

Teaching Design and Practice of Traditional Garden Production Training Skills

Pan Li, Sima Jintao

Hubei Urban Construction Vocational and Technological College, Wuhan, China

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Abstract: In order to improve the teaching level and quality of college gardening and to cultivate professional and applied gardening talents that meet the needs of market development, colleges and universities must actively change the teaching concept and attach importance to the teaching of garden production training skills. On the basis of combing scholars' research on the teaching of traditional garden production training skills, this paper analyzes the basic construction and construction principles of traditional garden production training skills teaching base. Subsequently, the status quo of traditional garden production training skills is analyzed. Finally, the teaching design and practical measures of the traditional garden production training skills are put forward, in order to provide reference for the garden professional teaching.

1. Research Background

1.1 Literature review

With the continuous development of China's economy, the demand for gardening professionals is increasing, and the emphasis on colleges and gardens is becoming more and more obvious. At the same time, domestic scholars have gradually deepened the research on the teaching techniques of traditional garden production training, and have formed certain research results. Xu Yuheng and Gao Zhengping discovered through research that in the new era, the teaching and practice of traditional garden production training skills must first explore and study the construction and management mode of productive training bases in schools, in order to improve teachers' teaching level and cultivate professional style. Gardening talents provide sound hardware support (Xu and Gao, 2012). Liu Yanhong pointed out that traditional garden production training skills teaching is an important part of garden practice education. It plays an important role in guiding practical courses to transform practical skills and students' development on professional roads. By emphasizing the three aspects of professionalism, professional enthusiasm and professional skills in the teaching of productive training skills, the students will carry out four stages of teaching measures, such as counseling lectures, field investigations, group discussions and writing internship reports, to optimize teaching forms and teaching. Content (Liu, 2014). On the basis of analyzing the general requirements of the market for the demand for gardening professionals, Dai Yurong proposed to break the teaching method based on teacher explanation in the traditional teaching mode, and adopt the open education method of moving the classroom to the natural environment. It is necessary to use the students as the main body of the classroom and the teacher-assisted teaching mode to improve the teaching efficiency and the learning effect of students (Dai, 2012). Wang Hongjun analyzed the curriculum system of gardening specialty and combined with the market development for the demand of garden professionals, and proposed to cultivate the application of practical and practical professional garden talents as the primary goal of the cultivation of garden professionals. Students must not only have a solid grasp of professional theoretical knowledge, but also develop strong hands-on skills. Establishing the correct concept of gardening talent cultivation is the core of gardening professional teaching. At the same time, it is also the key to fostering the success or failure of garden talents that meet the needs of market development (Wang, 2004). Wang Mingzhen believes that the teaching of garden production training skills is an indispensable part of students' practical education, because in this part, not only the teachers instructing the students on the ground, but also the hands-on guidance of professional and technical personnel, such a comprehensive

internship It cannot be replaced by other teaching activities (Wang, 2013).

1.2 Purpose of research

With the continuous development of China's economic level and the continuous improvement of people's quality of life, the demand for garden professionals continues to rise. At the same time, it also puts forward new requirements for colleges and universities that cultivate important bases for garden talents. Colleges and universities must adapt to this challenge in order to adapt to the development of the times. It is an inevitable choice for the garden profession to change the concepts and methods of “heavy theory and light practice” in the original traditional teaching mode (Zhong et al., 2013). The gardening profession involves a wide range of subjects, including biology, engineering technology, and art fields. At the same time, the gardening profession is a subject with strong practical requirements. In the course of curriculum setting, colleges and universities must be able to provide the corresponding practical teaching environment and facilities to achieve the teaching objectives of comprehensive and applied talents that meet the needs of market development. Therefore, the teaching of garden production training skills plays an important role in garden teaching (Jiang et al., 2016). Reforming and innovating the construction of training bases, curriculum setting, teaching mode selection, and professional teacher training in the teaching practice of garden teaching is conducive to the scientific and rational setting of practical training and solving various problems in the process of practical training. In order to improve the teaching level and quality of gardening students, and improve the overall quality of gardening students.

2. The Foundation and Principles of the Construction of Traditional Garden Production Training Skills Teaching Base

2.1 The construction of the garden training base is fundamental

The garden production training base mainly carries the practice teaching task in the process of garden professional education. The construction and improvement of the garden production training base is to provide students with the venue for learning and exercising practical operation skills, and to cultivate the market development needs. Professional and technical applied talents (Chen, 2010). The garden training base mainly integrates and concentrates teaching resources such as teachers, venues, equipment and courses, and finally forms a comprehensive teaching and training base. The garden production training base mainly consists of two parts of the school and the outdoor garden training base, but the school's training base is mainly used to form a perfect system of training system. In addition, the construction of the training base of the school garden professional can not only reduce the construction cost, but also facilitate the school's management of teachers and students, improve the quality of garden professional training, and provide protection for the cultivation of multi-functional skilled garden professionals.

2.2 Principles for the construction of garden training bases

The first principle of building a garden productive training base should be based on the teaching characteristics of the gardening profession. This will not only enable students to gain practical training and improvement in the actual training process, but also improve the actual operational and management capabilities of the garden. At the same time, further training students' ability to apply practical skills. Moreover, the construction of the professional production training base of the garden should focus on cultivating students' professional skills and accomplishment, and based on the future development level of the garden industry, integrate the construction of the productive training base with the garden management, and build a real In the sense of garden space, not only should we pay attention to the practicality of the base but also the applicability of the base. The training base finally established should become a garden training base with multi-functionality and openness.

3. The current situation of traditional garden production training skills teaching

3.1 The content of the course is out of touch with the actual production

In recent years, the garden production technology has developed rapidly and the update iteration speed is faster. Some college garden professional teachers lack the training and training of practical operation skills, and do not understand the production and operation of related enterprises. In addition, there is no supporting instruction manual for the training teaching. The teaching materials used by the teachers are relatively old and backward. The training items in the textbook content are small-scale simple test projects, and the matching requirements of actual garden-related job requirements are not high. More importantly, there is a lack of comprehensive training programs that are more closely linked to actual production. Coupled with the limitations of teaching conditions, many training programs cannot be fully implemented in teaching activities. This has resulted in a lack of a complete system for the practical teaching content of college gardening. The training teaching link is out of touch with actual production, and the cultivated talents cannot meet the needs of enterprises for talents.

3.2 Deviation of training project setting and teaching objectives

Affected by traditional teaching concepts and teaching methods, many colleges and universities offer a lot of practical training courses, but the contents of each training session are independent and not closely related. The training project setting did not carry out the gradient design according to the student's learning rules and development progress. In addition, many training programs are verification projects. The purpose of this type of training program is to verify the technical principles related to the teaching of course theory. It is not aimed at cultivating and training students' practical skills. This has not improved the professional and professional qualities of students. In general, the goal of training project design has a significant deviation from the goal of cultivating and practicing students' practical ability.

3.3 The construction of training base needs to be strengthened and improved

In recent years, in order to improve the teaching quality and level of the teaching practice of gardening, many colleges and universities have adopted a model of strengthening school-enterprise cooperation, established a training base for off-campus gardens, and made many useful attempts for the construction of training and teaching bases. However, in this process, there is a lack of strong policy support from the state and local governments. At the same time, there is a lack of cooperation and inadequacy in the process of school-enterprise cooperation. As a result, the main role of enterprises in the process of training is not fully paid attention to. And play. Eventually, the construction of the college garden professional training base has not been effectively promoted. The lack of such training base construction needs to be strengthened and improved.

4. Teaching design and practical measures of production training skills in traditional gardens

4.1 Optimize the design of the training project

School departments and faculty members should strengthen the comprehensive literacy training of students' post practical ability. When selecting topic training programs for landscape technology professionals, the topic selection personnel should not only rely on theoretical knowledge, but also pay attention to the display of practical teaching. Because the traditional garden professional plant course content can not keep up with the current development needs, the previous theoretical teaching content is properly optimized, and some unnecessary content can be deleted. In the process of teaching, the time for shortening the theoretical teaching content is used, and the compressed time is used to practice the teaching of the students, thereby solving the problem that the training time is too small. For example, when the traditional "Auditing Tree Cultivation" course is taught in a theoretical course, it can be reduced to 33 class hours after adjustment and improvement. The 7 lessons that have been compressed from it are transferred to the practical course, and the practical course is won. 7 class hours. Through the combination of theory and practice, the students'

comprehensive ability is cultivated, and the quality of garden teaching is improved.

4.2 Innovating the practical teaching model

With the continuous development of quality education, the previous teaching model can no longer meet the needs of students' learning. According to the training program of the college garden technology major and the tasks in the actual teaching activities, the students will create real production scenes and actual work tasks. Teachers can use the case teaching method and project teaching method to carry out practical training when carrying out teaching, and actively guide students to take the initiative to play the main role of learning in classroom teaching activities. In addition, teachers should combine their own experience and knowledge accumulation, and carry out practical training according to the content of the project. Teachers use modern technology in the teaching process to present the training content to students in the form of audio and video, and exchange and discuss between teachers and students, students and students. In order to stimulate students' interest in learning, the purpose of achieving a simpler and more effective grasp of relevant knowledge points is achieved.

4.3 Building a quality training base

The training base is an important basic guarantee for students to carry out training. Schools should increase their investment in garden design training bases and provide students with a good training environment by building quality laboratories and related facilities. Schools may also consider landscaping on campus roads and places with green plants based on campus greening projects without affecting landscape design. At the same time, it is necessary to strengthen the construction of off-campus training bases. Schools must cooperate with enterprises to train talents for enterprises while enterprises also provide practical training for students. The two complement each other. The school can conduct personnel screening for the company and select some experienced instructors to share the experience of the students.

4.4 Improve teachers' practical ability

Teachers are the main guides in teaching activities and play the role of imparting knowledge to students. The level of teacher's practical ability is one of the key factors affecting students' learning. Therefore, the practical ability of the school to train teachers is of great significance to improve the quality of garden teaching. Schools can introduce incentives and penalties based on actual conditions, such as requiring each teacher to practice in a garden design company for three months every three years. Or it is to issue incentive policies for teachers with rich experience. The prizes can be financial subsidies or honorary certificates in related fields. Through these forms, teachers are encouraged to actively participate in practice and accumulate more experience to contribute to the development of garden teaching.

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