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Discussion on Teaching Reform Strategies of Garden Sculpture in Chinese Universities under DBAE Model

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Abstract: Landscape sculpture course is a basic course for environmental design majors in colleges and universities. The development of landscape sculpture teaching should be closely related to the cultural, economic and political development of the society at home and abroad. Teachers should give landscape sculpture courses different humanistic value orientations in the teaching process according to the actual development of the current era. This paper briefly introduces some problems existing in the teaching process of landscape sculpture, and discusses how to optimize the teaching mode of landscape sculpture from the perspective of DBAE teaching.

Keywords: Landscape sculpture; DBAE teaching philosophy; Teaching strategy

DBAE teaching mode refers to a comprehensive art teaching mode. The theory focuses on reflecting the continuity, balance, comprehensiveness and comprehensiveness of art teaching, and constructs the curriculum teaching system from four aspects: teaching objectives, teaching process, teaching evaluation and teaching resources. This theory plays an important role in promoting the development of world education and can be used as a reference for the reform of Chinese art education. This teaching mode not only plays a guiding role in the construction of the fine arts curriculum system itself, but also advocates the interdisciplinary teaching of fine arts and other disciplines. The following is mainly based on the teaching concept of DBAE to discuss how to better reform and optimize the teaching of landscape sculpture course.

First, the connotation of DBAE teaching concept and its guiding significance in landscape sculpture teaching.

1. Connotation of DBAE's teaching concept

The concept of DBAE teaching refers to the comprehensive art education based on a certain subject. This teaching mode was initially applied in American education, and gradually popularized in the world due to the objective teaching effect.

2. The guiding significance of DBAE teaching concept in landscape sculpture course teaching

2.1 Bring new teaching inspiration to teachers

DBAE's teaching concept can bring new teaching inspiration for landscape sculpture teachers and guide them to view landscape sculpture teaching from a more macro perspective. Based on this teaching concept, teachers can organically combine landscape sculpture courses with the four disciplines of art history, artistic creation, art criticism and aesthetics with excellent artistic works as the core, which can meet students' learning needs, improve students' practical ability, and broaden students' vision and thinking ability.

2.2 Promote the development of students' comprehensive literacy of landscape sculpture

Applying DBAE teaching concepts to teaching helps open students' horizons, helping students establish landscape sculpture and social construction needs as well as other subjects so that students can learn by analogy and integrate all the knowledge and information in their mind into a whole. Promote students to carry out compound and pragmatic talent training.

3. Deficiencies in landscape sculpture teaching at the present stage

3.1 Teachers' teaching thinking is not extensive enough

Judging from the actual teaching situation at the present stage, some teachers have insufficient teaching thinking in the teaching of landscape sculpture course, which is specifically manifested as the design of teaching content is slightly outdated and the teaching methods are not diversified enough. Under this teaching mode, the knowledge and skills that students can learn are limited to the scope of textbooks, which is not conducive to the overall growth of students.

3.2 The curriculum system of landscape sculpture fails to form a closed loop

If teachers want to achieve better results in the teaching process of landscape sculpture, they must establish a scientific and perfect curriculum teaching system. From the teaching status of landscape sculpture course, some teachers lack planning and randomness in the teaching process, attach too much importance to classroom teaching, and lack rehearsal teaching, teaching evaluation and other links.

4. Approaches and strategies of landscape sculpture teaching reform under DBAE model

4.1 Improve the curriculum system of landscape sculpture

At the present stage, there is the problem that the curriculum system of landscape sculpture is not perfect. Teachers should study and think about this problem according to the concept of DBAE. Preview teaching and teaching evaluation play a very important role in landscape sculpture teaching. Therefore, teachers need to make up for this defect in landscape sculpture teaching, and divide the curriculum system into three parts: pre-class rehearsal, in-class teaching, post-class evaluation and reflection, forming a scientific curriculum closed loop.

For example, before teaching a certain chapter, teachers can analyze and integrate the chapter in advance, connect related knowledge content more closely into a whole, design several key questions according to the core content, and guide students to solve the problems raised by teachers through independent preview. In addition, teachers can create online textbooks or videos and upload them to public platforms. For students in the preview process of reference and learning, to improve the efficiency of preview.

The content and form of teaching in class should be closely related to the content of preview teaching. The implementation of pre-class rehearsal teaching is conducive to improving students' learning efficiency. Most students can master the relevant knowledge and content through preview learning, but some students have questions and difficulties. In the next 30 minutes, teachers can use it for practical teaching of landscape sculpture. In this teaching mode, teachers can closely link theoretical knowledge with practical skills, and students can apply the knowledge they have learned to the learning process, which is conducive to the realization of the goal of training composite practical talents.

After the classroom teaching, teachers can design and assign diversified landscape sculpture assignments or evaluate them, which can not only consolidate students' knowledge and skills learned in class, but also promote students' active learning to expand their knowledge and skills, and find students' weaknesses. Teachers can adjust and optimize the teaching content and teaching mode of landscape sculpture according to the above information.

4.2 Integrate comprehensive knowledge into the teaching of landscape sculpture

The teaching core of DBAE concept is to conduct comprehensive and extended teaching based on a subject. From the perspective of landscape sculpture course teaching, teachers should take landscape sculpture as the center and closely link political, economic, cultural, interdisciplinary and other knowledge information related to landscape sculpture with the content of landscape sculpture course. The teaching content of landscape sculpture is richer and the teaching value is more diversified.

4.2.1 Integrate political factors into landscape sculpture teaching

At present, environmental protection has been promoted to a national strategic level, is one of the main policies of our country, teachers should be included in landscape sculpture teaching process environmental protection factors. Nowadays, the concept of green building gradually begins to penetrate and become popular in the society. Therefore, teachers of landscape sculpture course should pay close attention to the changes of policies and teach in the teaching process. Landscape sculpture can be processed with stone, wood, glass, glass, high-tech materials and other materials. On the basis of environmental protection policies, teachers should advocate the concept of green and low energy consumption building materials selection in the teaching process of landscape sculpture materials selection, so as to effectively cultivate students' environmental awareness.

4.2.2 Integrate cultural factors into landscape sculpture teaching

Under the teaching concept of DBAE, landscape sculpture teachers should start from a comprehensive perspective in the teaching process, take the subject as the center, and integrate other relevant knowledge into the teaching content. For example, teachers can integrate social and cultural elements into their teaching. Cultural revival is one of our important goals of development. Therefore, teachers can infiltrate elements of traditional Chinese landscape culture, traditional architectural culture and traditional Confucian culture into landscape sculpture teaching. Strengthen students' understanding and inheritance of Chinese traditional fine culture, and help students establish the relationship between landscape sculpture and traditional culture.

4.2.3 Infiltrate interdisciplinary knowledge into landscape sculpture teaching

Under the teaching concept of DBAE, teachers can penetrate the interdisciplinary factors in the teaching process of landscape sculpture to enrich students' vision and thinking, which is also the core part of the teaching theory of DBAE. For example, teachers can infiltrate the knowledge content of ceramic culture and ceramic skills into the teaching of landscape sculpture. The penetration of ceramic elements in landscape sculpture teaching helps to strengthen students' understanding of traditional Chinese ceramic culture and skills, as well as expand students' vision and thinking.

5. Adopt diversified teaching modes to carry out teaching work

Landscape sculpture is a practical and difficult course, which brings great learning pressure to students. Under the DBAE teaching model, teachers can carry out diversified teaching with the help of comprehensive elements. For example, the practical teaching of landscape sculpture has too high requirements for hardware facilities, sculpture materials, sculpture tools, etc., so it is not ideal to carry out frequent practical teaching in colleges and universities. Teachers can find a new teaching method by means of multimedia landscape sculpture simulation teaching, and use human-computer interaction system to practice landscape sculpture. Students can understand and get familiar with the whole process of landscape sculpture through the method of virtual sculpture learning. In addition, colleges and universities can also strengthen cooperation with relevant enterprises, which provides students with opportunities to participate in landscape sculpture labor of enterprises, so as to improve students' practical ability of landscape sculpture and strengthen students' understanding of landscape sculpture related industries.

6. Conclusion

Landscape sculpture teaching in colleges and universities using DBAE teaching mode is helpful to broaden students' horizons, expand students' thinking, and help students establish the connection between landscape sculpture and social politics, social economy and social culture. In the teaching process, teachers can establish an innovative, scientific and practical teaching model of landscape sculpture according to the concept of DBAE and the actual learning situation of students.

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