

Exploration of Strategies and Paths for Ideological and Political Construction in the Course of Principles of Landscape Art

LIU Shuang, HUANG Weibin

(School of Life Science and Technology, Lingnan Normal University, Zhanjiang, Guangdong 524048, China)

Abstract The course of Principles of Landscape Art, which is a basic course of landscape major, has important functions of inheriting the excellent culture of the Chinese nation, cultivating ecological civilization awareness, and establishing professional values. Based on the requirements of ideological and political education in courses in the new era, the paths for the ideological and political education in the course of Principles of Landscape Art were studied from aspects of the necessity, advantages and existing problems of ideological and political education in the course, aiming to achieve the organic integration of professional education and ideological and political education in education.

Keywords Ideological and political education in courses, Landscape art, Cultural inheritance, Teaching reform

DOI 10.16785/j.jssn 1943-989x.2025.2.018

With the development of ecological civilization construction in China, landscape major is playing an increasingly important role in improving the ecological environment and enhancing the living environment in urban and rural areas under the background of “Beautiful China”. The field of landscape knowledge is extensive, and contains profound philosophical thoughts. It not only carries rich historical scene memories but also has outstanding practical application value. It always highlights the core of humanistic spirit and is closely related to people’s daily life^[1]. Landscape professionals should possess profound knowledge of traditional culture and art as well as contemporary cutting-edge ecological design concepts. Through the organic integration of the dual knowledge systems of traditional aesthetic inheritance and modern ecological design, they should develop comprehensive qualities that meet the demands of new era human settlement environment construction.

The course Principles of Landscape Art is a professional basic course for undergraduate students in landscape major. It aims to systematically cultivate students’ mastery of the basic principles, methods and disciplinary theoretical knowledge of landscape art creation, and at the same time build a scientific thinking system. The teaching objectives not only cover the basic orientation of knowledge imparting and skills training, but also focus on the advanced cultivation of aesthetic sense, innovative thinking and practical ability, forming a progressive system from basic theory to comprehensive application.

1 Necessity of ideological and political construction in the course Principles of Landscape Art

1.1 Implementing the fundamental task of fostering virtue through education

Integrating ideological and political education into the teaching of the course Principles of Landscape Art is not only conducive to improving the moral quality and cultivation of students in landscape major, but also the main way to cultivate landscape professionals with both virtue and ability. It can help students in landscape major establish a good world outlook, values and outlook on life, and enable landscape professionals to not only possess professional skills and qualities but also cultivate good moral character and correct values.

1.2 Injecting strong impetus into the enhancement of the educational function of professional courses

Integrating ideological and political education into the professional teaching of the course Principles of Landscape Art enables students to deeply understand the sense of social mission and historical responsibility they shoulder while acquiring professional knowledge. The philosophical connotations in landscape culture and the contemporary demands of ecological civilization construction are explored to guide students to integrate their professional studies with the inheritance of regional culture and the improvement of the living environment, encourage them to actively transform their knowledge into practical actions to promote the development of garden industry, and demonstrate the value and strength of

the younger generation in the progress of the industry^[2].

1.3 Promoting the all-round development of students

The organic integration of ideological and political education and professional education has injected powerful impetus into the all-round development of students, pushing them to a brand-new height. This training model not only helps to cultivate students’ humanistic qualities but also stimulates their innovative spirit and enhances their practical abilities, namely enabling students to make progress simultaneously in knowledge learning, moral character shaping, and ability cultivation, and comprehensively and effectively enhancing students’ overall quality^[3]. It has laid a solid foundation for their future development, making them become a socialist builder with all-round development in morality, intelligence, physical fitness, aesthetics and labor.

2 Advantages of ideological and political education in the course Principles of Landscape Art

2.1 Having the feature of time and space travel

The history of gardens is long. From “You” (an animal farm) of the Shang and Zhou dynasties to the diverse practices of ecological parks in contemporary times, this long historical river that spans several thousand years all contain a sense of awe towards nature and cultural confidence. It is not only the evolution history of material space but also a bond that transcends time and space. The cultural context and the natural rhythm interweave and resonate

in gardens. It showcases the ecological wisdom of the Chinese people, embodies profound cultural confidence, and connects thousands of years with modernity, culture with nature. In the gardens, one can savor history and experience culture.

2.2 Having a distinct practical orientation

Garden design and practice projects are closely linked and related to major national strategies such as rural revitalization and urban renewal^[4]. This close connection has built a convenient bridge for effectively transforming the goals of ideological and political education into practical actions. For instance, in the practice of rural revitalization, students can integrate the concepts of “cultural inheritance” and “ecological enrichment of the people” into their plans through the restoration of traditional village landscapes and the design of rural complex projects, thereby activating the vitality of agricultural industries and rural culture. In urban renewal projects, urban living quality is enhanced through micro-renovations of old communities and the regeneration of industrial heritage sites. Students can deeply understand and fulfill their social responsibilities in professional practice, and contribute to the implementation of national development strategies with what they have learned in their major, achieving an organic unity of professional growth and value guidance.

2.3 Strong emotional resonance effect

Garden space is not merely a simple combination of material elements such as mountains, rocks, water bodies, plants and buildings, but also rich in cultural connotations and natural beauty. Students can not only learn traditional garden-making techniques such as borrowing and framing views, but also appreciate the ecological wisdom of sponge cities among aquatic plant communities. Through multi-dimensional perception of vision, hearing and touch, students generate a strong and profound resonance and elevation of their emotions towards traditional culture and natural ecology^[5].

3 Existing problems in the ideological and political construction of the course Principles of Landscape Art

3.1 Fragmentation of ideological and political elements

Some teachers have a tendency of fragmented elements in the process of integrating ideological and political education into the course Principles of Landscape Art. During

the teaching process, they only appropriately incorporate environmental protection education into the ecological nature of garden plants, and only add patriotic educational elements to the formation of different garden styles. These ideological and political elements are like pearls scattered throughout the classroom, lacking systematic design. The ideological and political elements have not been comprehensively planned and organically integrated based on the knowledge system of landscape art course from course objectives, so that ideological and political education is difficult to form a complete framework in the course and fails to fully play its role in guiding students' thoughts.

3.2 Homogenized practice platforms

At present, most of the practical projects of school-enterprise cooperation focus on the field of urban landscape, such as the landscape design and construction of urban parks and residential areas. In response to the demands of rural revitalization as the national major development strategy, the degree of participation in course practice is insufficient. Rural areas have unique landscape environments, local cultures, as well as infrastructure and humanistic and ecological environments that need to be built and renovated. This is a broad market space for landscape major to fully demonstrate its capabilities. However, the existing practical platforms have not effectively explored the demands of rural revitalization. There is a lack of substantive project cooperation and practice in areas such as rural environment, ecology, and cultural construction. As a result, they are unable to guide and leverage the professional value of students in landscape major in the construction of rural revitalization, and have missed the opportunity to fully implement the concepts of social responsibility and serving society in ideological and political education in rural practical activities.

3.3 Ambiguous evaluation criteria

The assessment of the course Principles of Landscape Art mainly focuses on skills assessment, while the evaluation of ideological and political effects is ambiguous, and there is no scientific and effective evaluation system. At present, there is often a lack of quantitative indicators in the evaluation of students' ideological and political learning effects, and the personal experience of teachers is taken as the standard. For instance, there is no clear evaluation scale for the extent to which students grasp the connotation of cultural confidence, so it is difficult to accurately measure the improvement of students in terms of values, emotional

attitudes, etc. Therefore, it is hard to control the authenticity of the ideological and political effect of the landscape art course. At the same time, it is impossible to effectively analyze the problems existing in the construction of ideological and political education in the course and correct them effectively in a timely manner. It is not conducive to the continuous optimization and development of ideological and political construction in the landscape art course.

4 Paths of ideological and political construction in the course Principles of Landscape Art

4.1 Optimizing the course content and sorting out ideological and political elements

The course should clearly define the ideological and political goals, and formulate an overall ideological and political integration plan. The curriculum system should be constructed with a systematic thinking of “professional thinking-ideological and political logic” running in parallel to avoid the scattering and fragmentation of ideological and political points (Table 1). The ideological and political dimension should focus on five main lines: cultural confidence, ecological ethics, social responsibility, innovative spirit and international perspective. Through this structured organization, ideological and political elements run through each module of the course like a chain, avoiding rigid grafting and achieving integration from history to reality and from theoretical exposition to practical application.

4.2 Strengthening the construction of the teaching staff

Ideological and political education workshops of the course should be regularly organized to enhance teachers' political literacy and interdisciplinary teaching capabilities^[6]. Relevant experts and scholars from schools or local areas should be invited to participate in special lectures and case studies to impart theories and share experiences, and assist teachers in learning and understanding Xi Jinping's Thought on Socialism with Chinese Characteristics in a New Era and correctly grasping the connotation and practical methods of ideological and political education of the course. At the same time, a cross-disciplinary communication platform should be established to enhance the exchange of ideas and experiences among teachers of various subjects within the school^[7], promote teachers to break down disciplinary barriers, expand their professional teaching perspectives, and organically integrate ideological and political

education into the courses of their majors.

4.3 Construction of teaching resource library

An ideological and political case library covering themes such as red gardens and ecological cases should be developed.

Red garden cases: it is needed to fully explore garden revolutionary memorial sites, revolutionary relics, red history parks and revolutionary education theme parks in various regions, and interpret the revolutionary spirit, historical responsibility and humanistic spirit they contain. A case library of red gardens with both disciplinary and educational significance can be formed to guide students to cultivate a sense of patriotism and carry forward red genes in their professional studies.

Ecological theme case library: it is necessary to sort out and collect domestic and international cases on ecological protection, green development, ecological protection and restoration projects, and ecological sustainable landscape design, teach the ecological ethics, social responsibility and scientific spirit behind the cases, establish students' ecological civilization values, and enhance students' ecological protection awareness in professional practice. Through multi-dimensional and multi-level case development, a rich and diverse ideological and political case library is constructed to provide abundant materials for ideological and political teaching of the course and facilitate the deep integration of "professional knowledge imparting" and "ideological and political value guidance".

4.4 Collaborative education between schools and villages

It is needed to actively build practical bases with demonstration sites for rural revitalization, construct a bridge between theory and practice, focus on the demands of rural industrial upgrading, ecological protection, cultural inheritance, etc., design a series of related practical activities, and guide students to go deep into fields, villages and communities to participate in practical activities such as rural planning and design, promotion of agricultural product brands, and development of ecological tourism^[8]. Through these practical activities, students closely collaborate with grassroots cadres and farmers, humbly learn professional knowledge, combine it with the rural revitalization strategy, cultivate students' profound feelings of "knowing and loving agriculture", exercise their ability to solve practical problems, enhance their sense of mission and responsibility to serve agriculture, rural areas and farmers^[9], and contribute their youthful strength to rural revitalization.

4.5 Establishing and improving the incentive mechanism

teachers are encouraged to carry out research on ideological and political education in the course. For outstanding achievements that emerge in the research on ideological and political education in the course, such as forming teaching models with promotion value, publishing high-quality research papers, and developing characteristic teaching cases, the school will affirm them through multiple means such as honor recognition, achievement display,

and performance incentives, so as to stimulate teachers' research enthusiasm and promote the continuous improvement of ideological and political teaching level of the course.

4.6 Improving the evaluation system to ensure the quality of ideological and political education

4.6.1 Incorporating ideological and political education into the curriculum evaluation system. Incorporating ideological and political education into the curriculum evaluation system is an important direction of educational reform in the new era, aiming to eliminate the state of mutual isolation between ideological and political education and professional education. In the assessment plan for the "Principles of Landscape Art", the total score consists of a theoretical part and a practical training part. In the theoretical examination section, a certain proportion of open-ended questions are set innovatively combined with the ideological and political content of the course, focusing on testing whether students can organically integrate ideological and political concepts with professional knowledge and apply them flexibly. In the practical training assessment section, in order to comprehensively enhance students' qualities, the evaluation criteria for the plan are no longer limited to the assessment of professional skills, but incorporate elements such as innovative spirit and ecological values, which account for a certain proportion of the score.

4.6.2 Establishing a diversified evaluation mechanism. A tripartite evaluation mechanism including self-evaluation by students, mutual evaluation among students and evaluation by teachers can be established. In terms of personal evaluation, students regularly summarize and reflect on their learning gains and experiences through personal reflection weekly diaries, thereby promoting the internalization and sublimation of knowledge. The mutual evaluation among classmates highlights the value performance of students in teamwork^[10], encourages them to promote each other, and prompts students to pay attention to cultivating the spirit of teamwork and a sense of collective honor. Teachers conduct quantitative assessments from both professional and moral education dimensions to comprehensively evaluate the learning outcomes of the course.

Table 1 Ideological and political content and mapping of knowledge points of the course

Ideological and political dimension	Core content	Mapping of knowledge points of the course
Cultural confidence	Exploring the philosophical core of "harmony between man and nature" and "the same origin of poetry and painting" in traditional Chinese gardens, analyzing regional cultural symbols, and establishing the value perception that "local culture is the foundation of design"	History of classical gardens and gardening techniques
Ecological ethics	Integrating "respecting nature, protecting biodiversity and low-carbon circulation" into professional education, cultivating the professional ethics that "landscape designers are guardians of the ecological environment", and responding to the "dual carbon" goals and the demands of ecological civilization construction.	Garden ecology, and sustainable landscape design
Social responsibility	Strengthening the value orientation of "gardens serving society", focusing on rural revitalization, community renewal and fairness of public spaces, and cultivating the responsibility sense of "improving people's livelihood through design"	Principles of landscape planning and methods of social investigation
Innovative spirit	Breaking the mindset of "the opposition between tradition and modernity", guiding students to explore the innovative path of "the combination of ancient and modern" in the digital technology era, and cultivating the cross-border design ability of "cultural connotation + technological means"	AI-assisted design and cultural heritage revitalization design
Global perspective	Comparing Chinese and foreign gardens to understand the ecological and aesthetic views of different civilizations, adhering to the cultural position that "Chinese gardens are an important pole of the world garden system" in international dialogues, and absorbing international experience to serve local practices	Analysis of typical domestic and international landscape cases

5 Conclusion

The construction of ideological and political education in the course of Principles of Landscape Art should rely on the professional characteristics, integrate ideological and political

education into every link of professional talent cultivation, cultivate landscape designers with both professional qualities and social responsibility in the new era, and provide talent support for the construction of beautiful China. In the future, we will further explore new paths for applying digital technology to ideological and political education in the course, create immersive learning experiences based on cutting-edge technologies such as virtual simulation and big data, so as to allow the wisdom of gardens to shine in the new era and cultivate high-quality garden talents who combine ability with political integrity.

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the national economy, the catering industry has experienced robust growth. However, the catering industry within forest park scenic areas still holds substantial untapped potential alongside persistent challenges. Some problems will affect the sustainable development of forest park scenic areas, which requires the attention of all sectors of society and the attention of relevant regulatory authorities.

This study approaches the development of forest park scenic area from the perspective of tourist experience value. Building on existing research and integrating the unique characteristics of catering resources in these areas, it proposes actionable recommendations through interviews and analysis of online data. Key strategies include: strategic resource utilization aligned with park ecosystems, cultural integration into products to highlight regional heritage, standardized market operations with enhanced service protocols, and amplified digital marketing

to boost visibility.

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