

# The Teaching Thought of Landscape Design Course of Environmental Art Design Specialty

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**Abstract**—Landscape design has been developing for a long time in the field of design, and it is a comprehensive subject with extensive coverage and strong practicality. In the course of rapid development of landscape design, its theoretical foundation is relatively weak, and it is difficult to establish a profound discipline system. This paper discusses how to do well the teaching of landscaping course under the new situation.

**Keywords**—*Landscaping, arden Plant, eaching Practice, eory Teaching , aching Reform*

## I. INTRODUCTION

The course of landscape design of garden plants occupies a very important position in the teaching plan of environmental art major. In the past teaching, students' cognition of plants is still at the recognition level, and the basic drawing condition of course design is also virtual. Students' understanding of garden plants and design is limited to the level of graphic expression. Especially for the large-scale work of plant landscape planning, students are confused at the early stage of learning, and they are unable to start making planning drawings. The fundamental reason is that theoretical knowledge in class cannot be converted into the image of plant landscape and appropriate graphic language in students' memory. In addition, the design scale previously used cannot be extended to the planning scale, which leads to students' partial understanding of the scale concept. And as the rapid development of the landscape industry, market and society have new requirement on graduates who major in garden, coupled with the wide application of computer technology in design, the course of some of the old teaching methods already can not adapt to the requirements of the new situation, how to better improve the quality of the course teaching under the new situation, has become a problem we have to think about.

## II. CURRENT SITUATION AND PROBLEMS

### A. Student learning problems

Students lack an in-depth understanding of the plant landscape design course. Students do not have a comprehensive understanding of the significance of landscape design of garden plants. There is a lack of understanding of the particularity of the working procedure and design method of landscape design of garden plants and the lack of understanding of the social situation of the real garden industry.

Students lack the relevant basic theory knowledge. In the course of landscape design of garden plants, students do not know enough about the biology and ecology of the plants they study. In plant landscape design, we can't apply the basic aesthetic principles we have learned and design a variety of plant forms. Lack of sensitivity and flexibility.

Students are not good at expression and expression. As students are in the initial stage of professional design, the contents of drawings are not standard enough and the effects of drawings are not expressive enough. Little attention is paid to the compilation of design description text and little is known about it.

The comprehensive design ability of students needs to be improved. To make the design creative, we must improve our cultural literacy. We should learn more about the traditional and modern landscape design methods and their characteristics at home and abroad, especially the new trend of plant landscape design, so that practice can make perfect and be used by us to pursue new ideas. Students don't know much about engineering. It is difficult for students to participate in the training opportunity of actual engineering in school, so the relevant design content is difficult to express exactly.

### B. The main problems existing in the course teaching

The cultivation of comprehensive quality needs to be improved. Design expression is the embodiment of a comprehensive ability, that is, the ability to write pictures, think well and argue well, and the flexible application of living plants to different landscape materials. At present, the teaching mechanism of correctly guiding students to learn relevant background knowledge beyond the extensive courses is not perfect, elective courses are limited, and teachers are insufficient. At the same time, in the selection of virtual design, less attention is paid to cultivating students' ability to analyze and solve practical problems. During the discussion of the plan, more attention was paid to evaluating the expression effect of students' design drawings, and the important process of ideas and communication was neglected, as well as the expression of the growth concept aiming at the characteristics of living plants.

The teaching content needs to be improved continuously. The teaching material of landscape design of garden plants has been lagging behind for a long time. In addition, there are also many problems in how to organize the cohesion of relevant course teaching content. If some of the content of the repetition and each involved in the depth of the degree to be discussed.

Landscape design practice of garden plants is very important for students, the main link between theory and practice, as well as the interaction between teachers and students to discover the problems in teaching and learning and the key to solve the problems. But in the actual teaching high school students are often not as planned to complete the design work, design homework before always loose and tight, when the front for a long time no serious effort to do it, until the last day and night hurry figure, the result became to cope with a job casually, form teacher is not point out that students in time the problems in the design, students also have no in time found that problems in their own design, obtain further improve in theory, and thus can not achieve the desired effect in its design.

Practical teaching is relatively weak. Go out of school gate, many field visit study, can increase the student's perceptual knowledge, the development student's field of vision. Therefore, no matter how good the classroom knowledge is, it is impossible to make a high-level landscape design of garden plants without direct perceptual knowledge. The course of landscape design of garden plants is influenced by the relevant school-running conditions, teaching links, curriculum, etc., and the content of out-going practice teaching is very few. Therefore, to some extent, it restricts the creative development of students.

### III. SUGGESTIONS ON TEACHING REFORM

The reform of course teaching method should think more about "laying a good foundation, guiding an example, paying attention to practice and strengthening discussion". Years of teaching practice, we recognize the garden plant landscape design teaching goal is not that how many teachers taught specific knowledge, more important is to let students after the end of the course, can grasp the design train of thought, to learn the methods to solve the problem, and can reasonable use design performance skills and good at using language concise design theme. Referring to the domestic and foreign literature on the reform of landscape design curriculum, and combining the author's teaching experience and experience, the following aspects of the teaching reform recommendations.

#### A. *Grasp the pulse of The Times and constantly update and enrich the teaching content*

The proportion of technical courses should be increased to make the course of landscape design truly a scientific landscape design, which is a combination of art and science. Although there are artistic elements in today's landscape design, the main theoretical basis is based on science, engineering and technology. Is common in the present teaching, focus on art, the phenomenon of light technology, the students' curriculum design drawings to be able to do very beautiful, but to be able to meet the requirements of the construction is rare, the main reason is that the current teaching of construction engineering, technical specification classes don't seriously, and even some universities and colleges have no such as building structure, construction engineering courses. Therefore, the proportion of courses such as landscape construction engineering, landscape construction budget, architectural design, architectural construction and planting design should be strengthened to make students understand that "concept conception" lacking construction technology support can only be a transient "haishi lip building" and "castle in the air".

Emerging disciplines into the landscape design course since the 20th century, as a based on broad nature and humanities discipline of application of landscape architecture from the traditional landscape architecture to expand to the whole human culture and natural biosphere interaction and continuous development, involved in the field more and more widely, more and more comprehensive and integrated features. Therefore, professional courses such as regional landscape planning and terrestrial landscape planning should be strengthened centering on the course of landscape design, and auxiliary courses such as landscape ecology, tourism, management, society, economy and environment should be offered to enable students to have an overall, comprehensive and comprehensive knowledge background.

#### B. *Motivate students' interest and continuously improve teaching methods*

Discussion-based teaching classroom discussion before basically with the two-way communication of teachers with individual students give priority to, this way has the advantages of saving time, but is not conducive to fully arouse the enthusiasm of students, it is recommended that future classroom discussion as the directional communication, can adopt bidding mechanism in the society, each student free team to participate in bidding, the other students and teachers for evaluation, this can not only increase the unity and cooperation between classmates, also can promote the communication between teachers and students and students knowledge, stimulate students' interest in learning.

Garden plant landscape design courses, like other design courses, require students to have strong visual performance. Therefore, the graphic presentation skills of design play a vital role in the presentation of design results, which requires that the introduction of excellent design examples should be increased in the theoretical teaching, so that the design content image is intuitive and easy to understand, and imperceptibly affects the design creation of students. In the teaching activities of design practice, attention should be paid to the cultivation and training of students' graphic presentation skills so that students' design and creation can achieve the desired effect of painting. In the process of design practice, teachers and students should be able to communicate and discuss at the same time.

As far as possible, the project-based teaching landscape design course should be based on real design projects, and students should be encouraged to participate in the actual research projects of teachers. If teachers do not have actual projects, they should also carefully choose design topics for students. Design subject must have real place, and strive to be able to solve practical problems. In this way, students can understand the whole process of landscape design, and at the same time find

various problems in the analysis of the design process and seek solutions. This not only cultivated students' ability of landscape design, but also enhanced their ability of analyzing, solving practical problems and innovation.

Show gimmick, normative requirement, the arrangement of the design and design explanation, etc., are the problem that should try to take seriously when design expression. Excellent design works must reflect rich design ideas through the expression of beauty, and achieve the artistic effect of "pleasing to the eye" and "thought-provoking". So in the usual teaching process, will more often urge students begin, moderate drawing homework and masterpiece appreciation, guide the students to read some excellent design work, familiar with a variety of expression of landscape design, specification requirements and learn from the advanced design concept, so as to improve students' ornamental design drawings, rich active design thought of students.

In the preliminary stage of landscape design, the design competition and course defense can adopt the way of campus or campus landscape design competition to stimulate students' interest in learning. Landscape design stage, to participate in specific topics or teacher project is given priority to, can draw lessons from Harvard University's master of landscape architecture design courses reply way, every time after the subject design courses to reply, you can invite all the professional teachers, writers from landscape design experts, party as representative to participate in the defense project discussion, even for the design of each student. Both affirmation and criticism are students' learning opportunities, will stimulate their learning interest, so as to improve their knowledge. At the same time, students can be encouraged to participate in domestic and international landscape design competitions so as to better understand the frontier of domestic and international landscape design.

### *C. Strengthen the teaching hardware construction of the course*

With the popularization of personal computers, the learning of landscape design courses has formed such a pattern: listening in class, looking at the scene, drawing pictures on the computer, while the traditional model making, schematic drawing and sketching are gradually away from students, and the construction of relevant hardware is also ignored. According to the survey results, students' evaluation of the hardware facilities of landscape design course teaching is very low, which suggests that we should strengthen the construction of the hardware facilities of landscape design course teaching, so that it can form a complementary relationship with students' personal computers, give full play to their respective advantages and jointly serve for the learning of the course.

## IV. CONCLUSION

Landscape greening is the characteristic content of landscape design. In the new situation, we should think hard about how to combine the characteristics of the subject and give full play to the combined advantages of the professional structure, combine with the needs of the society for the cultivation of relevant talents, constantly improve the scientific content and methods of its teaching system, and improve the teaching level of teachers and the learning effect of students.

## ACKNOWLEDGEMENTS

The research topic of City College of WUST 2018, Exploration and Research on the Teaching Mode of Landscape Design Under the Background of Smart City. Item number:2018CYBJY013.

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