

# *Research on the Teaching Reform of Vocational College Landscape Major Based on "Employment Orientation"*

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**Keywords:** Vocational college landscape major, employment orientation, curriculum design, practical teaching

**Abstract:** As an applied major, vocational college landscape major must be combined with the employment market and continuously undergo teaching reforms to better adapt to social needs. Therefore, based on the concept of "employment orientation," this research explores the key issues and strategies for the teaching reform of vocational college landscape major. Firstly, it analyzes the main problems and bottlenecks in the current teaching of vocational college landscape major. Secondly, combining with occupational skill standards and market demands, it proposes a problem-driven, project-centered curriculum design model and discusses specific implementation measures in textbook development, curriculum design, and practical teaching. Finally, through case analysis and practical verification, the effectiveness of the new curriculum model is demonstrated, and further improvement suggestions are proposed. This research aims to provide valuable references and insights for the teaching reform of vocational college landscape major.

## 1. Introduction

In recent years, with the accelerated urbanization process in China, the role of landscape construction in urban planning and socio-economic development has become increasingly prominent, leading to a growing demand for landscape professionals with distinctive features, practical skills, and adaptability to market needs. However, in the field of vocational education, there is a certain gap between vocational college landscape education and the employment market due to the excessive emphasis on academic and theoretical aspects and one-way knowledge transmission. Therefore, it becomes an important issue to reform the teaching mode of vocational college landscape major and improve students' employability and competitiveness. Based on this, this research conducts an in-depth study on the teaching reform of vocational college landscape major with the concept of "employment orientation".

## 2. Concept and Characteristics of "Employment Orientation"

### 2.1. Concept

"Employment orientation" is an educational model that aims to meet the market demand and promote economic development by focusing on employment as its goal. The goal of employment-

oriented education is to cultivate talents who can meet the social needs and smoothly enter the job market after graduation, making contributions to the society and economic development.[1] Employment-oriented education requires close collaboration between educational institutions and enterprises to adjust the educational content and teaching methods according to market demand, providing students with practical opportunities and career guidance. Employment-oriented education also emphasizes the development of practical and innovative abilities among students, enabling them to adapt to the ever-changing market demands and technological advancements.[2]

In higher education, employment-oriented educational models have been increasingly valued. Higher education institutions should adjust their program offerings and curriculum content based on market demand and industry trends, providing students with practical opportunities and training that align with market needs, thus enhancing their employability. Employment-oriented education also requires students to possess innovative and practical abilities to adapt to market changes and technological developments, contributing to the growth of enterprises and society.

In summary, employment-oriented education is an educational model that focuses on employment as its goal, market demand as its guiding principle, and practical teaching as its core. Higher education institutions should adjust their educational content and teaching methods based on market demand and industry trends, providing students with practical opportunities and training that align with market needs, thus enhancing their employability.

## **2.2. Characteristics**

### **2.2.1. Practice-oriented**

Employment-oriented education emphasizes the cultivation of practical skills. It emphasizes that students should apply the theoretical knowledge they have learned to practical work through internships, practical training, project-based practices, and other practical activities. Through practical experiences, students can enhance the skills and gain the necessary experience required for practical work, thereby increasing their employability.[3]

### **2.2.2. Demand-driven**

Employment-oriented education takes the employment market demand as an important basis for curriculum content and course design. By collaborating with industries, it gathers information about employment market demands and trends, incorporating this information into the educational system to cultivate talents that match the needs of the job market. The close connection between schools and enterprises ensures that the educational content remains consistent with practical demands.

### **2.2.3. Career planning-oriented**

Employment-oriented education emphasizes students' career planning and development. Schools provide career counseling, employment guidance, and career planning services to help students understand the job market, clarify career goals, and provide corresponding training and support. Through career planning guidance, students can better plan their career paths and realize their personal value and professional development through employment.[4]

### **2.2.4. Industry-academia cooperation-oriented**

Employment-oriented education emphasizes close collaboration between schools and industries. By collaborating with enterprises and industry associations, schools can provide better internship opportunities and employment channels for students. This cooperative relationship allows students to

engage with the actual working environment, understand industry demands, and establish connections with enterprises, providing them with more employment opportunities and room for career development.

### **2.2.5. Comprehensive competency-oriented**

Employment-oriented education focuses on the cultivation of students' comprehensive competencies. In addition to the development of professional knowledge and skills, it also emphasizes the improvement of students' innovative ability, communication skills, teamwork, and other comprehensive qualities. The cultivation of comprehensive competencies enables students to better adapt to the changing occupational environment and have broader prospects for career development.[5]

## **3. The Necessity of Vocational Education Reform in Landscape Design with a Focus on Employment Orientation**

### **3.1. Changes in the Job Market Demand**

With the development of cities and the increasing awareness of environmental protection, there is a growing demand for highly skilled talents in the landscape industry. However, the current vocational education in landscape design has failed to timely adjust its curriculum and teaching content, leading to a mismatch between graduates and the demands of the job market. The requirements for talent in the landscape industry extend beyond basic knowledge of botany, landscape design, and construction techniques. It also calls for comprehensive abilities in environmental planning, ecological conservation, and green architecture. Therefore, through a "employment-oriented" educational reform that adjusts the teaching content and curriculum, closely aligning with the demands of the landscape industry, we can better cultivate high-quality talents who are suited for the modern landscape industry.[6]

### **3.2. Enhancement of Students' Employability**

Currently, students in vocational landscape design face intense job competition. Traditional teaching models focus on the imparting of theoretical knowledge while neglecting the cultivation of practical skills. As a result, students often lack practical work experience and skills upon graduation, which lowers their competitiveness in the job market. Employment-oriented educational reform should emphasize practical teaching. By providing internships and practical training, students can apply their theoretical knowledge to real work scenarios, thereby enhancing their practical skills and competitiveness, and increasing their employment opportunities.

### **3.3. Expanding Career Development Potential**

The landscape industry has broad development prospects, offering tremendous potential for career advancement. However, the traditional vocational education model in landscape design has not adequately guided students in career planning and self-development. Employment-oriented educational reform should strengthen career guidance and planning, helping students understand the prospects and career paths within the landscape industry, clarify their career goals, and provide relevant training and support. This approach can stimulate students' potential, promote better results in their career development, and enable them to realize their personal value.

### **3.4. Meeting the Needs of Industry Development**

The landscape industry is facing rapid changes and challenges in terms of technology, materials, and concepts. This requires landscape design professionals to possess up-to-date knowledge and skills. However, the traditional vocational education model in landscape design has not timely updated its teaching content and methods, making it difficult to meet the demands of industry development. Employment-oriented educational reform can closely integrate with industry trends, introduce the latest technologies and concepts, and cultivate students' innovation awareness and adaptability, enabling them to cope with industry changes and challenges.

### **3.5. Enhancing Students' Overall Qualities**

The landscape industry demands not only professional knowledge and skills but also excellent communication abilities, teamwork skills, and leadership qualities. However, traditional vocational education in landscape design often focuses on imparting professional knowledge while neglecting the cultivation of students' overall qualities. Employment-oriented educational reform should emphasize the development of students' comprehensive qualities through team projects, social practices, and professional ethics training. This approach aims to cultivate students' abilities in communication, collaboration, innovation, and problem-solving, making them more competitive and adaptable.

### **3.6. Strengthening Industry-Academia Collaboration**

The landscape industry is highly practical, and students need to experience real work environments, understand industry demands, and develop practical skills through hands-on activities. Traditional vocational education in landscape design often lacks strong connections with companies, limiting internship and employment opportunities, and making it challenging for students to align with actual work. Employment-oriented educational reform should strengthen cooperation with landscape industry companies and relevant institutions, establish platforms for industry-academia collaboration, provide more internship opportunities and employment channels, and enable students to closely integrate with actual work, thereby increasing their employment prospects and career development opportunities.

## **4. Principles of Employment-Oriented Vocational Education Reform in Landscape Design**

### **4.1. Demand-Oriented Principle**

The reform of vocational education in landscape design should closely focus on the demands of the job market. By considering industry development trends and characteristics, the curriculum and teaching content should be adjusted accordingly. Through cooperation with companies and industry associations, the industry demands can be understood, and the teaching plans can be timely adjusted to offer courses relevant to practical work. Furthermore, students should be guided to participate in practical activities to cultivate their abilities and qualities that meet industry demands, enabling them to smoothly enter the job market.

### **4.2. Practice-Oriented Principle**

The reform of vocational education in landscape design should emphasize the implementation of practical teaching. Through internships, practical training, and project practices, students can

integrate their knowledge with practical work. Teachers should act as mentors, guiding students to participate in real-life landscape projects and providing necessary guidance and support. Practical teaching enables students to understand practical operations and processes in landscape work, enhances their practical skills, and improves their employability.

#### **4.3. Innovation-Oriented Principle**

The reform of vocational education in landscape design should encourage students' innovative thinking and practical abilities. By cultivating students' creative thinking and problem-solving skills, their competitiveness in the landscape industry can be enhanced. Teachers should adopt a heuristic teaching approach, encouraging independent thinking and exploration to foster students' innovative spirit. Additionally, the school should provide corresponding innovation platforms and resources to stimulate students' innovative potential.

#### **4.4. Comprehensive Qualities-Oriented Principle**

The reform of vocational education in landscape design should focus on cultivating students' comprehensive qualities. In addition to cultivating professional knowledge and skills, attention should also be given to developing students' humanities qualities, innovation abilities, teamwork skills, and other comprehensive qualities. By offering humanities courses, engaging in extracurricular activities, and other means, students' knowledge and horizons can be broadened, and their overall qualities can be improved. Such comprehensive qualities development enables students to better adapt to the development and demands of the landscape industry.

#### **4.5. Social Cooperation-Oriented Principle**

The reform of vocational education in landscape design should strengthen cooperation between schools and companies, industry associations, and other social institutions, facilitating industry-academia collaboration. By establishing close cooperation with industry enterprises, practical base construction, internship opportunities, employment guidance, and other collaborations can be conducted, better meeting industry demands and providing more practical and employment opportunities. Industry enterprises can also participate in educational reforms, providing industry dynamics and demand information, and jointly cultivating high-quality landscape professionals.

### **5. Strategies for Employment-Oriented Vocational Education in Landscape Design**

#### **5.1. Designing courses that meet the needs of the landscape job market**

Schools should design courses that align with the demands of the landscape job market to enhance students' employability and job opportunities. Firstly, landscape design courses should be offered, focusing on developing students' design abilities and creative thinking. Through theoretical learning and practical projects, students will study landscape planning, design principles, and the application of professional software to enhance their design skills and aesthetic capabilities. This will enable them to independently complete landscape design projects and meet the industry's demand for design personnel. Secondly, attention should be given to the teaching of plant maintenance courses, cultivating students' practical skills in plant selection, maintenance, and pest control. Students will learn about the characteristics of different plants and their care methods, mastering essential knowledge of plant disease prevention and control to ensure the health and growth of landscape plants. This will provide strong support for their maintenance work in landscape companies. Introducing

landscape construction courses can also develop students' practical abilities in landscape construction and project management. Lastly, emphasis should be placed on arranging internships and practical training to provide students with cooperative opportunities with enterprises. Students will participate in real projects and collaborate closely with professional mentors and industry experts to gain insights into industry standards and practical job requirements.

### **5.2. Emphasizing practical operations**

Practical operations are essential in effectively improving students' practical skills, problem-solving abilities, and enhancing their practical and innovative capabilities, thus ensuring their stronger employability. In terms of specific operations, practical teaching can be achieved by closely integrating classroom teaching with practical activities. This allows students to participate in real-life operations, thereby strengthening their practical abilities and application skills. Additionally, internships and practical training can expose students to real work environments and tasks, improving their professional ethics and practical operation capabilities. It is also important to establish standardized internship and practical training systems, providing students with comprehensive internship and practical training opportunities to help them better understand and master practical work skills and methods. In terms of teachers, their training and professional development should be strengthened to enhance their practical experience and teaching abilities in line with the characteristics of practical teaching.

### **5.3. Professional ethics education**

Professional ethics refers to the professional knowledge, skills, and attitudes that individuals need in the workplace. For landscape professionals, professional ethics include proficiency in relevant techniques, a strong sense of responsibility, and a high level of professional ethics. Therefore, in the educational process, it is important to focus on the development and improvement of professional ethics. Firstly, teachers should recognize the importance of professional ethics and incorporate it into the curriculum. Through classroom lectures and case analysis, students should gain a profound understanding of professional ethics concepts and their applications, forming good professional behavior norms. Meanwhile, various professional education activities should be conducted for students at different stages, such as career planning, workplace communication, and teamwork, to comprehensively improve their "soft skills." Secondly, the school can organize field visits and workplace internships to expose students to the realities of the profession, enhancing their understanding and practical significance of professional ethics. For example, involving students in real landscape design projects can provide insights into industry trends and corporate requirements, helping them understand the skills and qualities required in the field, such as job requirements, work processes, and teamwork.

### **5.4. Diversified curriculum offerings**

Diversified curriculum offerings serve as a means of educational reform, providing students with comprehensive and enriching learning experiences. This approach helps to cultivate students' comprehensive qualities and abilities, enhancing their overall qualities and employability. Diversified curriculum offerings also stimulate students' enthusiasm and motivation for learning, meet their personalized learning needs, and improve their autonomy and willingness to learn. By expanding courses and offering elective courses, students can be guided to better select subjects of their interest, thus improving their learning outcomes and sense of achievement. In practice, optimizing courses can effectively improve students' teaching effectiveness and competitiveness in the job market by



considering market demands and students' needs. For example, strengthening the offering of practical courses can provide students with broader and more in-depth practical experiences and skills.

### **5.5. Strengthening school-enterprise cooperation**

School-enterprise cooperation is a crucial strategy in the reform of vocational education in landscape design. It promotes the close integration of in-school teaching with actual industry operations, providing students with practical educational resources and better job opportunities. Moreover, it helps schools gain a better understanding of market demands and industry development trends, improving the quality of courses and research. In practice, efforts can be made to strengthen school-enterprise exchanges, establish mechanisms for school-enterprise cooperation, and carry out activities such as internships and graduation internships to enhance students' practical abilities and employability. Through cooperation with enterprises, schools can better understand the demands of enterprises for talents and changes in the market, providing strong support for curriculum adjustments and teaching methods. Additionally, by leveraging industry practice bases, students can gain exposure to real work environments, accumulate practical experience, and improve their skills and qualities, laying a solid foundation for their employment after graduation. Furthermore, school-enterprise cooperation can foster a harmonious atmosphere blending campus culture with corporate culture, cultivating students' innovative spirit and teamwork abilities, further enhancing their comprehensive qualities. Teachers should also strengthen their professional experience and professional ethics through school-enterprise cooperation, providing students with better educational resources and guidance.

### **5.6. Strengthening faculty development**

Faculty development is important for improving teachers' professional qualities, practical experience, and professional ethics. It provides better teaching resources and scientific guidance for students while also improving the quality and effectiveness of education and teaching. In practice, efforts can be made to enhance teacher training and professional development, using various methods to improve teachers' comprehensive qualities and professional ethics. For example, organizing teachers to participate in professional training and seminars, encouraging them to engage in educational research and practical operations. Additionally, establishing teaching management systems and assessment mechanisms can promote the overall development of the teaching faculty, thereby improving teachers' teaching abilities and teaching standards. Furthermore, the school should focus on the professional structure of the teaching faculty and the sharing of teaching experiences, providing teachers with a wide range of professional learning and communication platforms, promoting exchange and communication among teachers to enhance their teaching abilities and teaching effectiveness. Moreover, strengthening the connection and cooperation between teachers and industry enterprises can improve teachers' practical experience and professional ethics, thereby providing better educational resources and guidance to students.

## **6. Conclusion**

In conclusion, the employment-oriented reform of vocational education in landscape design is of great significance for cultivating high-quality talents that meet the demands of the modern landscape industry. By adjusting the teaching content and methods, emphasizing practical teaching and comprehensive qualities development, and strengthening industry-academia cooperation, it can better meet the industry's demands and promote students' employment and career development. It is believed that with the continuous deepening of educational reforms, vocational education in

landscape design will cultivate more outstanding professionals who will contribute to the development of the landscape industry.

## Acknowledgement

2023 Luoyang Social Science Planning Project "Research and Practice of" Moral and Technical Training "in Higher Vocational Landscape Architecture from the Perspective of Local Economic Development" (Project No.; 2023B431)

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