

Analysis of Reform Teaching Method in the Course of “Comparison of Chinese and Foreign Garden-making Art”

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Keywords: Art of garden-making; Garden and park; Teaching techniques

Abstract: This paper, based on the investigation of the problems in the course of “comparison of Chinese and foreign garden-making art” for college students majoring in environmental art design, this paper proposes the goal of curriculum reform. Summarize the specific teaching methods, teaching reform strategy. Hope to establish a practical teaching system; Promote open practice teaching type; To realize diversified teaching methods; Cultivate students' creativity and innovation, and create high-quality courses with high order, innovation and challenge.

1. The nature and purpose of the course

“Comparison of Chinese and foreign garden-making art” is a compulsory course for environmental art design major. The course teaching carries on the comparative study to the Chinese classical garden and the western European garden, focuses on the style analysis and the green, the artificial rockwork and the rockery garden comparison, also water feature design and the build and so on other garden construction element. The teaching analyzes the differences between Chinese and western garden art from the aspects of geographical environment, aesthetic ideal, cultural background and design thought, revealing the essence of garden-making art. The course Comparison of Chinese and Foreign Garden Art is based on the teaching ideas of “teaching consolidating basics”, “innovation strengthening ability” and “competition testing effect”. The teaching reform is student-centered, employment-oriented, and based on the teaching concept of continuous improvement of course teaching quality. Pay attention to each student's learning situation and teach students according to their aptitude.

The aim 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.

2. Teaching techniques

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. By combining heuristic teaching with interactive teaching, students' interest in learning can be improved so as to improve their ability to analyze and research problems.

3. The basic requirements of course teaching

Students are required to understand the emergence, formation, development and current situation of Chinese and western garden art. To understand the important relationship between the development of Chinese and western garden art and the development of Chinese traditional culture. On the basis of having the ability to the analysis on comparison of the characteristics and styles of Chinese and Western garden art, students will master the main theoretical knowledge such as the

characteristics of garden beauty, Chinese and Western garden art, basic principles of garden composition, garden landscape art, landscape terrain art, garden planting art, layout art of garden, plaza and garden building, garden color composition, etc., to better grasp the main points, and to lay the foundation for future related industries. Specifically, it includes: understanding the emergence, formation, development and current situation of Chinese and western garden art; To understand the important relationship between the development of Chinese garden art and the development of Chinese traditional culture; To understand the important relationship between the development of western garden art and the development of western culture; Master the characteristics and comparative methods of Chinese and western garden art.

4. Teaching reform strategy

It requires students to master Gardening Techniques of Landscape Art such as Temple Garden, Chinese Royal Gardens, Private Garden, as well as Landscaping Techniques like Renotel Garden, Italian Platform Garden and Japanese Garden, and to analyze the classical case plane layout, functional zoning, spatial comparison, landscape water treatment, gardening skills and so on.

4.1 High order

Combine the course theoretical knowledge with the garden entity project, train the students' ability to control the complex landscape elements, and train the students' high-level thinking formation through the on-site survey, measurement and questionnaire data analysis of the design site. It is difficult to adopt contemporary garden design. The specific module is: landscape transformation of abandoned industrial park. Adopting scaffolding teaching strategy, firstly build the theoretical and conceptual framework of this lecture around the theme of studying abandoned industrial park landscape. Secondly, introduce students into the problem situation of abandoned industrial park landscape by means of question introduction, and then let students explore independently. The exploration includes sectorization of abandoned industrial park landscape, spatial sequence, spatial contrast, point-view technique, stacking mountains and stones, seasonal changes and so on. At the beginning of exploration, teachers should first inspire and guide students through video cases, and then let students analyze by themselves. Through discussion teaching, students conduct group consultation and discussion in groups, and finally complete the meaning construction of the knowledge they have learned.

4.2 Innovative

Select the most representative frontier module, ecological environment garden design, which can reflect Chinese and foreign gardening techniques. The offline classroom adopts scaffolding teaching strategy -- making full use of multimedia technology and using video animation to cooperate with language teaching. The online class adopts anchoring teaching strategy, discusses the main functions of ecological environment landscape design through video cases, and creates the situation. Second selected is closely related to the current study theme of royal garden distribution on the ecological environment landscape design, and adopt discussion-based autonomous learning strategies, teachers to provide students to solve the problem of the clues, such as ecological environment landscape design need to be functional zoning, design of main feature elements, main entrance and observe a cohesion, space division and characteristics, etc. Finally, the students discuss the design method of ecological environment garden. Anchored teaching requires students to solve practical problems.

4.3 Challenge degrees

Select the difficult module in the course: regional cultural landscape design to increase students' challenges to garden design problems, adopt the random teaching strategy --, make full use of multimedia technology, with the help of video animation and language teaching, and present the situation related to the basic content of the current regional cultural landscape theme to students. Due to the close correlation between regional cultural landscape and folk culture, the content of learning is relatively complex and difficult. Therefore, random learning method is adopted. In this process,

teachers pay attention to the development of students' autonomous learning ability, so that students gradually learn to learn by themselves. Guide students' thinking development and training, establish students' thinking model, pay attention to training students' divergent thinking, take shilin as an example, and carry out group discussion around the understanding obtained by presenting different aspects of the situation.

5. Teaching module

5.1 Chinese landscape technique

Teaching contents: Through the study of this unit, students should know about the production, formation, development and current situation of Chinese gardening. What's more, students should understand the relationship between Chinese gardening art and the traditional culture by analyzing cases. Besides, mastering the difference of royal gardens, private gardens and temple gardens is necessary.

Key point in teaching: the grasp of Chinese gardening art
Difficult point in teaching: the difference of royal gardens, private gardens and temple gardens

5.2 Foreign gardening history

Teaching contents: Through the study of this unit, students should know the production, formation, development and current situation. What's more, students should understand the relationship between foreign gardening art and culture by analyzing cases. Besides, mastering the difference between French, Italian, Japanese gardening is necessary.

Unit key: Foreign rules of garden design

Unit difficulty: The difference of French, Italian gardening art.

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