

Research on the Reform Path of Courtyard Design Course Teaching Mode Based on Social Practice

Jia Lyu

Chongqing College of Humanities, Science & Technology, School of Architecture and Design, Chongqing 400000, China

Abstract: The course of garden design is a professional core course for landscape architecture, garden and environmental design majors. Through the teaching reform of curriculum social practice, build a knowledge thinking framework guided and driven by professional practice platform, with the help of the resources of the curriculum social practice project database, increase practice and innovative thinking training, through the transformation of process assessment indicators and assessment methods, broaden the horizon Students' vision can stimulate the self-consciousness of supervisors in self-study and seminars, and effectively improve students' comprehensive quality ability such as critical response and teamwork.

Keywords: Courtyard design; Teaching mode; Social practice; Curriculum reform

1. The significance of social practice teaching reform

Traditional design professional courses are mainly based on knowledge teaching and project training. "Indoctrination teaching" and "drawing-based training" have been unable to attract and satisfy the professional learning enthusiasm and knowledge acquisition of contemporary students. Passive course study combined with boring theoretical teaching makes it difficult to establish a complete knowledge structure system, and it cannot meet the society's ability requirements for applied design talents ^[1].

Courtyard design is a practical main course of environmental design. The practice teaching link is the main way to investigate the mastery of professional theoretical knowledge, knowledge application, course effect and course evaluation in the courtyard design course ^[2]. Social practice plays a positive role in cultivating students' correct design thinking, exercising students' independent design ability and innovative design ability. Social practice is an extension of practical teaching methods, a more comprehensive and comprehensive practice link that combines theory with practice, an effective way to deepen curriculum reform, and fully implement the education of "three comprehensive education" and "five education simultaneously" teaching requirements. The teaching reform based on social practice will be more conducive to the absorption of curriculum knowledge, enhance the enthusiasm for curriculum practice, and form a more comprehensive and scientific curriculum assessment method. Social practice is an extension of practical teaching methods, a more comprehensive and comprehensive practice link that combines theory with practice, an effective way to deepen curriculum reform, and fully implement the education of "three comprehensive education" and "five education simultaneously" teaching requirements. The teaching reform based on social practice will be more conducive to the absorption of curriculum knowledge, enhance the enthusiasm for curriculum practice, and form a more comprehensive and scientific curriculum assessment method.

2. Connotation of social practice teaching reform

2.1 Integration of course teaching and practical projects

Design courses are based on curriculum training to achieve the mastery, absorption and application of curriculum knowledge. The essence of practical teaching is that learners internalize knowledge into individual experience in activities, form certain skills, and finally achieve the value goal of improving learners' action efficiency ^[3]. Combining the nature of the courtyard design course, social practice, combining and understanding the theoretical knowledge of courtyard design, through the intervention and connection of practical projects, systematically master the construction methods, project processes and technical points of courtyard design in terms of plants, materials and craftsmanship to form The courtyard design teaching content integrates theoretical cognition, scheme design, technical guidance and engineering practice. Continuously strengthen the connection between the theoretical knowledge of the course

and the application practice, combine the participation in the research, plan and construction of social practice projects, improve the students' project practical ability, and systematically master the design methods, design processes and detailed design techniques of courtyard landscape design. Establish social service awareness, cultivate students' innovation and entrepreneurship ability, and promote the reform of practical curriculum design and the improvement of curriculum teaching quality^[4-5].

The teaching reform of course practice course is based on the OBE concept, combined with the teaching focus and main content of the courtyard design course, based on different types of courtyard training projects, and according to the theoretical framework of course teaching, the organization of teaching content and the construction of teaching resources are carried out. Finally, the overall goals and chapter goals of the "knowledge-ability-emotion" three-dimensional curriculum are formulated.

2.2 Project training and coordination of multiple evaluations

Design teaching is usually designed in the form of theoretical teaching + design training + course assessment, and the teaching content is more centered on course teaching. The teaching content of the courtyard design course based on social practice is more abundant and diverse. The main body of evaluation of the social practice course is to take the opinions of the main beneficiaries and participants of the project as an important factor in the evaluation of the teaching quality of the course, and take the social feedback of the design results as the standard, and strengthen the problem pertinence of design results.

2.3 The unity of teaching methods and social practice

Social practice is a teaching exploration and educational practice based on the characteristics of the courtyard design curriculum. The course practice teaching method is mostly on-site teaching. The change of the teaching environment has transformed the traditional way of acquiring knowledge through audio-visual media to a more flexible and active comprehensive perception. The teaching method must also change from knowledge teaching and classroom guidance to project research and analysis. The adjustment of the comprehensive teaching mode combining discussion and fieldwork.

2.4 Course ideological and political and aesthetic education teaching implantation

Under the guidance of teachers and according to the needs of the teaching content of the course, the ideology and politics of the course is organized and guided to participate in social life and practice, to gain direct experience in ideological and moral aspects, to deepen the understanding and grasp of the theory learned, to improve the ideological and moral cultivation of college students and political quality as the goal of teaching methods or teaching links.^[6]

3. The specific form of social practice curriculum reform

3.1 Diversified teaching methods

The course teaching breaks through the limitations of traditional classrooms, and combines the teaching content of the course, and comprehensively applies teaching methods such as autonomous teaching method, inquiry teaching method, interactive teaching method, and open teaching method. By means of high-quality project visits, on-site experience and cognition, and on-site engineering teaching, we can achieve a realistic, concrete, and on-site immersive experience of courses, drive course interaction, enhance course vitality, and improve teaching effects.

3.2 Crossover of design coaching

Through social practice, the artistry of courtyard design is perfectly integrated with the technicality of engineering projects. Relying on the different interdisciplinary backgrounds of the members of the course group, the pertinence of the course counseling link, the feasibility of the program design and the scientificity of the design program are effectively enhanced.

3.3 Targeted theoretical teaching

Through social practice, for different stages such as pre-project research, design analysis, preliminary concept, in-depth design, and preliminary design, decompose theoretical knowledge, and combine the project practice schedule to achieve the connection between theory and practice, so as to better grasp and apply Knowledge content of garden design.

4. Contents of social practice curriculum reform

4.1 Expansion of course teaching tasks

The task of regular classroom teaching is to master the basic theoretical knowledge and basic skills of courtyard design courses, and to cultivate and train design thinking and design methods. The courtyard design course based on social practice, its teaching tasks are more inclined to the transformation of knowledge application, and pay more attention to cultivating students' analytical and cognitive ability to design and the technical method path for completing environmental design projects. The course task is inclined from knowledge instillation to problem guidance, integrates the teaching of theoretical knowledge into the design process, focuses

on knowledge application from knowledge learning, and trains and improves the course's hands-on operation ability, active thinking learning ability, expression and communication ability and teamwork. ability etc.

4.2 Adjustment of course teaching methods

Courtyard design is a multi-disciplinary, comprehensive and intersecting curriculum form targeting environment and space. Social practice is a teaching exploration and teaching practice based on the characteristics of the courtyard design course. The course teaching method based on social practice has transformed the conventional courtyard course from the audio-visual medium of knowledge acquisition to a more flexible and active comprehensive perception. Teaching mode adjustment. The courtyard design course teaching based on social practice takes the solution of project phase problems as the main line, the course project as the carrier, and the completion of the project task as the goal. The course teaching focuses on the collection, arrangement and analysis of design conditions and site constraints, clarifies the project task objectives and solution paths, and focuses on the interpretation of basic project data and the guidance of design methods .

4.3 Improvement of course assessment standards

The scientific course assessment system is to formulate objective and accurate teaching quality evaluation factors according to the course nature, course tasks and teaching objectives. The formulation of the assessment content of social practice courses requires more scientific assessment and quantitative standards, focusing on assessment goal orientation, and assessment covering program design progress, design quality, innovative spirit, and cooperation and communication. The evaluation scope is included in the evaluation and identification of Party A's customers and project managers, and the evaluation process is regarded as an important teaching link for course summary and improvement, which helps to establish correct design concepts and practice effective communication skills. The assessment method pays more attention to the understanding, mastery and application of theoretical knowledge and design principles, effectively improving the understanding, mastery and application of theoretical knowledge, and strengthening the practical ability of courses and projects.

4.4 Replacing the subject of course evaluation

The main body of evaluation of social practice course regards the opinions of the main beneficiaries of the project and participants as an important factor in the evaluation of course teaching quality. The replacement of the evaluation subject of the courtyard design course enables students to better communicate and exchange course learning experiences and questions directly and frankly with their peers in the industry and the public through the evaluation of course outcomes, which helps to establish correct design concepts and improve personal Humanistic literacy, and the ability to practice and communicate with design under different social groups and cultural backgrounds, can better promote the improvement of the teaching effect and quality of the course.

5. The promotion plan of the teaching reform of the course

5.1 Based on the characteristics of social practice, carry out research on the reform of courtyard design teaching content and teaching methods

Combined with the teaching objectives and tasks of the course, according to the characteristics of the courtyard project, with the change of the teaching site, environment and method, the course teaching mode is continuously optimized, and the experiential, immersive, interactive, and heuristic teaching methods are effectively integrated, and innovative, effective and scientific teaching methods are used. Teaching methods of social practice courses.

5.2 Build a database of project cases and social practice cases

Combined with the courtyard design projects under construction or completed, supplement and improve the courtyard design project process information, as well as online resources of relevant excellent design cases, relying on the social practice platform construction plan, classify courtyard design projects according to design conditions, design types, etc. It provides materials for the follow-up social practice teaching of the course. At the same time, it provides the basis for the summary of the course construction.^[7]

5.3 Build a stable and long-term social practice cooperation platform

The course team members are extensively involved in or engaged in related design projects and social practices, and have a wide range of good design cooperation resources. The course group takes social service as the intervention and course teaching as the goal, builds a stable social practice cooperation channel for the course, and provides a guarantee for the course social practice teaching.

6. Conclusion

Through the courtyard design of social practice courses, the cultivation of students' professional practice and job skills is the main teaching goal. The course is based on the professional training plan, combined with the courtyard design syllabus and course content,

to design, attract and organize students to complete the course theoretical knowledge and professional skills through thinking, investigation, discussion, communication, cooperation and other methods. Master the knowledge content and skills involved in courtyard design, such as design techniques, design elements, plant configuration, material technology, etc., understand cutting-edge design concepts, technical processes, and continuously improve the design ability and teamwork ability to solve practical problems. Establish a correct outlook on life and a sense of responsibility to serve the society, and promote the improvement of students' overall quality.

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About the author:

Jia Lyu, 1990.04-, female, Tujia, Chongqing Nan'an, master, lecturer at the Chongqing College of Humanities, Science & Technology, main research direction: environmental art design.