

Research on Teaching Mode of Landscape Design Course Practice Based on Folk Regional Cultural Heritage

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Abstract. At present, the convergence of Chinese urban landscape is getting more serious because of various complicated reasons; however, the origin is that, the design is separated from the site due regional cultural connotation. Culture develops in certain geographical environment, among which, landscape, as the carrier of regional culture, shall centrally reflect regional characteristic relying on the specific environment of site. Therefore, how to introduce folk regional cultural characteristic into landscape design course is the key point in this paper.

By taking the landscape design course of undergraduate environmental design major in Wuhan University of Science and Technology as research object, and introducing the folk regional culture into teaching, this paper carries out a series of revolutions and trials of teaching content as well as method in landscape design course. Based on the teaching practice and random questionnaire of two grades of undergraduate majors, it analyzes the problems in teaching revolution and practice and summarizes experience so as to provide reference for enhancing the teaching quality of landscape course.

Regional Culture and Landscape

Regional Culture

Regional culture is physical and spiritual achievements created by human via physical as well as mental labor during the long-term history development, which keeps accumulating, development and sublimating. It firstly reflects regional natural environment itself, and contains local economic level, values, religious belief, art level, life style and all levels of social life. Regionality is the most distinct characteristic of regional culture. [1]

Relationship between Regional Culture and Garden landscape design

As the crystal of regional culture, garden is the embodiment of regional culture in physical environment and spatial form. More than satisfying the demand of social physical function, it also embodies human ideal consciousness, ethics, aesthetic sentiment, life behavior, social psychology and other spiritual demands. Meanwhile, it reflects the deep-seated regional cultural connotation and creates the garden with regional characteristic. According to regional characteristic, Chinese garden forms different types: royal garden in the north, private garden in Jiangnan, Lingnan Garden and Ba-shu garden, etc. [2] Different regional cultures correspond to different garden landscapes, that is to say, once regional garden environment takes shape, it will exert subtle influence on human psychology and behavior in it. In reverse, new cultural soil breeds new garden and generates new characteristic.

Status

Nowadays, landscape industry keeps developing and growing in China with increasing demands, which means that, the talents needed are rising with higher requirements. Faced with such status, the setting and teaching of landscape design course shall give more consideration to how to adapt to social development demand, which has turned into an urgent task.

The economy, technology, culture and urban lifestyle of all countries are all profoundly influenced by globalization. Chinese urban garden landscape design is no exception, among which the most direct manifestation is landscape convergence: ranging from eastern coastal to western inland, and Jiangnan Watertown to north plain, the small garden ornaments and architectures ignoring plant afforestation as well as in industrialized mass production blindly pursue for plane form by sacrificing original landform. [3] The causes of landscape convergence and mediocrity are complicated, but the fundamental reason is that, our design behavior have consciously or unconsciously showed our less confidence in our own culture, and indifference to our tradition and site fixed reality, regional difference and site objectivity, and specific regional culture as well as site traits. In order to radically get rid of the dilemma of landscape design convergence, create the garden landscape with Chinese characteristic and build the harmonious environment among human, nature and society, the priority, during the education stage of landscape design, is to guide students to study the design thought in specific natural, social as well as humanity conditions, and lead them to realize that this is the starting point of design, which also is the source of creating characteristic landscape design.

Aiming at how to change this status and cultivate the talents that authentically accord with social as well as market demands, and can carry out landscape design according to different regional cultures, the following countermeasures are proposed.

Integrate Folk Regional Culture into Teaching Method of Landscape Design

Reinforce Teachers' Guidance in Class

Teachers' guidance is vital in landscape teaching. Actually, many students' solutions seem good while not considering the influence of regional cultural factors on landscape design; so such design contains deficiencies; for instance, the plant selected does not accord local climate features or the design fails to consider local convention. The caused are that, firstly is students' lack of profound understanding or thinking on the regional culture of solution; secondly is some teachers' emphasis on students' mastery of solution function without considering the influence of folk regional culture on landscape design. Thus, during the teaching of landscape course, teachers shall intentionally reinforce and guide students to pay attention to folk regional culture, lead students to comply with nature and inherit regional culture, and require them to have clear understanding of overall spatial environment of background before making each landscape design solution. On the one hand, it is necessary to understand the social stratification caused by social group as well as political economic structure, and the social spatial pattern constructed by community geographical distribution characteristics; such as Wuhan Three Towns containing their own distinctive characteristics; Hankou is political, economic and trade center; Wuchang is a city gather many universities with dense scholar's style; Hanyang is traditional heavy industry base. On the other hand, it is required to define the morphology of urban overall spatial layout and general environmental relationship; such as Nanjing is "a terrain of strategic importance that superior to others relying on mountain belts" [4], this morphology characteristic forms urban overall landscape and is commonly recognized. Moreover, it is also necessary to teach students about that, a specific urban or settlement spatial pattern is the pattern and significance of each spatial factor after forming entirety via structural relationship. [5] Landscape design shall follow urban (or settlement) unique morphology and specify spatial pattern via landscape shaping.

Table 1 Analysis of Garden Types Based on Regional Culture

Type Content	North Garden	Jiangnan Garden	Lingnan Garden	Ba-shu Garden	Garden in Western Region
Climatic Characteristics	Long winter/windy/sand and snow Less Rainfall	Four distinct seasons where summer is rainy and winter is warm	Short winter while long summer/rainy in summer/typhoon	Rainy and humid	Less rainfall and drought
Geographic Features	Lofty mountains	River, lake and hill	More ridges along the sea	Mountainous region	Plateau
Philosophical Thought	Inclined to Confucianism	Combination of Confucianism and Taoism	Away from Confucianism	Taoism	Buddhism and Islam
Social Culture	Regal/political grade	Scholar artistic business gathering	Merchant secular Entertainment	Free and countrified secular	Related to religious activity
Garden Subject	Royal and influential officials	Scholar official and bureaucrat not in office	Merchants	Local scholars	Monk/Lama/Follower
Function	Tour, imperial garden and yard outside palace	Residence and reception Recreation	Residence	Public visit Assembly commemoration	Religious Activities Assembly visiting
Layout Characteristic	Axial symmetry Topological Structure	Around building/landscape as subject/ natural topological structure	Buildings inside garden is nature	Follow the terrain by relying the mountain and facing rivers	Plant enclosed building/clean and loose
Vegetation Other elements	Less evergreen species	Temperate zone with hardwood and evergreen species	Tropical plant Spring all the year round	Evergreen board-leaf forest	Drought-enduring saline-alkali soil plant
Garden Architecture	North dwellings	Jiangnan dwellings	Lingnan dwellings/influenced by western wind	Sichuan dwelling	Tibetan stone carving house
General Characteristic	Luxury	Elegant	Exquisite	Graceful and quiet	Plain and lively

Reinforce Setting and Practice of Humanity Course

“People first” design principle has been universally accepted by landscape field and it runs through the teaching of landscape design course; however, as for the aspects of historic culture, regional feature and aesthetics art, the university failed to support by setting courses reasonably but just taught by teachers in odds and ends. Actually, the specific scene in garden design can arouse our certain sentiment; for instance, giant sculpture and widespread gravel land at the entrance of Nanjing Massacre Memorial Hall render the sense of desolation and indignation; Rain Flower Terrace evokes people’s cherish and respect of martyrs. Obviously, the emotion in some field in turn originates from our training, belief, customs and memory of previous experience. Designers’ understanding of site always carries their own cultural bias or preference, which is closely related to their life experience, cultural tradition and artistic culture. Instead of being pure personal expression, design is to build the environmental site for the groups with their logics and lifestyles.

For this reason, in order to make students design the landscape scene with regional cultural characteristic and promote the perfection of landscape design course, it is necessary to set some social science as well as humanity courses crosswise during teaching of landscape design course so as to reinforce students’ humanistic quality and guide them to apply the “people first” design principle with scientific method.

Participatory Practical Teaching Method

The direct feeling of landscape is the starting point of landscape design concept. Meanwhile, the unique feeling of various landscape elements is the way of generating design inspiration. Thus, to emphasize on the teaching of folk regional culture and enable students to participate in help cultivate their design potential.

Choice of Scene

Ask students to choose a small and specific landscape fragment for in-depth exploration. In this link, firstly, students collect relevant data, and adopt the methods such as questionnaire, field measurement as well as data searching to summarize and analyze the environment, geography, humanity and history of this landscape fragment. This is a process of experiencing folk regional culture, among which the key point is the cultivation of “viewing method” so that students can notice the influence of folk regional culture on landscape design.

Getting Better

Based on the data collection above, guide students to deeply explore the regional culture of this landscape fragment from multiple levels; including character, music and art; then find out design inspiration and combine life experience with new materials to generate a new experience.

Expression

There are different expressions for the same site, so this link aims to lead students to express and complete design by using various tools and forms aimed at the landscape fragment they selected and after data collection. It requires students to design the landscape scene with regional cultural characteristic through their understanding of specific regional culture. This is both the last stage of finishing design and the flexible period extending personality because students’ autonomy as well as creativity can be fully exerted.

Significance of Integrating Folk Regional Culture into Landscape Design Teaching

4.1 Surpassing the level of style and form design teaching with putting teaching emphasis on the exploration of folk regional culture.

4.2 Guiding students to study initiatively and effectively so as to achieve both “giving fish” and “teaching them to fish”. Enable students to learn to analyze and think so that they can create the landscape design by adjusting to local conditions.

4.3 Able to form vast and reasonable knowledge structure and vivid experience of specific scene, which is more likely to inspire students’ inspiration, look for new design thought and help think as well as accumulate their unique design idea as well as method.

4.4 Pay attention to students’ individual difference, respect their cognition of environment as well as design thought, and is more suitable for the cultivation of students’ personal ability.

Conclusion

The landscape in 21st century needs passion, power and courage; along with innovation, imagination and determination, which proposed higher requirement for landscape education. In order to change the mediocrity and convergence situations in existing landscape design works, and construct the harmonious living settlement with folk regional cultural characteristic and reflecting contemporary people’s mental outlook, it is necessary to start with university landscape education, ask students to look for design source from local culture, positively and objectively face site natural as well as social conditions, and closely associate regional culture and landscape design. Only the landscape authentically integrating into regional culture can achieve success.

Based on integrating the concept of folk regional culture into landscape design teaching, this paper aims to provide new teaching thoughts for colleagues; besides, it expects to test and improve this teaching concept in practice so as to explore a landscape teaching path promoting Chinese

students' growth and development.

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