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A Study of Teaching Practices and Innovations in Yard Design Courses in Vocational Undergraduate Education

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Abstract: With the continuous development of the social economy and the continuous improvement of people's quality of life, the professional field of courtyard design is getting more and more attention and importance. This paper analyzes and summarizes the teaching practice and innovation research of courtyard design courses in vocational undergraduate education. By introducing actual projects, selecting typical cases, organizing field trips, and applying digital technology and other teaching practice strategies, we can effectively stimulate students' creative thinking, improve their practical ability teamwork, and communication ability, and then enhance their vocational competitiveness and adaptability.

Keywords: vocational undergraduate education; courtyard design course; teaching practice; innovative strategy

Introduction

In vocational undergraduate education, the teaching practice and innovation research of courtyard design courses is an important means to improve students' comprehensive quality and vocational competitiveness. However, since courtyard design involves knowledge and skills in multiple subject areas, the traditional single teaching mode and method can no longer meet the needs of students. Therefore, innovative teaching practice strategies are of great practical significance for improving students' comprehensive quality.

1. Advantages and Disadvantages of Teaching Methods of Courtyard Design Courses in Vocational Undergraduate Education

Courtyard design course is a very important course in vocational undergraduate education, which not only involves the cultivation of students' professional skills but also involves the improvement of students' comprehensive quality. The traditional teaching methods of this course mainly include lecture-based teaching, hands-on practice, and written assignments. These methods have more obvious advantages in the teaching process. For example, lecture teaching allows teachers to master the teaching rhythm, grasp the teaching focus, and impart knowledge to students in the classroom; practical operation allows students to master knowledge and skills through hands-on participation in practice, and enhances students' practical ability; written assignments allow students to summarize what they have learned in the classroom, and deepen their understanding and memory of knowledge. However, these traditional teaching methods also have obvious shortcomings. For example, a single form of teaching can easily lead to a decline in students' interest in learning, thus affecting their motivation and initiative (Cui, 2023); traditional teaching methods are difficult to stimulate students' creative thinking, and do not allow students to freely exercise their creativity and imagination in the learning process; it is difficult to assess the degree of knowledge mastery of students, and it is difficult to

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quantify the effectiveness of teaching, which makes it difficult to carry out a scientific evaluation of students. Therefore, to make up for the shortcomings of traditional teaching methods, new teaching methods need to be introduced into the courtyard design course to improve the teaching effect. By adopting innovative teaching strategies, students' innovative practical ability and communication abilities can be improved, and their vocational adaptability can be enhanced.

2. The Significance of Innovative Teaching Methods for Courtyard Design Courses in Vocational Undergraduate Education

2.1 Stimulate students' creative thinking

As a course with strong creativity, the teaching method of courtyard design should not only focus on the teaching of professional knowledge and skills but also emphasize the cultivation of students' creative consciousness and creative ability. On the one hand, innovative teaching methods can stimulate students' creative thinking. The traditional teaching mode is often based on the instillation of knowledge and mechanical memorization, which easily leads to students falling into a passive learning state (Zhang, 2023). However, innovative teaching methods focus on inspiring students' thinking and exploratory ability and guide students to think and solve problems from different perspectives by providing open-ended questions and challenges. For example, in the courtyard design course, students can be given a specific courtyard planning task, which requires them to think about how to make full use of the space and rationally lay out each functional area. Such a task can stimulate students' creative thinking and prompt them to solve problems through independent thinking and practical exploration. On the other hand, innovative teaching methods can cultivate students' creative consciousness and creative ability. Creative consciousness refers to students' cognition and pursuit of innovation, while creative ability refers to students' ability to solve practical problems by applying innovative ways of thinking and methods. In the courtyard design course, students need to use innovative design concepts and methods to carry out courtyard planning and design. For example, they can try to use innovative elements such as environmentally friendly materials and intelligent technology to create a unique and sustainable courtyard design program. Through such practice, students can develop sensitivity to and pursuit of innovation and gradually improve their innovation ability. Therefore, innovative teaching methods play an important role in the courtyard design course. Stimulating students' creative thinking and cultivating their innovative consciousness and ability, can improve students' comprehensive quality and professional competitiveness.

2.2 Improve students' practical ability

Courtyard design is not only a theoretical concept and design scheme but also requires students to have practical operation skills. Through practical operation, students can learn how to use garden design tools and equipment and understand the characteristics of various materials and application methods. In the courtyard design course, students can carry out actual site surveys, measurements, and drawings of courtyard plans, and participate in horticultural planting landscape construction and other practical operations. Such practical activities allow students to come into real contact with all aspects of courtyard design and cultivate their practical operation ability. At the same time, in the process of practical operation, students may encounter various problems and challenges, which need to be analyzed and solved by applying the knowledge and skills they have learned (Gao, 2023). For example, when students encounter problems such as poor soil quality or site constraints in yard design, they need to overcome the difficulties through innovative thinking and flexible solutions. Such practical operation cultivates students' problem-solving ability and innovative thinking and equips them with the ability to flexibly apply what they have learned in actual courtyard design. Through practical operations, students apply the theoretical knowledge they have learned to actual courtyard design to understand the practical effects

and feasibility of the design solutions. Such practical experience improves students' practical application ability so that they can better meet the needs of customers and design practical and aesthetic courtyard works. Such practical teaching enables students to comprehensively master the theoretical knowledge and practical skills of courtyard design, laying a solid foundation for their future career development.

3. The Teaching Practice and Innovation Strategy of Courtyard Design Course in Vocational Undergraduate Education

3.1 Introducing practical projects

In the courtyard design course of vocational undergraduate education, the introduction of actual projects is an important teaching practice and innovation strategy. Through the introduction of practical projects, teachers can help students combine theoretical knowledge with practice and improve their garden design skills and abilities (Xia, 2023). At the same time, practical projects can also make the course more realistic and operable. When choosing actual projects, teachers need to fully consider the feasibility of the project, resource input and the difficulty of students' practice, etc., and choose the courtyard of a community or school for design and renovation, or choose the display garden design of a certain enterprise, etc(Xia, 2023). Such actual projects can provide a real design background and practical operation opportunities to help students better master the skills of courtyard design. When formulating the mission statement and plan for the actual project, the teacher needs to clarify the objectives, tasks, timetable, person in charge division of labor, and other aspects of the project. In addition, they need to give full consideration to the needs of the actual project in terms of budget, resources, materials, etc., to provide students with the necessary support and assistance. When forming a team for a practical project, teachers need to take into account factors such as the professional background, interests, and ability levels of the team members. In addition, it is necessary to designate an instructor specializing in practical projects to guide and assist students throughout the process. This can ensure that students receive adequate guidance and assistance in the practical process, and improve their learning effect and practical ability. During the execution of the actual project, teachers need to implement and manage the project in strict accordance with the mission statement and plan formulated in advance. Through the execution of the actual project, students can exercise the skills and abilities of courtyard design, understand the challenges and opportunities in the actual work, and improve their comprehensive quality.

3.2 Selection of typical cases

By selecting typical cases as materials for teaching practice, students can understand and master the theory, skills, and methods of courtyard design more deeply. Typical cases can not only help students develop problem-solving and innovative design abilities, and improve their design level and professionalism but also lay a solid foundation for future career development. When choosing typical cases, teachers need to comprehensively consider factors such as the representativeness, feasibility, and resource conditions of the cases. Typical cases should be representative, reflecting the typical features and styles of courtyard design; feasible, providing students with opportunities and conditions for practice; and with certain resource conditions, including support in terms of venues, funds, materials, and manpower. After selecting a typical case, teachers need to conduct sufficient research and analysis to understand the information about the background, objectives, needs, and limitations of the case. In this way, the relevant information and data of the case can be obtained to provide the basis and reference for the subsequent design and practice. When formulating the teaching program and mission statement of a typical case, teachers need to make clear the learning objectives, tasks, and requirements of the case and also need to take into account the practical ability and level of the students, and reasonably arrange the tasks and time. The teaching program and mission statement should explain in

detail the background and requirements of the typical case and provide corresponding guidance and support. In the process of practicing typical cases, students need to design and implement according to the task book and teaching program. Teachers can provide guidance and counseling to students and answer their problems and confusions encountered in practice promptly. After the practice is completed, the case can be evaluated and summarized. Analyze the strengths and weaknesses of the case, and put forward suggestions and recommendations for improvement. After the completion of the actual project, teachers need to summarize and evaluate the results and effects of the project. Through summarizing and evaluating, the problems and shortcomings in the actual project are found to provide reference and reference for future teaching practice (Xiao et al., 2023).

3.3 Organizing field trips

By organizing field trips, students can personally contact and feel the actual situation of courtyard design, including site conditions, surrounding environment, functional needs, and other more in-depth understanding of the practical application and effect of courtyard design, improve their design thinking and creative ability, and at the same time can cultivate students' observation and analytical ability. When choosing a fieldwork site, teachers need to consider factors such as the representativeness, feasibility, and resource conditions of the site. The field trip site should have a certain representativeness, which can reflect the typical characteristics and styles of courtyard design; the choice of the site should have a certain feasibility, so that students can conveniently carry out the field trip (Zhang, 2019); the site should also have certain resource conditions, including the openness of the site, security and permits, and so on. When formulating the teaching program and mission statement of the field trip, the objectives, contents, and requirements of the trip need to be clarified, and the actual situation and ability level of students should also be taken into account. The teaching program and mission statement should detail the objectives and requirements of the field trip, and provide appropriate guidance and support. When organizing fieldwork activities, teachers can take the following steps: firstly, contact the site management unit in advance and formulate the route and precautions; secondly, students observe the site environment, measure the dimensions, and record the surroundings; lastly, analyze and summarize the fieldwork, including the site characteristics, problems and challenges as well as solutions. Upon completion of the field trip, the instructor can provide appropriate assessment and feedback. The assessment includes the students' visit report and evaluation of the fieldwork; the feedback and opinions of students can also be collected to continuously improve the teaching practice and innovative strategies.

3.4 Application of digital technology

The application of digital technology in the teaching of courtyard design courses, including computer-aided design (CAD), virtual reality (VR), and augmented reality (AR), etc., can help students understand the design effect more intuitively, and improve the efficiency and quality of design.CAD software is a computer-aided design software, which is capable of quickly completing the drawings, renderings, and models of the courtyard design. Through CAD software, teachers can guide students to make courtyard design drawings with practical operation, including plan, elevation, section, etc. Students can understand the design effect more intuitively through 3D modeling and animation demonstration. Virtual reality technology can simulate the real scene so that students can carry out courtyard design in the virtual environment. Students can more vividly understand the effects and changes of courtyard design and experience the design solutions in different environments. Teachers can use virtual reality technology to project the courtyard design works made by students into the virtual scene so that students can understand the design effect more intuitively. Augmented reality technology realizes the display of virtual objects in the real scene through computer image processing technology,

integrating the courtyard design effect with the real environment. Students can more intuitively understand the design effects and changes, including the site environment, surrounding buildings, and natural conditions. Teachers use augmented reality technology to project students' works into the real scene so that students can more intuitively understand the design effect. When applying digital technology to the teaching practice of courtyard design, teachers need to assess and provide feedback on the teaching effect. The assessment includes the quality of students' work, the ability to apply digital technology, and the level of teacher guidance. Combined with the feedback of students' opinions and suggestions, the teaching practice and innovative strategies are continuously improved (Tang, 2023). In this way, students can better master the theoretical and practical skills of courtyard design and improve their professional competitiveness.

Summary

In summary, this paper focuses on the teaching practice and innovation strategy of courtyard design courses in vocational undergraduate education. By introducing actual projects, selecting typical cases, organizing field trips, and applying digital technology and other teaching practice strategies, we can effectively cultivate students' practical ability, innovative consciousness, and comprehensive quality, and improve their competitiveness in the vocational field. To better meet the needs of students and promote the development of vocational undergraduate education, future education, and teaching should further innovate teaching modes and explore practical strategies.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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