

Discussion on the Principles of Garden Art Based on The Cultivation of Innovation and Entrepreneurship Ability

-- Take Guangdong Zhaoqing University as an example

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Abstract: For rural revitalization of the construction of the background of garden art principle course reform problem, through the garden professional development situation fully research, from the teaching purpose, teaching content, teaching method, teaching evaluation improve garden art principle teaching strategy, construct "course + project + innovation entrepreneurship" "garden art principle" curriculum teaching system. The teaching system explores a new school-enterprise cooperation mode, and uses the platform of the university science and technology park to carry out various forms of forest model art principles courses in the innovation and entrepreneurship park to cultivate students' awareness of innovation and entrepreneurship. Under the background of first-class professional construction, landscape architecture needs to make comprehensive contributions to the changes of environment, culture, urban and rural areas and economy. Landscape Architecture will become a first-class major in the university, and establish a relatively complete curriculum system according to the needs of the society. How to meet the current demand of urban and rural development for professional, applied and compound high-level talents of landscape architecture is the top priority of landscape architecture teaching. Landscape architecture major has different priorities in universities with different backgrounds, but the principle of garden art has always been one of the main courses of garden teaching. The principle of garden art is an important course for the design ability training of students majoring in landscape architecture. It is an important process of applying the principle of garden art and an important means of artistic expression of landscape architecture design[1]. From the perspective of garden art principle, this paper explores how to improve the teaching of garden model from the perspective of innovation and entrepreneurship.

Keywords: Garden art principles project teaching method innovation and entrepreneurship consciousness.

1. The Significance of Garden Art Principle Under the Background of Innovation and Entrepreneurship

The change of market demand for graduates will directly affect the change of curriculum setting and teaching mode of various majors in colleges and universities, especially the current social demand for graduates innovation and entrepreneurship literacy, which will directly affect the cultivation of talents in colleges and universities. After the release of the Implementation Opinions of The General Office of the State Council on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education and Several Opinions of Guangdong Provincial Department of Education on Deepening the Reform of Innovation and Entrepreneurship Education in Higher Education in 2015, our school implemented the innovation and entrepreneurship talent training system from the three dimensions of "knowledge, ability and innovation".

According to our innovative entrepreneurial talent training goals and combined with the industry, enterprise, professional to talent quality and ability requirements, our landscape architecture professional teachers also based on their own disciplines to explore, research, reform, actively suitable for landscape architecture students comprehensive development, meet the requirements of applied comprehensive university innovation teaching mode.

(1) Garden art can solve the complex space problems in garden design. The process of design is a tortuous process of thinking evolution. The plants, architecture, road waterscape and other elements of garden design need to be guided by the garden art techniques to create a poetic garden. Although computer graphics can create the three-dimensional space effect, they essentially belong to the two-dimensional plane drawings. With the continuous refinement of the design, in order to better express the design idea from the three-dimensional perspective, the solid model has become an important tool to deepen the design content. In addition, the designer to make models, can put their ideas into the model, not only can show the future space, reflect the plane drawings cannot reflect the problem, give full play to the designer space imagination, and save experimental work time, even make the complex space problem properly solved, make the design more scientific, reliability and predictability[3]. It is easier for the spatial condition to show the designer.

(2) Garden art course is a comprehensive and innovative practice course of landscape architecture major. The garden art principle course has been opened in Zhaoqing college garden professional for many years, the students design and practice ability training has important role, but as the enterprise to student innovation ability training requirement is higher and higher, the past teaching content and methods present some shortcomings, based on the new situation and talent training target, we need to explore more effective methods to adapt to the era of students innovative

entrepreneurial ability training. This project research combined with the latest virtual reality technology, build "project + course + innovation entrepreneurship" teaching mode, hope to cultivate innovative skilled talents as the goal, to enhance professionalism, training creative thinking and cultivate creative personality as the main pulse, the professional education, practice training and creativity training organic unity of education idea, the reform of talent training mode and innovation of holistic research, design, exploration and practice.

2. Problems Existing in The Teaching of Garden Art Principle

Garden art course is the core course of architecture and garden colleges at home and abroad. This course plays an important role in students spatial thinking ability and practical ability. Most colleges and universities have specialized model machinery and garden art laboratories to make physical models to show the teaching results. The garden major of our school has opened "Principles of Garden Art" for more than ten years, and the author has found the following problems in the course teaching of "Principles of Garden Art" for many years:

(1) Traditional garden teaching is techniques for teaching, with one-sided attention to the training of garden drawings. Students image thinking ability is poor, practical ability is weak, and students learning purpose is not clear.

(2) Traditional teaching is disconnected from the development of science and technology, especially the 3D printing technology. The students trained by traditional garden teaching are only "drawing tools", which can not reflect the connotation of professional education in the new era, nor can they adapt to the needs of the development of the

era of innovation and entrepreneurship.

(3) The disadvantages of the traditional "isolated teaching" mode. Due to the strong practicality of landscape architecture, there are many drawing assignments in various courses. There is no teaching communication between teachers and too much repeated homework, which leads to the widespread mentality of students to cope with homework.

Due to the above problems, garden art is out of touch with the professional needs, and the teaching content and methods can no longer meet the needs of the course "Principles of Garden Art" for comprehensive innovation and entrepreneurship, and exploration and innovation should be strengthened in teaching content and methods and teaching modes.

3. Innovation and Expansion of The Course of Garden Art Principles Under the Background of Mass Entrepreneurship and Innovation

3.1. Teaching objective innovation

Through the teaching reform, the teaching mode of "project + course + innovation and entrepreneurship" has been constructed. Innovation and entrepreneurship have been combined with majors, enterprises, alumni resources, skill competition and practice, so as to guide students to strengthen innovation consciousness, cultivate entrepreneurial spirit and train creative ability, so as to form a good atmosphere for promoting innovation and entrepreneurship. Professional education is strengthened, and entrepreneurship education is brought into the direction of talent training, thus forming a talent training mode of "professional education + innovation and entrepreneurship education" (Table 1).

Table 1. Curriculum system related to landscape architecture major

teaching aims	Teaching grade	content of courses
Comprehensive practice	Design synthesis (Grade 4)	Garden art "project + course + innovation and entrepreneurship" training
Professional ability improvement	Design depth (Grade 3)	Landscape architecture planning and design art comprehensive training
Landscape design experience	Design Introduction (Grade 2)	Landscape architecture planning and design based on spatial experience
Spatial cognition	Design Enlightenment (Grade 1)	Basic training of space design

3.2. Innovation in teaching content

In terms of course content reform, relying on the platform of Zhaoqing University Science and Technology Park, we cooperate with model related enterprises to build project courses, mainly adding the practice module of garden model and innovation and entrepreneurship ability training module to exercise students innovation and entrepreneurship ability.

Through comparative research, the course content is redesigned, and the garden course integration module, 3D

printing model module, professional model company practice module, model entrepreneurship project management module, and garden model innovation and entrepreneurship module are added to the main courses.

The class hours have been increased from 32 class hours to 40 class hours. Construct a new course teaching system of "Principles of Garden Art" with "project + course + innovation and entrepreneurship".

(1) Organization and arrangement of teaching content

Table 2. Allocation of teaching hours

content of courses	class hour	Teaching requirements
1. Introduction to gardens	2	Be familiar with and master the concepts and categories of gardens, and understand the nature and research content of landscape architecture
2. Overview of garden aesthetics	2	Master the meaning and characteristics of garden beauty, and understand the different aesthetics of Chinese and western gardens
3 Garden landscape and visual image	2	Understand the form elements and composition of landscape, and master the visual perception law of landscape
4. Landscape art	4	Master the law of garden art layout, be familiar with landscape art processing techniques
5. Garden color composition and artistic conception creation	6	Understand the factors that constitute the garden color composition, master the method of the garden color composition, and master the concept and expression mode of the garden artistic conception
6. Composition of garden space	4	Familiar with the nature of spatial cognition and its application in landscape design
7. Landscape and Environment- -Behavior Theory	4	Understand the general content of the environment-behavior, be familiar with the environmental behavior psychology in the landscape environment and landscape design, and master the environmental cognition and spatial behavior in the landscape design
8. The elements and practices of landscape architecture	8	Master the function, type and design and application of each element of garden landscape construction
	32	

3.3. Innovation in teaching methods

(1) Interactive teaching: In the study of basic theories, teachers and students interact with each other, exchange roles to actively study professional depth problems and cutting-edge problems, adopt the combination of interactive learning and lecture learning, and vividly impart boring theoretical knowledge to students in rich case forms.

(2) Practical teaching: In the design of practical teaching, it is necessary to play the role of internal and off-campus practice bases, and implement practical teaching through specific operation and the support of social enterprise technology.

(3) Situational teaching: real scene, practical training, project and course content are completely combined, to introduce the real project into the teaching.

(4) Project teaching of simulated design company: implement project teaching method, that is, set up a design team according to the industry project standard mode, set up the model design and production content of each project, start with market research, and collect valuable model design and production reference materials. And according to the research materials, discuss the plan, the implementation plan. In the implementation process of project teaching, teachers play a role in clarifying and guiding, and control the quality of each group project. Team members worked together to complete the design and production project of the garden art model. Project group teaching can improve students' cooperation spirit, enhance communication ability, organizational ability, and then master the whole process of model design and production.

3.4. Innovation in teaching and assessment methods

(1) Diversified performance assessment: the overall innovation of the garden art project and the effect of the later

period are taken as the main evaluation basis. Combined with the project documents, patent application and team cooperation.

(2) General evaluation of the semester: students can write research reports on innovative projects, write papers, or create a physical model, and give the best score according to students' strengths.

This course is mainly set at students majoring in landscape architecture and architectural design. In teaching, students overall design ability of the program. Specifically, the ability of the model in material performance, physical production and overall grasp of space. Its teaching objectives are divided into three stages:

The first stage: the design stage of the project, the main goal is to cultivate students overall planning ability for the conception of garden art.

The second stage: the project production stage, the main goal is to cultivate the students practical ability, the cognitive ability of the sense of space and the overall use ability of garden art.

The third stage: to cultivate students innovative and entrepreneurial ability in garden art projects.

Through learning and practice, the students can understand the various techniques of garden art, master the process of various landscape construction, give full play to the spatial imagination and aesthetic ability, and understand the sense of achievement of collective creation. The following figure is the planning model of Zhaoqing University University Science Park and the model of Zhaoqing Innovation and Innovation Center with the practice of garden art, which has been adopted and exhibited in the exhibition hall of science and technology Park. Students experience the sense of achievement of creation in the garden art (Figure 1. Figure 2).

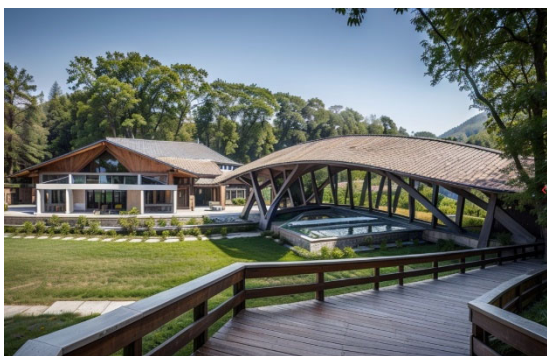


Figure 1. Garden Art Design (Results)

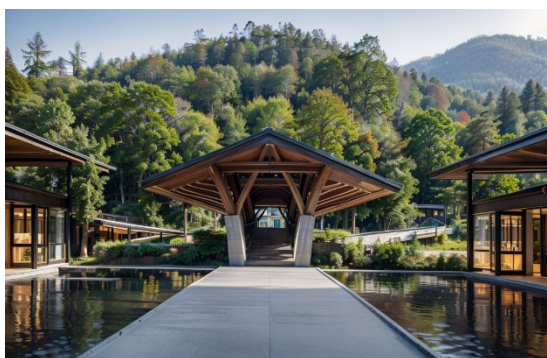


Figure 2. Garden Art homestay Design (Results)

3.5. Reform the curriculum module content with project orientation to achieve the goal of integration of science and reality

The essence of innovation and entrepreneurship lies in practice. The course integrates the concept of innovation and entrepreneurship into the construction of the course module. Landscape art principle course, innovation model of the formation of innovative thinking, the use of innovative methods and the guidance of innovative entrepreneurship in four aspects to focus on support, comprehensive summary in recent years, the curriculum system and module, with the cultivation of innovative idea and ability as the core, the integration as the goal, build project oriented as the main body of the course content. To further around the scientific research project has and "garden art innovation design competition", "grace", "Guangdong college students innovation entrepreneurship competition" actual innovation competition and the decomposition of teachers scientific research project, in the form of project module into teaching classroom, competition topic analysis, research become the teaching theme content, competition topic implementation and production is the topic of the course. According to the topic of each competition, the module content is replaced in time, and the teaching and competition are fully connected.

Introduce the government, universities, enterprises and others as the multiple implementation subjects, guarantee the

multiple teachers, integrate knowledge, policy, capital, patent, equipment, platform and other resource elements. Continue to promote the construction of the innovation and entrepreneurship mentor team of garden art principles, relying on the school-enterprise talent joint training base, and set up a mentor team of more than 200 people covering outstanding scholars, well-known entrepreneurs, innovation and entrepreneurship education experts, venture capitalists, outstanding alumni and so on[4-5]; Set up a special research project for teachers and students to carry out innovation and entrepreneurship reform; implement the "Sunshine Teacher Practical Ability Improvement Plan" and encourage teachers to participate in the series of mass entrepreneurship and innovation.

4. Conclusion

Under the background of mass entrepreneurship and innovation, we need to adjust the teaching objectives of garden art principles, improve the teaching lan, and improve the various forms of innovation and entrepreneurship courses. In addition, it is also necessary to improve students innovation and entrepreneurship ability from the society and individuals. Under the encouragement of the governments entrepreneurship policy, we can explore a new school-enterprise cooperation mode, use the platform of university science park to carry out various forms of garden art course innovation and entrepreneurship, and cultivate students awareness of innovation and entrepreneurship.

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