

# Practice and Exploration of Ideological and Political Teaching in Landscape Design Courses for Environmental Design Majors

Linye Gao\*

Chongqing Institute of Engineering, Chongqing 400000, China

\*Corresponding author: Linye Gao, 369842280@qq.com

**Copyright:** © 2024 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** To implement the fundamental goal of moral education, based on the teaching practice of landscape design courses, we explore how to integrate value shaping, knowledge transfer, and skill cultivation in the teaching links of landscape design courses in environmental design majors, such as selecting design topics, assigning tasks, researching projects, designing works, designing explanations, and defense.

**Keywords:** Course ideology and politics; Landscape design courses; Environmental design major; Teaching research

**Online publication:** July 31, 2024

## 1. Introduction

All colleges and universities, teachers, and courses bear the responsibility of establishing morality and educating people, “guarding a section of the canal and planting a good field of responsibility.” In June 2020, the Ministry of Education issued the “Guideline for the Construction of Higher Education Curriculum Ideology and Politics”<sup>[1]</sup>, which points out that curriculum ideology and politics is the fundamental task of implementing the establishment of morality and educating people, as well as shaping values, imparting knowledge, and cultivating skills. It is necessary to put value guidance in knowledge teaching and skill training to help students shape a correct worldview, outlook on life, and values; according to the characteristics and advantages of different disciplines and majors, we carry out an in-depth study of the cultivation goals of different majors, in-depth excavation and refinement of the ideological values and spiritual connotations contained in the system of professional knowledge, and scientifically and reasonably expanding the breadth, depth, and temperature of the professional curriculum<sup>[2]</sup>; pay attention to the combination of learning and thinking, the unity of knowledge and action, and enhance the students’ courage to explore and learn; focus on the combination of learning and thinking and the unity of knowledge and action, and enhance students’ innovative spirit to explore and practical skills in solving problems<sup>[3]</sup>.

## **2. The necessity of landscape design courses in environmental design majors in the course ideology and politics**

With the arrival of the 5G era, information resources are abundant, and the values of college student groups show a diversified trend. Based on the characteristics of the profession, we need to promote the education of course ideology and politics, excavate its elements, guide students to establish a correct attitude towards life in a subtle way, strengthen students' sense of social responsibility, enhance students' sense of identity and pride in the new era of China, so as to firmly establish the "four self-confidence."

Landscape design courses are the combination of science and practice of environmental design majors. With project design practice as the carrier, the teaching courses mainly include professional related design courses, such as courtyard landscape design, residential landscape design, waterfront landscape design, urban park design, and other courses. It is an important professional backbone course in the landscape design undergraduate talent training program for environmental design majors, and it is an essential course for students to comprehensively apply the knowledge they have learned, test their comprehensive ability, and improve their comprehensive quality. Emphasizing the excavation of the ideological and political elements in landscape design courses is an important part of cultivating students with solid professional knowledge, excellent professional skills, personality qualities, and correct value orientation, and delivering high-quality professionals to society and enterprises.

According to the National Standard for Teaching Quality of Undergraduate Professional Classes in General Colleges and Universities issued by the Ministry of Education in March 2018, in order to better meet the requirements of the development direction of applied professions and to achieve the goal of cultivating applied professionals, the landscape design class of the landscape design course in the environmental design major is mainly based on the completion of the landscape design work as the teaching content and assessment content. Through the excavation of the ideological and political elements in the design topic, students are guided to design landscape design works carrying the spirit of Chinese beauty education and traditional culture, cultivate design talents with cultural cultivation and ideological awareness, and subconsciously make students not only the beneficiaries but also the disseminators of the ideological and political education to promote the construction of ecological civilization and beautiful homeland. It is of special practical significance to realize "educating people with beauty and beautifying people."

## **3. The overall idea of landscape design course ideology for environmental design majors**

### **3.1. Focusing on students' interests and finding the core of the course**

Schools should be committed to not only sparking the interest of environmental design students, encouraging them to become active and engaged learners, but also integrating professional and political knowledge. Based on the school's orientation and professional characteristics, course knowledge points are selected and political elements are incorporated to educate and shape students morally. This approach ensures that students perceive the profession and political content as complementary, leading to a comprehensive development through an active learning process.

### **3.2. Integrating course ideology and politics into environmental design majors**

Course ideology and politics should be seamlessly integrated into teaching, rather than being an "addition." Effective ideological and political methods are subtle yet impactful, like salt dissolving in water. Students, as the primary focus of learning, are engaged throughout the teaching process. Recognizing that different schools and professional students have unique learning characteristics and conditions, the approach involves analyzing

the specific traits of environmental design students and selecting appropriate teaching methods. This guidance encourages students to take initiative, combining education with self-education, establishing a correct view of design and creativity, and inspiring them to consciously inherit and promote traditional Chinese culture while practicing the core values of socialism.

### **3.3. Paying attention to students' learning effect and reflecting on the effectiveness of soul building**

Teaching and learning are intertwined processes where teachers must keenly observe students' learning dynamics and monitor their learning outcomes in real time. Throughout the teaching process, it is crucial to continuously assess and analyze how well students absorb ideological and political elements. Based on real-time feedback on teaching effectiveness, adjustments to content and teaching methods should be promptly made to ensure the effective integration of ideological and political education.

## **4. Exploration of ideology and politics education of landscape design courses in environmental design programs**

The teaching links of landscape design courses for environmental design majors are generally divided into such teaching links as design selection, task assignment, project research, work design, design description writing, and defense. Each link contains a lot of political thinking elements, we should pay attention to the mining of political thinking elements in each teaching link to ensure the effective integration of political thinking into landscape design course.

### **4.1. Establishment of teaching objectives oriented to moral education**

According to the requirements of the Guiding Outline for the Construction of Civics and Politics of Courses in Colleges and Universities, it is necessary to study and carry forward the excellent traditional culture, lead students to consciously inherit the spirit of Chinese beauty and education, improve the humanistic qualities of college students, and enhance their cultural self-confidence. Under the background of course ideology and politics, it is necessary to base on the characteristics of landscape design courses for environmental design majors, integrate "craftsmanship," "patriotic sentiment," "cultural enrichment," and so on into them, and establish a curriculum based on the principles of "professional design skills + vocational ability quality + excellent personality quality + correct value orientation" as the orientation of the course of the ideological and political education goal<sup>[4]</sup>. In teaching, in order to truly implement the goal of "moral education first, human priority," the goal of moral education should be unified with professional knowledge, deeply revealing the connotation of political thinking in the project design, consolidating the students' professional foundation, broadening students' knowledge, completing students' vocational qualities, and promoting "knowledge transfer, skill cultivation, and value orientation" synergistically.

### **4.2. Emphasizing the direction of topic selection and realizing cultural inheritance**

Teachers should take into account their own research direction and students' personal interests and characteristics when selecting design topics. Considering the social, cultural, industry, and professional contexts, teachers prioritize ecological civilization and the harmonious coexistence of humanity and nature. They use the concept of sustainable development as a guiding principle to deeply explore ideological and political elements embedded in landscape design topics. These elements are seamlessly integrated into familial and national sentiments, inspiring humanism and artistic cultivation. This approach guides students in their

research and practical applications, enhancing their appreciation of traditional culture and fostering a sense of responsibility in cultural inheritance.

### **4.3. Developing a targeted mission statement based on students' personalities**

The mission statement is the lighthouse of the student project design, guiding the direction of student learning. It should be based on the talent training program, in line with the principle of teaching students according to their aptitude, according to the specific circumstances of the students, to form a targeted mission statement. From the viewpoint of the educational function of the discipline, “teaching” and “learning” should be a two-way interaction, and the two are effectively connected in order to maximize the effectiveness of education. Before the assignment is issued, through effective communication with students, we can understand their thoughts and reflections on the selected topic, discuss the humanistic connotation and practical significance as well as the focus of the selected topic, and work together to sort out the main points of the design of the selected topic. According to the students' understanding of the topic and the elements of ideology and politics embedded in the topic itself, students are guided to pay attention to cultural inheritance and solving the social focus issues, digging deeply into the humanistic feelings in landscape design, emphasizing and displaying the excellent traditional Chinese culture, enhancing the students' patriotic consciousness and cultural self-confidence, and realizing the self-inculcation and baptism.

### **4.4. In-depth research and analysis to complete the preliminary preparation in an orderly manner**

At the beginning of the project, students need to complete the design research, literature review, case study analysis, etc., to identify the design difficulties, complete the design concept, plan the research method and path, and complete the research report.

First of all, it is indispensable for students to conduct in-depth research on the design project and visit the users. In this stage, students are guided to be practical and hard-working, to explore the natural and human characteristics of the site itself and the surrounding area, to sort out the traditional culture, regional culture, and cultural resources of the site, and to consciously discover and build the awareness of inheriting the cultural lineage of the site, so that it can be integrated into the landscape design for regeneration and continuity. Through the visits to the people who use the landscape, students understand the needs of the people who use the landscape, analyze the focus of the problems that need to be solved, put themselves in the shoes of the people who need to think about how to maximize the use of the site to design a landscape that meets the characteristics of the site and the needs of the people who use the site, and solve the focus of the urgent problems, so as to strengthen the students' awareness of the responsibility and the mission to take on.

Secondly, the documentation focuses on guiding students to analyze the current status of previous research step-by-step through the study of relevant literature, so that students can learn the content of the subject, and further understand the focus and innovation of the selected topic. Through the analysis of excellent cases, students can learn the design ideas and methods of excellent landscape designers under the policy background of ecological development and sustainable development, and learn how to reflect the cultural creativity of landscape design in terms of technological innovation, responsibility, ecological energy saving, etc. Finally, students can find out the key design problems and difficulties of the previous research.

Lastly, students identify the design difficulties, clarify the design concept, analyze the research purpose and practical significance of the selected topic on cultural heritage, problem solving, etc. They also seriously analyze and practice the pre-study cognition, and plan in detail the research steps and methods to ensure that the research ideas are clear, the research methods are feasible, and the research content is detailed and in-depth.

#### **4.5. Integrating the elements of ideology and politics and completing the design work**

The design stage is mainly divided into pre-analysis, design element extraction, overall design and design analysis, detail design and special design, and respect for nature, close to nature and rational use of nature should be incorporated into the whole design process, emphasizing that “the environment is designed for people.” Students are guided to respect original design, establish design concepts emphasizing “seriousness, responsibility, rigor, and science,” and cultivate their professional ethics and craftsmanship. Pre-analysis guides students to focus on important elements such as buildings, roads, terrain, plants, landscape, etc., so that students can understand the significance of the “Green Development Concept”; guides students to take economy, ecology, and innovation as the guiding principles of design, and comply with the relevant laws and regulations according to the characteristics of the site, and based on the specific site, extract patterns that carry the cultural characteristics of the site and highlight the cultural characteristics of the site. The design elements such as pattern, color, texture, form, and other design elements that show the cultural characteristics of the site are applied to the overall design; in material selection, priority should be given to utilizing local resources, focusing on energy regeneration and green development. This approach aims to integrate modern design with regional resources, establishing the concept of “fine work, craftsmanship in the heart, character in the line.” Through this, it seeks to achieve aesthetic sensibility, scientific rigor, and excellence<sup>[4]</sup>. Within the practice of landscape design, it is essential to integrate integrity, adherence to the rule of law, and professional ethics into the design guidance. This approach helps students establish a foundation of correct professional ethics.

#### **4.6. Sorting out design ideas and writing design descriptions**

In the stage of design description writing, the main purpose is to guide students to explain why, what, and how to design, graphically and logically. In the guidance process, teachers focus on guiding students to sort out the previous design thinking and express the previous cultural implantation, demonstrate the students’ design literacy with the project design as well as demonstrates the students’ personal literacy and ideological awareness. In the process of writing design instructions, students further sublimate their ideological awareness through organizing and summarizing and reflecting.

#### **4.7. Being ready and confident in defense**

Through the learning and practice of the whole course, students are guided to be well-prepared and confident in their defense. Students are guided to have the excellent qualities of calmness, composure, self-confidence, and humility. In the defense process, we not only pay attention to the students’ professional ability, but also their ideological and cultural cultivation, strengthen the important role of value leadership, and incorporate the students’ spirit of great craftsmen, patriotism, scientific exploration, and the code of conduct into the evaluation criteria, to guide the students’ efforts to move forward.

### **5. Summary**

Landscape design courses are the main courses in the professional aspect for students majoring in environmental design in the direction of landscape, and play a pivotal role in the comprehensive cultivation of students’ personal, professional, and vocational literacy. In all aspects of course teaching, it is important to guide students to reflect on the cultural heritage, establish a correct view of design and creation, consciously fulfill the responsibility of environmental protection, and strive for the construction of beautiful homes.

## Funding

Chongqing Institute of Engineering 2024 Course Civics Demonstration Course Construction Project “Landscape Design for Residential Areas” (KC20240006)

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Sports Department, 2023, Notice of the Ministry of Education on the issuance of the “Guiding Outline for Ideological and Political Construction of Curriculum in Colleges and Universities,” viewed April 10, 2024, <https://tyb.wtc.edu.cn/2023/1123/c4797a112311/page.htm>
- [2] Mao J, Li R, 2020, Exploration of the Teaching Concept and Practice of Civics and Politics of Courses in the Context of “Three-Whole Parenting—Taking International Trade Course as an Example. *Journal of National Institute of Educational Administration*, (07): 78–84.
- [3] Liang H, 2021, Research on the Teaching Method of “Machine Vision” Course. *Journal of Electrical and Electronic Teaching*, 43(05): 112–115.
- [4] Li X, 2021, Discussion on the Teaching Strategy of Landscape Design Courses Under the Background of Curriculum Politics. *Popular Literature and Art*, (17): 153–154.

### Publisher’s note

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.