

Curriculum Design and Implementation Strategy of Landscape Architecture Specialty in the Perspective of Mass Entrepreneurship and Innovation

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Abstract: In the era and environment of "mass entrepreneurship and innovation" education, colleges and universities implement effective reforms in education and teaching, which can guide and encourage college students to more actively and actively carry out innovation and entrepreneurship, and help college students to achieve better development. Aiming at the design and implementation of landscape architecture courses in Colleges and universities, combining innovation and entrepreneurship concepts to optimize teaching concepts, methods and paths, we can think and grasp the functions and objectives of education and teaching in Colleges and universities from a deeper level, and help college students cultivate landscape design principles and their own critical thinking and innovative spirit.

1. Introduction

The course of landscape design principles is the cornerstone of the study of landscape architecture. However, in the latest guiding course standard for undergraduate students of landscape architecture and landscape architecture in Colleges and universities, the proportion of landscape architecture design principle courses is gradually decreasing, and the new teaching situation and talent market also put forward higher demands on the knowledge, ability and quality structure of talent training. Therefore, by changing the original education concept and teaching mode of the school, the innovation and entrepreneurship concept is integrated into the subject teaching, so as to form a modern curriculum education and management system that meets the needs of the school landscape architecture discipline, transform the traditional teaching methods of the school, promote the construction of a team of teachers with innovation and entrepreneurship, and establish a guarantee system for innovation and entrepreneurship, so as to cultivate compound high-quality talents with innovation and entrepreneurship consciousness and entrepreneurial spirit, It is the focus

of the experimental teaching reform of the landscape design principle course of the landscape architecture major in Colleges and universities across the country.

2. Analysis on the Current Situation of Teaching Reform in Colleges and Universities from the Perspective of "Mass Entrepreneurship and Innovation"

At present, the state strongly encourages mass entrepreneurship and innovation, and provides many preferential policies and incentives to stimulate and promote innovation and entrepreneurship, including college students. In the "mass entrepreneurship and innovation" perspective, many colleges and universities have implemented many educational reform measures, but the effectiveness is low. Due to the limitations of the teaching reform ideas and the single mode, the contents of many innovation and entrepreneurship education reform work are relatively thin, which can not play a good teaching role to a certain extent, and the teaching effect is not satisfactory. The following is an effective exploration and analysis of the actual situation of College Teaching Reform in the perspective of "mass entrepreneurship and innovation" [1].

2.1. Reform Ideas Lack of Timeliness and Scientificity

In recent years, China has attached great importance to the development of "mass entrepreneurship and innovation" education, and paid full attention to its educational results. At present, in organizing and carrying out a series of "mass entrepreneurship and innovation" education reform work, due to the limitation and influence of the reform ideas, the teaching effectiveness of many colleges and universities is not strong. The ideas of "mass entrepreneurship and innovation" education lack certain timeliness and scientificity, and the "mass Entrepreneurship and innovation" education program lacks certain rationality and effectiveness, thus affecting the training effect of "mass entrepreneurship and innovation" talents and the level of teaching reform. At the same time, in the process of cultivating excellent talents, many colleges and universities do not attach importance to the development of "mass entrepreneurship and innovation" education reform in terms of thinking and ideas. They unilaterally think that students can get a good job after graduation as long as they learn professional knowledge and master professional skills. This kind of thinking or idea is really wrong. With the progress of the times, the development of science and technology and the economy, in the face of severe employment situation and pressure, if college students do not have certain innovation and entrepreneurship ability, it is difficult to stand out among many talents, and they will face greater employment pressure and social competition. This will not only affect the psychology of college students, but also affect the efficiency of college talent training and the employment rate of graduates [2-3].

2.2. The Reform Means and Mode are too Single and Mechanical

Under the background of "mass entrepreneurship and innovation" education, the effectiveness of the "mass entrepreneurship and innovation" education reform carried out by many universities is not obvious. Many colleges and universities and teachers lack of innovation in ways and means in the teaching reform of "mass entrepreneurship and innovation" education, which will have a negative impact on the cultivation of "mass entrepreneurship and innovation" talents in Colleges and universities. At the same time, some college teachers attach too much importance to the development of regular education and professional teaching, rarely involving innovation and entrepreneurship, which will reduce the employment competitiveness of students and affect the overall employment rate of colleges and universities. The overall employment rate of the traditional and mechanized "mass entrepreneurship and innovation" education mode and method is not

conducive to cultivating and stimulating students' entrepreneurial initiative and enthusiasm. If students are not interested in participating in the "mass entrepreneurship and innovation" education activities organized by the school, it is not conducive to the presentation of the "mass entrepreneurship and innovation" education effect of colleges and universities, and is not conducive to enhancing the teaching reform effect and talent training quality of colleges and universities [4-6].

2.3. Lack of Efficient and Sound Teaching Reform Mechanism

In recent years, the total number of college graduates in China has also gradually expanded. Many college students are unemployed when they graduate. Under such a huge employment pressure and situation, many college students are prone to anxiety and fear, and fear that they will not find a job after graduation. One of the main factors that cause colleges and universities to fall into this dilemma is that many colleges and universities lack efficient and sound teaching reform mechanisms and processes. In the process of actual teaching reform, colleges and universities have not better combined social employment pressure, market development trend and talent employment standards to implement "mass entrepreneurship and innovation" education reform and innovation, resulting in many college students do not have the awareness and ability of innovation and entrepreneurship. Therefore, students are likely to be in a disadvantaged position in the fierce talent competition, which ultimately leads to the low employment rate of colleges and universities [7].

3. Problems Existing in the Course of Design Principles of Landscape Architecture Specialty from the Perspective of Mass Entrepreneurship and Innovation

3.1. Separation of Curriculum System and Innovation and Entrepreneurship Education

The teaching content of design principles of landscape architecture mainly includes three modules: landscape vegetation cognition, landscape plant propagation and cultivation technology and landscape vegetation application. Because the disciplines are not closely connected, there are problems that some theoretical contents are the same or repetitive and cross cutting, and the theoretical teaching content cannot be covered in all courses, resulting in poor knowledge grasp and insufficient practical ability of students, which directly affects their innovation and innovation thinking Training of consciousness and innovation ability. In the training program of innovation and entrepreneurship higher education, only the optional courses of innovation and entrepreneurship experiment are provided, but the experimental form is relatively simple. It is mainly through the opening of various innovation and entrepreneurship lectures, the holding of innovation and entrepreneurship community experimental activities, and the launching of various innovation and entrepreneurship competitions, resulting in the relative separation of the experimental course system from the innovation and entrepreneurship higher education [8].

3.2. The Teaching Mode is Disconnected from the Innovation and Entrepreneurship Education

The course of design principle is the core content of the course of landscape architecture. It has a strong teaching theory and involves many categories. However, due to the lack of sufficient understanding and attention to the teaching concept of mass entrepreneurship and innovation, the teaching of the design principle course of the landscape architecture specialty still focuses on the traditional course, focusing on the mastery of basic knowledge, but neglecting the theoretical course link, and the teaching theory projects provided are mostly verification theories. The teaching method is relatively simple. In the experimental teaching, after the teacher introduced the basic

principles, methods and precautions of the experiment, the students completed the verification experiment according to the theoretical operation in the experimental instruction, and then the teacher carried out the experimental results according to the theoretical operation, experimental conclusion and Scientific Research Report [9]. However, this traditional teaching method is often out of touch with mass entrepreneurship and innovation teaching, which seriously restricts the cultivation of students' innovative thinking.

3.3. Weak Teachers

The total number of professional teachers of landscape architecture design principles is relatively short and most of them are young teachers. Most of the teachers directly enter the universities after graduation. Although the teachers have a strong sense of innovation and entrepreneurship, they have no experience in mass entrepreneurship and innovation, and their actual teaching strength is relatively weak. While the teachers of the practice base inside and outside the school have a lot of experience in production, management and mass entrepreneurship and innovation, they have not actually been involved in the professional practical courses, and they do not know enough about the students' professional mastery. As a result, teachers are unable to give substantive guidance to students' innovation and entrepreneurship projects in a timely manner, which leads to the stranding of some projects with significant creative value that can be used for innovation planning, which is unfavorable to the cultivation of students' innovation and entrepreneurship quality. Therefore, strengthening the establishment of mass entrepreneurship and innovation teachers is important to the cultivation of students' mass entrepreneurship and innovation awareness and innovation ability.

4. Research on Teaching Reform of Plant Classification Theory of Landscape Architecture Specialty under the Vision of "Mass Entrepreneurship and Innovation"

4.1. Improve the Experimental Course System

At present, the theoretical course system of landscape architecture focuses on training undergraduates' professional practical abilities in the fields of landscape plant identification, identification, breeding, maintenance management, flower landscape design and management. The theoretical courses are generally separated from the actual production, and cannot meet the requirements of the company for the production, operation, management of landscape flowers and the cultivation of innovative talents in flower landscape architecture, which also affects the cultivation of innovative talents. Therefore, in the plant teaching of landscape architecture specialty from the perspective of mass entrepreneurship and innovation, the professional skills learning courses of landscape plants such as company operation management and scientific and technological entrepreneurship policy research should be integrated into the curriculum system, and theoretical courses should be set up step by step to reduce the overlap and omission of theoretical topics and knowledge points in the curriculum. Improve the theoretical skills and innovative thinking of undergraduates; During the third and fourth year of the University, the theoretical activities of innovation and entrepreneurship education are mainly carried out. Through participating in teacher projects (or projects), various discipline activities and Research on entrepreneurship projects of college students, the ability level of students in organization and coordination, interpersonal relations and team management is improved, and the spiritual will and ability of students are cultivated [10-11].

4.2. Change the Traditional Teaching Mode

Guided by the idea of innovation and entrepreneurship teaching, we will gradually change the conventional teaching mode led by teachers, adopt various teaching modes such as game, question, stimulation, project, discussion and exploration, fully mobilize the main interest of students in learning, improve the classroom effect of production theory, and cultivate students' innovative thinking ability. At the same time, in view of the important knowledge points in the basic production theories such as the classification, identification and cultivation of landscape flowers, through the in-depth investigation and Research on the products in the landscape and flower markets all over the country and the production theory of extensive participation, the students gradually become familiar with the basic organization, production, operation principles and organization processes and methods of product production, cultivate the students' hands-on awareness, and the teachers guide the students to gradually understand the key production technologies in the classroom, And develop relevant theories to stimulate students' innovation and entrepreneurship ability; As for the comprehensive experiment of landscape flower maintenance and management, flower landscape design and landscape management, it is also a virtual course, integrating different knowledge points of multiple subjects such as landscape flower variety selection, breeding and cultivation, flower landscape technology, and later maintenance into the virtual course. The theoretical activities are carried out by student groups. Through finding information, determining tasks, designing plans, formulating strategies and carrying out work, teachers lead students to care about society, think about life, explore problems and find methods in real life, and improve their theoretical skills and innovative thinking; For innovation and entrepreneurship experiments, teachers can lead students to participate in teacher activities, projects, discipline competitions and other innovation and development projects to cultivate innovative ideas and innovation and entrepreneurship awareness. Experimental assessment is not only to examine students' mastery of knowledge, but also to encourage students to learn independently. In the perspective of mass entrepreneurship and innovation, experimental assessment will focus on diversified comprehensive assessment means of information, knowledge and experimental innovation, and pay attention to the comprehensive cultivation of students' ability. The contents include attendance rate, test methods, information acquisition, experimental design, experimental knowledge, experimental results, experimental reports, experimental innovation And the relationship with others.

4.3. Accelerate the Construction of Innovative and Innovative Teachers

The training quality and teaching effect of mass entrepreneurship and innovation depend on the teachers' ability of mass entrepreneurship and innovation courses. In view of the problem of the teaching staff of the botanical courses of the landscape architecture specialty, we should make full use of the teaching theory platform inside and outside the school and actively promote the training of the "double innovation" teachers. On the one hand, the school sends young teachers to carry out a period of experimental projects on the internal and external teaching experimental platform of the landscape architecture specialty every year, and receives training in professional skills and enterprise operation and management knowledge in the field of horticulture, so as to enhance their actual teaching level. On the other hand, the school understands the specific needs of enterprises for talent training quality and professional skills, and adjusts the contents of plant courses in a timely manner to further improve the teaching mode, To meet the specific needs of horticultural enterprises for the quality of personnel training. In addition, in order to overcome the weakness of teachers' ability, entrepreneurs or founders with innovative consciousness and entrepreneurial experience are employed to carry out innovation and entrepreneurship counseling for them by

undertaking relevant projects, holding lectures, and conducting project exchanges, so as to cultivate their innovation and entrepreneurship ability.

4.4. Establishment of Mass Entrepreneurship and Innovation Guarantee System

The biggest difficulty of mass entrepreneurship and innovation education lies in the lack of funds and the lack of local government support. First of all, government departments should formulate relevant preferential policies to support the development of mass entrepreneurship and innovation education, and provide funds and facilities for mass entrepreneurship and innovation education in ordinary colleges and universities. Then, ordinary colleges and universities should also broaden the funding channels, coordinate the funds, introduce corresponding measures, and guide alumni, enterprises and other social sectors to jointly donate funds, build a professional innovation and development fund system, and carry out the construction of innovation and entrepreneurship projects for master students. At the same time, innovative projects with development potential are selected for research and entered into the maker space or innovative incubation platform. By strengthening financial support or combining excellent companies to put into project operation and providing technical support, the innovative incubation effect is improved. After successful transformation, the benefits generated by the incubated companies will also feed back the funds spent by ordinary colleges and universities, thus realizing a healthy cycle and alleviating part of the funding difficulties. Finally, colleges and universities should give policy preference in the fields of project construction support evaluation and scientific research funds, and guide teachers from multiple industries and disciplines to actively participate in the construction of innovation and entrepreneurship projects, so as to enhance the initiative of enterprises in innovation and entrepreneurship, and put entrepreneurial projects that can achieve innovation goals in the cabinet. For example, the entrepreneurship plan in plant trusteeship is not only creative, but also can meet the development needs of the enterprise. However, it cannot be realized without the help of funds and innovative teachers. In the end, the enterprise has to withdraw.

4.5. Optimize the form and Behavior of "Mass Entrepreneurship and Innovation" Education

The traditional and mechanized teaching and education reform methods can not effectively enhance the effect of cultivating talents in Colleges and universities. In the vision and environment of "mass entrepreneurship and innovation" education, we should not only pay attention to the transformation of reform ideas and concepts, but also put forward more effective education reform strategies or methods in combination with the current situation and problems of education and teaching reform in Colleges and universities, optimize the form and behavior of "mass entrepreneurship and innovation" education, so as to better cultivate students' good entrepreneurial enthusiasm and innovation initiative. At the same time, when carrying out various educational and teaching activities, colleges and universities should combine the actual characteristics and requirements of the national "mass entrepreneurship and innovation" education background, optimize the current teaching situation of colleges and universities, reform and innovate the teaching forms or behaviors, strive to enhance the effect of education and teaching reform, and present better teaching results. Colleges and universities should also encourage teachers to carry out diversified innovation in teaching forms, actively use advanced educational means and diversified teaching methods to enable students to accept different forms of forging and training, encourage students to more actively and actively play their initiative and enthusiasm to participate in innovation and entrepreneurship activities and projects, and use their professional knowledge to show their professional strength and talent, and cultivate students' confidence in innovation and

entrepreneurship, To provide assistance and guarantee for the better development of college students in the future.

5. Conclusions

Improve the scientific and technological entrepreneurship level of the College of landscape architecture and integrate innovation and entrepreneurship training into professional teaching. In the perspective of "mass entrepreneurship and innovation" education, colleges and universities should pay attention to the diversified reform and innovation of their reform ideas and methods when implementing education and teaching reform. On the premise of fully understanding the development status and actual development needs of students, they should promote the comprehensive reform and optimization of innovation and entrepreneurship education. Only by improving the mechanism, optimizing the mode and concept, can the quality and level of college education be further improved.

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