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A PRACTICAL STUDY ON THE IDEOLOGICAL AND POLITICAL REFORM OF CURRICULUM FROM THE PERSPECTIVE OF THE INTEGRATION OF INDUSTRY AND EDUCATION - TAKING THE COURSE "PLANT LANDSCAPE" AS AN EXAMPLE

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ABSTRACT

Curriculum ideological and political education is a key measure to implement moral education and cultivate talents. The integration of industry and education is an inherent requirement of the development law of vocational education, with the starting point being "industry" and the ending point being "education". It requires highlighting the cultivation of professional skills in teaching, while also emphasizing the role of ideological and political education and value guidance in the curriculum, to achieve the unity of knowledge transmission and value guidance. Starting from the course of garden and plant landscaping, this article explores the teaching reform of ideological and political education in the context of the integration of industry and education, which is in line with the needs of the national higher vocational development strategy and related to the manifestation and establishment of the characteristics of higher vocational education.

KEYWORDS: vocational colleges; Integration of industry and education; Curriculum ideological and political education; Garden plants; Landscape course.

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Fund Project: Research on the Ideological and Political Construction Path of Intelligent Construction and Management Professional Group Courses under the Background of Industry Education Integration

INTRODUCTION

The report of the 20th National Congress of the Communist Party of China creatively proposed the integration of vocational education, industry education, and science education based on past practice, which is an important meeting point for the integrated implementation of the strategy of revitalizing the country through science and education, strengthening the country through talent, and promoting

innovation-driven development. It is also an important breakthrough point for education and industry to complement, integrate, and grow together. The integration of industry and education emphasizes the joint efforts of schools and enterprises to cultivate talents with technical expertise and professional dedication for the enterprise in terms of talent cultivation goals. The purpose of "curriculum ideological and political education" is to integrate moral education into the curriculum teaching of various majors. In the classroom teaching process, emphasis is placed on shaping the subject consciousness in knowledge transmission, and at the same time, knowledge accumulation is condensed in value dissemination. Both "curriculum ideological and political education" and "integration of industry and education" emphasize the guidance of values and the refinement of professional qualities in the goal of education, and attach importance to the sustainable development ability of talents. Exploring the internal connection and coupling mode between these two has become a new topic of the vocational education era.

1. The Challenge of Curriculum Ideological and Political Education from the Perspective of Integration of Industry and Education

The implementation of the integrated education model has effectively improved the technical skills and comprehensive vocational abilities of talents, but it has brought a series of problems to the implementation of curriculum ideological and political work.

(1) Multi subject collaborative education brings about problems in the construction of curriculum ideological and political teaching staff

Sir should not specialize in teaching; his responsibility is to teach people how to behave.[1] Teachers are the new force in implementing the fundamental task of cultivating moral character in universities and the executors of promoting the reform of "curriculum ideological and political education". The construction of a "curriculum ideological and political" in vocational colleges requires professional teachers to have a high level of ideological and political theory, a certain sense of educational responsibility, and teaching skills of "curriculum ideological and political". In professional course teaching, emphasis is placed on the unity of knowledge, skill cultivation, and value guidance [2]. The integration of industry and education will further promote the collaborative education of multiple subjects, that is, to achieve the participation of industry enterprises as the main body of education in the entire process of talent cultivation. Its highlight is the mutual recruitment of teachers and talent sharing, and industry experts and enterprise engineers are hired as college teachers, directly participating in practical teaching. However, integrating ideological and political education elements into professional course teaching is a highly challenging task for professional course teachers, and a new challenge for industry experts and engineers. It is particularly manifested in insufficient understanding and grasp of ideological and political theory, insufficient accumulation and application of humanistic knowledge, and insufficient ability to explore ideological and political elements in professional teaching. For example, some corporate mentors only focus on the "output ratio" of economic benefits in cooperation with the school, emphasizing the training of students' technical skills, and have weak awareness of "curriculum ideological and political education". They do not possess the

same frequency resonance, symbiosis, and mutual growth of curriculum ideological and political education literacy as the school; Or only emphasizing the cultivation of students' craftsmanship spirit and the dissemination of corporate culture, neglecting the improvement of students' political quality.

(2) The increase in extracurricular practical training links has brought about issues with the coverage of ideological and political time and space in the curriculum

The implementation of the concept of integrated education between industry and education will significantly increase the duration of off campus internships and practical training courses. The scope of courses required for ideological and political education will be expanded from a single campus to a "campus+off campus integrated education" teaching point, making it difficult to ensure the continuity and integrity of ideological and political education courses. During the process of taking up positions in extracurricular enterprises, the main focus is on professional practical operations to ensure that students can participate in work as soon as possible. Curriculum ideological and political education faces the practical challenge of expanding teaching space and time compression, which leads to weakened teaching radiation effects; At the same time, due to factors such as the scale of the enterprise, operating methods, professional characteristics, and training methods, new challenges will be brought to the content setting, material selection, and implementation form of ideological and political courses.

(3) Each participating role has its own meaning, which brings about the construction of a curriculum ideological and political evaluation system

In the process of promoting the implementation of curriculum civics, curriculum evaluation is also an important part. The setting of the evaluation system emphasizes the connection of theory to practice and the application of learning, which requires that the Civics of the relevant courses emphasize the training and cultivation of dialectical thinking such as whole and individual, opposition and unity, quantitative and qualitative changes, simplicity and complexity, as well as the training and cultivation of the scientific spirit such as objectivity and rationality, striving for perfection, and rigor and pragmatism. How to quantify the evaluation standard, visualize the evaluation elements, and diversify the evaluation subjects of Civics in the teaching process is a difficult point. Although the research on curriculum civic politics has become a hot issue, the research on the evaluation system of curriculum civic politics is still almost blank, which is the most confusing and urgent problem to be solved by schools and enterprises in the full implementation of curriculum civic politics at present. The characteristics of the Civic Governance of Curriculum in the context of the integration of industry and education further increase the difficulty of establishing the evaluation system and bring higher challenges.

2. Ideas for building the Civics of the Plants in Landscape Architecture course

The course of "Plant Landscaping" is based on General Secretary Xi Jinping's ecological civilization thought of "Two Mountains Theory", and the national standard "Specification for Landscaping Projects" issued by the Ministry of Housing and Urban-Rural Development is the guideline, which is

in line with the core needs of the national landscape and greening industry development. Through the course, students can recognize the commonly used garden plant materials, master the theoretical basis of plant landscaping, practice to complete different types of green space plant design and construction drawing, and set up the correct green development, sustainable concept. In the new era, the course is oriented to the strategic needs of "poverty alleviation, rural revitalization, ecological civilization and the construction of a beautiful and happy China", and highlights the course's ideological and political education in the three dimensions of the progression of the teaching content, the selection of teaching carriers and the setting of teaching objectives in order to cultivate high-quality technical experts in the greening industry who are culturally self-confident, family and nationalistic, socially responsible, scientifically minded and craftsmen-oriented. In order to cultivate high-quality technical and skilled talents with cultural self-confidence, national sentiment, social responsibility, scientific spirit, and craftsmanship in the greening industry, we have taken the goal of cultivating talents in the construction of course ideology and politics as the orientation.

(1) Plant materials as effective carriers of natural life education

In his congratulatory letter to the 19th International Botanical Congress, General Secretary Xi Jinping mentioned, "China is one of the countries with the richest plant diversity in the world. Since ancient times, the Chinese people have revered nature and loved plants, and Chinese civilization contains a profound plant culture." The colorful world of plants not only provides human beings with fruitful material resources, but also shows people a colorful visual feast and refreshing humanistic care, and also profoundly influences people's way of life and even the value system [3]. The teaching content of the course "Botanical Landscaping" covers a variety of plant materials, combined with the cycle of natural growth, guiding students to think about the significance of plants and the natural environment to the survival of mankind, and to establish the value concept of "human and natural community of life", which is to reverence nature, respect nature, protect nature and live in harmony with nature.

(2) Plant landscaping reflects the highly condensed nature of traditional Chinese culture

China is the mother of world gardens and has a long and splendid garden culture. Plant landscape, as one of the four major elements of classical garden design, contains a highly condensed and reflected traditional Chinese culture in terms of garden artistic conception and charm. Ancient garden designers emphasized the "analogy" of plant landscaping, which endows plants with specific character characteristics and then applies it to the creation of garden landscapes through the technique of analogy. In addition to the thoughts and emotions carried by plants themselves, their landscaping configuration in ancient gardens also incorporates the philosophical ideology of the gardeners. The Yuanmingyuan Garden, characterized by its grand scale, deep valleys, clear soil and vegetation, and the presence of tall buildings and deep rooms, emphasizes the principle of plant landscaping based on the characteristics of the site, emphasizing the dynamic balance of function, landscape, and environmental ecology, which is a high reflection of the philosophy of "harmony between heaven and man". The teaching of the course 'Plant Landscaping' emphasizes the plant landscaping methods of

traditional gardens. Based on historical and traditional culture, cultural interaction across time and space can be achieved in the design of contemporary garden plant landscapes, which can effectively enhance students' cultural confidence and stimulate their awareness of independent inheritance and promotion of excellent traditional culture.

(3) Landscape greening constitutes the physical elements of ecological civilization construction

One of the basic connotations of the new era of socialist thinking with Chinese characteristics is to insist on the harmonious coexistence of man and nature, and to regard ecological civilization as a millennium plan for the sustainable development of the Chinese nation. After the 18th National Congress of the Party, the goal of ecological civilization construction makes urban development change from focusing on economic development to improving the ecological environment and residents' quality of life. Landscaping is an important element in building ecological civilization space, which can provide ecological, beautiful and livable living space at different scales to create a beautiful China [4]. Plant landscaping can effectively bring into play the landscape effectiveness and ecological benefits of various types of green space, and is the core means of garden greening. In the course teaching to promote the overall layout of the "five-in-one" including the construction of ecological civilization, focusing on the sustainable development of the new era of green environmental protection, to build a "community of life between human beings and nature" concept as the core of the relevant design.

(4) The construction of a beautiful China requires more high-quality technical and skilled landscape professionals

In the constantly updated field of contemporary landscape design, ideas and concepts both domestically and internationally collide frequently, and the dialogue and integration between tradition and modernity continue to deepen. As an important carrier of education and talent cultivation, universities have the responsibility and obligation to integrate quality cultivation into knowledge transmission and skill training in the ever-changing design trend. By strengthening the ideological and political construction of courses, cultural confidence, patriotism, professional ethics The integration of moral education elements such as craftsmanship spirit and scientific innovation into the curriculum content enhances students' comprehensive quality and lays a solid foundation for serving and building a beautiful China.

3. The reform and innovation of Ideological and political education from the perspective of the integration of industry and Education -- Taking the course of plant landscaping in Wenzhou Polytechnic as an example

"Plant landscaping" is the core course of environmental art design major of Wenzhou Polytechnic and College of Architectural Engineering in double high schools, and it is also the standard course of teaching resource library of national vocational education major hosted by the school. In the process of teaching, the teaching team consisting of head industry enterprise tutors and dual qualified teachers

in school has achieved good results in the practical exploration of curriculum ideological and political teaching reform based on the integration of production and education, which has certain reference significance.

1. Improve the school-enterprise cooperation mechanism and form a community of Ideological and political education courses

In mid-2019, the National Vocational Education Reform Implementation Program issued by the State Council explicitly proposed "recommending vocational colleges and universities and industry enterprises to form a community of destiny" [5]. The community of destiny is an important strategic new concept put forward by General Secretary Xi Jinping based on the international diplomatic strategy perspective. The community of destiny is not only a new practice of the concept of community of destiny in vocational education, but also a new requirement, but also a natural choice for higher vocational colleges and universities to solve the dilemma of the reality of the integration of industry and education and school-enterprise cooperation [6].

The "plant landscaping" course set up by full-time teachers and enterprise front-line designers composed of the "community of education" team, clearly will be the teaching staff of the industry enterprises into the school curriculum ideology of the faculty, from the ideological establishment of the "curriculum ideology" of the unity and identity, with practical action to continuously condense the curriculum corresponding to the community of destiny, the concept of the community of destiny. With practical actions, we have continuously condensed the elements of the corresponding courses' ideological and political education. In addition to centralized training and unified management, full-time Civics teachers are dispatched to participate in the construction of Civics in the curriculum and optimize the design of Civics in the curriculum. Regular teaching case sharing within the team helps the enterprise instructors to further master the skills and rules of teaching Civics and Politics, so as to better embed the Civics and Politics elements into the whole process of students' internship teaching. Through the "same direction, same walk, collaborative education" between schools and enterprises, the integration of teachers promotes the organic integration of Civics education and professional education to stimulate the "synergistic effect" of course Civics.

The two-way communication and cooperation within the teaching team form a hub mode of "send out" and "please come in". "Sending out" means that full-time teachers must take turns in the cooperative enterprise every academic year. According to their own knowledge structure and practical ability, teachers refine the objectives of students' practical tasks in enterprises, check for omissions and make up for deficiencies, build the framework and supplement details of Ideological and political education, and also accept the exercise of enterprise posts, inject new blood into the ideological and political education of courses, and better integrate the industry frontier and the real post-operation process of enterprises into the education link. "Please come in" means that in addition to the fixed teaching tasks, the enterprise tutor participates in other training processes and assessment links of students through

the online platform, integrates the enterprise culture and industry work standards, and extends the ideological and political education to the course practice link.

2. Focus on content and form innovation to create a library of Ideological and political materials with curriculum characteristics

The deep implementation of the integration of production and education can further expand the boundary and radiation space of Ideological and political education, optimize the curriculum content and enrich the form of education. Under the strategy of "school-enterprise co-construction", the course of "plant landscaping" has initially formed a framework system of Ideological and political materials and applied in teaching practice. Materials for ideological and political education include Ode to Plant Culture, well-known scholars emerging in the development of Botany and landscape science, relevant plant landscaping nodes in Chinese traditional gardens, contemporary well-known landscape engineering and plant landscaping design cases, professional, social and life understanding and perception extracted from the plant landscaping design process, etc. At the same time, combined with the educational objectives and characteristics of both sides, the national teaching platform is used as the carrier of information technology, and the following types of Ideological and political materials are continuously supplemented and updated in the teaching process:

(1) "New trends" of keeping pace with the times

The general characteristic of contemporary college students is that they prefer to pay attention to new things. Therefore, students' interest can only be stimulated by choosing fresh topics and focusing on news in the current society and industry in the content of Civics. For example, from the efficacy of garden plants in the construction of healthy cities in the post-epidemic era as an entry point, through the school-enterprise cooperation "rehabilitation community park" project, emphasizing the support and auxiliary function of plant landscaping for the city's health, guiding the students to think about the connection between ecological environment and life and health, stimulating the students' sense of professional mission, pride, and laying a firm belief in the construction of a better human environment. It also stimulates students' sense of mission and pride in their careers, and lays down their firm belief in building a better human environment.

(2) Down-to-earth "familiar things"

Civic and political material is "grounded", so that it is easy for students to empathize with it and trigger their thinking. Under the background of school-enterprise cooperation, we can combine campus life and real projects in the industry to explore and integrate the elements of ideology and politics, so that the ideology and politics of the curriculum can be "seen". For example, taking moss and other small higher plants as an example, it expresses that in the ecosystem of nature, every living creature has its own ecological position, just as every person has its own ecological position and value in the process of social development, so as to stimulate the students' positive thinking and initiative, and guide the students to "moss flower is as small as rice, but it also learns from the peony to bloom". The positive

energy of "rising to the challenge, sunshine and bravery"; another example is that the mentor of the enterprise carries out on-site surveys, records and conducts the implicit ideological and political education of "down-to-earth" and "excellence in work and diligence" by his own words.

(3) "Specialized education" in line with the industry

The fundamental task of higher vocational colleges and universities is to cultivate technical and skilful professionals, to introduce professional culture education in combination with professional characteristics, to dock with cooperative enterprises to highlight the spirit of enterprise, and to realize the content of professional education and civic education in the same direction and to educate people by constructing an open content system [7]. Enterprises are not only the dominant social side of the demand side of the professional courses of higher vocational colleges and universities, but also play an important role in the transmission of demand information in the reform of the course of ideology and politics, and also share the responsibility of the supply side of talent cultivation, and its concepts, decision-making and actions provide strong support and guarantee for the "course of ideology and politics. Its concepts, decisions and actions provide strong support and guarantee. For example, by linking the planting design that violates the laws of nature, the introduction of foreign invasive species, and the construction of illegal structures without regard to laws and regulations in the industry with the government's measures and policies for the protection of the natural ecology and the construction of a better ecological environment, we can guide students to establish a sense of sustainable development and be able to abide by the bottom line of morality and consolidate their vocational qualities in practice.

3. Design of teaching modules and construction of a growth-oriented curriculum system of ideology.

Curriculum Civics requires the realization of the perfect integration of ideological and political education and professional knowledge, but from the current practice effect, some cases exist in the implantation of Civics elements presenting the characteristics of fragmentation, superficiality, and reinforcement [8], such an integration mode, first, it is the result of the value of the lead on the hard and chaotic, cannot make it the "silenced"; second, it is easy to form the Civics education and professional knowledge "two skin" phenomenon, which cannot realize the complete and systematic value leadership of the students. This integration mode, firstly, creates a hard and messy value leadership, which can't "make things silent", and also makes the goal of course ideology not focused and not landing; secondly, it is easy to form the phenomenon of "two skins" of ideological education and professional knowledge, which can't realize the complete and systematic value leadership for students.

The teaching module of the course "Plant Landscaping" is divided into basic module and advanced module. The teaching content of the basic module is the cognition of common garden plant species materials, and the teaching mode is mostly a large number of theoretical learning plus outdoor practical

training cognition. The advanced module includes the basic principles of landscape gardening plants and plant design projects of different types of green space, and it is also the stage where the enterprise instructor participates in the teaching. The teaching design is project-oriented, and the understanding and application of knowledge and skills are realized in the practical training. In terms of teaching logic, the basic module and the advanced module form a progressive logical relationship of "accumulation first, then application".

In the aspect of ideological and political cultivation, based on the cognitive law and emotional growth trend of students, combined with the multiple perspectives of the professional situation, interest orientation, and the needs of enterprise positions, the teaching team reorganizes and constructs the growth-oriented curriculum ideological and political system corresponding to the teaching content, which is "cultivate people first, and become a success later". In the basic module, we focus on outputting ideological elements in line with the socialist core values bearing the country's excellent cultural traditions, and improve the comprehensive quality of students by relying on the strengths of professional teachers in ideological education; in the advanced module, we carry out professional cultural education and cultivation of craftsmanship in line with the characteristics of the project in line with the landscape industry, and maximize the advantages of the ideological teaching of the tutors from the enterprises to reflect the "from broad to fine" of the ideological education in the course. The gradual change of "from broad to precise" and "from general to specialized". The growth-type course civic system realizes the "double integration and double drive" of professional education and civic education and completes the value leadership for the cultivation of high-quality technical and skilled talents.

4. Clarify the nurturing objectives of the curriculum and formulate a horizontal application-oriented talent evaluation system.

In the traditional teaching mode, there is the disadvantage of taking professional knowledge and skills as the assessment standard, and the assessment of ideological and political connotation is relatively lacking. The addition of the industry-teaching integration model has added new challenges such as the increase in the number of teaching evaluation subjects and the complexity of teaching evaluation links. The teaching team of the course "Plant Landscaping", through joint discussions between the university and enterprises, has formulated a three-pronged evaluation system for applied talents, which integrates a diversified assessment mechanism, focuses on the integration of ideological and political literacy, and promotes the enhancement of professional skills. Taking "green space plant design in residential area--children's activity area" as an example, the assessment of students' goal achievement in the sub-task module covers the assessment of pre-course, in-course, and post-course practical training and internship assessment of enterprises, and the assessment content contains three elements, namely, knowledge, skills, and ideological and political literacy. The evaluation includes three elements of knowledge, skills and ideological and political literacy, and the subject of evaluation has expanded from a single subjective evaluation by teachers to mutual evaluation by students, evaluation by enterprise tutors and evaluation by full-time teachers. Through the construction of diversified and

scientific evaluation standards, the educational pattern of "whole person, whole process, and all-round education" is realized, and the "landing point" of Civics and Politics in the teaching process is implemented.

4. CONCLUSION

Wenzhou Vocational and Technical College's "Plant Landscaping" course was constructed as an online course on the National Teaching Resource Base platform in 2020. As of 2022, the students taught covered 69 colleges and universities across the country, with a total enrollment of 4,188, and 39 service enterprises were trained, with a total of 1,432 personnel. Full-time teachers and enterprise instructors co-construct, co-teach and evaluate through the platform; schools and enterprises complete activities such as students' enterprise top-ranking, enterprise personnel training, and school-enterprise cooperation and exchange through the course, and diversified explorations have been carried out in the concrete implementation form of industry-teaching integration. The teaching reform process of the course "Plant Landscaping" has proved that the teaching mode of "industry-teaching carrying ideology and politics" and "ideology and politics in industry-teaching" are mutually dependent, correctly deal with the relationship between knowledge transfer and value leadership, effectively internalize the cultivation of craftsmanship and engineering aesthetics, and realize the "knowledge" and "aesthetics" of the course. To realize the organic combination of "knowledge", "skills" and "quality". Through the effective docking and in-depth integration of universities and enterprises, the practice of reflecting the joint efforts of schools and enterprises to play a concerted effort to educate people, the course of political thinking is to fully implement the "foundation of educating people" in classroom teaching, and to truly realize the educational pattern of cohesion of the knowledge base in the dissemination of values, emphasizing the value of the dissemination of values to lead the education pattern of establishing morality and educating people in a silent manner.

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