

Analysis on the Exploration of Ideological and Political Elements in the Course Comparison of Chinese and Foreign Gardening Art

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Abstract: This paper explores the ideological and political resources contained in the course Comparison of Chinese and Foreign Gardening Art, condenses the ideological and political elements, actively responds to the call of General Secretary Xi to achieve the goal of curriculum education. By means of literature review and questionnaire, the author explores the ideological and political resources of the course Comparison of Chinese and Foreign Gardening art, analysis of professional class knowledge and ideological elements concise, refined ideological education implementation path and practice to explore, and apply environmental design professional education curriculum construction innovation at home and abroad successful experience to refactor all the elements, put forward a variety of solutions, using system analysis method to evaluate ideological elements case, try all kinds of teaching methods applied education resources. Put the ideological and political elements into the classroom, finally put forward the optimal teaching model and concept, and applied in the teaching.

1. Introduction

General Secretary Xi Jinping stressed at the National Conference on Ideological and Political Work of Colleges and Universities that ideological and political education is not only the task of the ideological and political course itself, but also the main channel of classroom teaching. Other specialized courses should go along with ideological and political theory courses to form a synergistic effect. The course Comparison of Chinese and Foreign Gardening art carries out the professional course of ideological education teaching reform, in order to realize the full-course education.

2. The Nature and Purpose of the Course

Comparison of Chinese and Foreign Gardening Art is a compulsory course for environmental design majors. The course takes “teaching” as the solid foundation, “innovation” as the reinforcement of skills, and “ideological and political education” as the teaching concept. In the current art design teaching system of our school, Comparison of Chinese and Foreign Gardening Art is a compulsory course for art design majors.

Purpose is: to enhance students' understanding of the long history of gardening art. It makes a comparison between Chinese landscape design and western landscape design to master all kinds of landscaping techniques and generate the creativity of gardening art. At the same time, we should understand the Differences between Eastern and Western Cultures and familiar with the characteristics of Chinese and foreign gardens, master the specific gardening methods of Chinese, French, Italian and Japanese gardens.

Support graduation requirements from three aspects: first, master the skills and methods related to expression of environmental art design; Secondly, it has strong spatial performance ability. Thirdly, I have the basic ability of professional design and practice. The key to the ideological and political construction of this course is how to guide students to establish correct artistic and creative views and how to carry forward the Spirit of Chinese aesthetic education.

3. The Goal of Curriculum Ideological and Political Teaching Reform

The students' ability to acquire knowledge is strengthened by the combination of teacher's instruction and multimedia instruction. Case video teaching is adopted to strengthen students' ability to acquire knowledge visually.

Dig out the ideological and political resources contained in the course Comparison of Chinese and Foreign Garden Art, and practice the ideological and political elements according to the knowledge points to achieve the goal of curriculum education. Through the collection of teaching methods and successful case data of the course Comparison of Chinese and Foreign Gardening Art of art design major at home and abroad, this paper investigates and studies the exploration of ideological and political resources of the course Comparison of Chinese and Foreign Gardening Art, and analyzes and studies how to improve and guide students to establish a correct view of art and creation. Finally, it combines the theoretical teaching mode with teaching practice, innovates teaching methods and deepens teaching content. Highlight “ideological and political education” as the teaching concept.

4. Teaching Module Content

Comparison of Chinese and Foreign Gardening Art content: The production, formation, development and current situation of Chinese garden art. The relationship between Chinese garden art and traditional Chinese culture. The different of Chinese imperial garden, private garden, religious garden mausoleum gardens and other garden art .The western garden art production, formation, development and current situation. The relationship between the Western Garden Art and Western culture. Western Royal Gardens, private gardens, the religious gardens, Mausoleum gardens landscape art is different. To understand the differences between Chinese and Western Garden Art. The difference between Chinese and Western garden art and differences between Chinese and Western cultures. Chinese and Western garden art learn from each other.

5. Ideological and Political Education Specific Strategies

The author of previous learning in this course students and students to course ideological elements mining survey, professional education courses related to successful cases of domestic environment design in-depth discussion, timely communication to explore the problems in the teaching process, summarize collected various teaching feedback tease out the advantages and main problems of existing curriculum. Condensed ideological and political elements, and proposed specific strategies for curriculum ideological and political education:

5.1 Through the Case Analysis of Typical Famous Gardens, Patriotic Education is Carried out for Students

Knowledge points combined with The Course Comparison of Chinese and Foreign Gardening Art: Three major systems of world landscape architecture: China, West Asia and Europe make students realize that “China is the mother of world gardens” and motivate students to learn. In the teaching of Chinese royal gardens, multimedia technology is fully utilized, and video animation is combined with language teaching. Through the video case to discuss the emergence time and main functions of Chinese royal garden, create the situation, explain the concept of royal garden. Adopting an anchored teaching strategy to select a distribution map of the royal gardens of the Tang Dynasty imperial capital closely related to the current learning theme, to explain the classification of the royal gardens. As the key content of the learning, the royal garden landscaping techniques used as the case of Xingqing Palace, and the discussion-style self-learning strategy adopted, teachers provide students with relevant clues to solve the problem, such as the functional zoning of the royal garden, the design elements of the main scene, the connection between the main entrance and the main scene, the division of space and the characteristics, and etc. Through discussion and exchange, students explore the background of the construction of the imperial garden in the heyday of the Datang Emperor, excavate the ideological and political elements of the “Chinese dream”,

focus on what is the Chinese dream and how to realize it, inspire students to study hard, realize the great rejuvenation of the Chinese nation, and conduct patriotic education for students.

5.2 Highlight Professional Advantages and Educate Students on Environmental Protection

A Series of Important Speeches by General Secretary Xi Jinping: Lucid waters and lush mountains are invaluable assets. Building an ecological civilization is vital to the well-being of the people and the future of the nation, and it is an important part of realizing the Chinese Dream. The specialty of environmental design aims at cultivating creative talents who can solve the needs and problems of social life with theoretical methods and practical means in the field of landscape and interior design. The course highlights the professional advantages and develops students' good habits. The case selection of sponge city planning and design requires students to pay attention to ecology and environmental protection, investigate the status quo of The Yellow River in Lanzhou and complete the ecological revetment design. The practice teaching requires the students to select the site of Gansu province for the design of landscape improvement. Specific topics include: landscape transformation of abandoned industrial parks, landscape design of ecological environment, landscape design of regional culture and other hot issues, and completion of relevant course assignments.

In the course teaching, the artistic concept of ecological and environmental protection landscape for sustainable development is always combined with knowledge points to guide students as designers to use environmental protection materials and new techniques and methods. Focus on the reuse of brownfield landscape to reduce the damage to the natural ecological environment. The practice of curriculum ideological and political education in professional curriculum teaching enhances students' service consciousness to the society. To enhance the professional awe spirit, the course guides students to make contributions to the national environmental design.

5.3 In View of the Differences between Eastern and Western Cultures and the Reference, Highlight the Concept of Cultural Power

General Secretary Xi Jinping has called for strengthening cultural confidence and building a strong socialist culture. To excavate the educational resources with the essence of garden and Chinese traditional culture in the course, inherit and innovate Chinese traditional culture and apply it in the analysis of garden design. To guide students to think in the course design: Three Aspects of Chinese garden. What is the essence of our traditional culture? The relationship between Chinese gardens and poetry art. The relationship between Chinese gardens and landscape painting. The relationship between Chinese garden and opera art. These problems are discussed among the students in the teaching process, so that the students can have a comprehensive and profound discussion and research on inheriting, developing, enriching and developing Chinese traditional culture in the process of garden art learning.

At the same time, garden belongs to the branch of aesthetics and aesthetics belongs to the branch of philosophy. Follow the law of nature, Chinese garden culture and philosophy consistent. The knowledge of temple garden is combined with traditional Chinese philosophy, and the method of question introduction is adopted. Because temple gardens are closely related to religious culture, the learning content is relatively complex and the learning is somewhat difficult, so the case discussion method is adopted. In this process, teachers pay attention to the development of students' autonomous learning ability, so that students gradually learn to learn the relationship between Chinese traditional culture and gardens by themselves. Through the student to the knowledge point study, the firm culture confidence, constructs the socialist culture powerful country.

5.4 Cultivate Students' Craftsman Spirit

The eight major works were restored in the Imperial Palace garden, including tile work, earth work, stone work, wood work, painted work, painted work, framed work and knowledge points. Analyze the excellent cases of Chinese and foreign gardens, such as plane layout, function division, space comparison, landscape treatment, gardening skills, etc. This paper analyzes the specific techniques of landscape construction, such as borrowing, matching, barrier, separating, framing,

clamping, leaky and adding, thus generating the creativity of garden art. The explanation plays an active role in cultivating students' innovative spirit and craftsman spirit of striving for perfection.

6. Conclusion

This paper analyzes and summarizes the existing ideological and political resources of the Comparison of Chinese and Foreign Gardening Art curriculum, investigating and condensing the ideological and political elements of the course Comparing Chinese and Foreign Gardening Art, to formulate integrate ideological and political elements to ensure smooth transmission of ideological and political elements. Optimize teaching methods, inquiry-based, heuristic, combined with teaching video to organize high-quality teaching discussion. On the basis of mastering the teaching situation of the course, discuss and establish the basic ideological and political teaching reform thought and the preliminary implementation plan. Refine teaching objectives, optimize teaching content and refine assessment methods. Complete the analysis of classical Chinese and foreign garden layout, functional zoning, spatial comparison, landscape treatment, gardening skills online and offline teaching integration, complete the construction of contemporary garden art ideological and political elements of the frontier theme. Finally complete the teaching achievement display and teaching reflection. Research on perfecting the teaching method system of course teaching. In the stage of teaching research, reflection, summary and optimization, the ideological and political construction of the comparative course of Gardening art between China and foreign countries is completed.

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