscape pruning volunteer service documents, *etc.*, through the development of these voluntary activities, can provide students with more practical opportunities and achieve better labor practice results.

4.4. Establish an ideal labor volunteer service system

In the development of labor service work, it is necessary to use voluntary service labor as the main carrier to promote the all-round development of students. Therefore, it is necessary to build a management system based on students' voluntary service to provide support for students to engage in voluntary labor work ^[5]. First of all, in the development of voluntary labor activities, a better guarantee can be achieved by strengthening the improvement of labor organizations. Colleges and universities can set up voluntary service work guidance groups, organize voluntary service programs, and cultivate more optimized voluntary service teams through voluntary service organization leadership. Secondly, in order to ensure adequate voluntary financial support, labor volunteer services also require capital ^[6]. Students themselves do not have financial resources, and the demand for financial support in landscape design colleges and universities is high. Schools can establish a voluntary service guarantee funding system and cooperation opportunities with enterprises to obtain more financial support, guarantee students' daily voluntary service trips, provide accident protection, *etc.* Furthermore, it is necessary to strengthen the implementation and improvement of policies, reinforce the legislation and policy support for education work, respond to students' voluntary service requirements, assist students in completing voluntary labor registration, insurance systems, *etc.*, as well as provide legal aid and rights protection ^[7].

4.5. Establish an ideal course assessment and rating system

The integration of labor education into landscape design leads to the modification of the original assessment and evaluation, the integration of the content of labor literacy into the literacy assessment project, and the formulation of the evaluation method, content, and weight of labor literacy, so as to truly address the problems faced by teachers and students in landscape design. The lack of attention to labor in teaching promotes the effective implementation of the labor assessment system. In the labor assessment standards, the requirements for labor literacy are as follows: ensuring the spirit of teamwork, hard work, and other aspects of spiritual quality in on-site surveys ^[8]; cultivating good study habits and making comprehensive preparations before the start of labor; ensuring that all affairs can be carried out in an orderly manner; and promoting the continuous advancement of teaching procedures. Through the guidance of assessment standards, students can form a good labor concept in course practice and effectively master labor skills ^[9].

4.6. Teachers play the labor role of teaching by precept and example

In landscape design labor teaching, teachers are the main body of labor education, so teachers need to use their values and ideology to guide and influence students. At the same time, teachers are the implementers of landscape design courses. In teaching preparation and course analysis, it is necessary to strengthen the excavation and analysis of labor elements to ensure that the teaching content of labor education can be integrated with the course environment. In the teaching of landscape design, teachers should adhere to the teaching principle of labor first and set an example of labor for students, create a strong labor education environment on campus, cultivate the correct labor concept and labor awareness among students, as well as promote the improvement of students' labor ability.

5. Integrating labor education into landscape design curriculum

5.1. Improving students' aesthetics through labor

In the teaching of landscape design, it is necessary to analyze from the perspective of art design courses. In classroom teaching, students must be guided to complete the design of landscape works through labor practice. Through specific labor activities, students are encouraged to give real and comprehensive feedback on the thoughts and creative consciousness in their minds through works and drawings. Therefore, in the learning of landscape design courses, labor process guidance is combined with the artistic beauty of landscape design, so that students can appreciate the creative needs of labor for beauty and improve their aesthetic ability.

5.2. Promoting labor innovation through labor

Labor can enhance students' subjective initiative and help students optimize their landscape design. In the teaching of landscape design, students may encounter various problems when they first engage in labor practice. Teachers must teach students how to come up with effective solutions on their own and encourage students to practice divergent thinking, expand their research ideas, and create a variety of landscape design works^[10]. For example, for garden landscape design, teachers can guide students to form different elements to express different aspects. Specifically, in the landscape design of cultural ancient cities, the Chinese garden style can be adopted to design elements such as pavilions, rockery, and overlapping water. If the effect of a simple Chinese classical garden is unsatisfactory, a variety of labor methods can be used to stimulate students' creative inspiration and ensure an ideal garden landscape creation.

5.3. Raising the level of education through labor

In the teaching of landscape design, students can be divided into different groups through the establishment of competition project content, such as the construction of multi-person cooperation groups, and through the comprehensive study of courses, making full use of design principles and design methods, as well as designing traditional cultural landscapes. In this process, students need to ensure the proper collection of preliminary data, plan conception, and management, carry out labor activities well, form more coherent labor behaviors, ensure the combination of landscape design professional knowledge and skills with labor, cultivate healthy labor education concepts, optimize the labor process, and form a high-quality talent team.

6. Conclusion

In the curriculum construction of landscape design major, it is necessary to strengthen the integration of labor education goals, promote the improvement of students' professional landscape design skills and labor literacy, cultivate students' love and respect for labor, labor spirit, and craftsman spirit, help students understand the important role of labor, and promote students' labor innovation.

Disclosure statement

The author declares no conflict of interest.

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