

Effect and Reflection of Ideological and Political Teaching Reform in Preliminary Landscape Design Course

JIA Dehua, XIAO Guozeng, XIAO Wenjing, WANG Wanxi*

(College of Horticulture and Landscape Architecture, Yangtze University, Jingzhou, Hubei 434025, China)

Abstract Curriculum ideological and political education is an important direction of higher education reform in the new era, aiming to realize the organic integration of professional knowledge imparting and ideological and political education. Taking preliminary landscape design course as an example, this paper expounded in detail the implementation of teaching reform from three aspects: the formulation of teaching objectives, the integration of teaching contents and the innovation of teaching methods. This paper systematically summarized the implementation effect of ideological and political education reform, and reflected on the excavation of ideological and political elements, integration degree, innovation of teaching methods, teachers' ideological and political ability and practical teaching. The exploration on curriculum ideological and political teaching provides useful reference and thinking for similar courses, and promotes the sustainable development of curriculum ideological and political education.

Keywords Preliminary landscape design, Curriculum ideological and political education, Teaching effectiveness, Teaching reflection, Teaching reform

DOI 10.16785/j.issn 1943-989x.2025.1.016

Nowadays, the mission of higher education is not only to impart professional knowledge and skills, but also to cultivate all-round talents with correct values, social responsibility and innovative spirit. Curriculum ideological and political education is not a simple addition of ideological and political course and professional courses, but an educational goal of exploring the ideological and political education elements contained in the content of professional courses and strengthening the ability training of professional courses and value shaping on the basis of knowledge instruction^[1]. Preliminary landscape design is one of the important professional basic courses of landscape architecture major, serving as the premise and beginning of professional learning. It has a basic, leading and bridging role in the overall teaching layout of gardening and landscape architecture majors^[2]. Integrating curriculum ideological and political education into the teaching of preliminary landscape design is an inevitable choice to meet the needs of the development of the times and implement the fundamental task of establishing moral integrity and educating people. However, the practice of ideological and political education still faces many challenges, such as the mechanical implantation of ideological and political elements and the one-sidedness of teaching evaluation. The College of Horticulture and Landscape Architecture of Yangtze University, based on the characteristics of the school's landscape architecture major, clarified the teaching objectives and summarized

the achievements and shortcomings of the teaching reform practice of curriculum ideological and political education, in order to provide reference for the construction of similar courses.

1 Implementation of curriculum ideological and political teaching reform in preliminary landscape design course

1.1 Setting of teaching objectives

Preliminary landscape design is the core course for lower grades of students majoring in landscape architecture, as well as the cornerstone of the cultivation system of landscape architecture. As an enlightenment course for students to contact with landscape design, it helps students understand the basic principles, methods and procedures of landscape design. It can stimulate students' interest, cultivate their design thinking and help them to clarify their professional direction, laying a foundation for their future career development.

On the basis of clarifying the position and function of the course, the goal of curriculum ideological and political teaching in preliminary landscape design course is to skillfully integrate ideological and political elements into the process of imparting knowledge of landscape design major and realize the organic unity of knowledge, ability and value shaping. On the knowledge level, students should master basic principles, methods and skills of landscape design, and simultaneously understand the cultural

heritage and national spirit contained in the development of gardens, such as the concept of harmonious coexistence between man and nature embodied in classical gardens, as well as the historical allusions and cultural values behind gardens, thereby enhancing cultural self-confidence. In terms of ability training, we should cultivate students' innovative thinking and teamwork ability, guide students to uphold the concept of sustainable development in design and consider ecological and environmental protection, social needs and other factors, and improve students' ability to solve practical problems comprehensively, making them become landscape designers with social responsibility. From the perspective of value shaping, students are guided to establish correct values and professional ethics through curriculum ideological and political education, cultivate their professionalism and craftsmanship spirit, and let them know how to respect nature and culture. It will make students realize that landscape design is not only a technical activity, but also a cultural inheritance and innovation, and they should shoulder the social responsibility of beautifying the environment and improving the quality of life. Ultimately, the dual objectives of professional ability cultivation and ideological and political education can thus be effectively achieved.

1.2 Integration of teaching contents

Drawing inspiration from the structure of "characters, words, sentences and articles" in linguistics, the integration and reconstruction approach divides the content of preliminary

landscape design course into four levels and incorporates ideological and political elements (Fig.1). It can not only help students learn the basic knowledge and skills of landscape design systematically, but also cultivate students' sense of social responsibility, innovative spirit, teamwork spirit and cultural self-confidence by incorporating ideological and political elements.

1.2.1 “Characters”: basic cognition

(1) Garden element cognition: Basic elements of landscape such as terrain, water bodies, plants, buildings and roads are introduced at this level, making students understand their respective characteristics, types, and functions. Ideological and political elements are incorporated. When explaining garden elements, the respect and awe for natural elements in China traditional garden culture are introduced, such as the concept of “though it is made by people, it is natural” in classical gardens, which embodies the values of harmonious coexistence between man and nature and cultivates students' ecological and environmental awareness. Meanwhile, the characteristics of garden elements in different regions are introduced, such as the exquisiteness of Jiangnan landscaped gardens and the majestic atmosphere of gardens in the north, which can enhance students' awareness of regional cultural diversity and stimulate their love for traditional culture.

(2) Design tools and norms: Students are taught to master the basic tools of garden design, such as the use of brushes and drawing software, and the norms of garden drawing, including the use of lines, the grasp of proportions and the drawing of legends. It is like learning the strokes and norms of writing. In this process, the craftsman spirit is emphasized, and students are required to be rigorous and meticulous in drawing and pay attention to details, aiming to cultivate students' serious and responsible work

attitude, as well as their professional spirit of striving for excellence.

1.2.2 “Words”: combination of elements. Students are organized to carry out element collocation practice, such as forming combinations of different plants, during which they should consider seasonal changes and color collocation of plants and create plant communities with different atmospheres, or forming combinations of terrain and water bodies, during which they should design landscape effects such as mountains surrounded by water and meandering streams. Ideological and political elements are also integrated to guide students to think about how to embody the concept of sustainable development in the collocation of elements. For example, choosing local native plants for collocation can not only reduce maintenance cost, but also protect the balance of local ecosystem. In the collocation design of terrain and water bodies, students are guided to pay attention to rational utilization and protection of water resources, so as to cultivate students' environmental awareness and sustainable development thinking.

1.2.3 “Sentences”: design expression. Students are guided to design small spaces at this level, such as courtyards and small gardens. During this process, they can apply the combination of elements learned before to actual space, determine the functional division of the space, arrange roads, plants and sketches, initially forming the concept of garden space, just like using words to form simple phrases. In the teaching of small space design, students think about how to design a space to meet the needs of different groups of people, which will cultivate their sense of social responsibility. Meanwhile, students are encouraged to dig deep into local characteristic culture which serves as the core soul of design. Students are taught to

master diversified display methods of scenic spot design results, and draw accurate and beautiful design drawings, thereby cultivating students' craftsmanship spirit.

1.2.4 “Articles”: comprehensive creation. Students need to comprehensively consider the natural conditions of a site, the surrounding environment, the needs of users and other factors, carry out comprehensive functional zoning, traffic organization and landscape planning, and finally build a complete garden space system, just like creating an article with rigorous structure and rich content. Students are guided to establish the overall concept and innovative consciousness. We should let students think about the impact of landscape projects on ecology, culture and society from the perspective of overall development, so as to cultivate students' macroscopic thinking ability. Meanwhile, students are encouraged to innovate boldly in design, break through the traditional thinking mode, and use new ideas, technologies and materials to create garden works with the characteristics of the times, aiming to cultivate students' innovative spirit and ability.

Students are organized to review projects, so that they can communicate with each other and evaluate design schemes. Students can reflect and modify the design schemes according to feedback and further improve the design, by which their comprehensive design ability and the ability to solve practical problems are enhanced. The project review and reflection link can cultivate students' critical thinking and self-improvement consciousness. We should guide students to treat others' comments and suggestions correctly, reflect on their own design deficiencies, and constantly improve and perfect design schemes, so as to cultivate students' quality of constantly pursuing progress and self-improvement.

1.3 Innovation of teaching methods

In order to effectively promote curriculum ideological and political teaching of preliminary landscape design course and give full play to the educational function of the course, various teaching methods are actively explored and adopted. Case teaching method and online and offline mixed teaching mode have become powerful effective means to improve students' ideological and political literacy and professional ability. For example, the case teaching method guides students to think about the ideological and political elements behind the design, such as designers' professional ethics, social responsibility and cultural heritage, through in-depth study of typical cases^[3], so as to improve students'

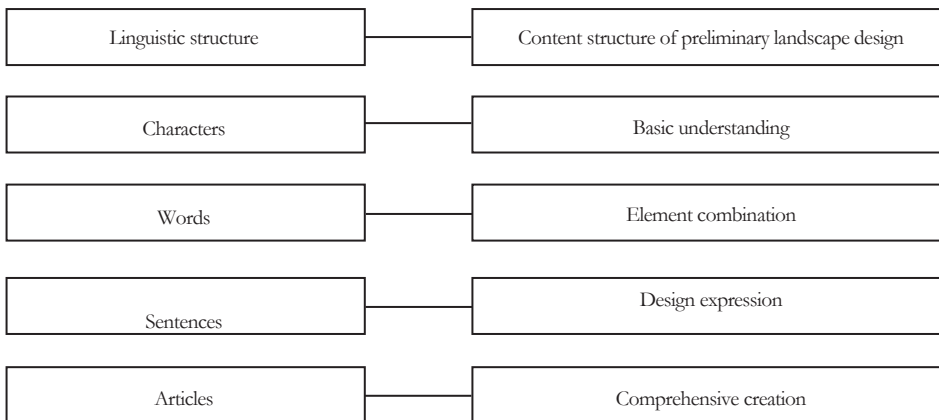


Fig.1 Integration and reconstruction of teaching contents

ideological and political literacy and professional literacy. When using the online and offline mixed teaching mode, through online course platforms, students are provided with rich learning resources, including videos of ideological and political education, case bases of landscape design, and academic lectures, so that they can study independently before class, discuss and communicate in class and practice, and expand their learning space and time, thereby improving their learning effect.

2 Effect of curriculum ideological and political teaching reform in preliminary landscape design course

2.1 Students' ideological and political literacy has been improved significantly

Through the reform of curriculum ideological and political education, students' sense of identity and participation in ideological and political education has been significantly improved. In classroom discussion, project practice and other teaching activities, students can actively express their views on social issues and the development of landscape architecture, showing a high sense of social responsibility and mission. For example, in the design project of green space in college and university campuses, students fully considered the influence of green space on the quality of life of college students, the improvement of campus ecological environment and the physical and mental health of college students, and put forward many innovative and feasible design schemes, which reflect students' concern for social needs and their understanding of the social value of landscape architecture.

2.2 Students' professional learning attitude has changed positively

The reform of curriculum ideological and political education has stimulated students' interest and enthusiasm in preliminary landscape design course, and students' learning attitude has changed from passive acceptance to active exploration. In the process of project-driven teaching, in order to complete the design task, students actively consulted relevant materials, actively learned new theories, technologies and materials of landscape design, and constantly improved their professional level and practical ability.

2.3 Students' comprehensive ability has been effectively developed

Through the reform of curriculum ideological and political teaching, students' comprehensive ability has been fully developed. In

the process of design practice, students' innovative thinking ability has been effectively exercised, and they can think about problems from different angles and put forward unique design concepts and solutions. For example, students' passive learning has been changed into active inquiry. Students' practical ability has also been significantly improved. They can skillfully use drawing tools to complete scheme design and have certain engineering practice ability. In addition, students' communication and expression ability, teamwork ability and problem-solving ability have also been improved to varying degrees, which provides a strong guarantee for their career development and social adaptability in future.

3 Reflection on curriculum ideological and political teaching reform in preliminary landscape design course

3.1 The ideological and political elements are not fully excavated

From the course content, landscape design initially covers many aspects such as landscape history, landscape elements, and design principles and methods. In the teaching of garden elements, such as terrain, water bodies, plants and buildings, there are also rich ideological and political elements. Terrain shaping can reflect the respect and rational use of the natural environment, and guide students to establish ecological and environmental awareness. Water body design can symbolize agility and harmony, and cultivate students' aesthetic taste and pursue of harmonious beauty. Plant arrangement can reflect the importance of regional culture and ecological balance, and enhances students' cultural identity and ecological responsibility, while landscape buildings can show architectural styles and cultural characteristics from different historical periods, and inspires students' love for traditional culture. However, in actual teaching, some teachers often focus solely on explaining the technical aspects of these elements, such as slope calculation for terrain, design norms for water bodies, selection of plant types, and structural design of buildings, while neglecting the ideological and political connotations behind them. It results in the condition that students only acquire professional knowledge and skills during the learning process, without gaining any improvement in their ideological level.

3.2 The integration depth of ideological and political elements needs to be strengthened

Although some ideological and political

elements have been integrated into teaching of the course, the integration of some ideological and political elements is still superficial, and the combination with professional teaching contents is not close enough, lacking depth and systematicness. For example, when teaching the principles of landscape design, philosophical ideas and social values contained therein is not explored deep enough, and they are not organically combined with students' practical thinking and professional learning, resulting in the condition that students' understanding and recognition of ideological and political elements are not deep enough. In future teaching, it is necessary to further explore ideological and political elements in the course preliminary landscape design, deeply integrate them with the professional teaching contents, and build a more systematic and complete ideological and political system, so that ideological and political education can be more naturally and deeply integrated into all aspects of professional teaching.

3.3 The innovation of teaching methods still needs to be strengthened

Although various teaching methods have been adopted to promote the effective implementation of ideological and political education in the course, the application of some teaching methods is still not proficient and flexible enough in teaching practice, and the teaching effect needs to be further improved. For example, in project-driving teaching, the organization and management of projects are not standardized enough, and problems encountered by students during project implementation cannot be solved in a timely manner, which affects the progress and quality of projects. Therefore, it is necessary to further increase the innovation of teaching methods, and constantly explore effective methods and means that are more suitable for ideological and political education in preliminary landscape design course, so as to improve the quality and effectiveness of teaching.

3.4 Teachers' ideological and political teaching ability needs to be improved

Teachers' academic foundation, ideological and political literacy, aesthetic sentiment and teaching ability are important factors that affect the effectiveness of curriculum ideological and political education^[4]. Teachers should not only possess solid professional knowledge and teaching ability, but also have strong awareness and ability of ideological and political education. However, in actual teaching, some teachers' understanding of ideological and political education in courses is not deep enough, lacking

systematic learning of teaching theories and methods for ideological and political education. In teaching process, they cannot effectively integrate ideological and political elements into professional teaching, which affects the effectiveness of curriculum ideological and political education. Therefore, it is necessary to strengthen the training on curriculum ideological and political teaching for teachers, improve their awareness and ability of ideological and political education, and enable them to better undertake the heavy responsibility of curriculum ideological and political education.

3.5 The practice teaching link needs to be further improved

Preliminary landscape design course must integrate theory and practice. In the process of teaching implementation, ideological and political education should be implanted into the teaching path of preliminary landscape design course, mainly by adding case teaching, discussion links and incorporating ideological and political elements into social hot issues^[5-6]. In the design of practical classes, emphasis is put on integrating ideological and political elements into all links. Students can experience the charm and value of landscape design through personal participation by organizing practical activities such as field visits and scheme design^[7]. In future teaching, it is necessary to further strengthen the construction and management of practical teaching links, and increase the quantity and quality of practical teaching bases. Further, it is necessary to improve the teaching staff for guiding practical teaching, build a more scientific

and reasonable evaluation system of practical teaching, and improve the quality and effect of practical teaching

4 Conclusions

The reform of ideological and political education in preliminary landscape design course has achieved significant results in improving students' ideological and political literacy, transforming their professional learning attitude, and promoting their comprehensive ability development. However, there are also some problems and shortcomings. In future teaching, it is necessary to further strengthen the in-depth exploration and integration of ideological and political elements, enhance the innovation of teaching methods, and improve teachers' ability in curriculum ideological and political teaching. Also, it is necessary to improve practical teaching links, continuously optimize the teaching mode of curriculum ideological and political education, and improve the quality of talent cultivation, so as to make greater contributions to cultivating high-quality landscape professionals with social responsibility, innovative spirit, and practical ability. Meanwhile, this study also provides useful reference and inspiration for the reform of ideological and political education in other professional courses, hoping to promote the in-depth development of ideological and political education in university courses.

References

[1] Zhang, R. C., Li, S. L. & Xu, Y. P., et al. (2025). insurance and the improvement of residents' happiness. *Social Security Studies*, (1), 86-98.

[9] Dong, Y. (2020). Research on the forming mechanism of the "sense of benefit" from the anti-corruption perspective. *Frontiers*, (22), 100-109.

[10] Dai, B. (2017). On contemporary tourism development and people's sense of gain. *Social Scientist*, (8), 24-27.

[11] Xu, X. C., Qiu, Y. Q. & Liu, X. (2019). The influence of residents' sense of acquisition on the willingness to support tourism development: A case study of 10 ethnic cultural tourism towns in Hunan Province. *Tourism Research*, (3), 21-35.

[12] Huang, H. P., Sun, X. D. & Bing, Z. H. (2020). The evaluation and influence mechanism of the

Exploration on the integration of scientists' spirit into curriculum ideological and political education in geographical science: A case study of Tianjin University. *Journal of Higher Education*, 11(4), 9-12.

[2] Liu, Y. P., Yao, Z. Y. & Zheng, S. J. (2022). Ideological and political construction and practice of "preliminary landscape design" course. *Contemporary Horticulture*, 45(17), 173-175.

[3] Jia, D. H., Wang, W. X. (2021). Exploration on diversified teaching methods of preliminary landscape design Course. *Journal of Green Science and Technology*, 23(7), 202-203, 209.

[4] Yang, W. H., Liao, Z. J. & Ding, Y. D. (2025). Exploration on the path of "integrating moral and aesthetic" in "landscape dendrology" course from the perspective of "great ideological and political education". *Forestry Education in China*, 43(1), 19-25.

[5] Liu, H. R., Fan, W. J. & Qi, L. H., et al. (2020). On the effective ways to improve the quality of ideological and political construction of specialized courses in colleges and universities. *The Science Education Article Collects*, (6), 59-60.

[6] Li, H. (2020). Exploration on the way of integrating ideological and political education into landscape architecture course. *Contemporary Horticulture*, (8), 230-231.

[7] Li, D. (2024). Innovative practice of landscape design course integrating ideological and political education. *Shoes technology and design*, 4(19), 146-148.

(Continued from P80)

framework of tourist destination residents' sense of gain: Based on literature overview. *Journal of Wuhan Business University*, (1), 5-12.

[5] Wu, Q., Xing, X. X. (2019). A study on the sense of acquisition among poverty alleviation households in Guizhou's ethnic minority tourist villages. *Journal of Guizhou University of Commerce*, (2), 19-26.

[6] Zhang, H., Peng, X. X. (2020). The impact of place image on residents' sense of gain. *Tourism and Hospitality Prospects*, (4), 29-55.

[7] Wang, T., Tan, Y. F. & Fu, X. S. (2018). The residents' sense of gain in China and its determinants. *Finance & Economics*, (9), 120-132.

[8] Ma, H. G., Xi, H. (2020). Income gap, social

development of rural tourism in ancient towns: Empirical analysis of Zhujiajiao, Gangxi & Zhoupu in Shanghai. *Economic Geography*, (9), 233-240.

[13] Xu, S. K., Si, Y. Q. (2023). Record of volcano national geopark of Weizhou island, Guangxi, China. *Geology of Chemical Minerals*, (1), 46-50.

[14] Hou, Y. X., Dai, H. Y. & He, A. N. (2021). A study on the development of homestay cluster in Dishui Village of Weizhou Island under the perspective of host and guest position. *Journal of Leshan Normal University*, (3), 65-72.

[15] Jiang, F. (2020). Weizhou Town in Beihai City. *Guangxi Urban Construction*, (4), 100-101.