

Exploration of the International Academic Model of High Vocational Education in Landscape Architecture in China

-- Take Guangdong Polytechnic of Science and Trade (GPST) for example

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Abstract: This article deeply explores the international talent training model of campus forestry major in higher vocational colleges. In the context of globalization, the gardening industry has an increasing demand for talents with international vision and professional skills. The article first takes GPST as an example to analyze the current situation of international talent training in forestry majors in higher vocational colleges, and points out the existing problems and deficiencies, including a single talent training model, weak bilingual teaching faculty, insufficient international practice links, and the curriculum system and international Not enough integration. Then, the article proposes research directions such as building a diversified talent training model, strengthening the construction of bilingual teaching faculty, strengthening international practice links, and updating the curriculum system to align with international standards. Finally, the article gives practical strategies such as clear training goals and positioning, strengthening international cooperation and exchanges, innovating teaching methods and means, and improving the evaluation system and incentive mechanism, in order to improve the quality of training international talents in forestry majors in higher vocational colleges.

Keywords: International talents; training model; bilingual teaching; curriculum system.

1. Introduction

With the accelerated development of global economic integration, international exchanges and cooperation have become an important driving force for promoting economic and social development in various countries. As an important field of cultural exchange and ecological construction, the garden industry has an increasingly urgent need for international talents. As an important base for cultivating technical and skilled talents in the garden industry, the garden major of higher vocational colleges must keep pace with the times and strengthen the exploration and practice of international talent training models. This report aims to comprehensively analyze the current situation and problems of international talent training in the garden major of higher vocational colleges, explore the strategies and paths for constructing and implementing international talent training models, and provide useful references for the international development of the garden major of higher vocational colleges in my country.

2. Background and Significance of International Cultivation

2.1. Development trend of the garden industry under the background of globalization

2.1.1. Sub-section Headings

Driven by globalization, the gardening industry has shown an international and diversified development trend. Garden exchanges and cooperation between countries are becoming increasingly frequent, and the international garden market is expanding. This provides a broad international perspective

and development space for the forestry major in higher vocational colleges. At the same time, the gardening industry has an increasingly urgent need for international talents, requiring gardening professionals to have international vision, cross-cultural communication skills and innovative spirit. In the 21st century, the rapid economic development, urban separation and expansion, and rapid population growth have made urban ecological environmental problems increasingly severe [2].

2.2. The importance of cultivating international talents in forestry majors on campus in higher vocational colleges.

Green is an eternal theme for mankind. In the 21st century, we need more green talents to build a community with a shared future for mankind with low carbon emissions. Landscape architecture is the art and science of maintaining and creating a harmonious relationship between people and their activities and the natural world. It is responsible for protecting and restoring beautiful rivers and mountains, creating a harmonious and natural physical space environment and a healthy and beautiful living environment, and improving the quality of human life. Mission [3 The country supports overseas talents to start businesses in China. Give full play to the entrepreneurial leadership role of talents who have returned from studying abroad, especially leading talents and high-end talents [1] . International talent training for forestry majors in higher vocational colleges can enhance the competitiveness of the profession and make the forestry majors in higher vocational colleges more attractive in the international market. Secondly, it can also broaden students' employment channels and provide students with more employment opportunities and development space.

3. Current Status and Problems of International Talent Cultivation in Higher Vocational Gardening Majors

3.1. Development trend of the garden industry under the background of globalization

At present, the landscape major of higher vocational colleges in my country has made some progress in cultivating international talents. Our school is a traditional agricultural college. In the past ten years, landscape architecture and environmental art design have become the two main majors of our school's landscape major. However, compared with the advanced level, our school and other higher vocational colleges in the province still have some common problems in cultivating international talents in landscape majors. The problem analysis is as follows:

3.1.1. Unclear training objectives

Some domestic higher vocational colleges lack clear goal positioning and overall planning in the cultivation of international talents, resulting in a disconnection between teaching content and international industry needs. In the process of GPST's docking with Australian universities in 2017, the employment content and situation of foreign landscape professionals are different from those in China. When matching courses with talent training objectives, we can also clearly feel the differences between China and abroad.

3.1.2. Imperfect curriculum system

The current curriculum system of landscape majors in higher vocational colleges lacks internationally advanced course content and teaching methods. During the process of GPST's connection with Australian universities, we found that there are many courses in the two majors of landscape architecture and environmental art design. The professional leaders have been working hard to improve the differentiation between the two majors.

3.1.3. The weak practical teaching

The landscape major of higher vocational colleges has certain deficiencies in the practical teaching part, and lacks practical teaching projects and practical teaching bases that are in line with the international landscape industry. GPST has a provincial landscape training practice base, and teachers and students often go to the training base to conduct sandbox exercises and project design to prepare for competitions. However, there is still a lack of support from technical personnel.

3.1.4. The lack of international professional talents

the proportion of students who go abroad for exchanges at their own expense or by selection to broaden their international horizons is small each year. International academic exchanges and scientific research cooperation in some provincial colleges have not been widely carried out [6], insufficient teaching staff, and difficulties in introducing talents have greatly restricted the improvement of education quality [7]. Some teachers in the forestry major of our school have experience in overseas exchanges and studies, but lack exchange experience in European and American countries. This is obviously not conducive to cultivating talents with an international perspective. The state supports overseas talents to come to China to start businesses. Give full play to the entrepreneurial leadership and driving role of talents who have returned from studying abroad, especially leading talents

and high-end talents [1]. Therefore, we should actively seek opportunities and cultivate the international vision of talents.

4. The Construction and Implementation Path of International Talent Training Model for Landscape Architecture in Higher Vocational Colleges

4.1. Clarify the goal of cultivating international talents

Landscape architecture has made great progress in learning from European and American theories, technical methods, education models and management methods, and China's landscaping has obtained many scientific research results [5]. Campus forestry majors in higher vocational colleges should clearly define the goal of cultivating international talents, with the goal of cultivating gardening professionals with international vision, cross-cultural communication skills and innovative spirit. At the same time, specific talent training plans and teaching plans should be formulated based on industry needs and international development trends. In the process of connecting GPST with Australian universities, both parties have made it clear that they want to cultivate gardening professionals that meet international standards. Among the many disciplines with the human settlement environment discipline group as the core, the landscape architecture discipline plays a coordinating and leading role [3]. Forestry majors on campus in higher vocational colleges should improve the international curriculum system and add professional courses that are in line with international standards.

4.2. Establish a Sino-foreign cooperative education model

Campus forestry majors in higher vocational colleges can develop a cooperative school-running model with internationally renowned landscape colleges and universities to jointly develop talent training programs and teaching plans. By introducing internationally advanced gardening education concepts and teaching methods, we will improve the international level of the forestry major in higher vocational colleges in my country. At the same time, activities such as student exchanges and teacher visits can be carried out to strengthen international exchanges and cooperation. Taking Eastern wisdom and value orientation as the activation point, combining Western science and technology and empirical logic methods to break the boundaries of disciplines [8] Chinese universities and Australian universities can be used to determine the "3+0" cooperative education model, and both parties jointly choose one or Several majors are cooperative majors, and upon approval by relevant departments, three-year junior college courses enroll students from cooperative majors.

4.3. Set up a wide range of "bilingual teaching" courses

Campus forestry majors in higher vocational colleges should set up extensive "bilingual teaching" courses and introduce internationally advanced gardening education concepts and teaching methods. By strengthening the construction of English and other foreign language courses, we will improve students' foreign language proficiency and

cross-cultural communication abilities. At the same time, foreign teachers can be invited to teach or carry out international academic exchange activities to provide students with more international learning opportunities. As of 2018, the School of Landscape Architecture has offered an English bilingual course on tea art, but other courses need to be further developed. Sino-foreign cooperative education stipulates that one-third of the other party's courses must be introduced, and vigorously building bilingual courses has become a necessary element for the international development of majors. Introducing the requirement of one-third of courses and class hours requires a budget of hundreds of thousands or even millions of yuan, which has also become an obstacle to the development of international education for many domestic universities.

4.4. Implement the "foreign-related" garden practice model

The landscape major in higher vocational colleges should implement the "foreign-related" landscape practice model and cooperate with international landscape enterprises to carry out practical teaching projects. By participating in international landscape competitions and exhibitions, students' practical and innovative abilities can be improved. At the same time, international practical teaching bases can be established to provide students with more international practice opportunities. Cross-border project cooperation has become an important path to solve global problems and provides a support platform for the cultivation of high-end international talents [9] . Participating in and contacting international projects as much as possible can fully cultivate students' own innovative consciousness and professional scientific research capabilities [10-11] . Since 2017, GPST has actively connected with foreign universities to seek international education cooperation in agricultural majors and introduced the Dutch BTEC Horticulture Certificate Program. Although the cost of studying in China has been saved after many negotiations, the cost of studying abroad is difficult for the family finances of agricultural students to bear.

4.5. Optimize the teaching staff of "bilingual teaching"

The landscape major in higher vocational colleges should optimize the "bilingual teaching" teaching staff and introduce excellent teachers with international vision and cross-cultural communication skills. At the same time, teachers should be encouraged to participate in international academic conferences and training activities to improve their internationalization level and teaching ability. In 2018, GPST plans to select two key teachers of landscape majors to go to Australia for study and exchange, laying the foundation for subsequent professional docking and international cooperation.

4.6. Build a guarantee system

Actively demanding policy support and financial guarantee can strengthen cooperation and exchanges with the international gardening industry and promote the international development of forestry majors on campus in higher vocational colleges. The gardening major should establish a teaching quality monitoring system to monitor and evaluate the entire process of international talent training. A special teaching quality monitoring agency or committee can be set up to conduct comprehensive monitoring and

evaluation of teaching content, teaching methods, teaching processes and other aspects. At the same time, third-party evaluation agencies can be introduced to evaluate and certify teaching quality.

5. Conclusion

The cultivation of international talents in the landscape major of higher vocational colleges is of great significance. It can enhance the competitiveness of the major, broaden students' employment channels and promote international exchanges and cooperation. In the future, the cultivation of international talents in the landscape major of higher vocational colleges will continue to face new opportunities and challenges. With the in-depth development of globalization and internationalization of education, the cultivation of international talents will become an important development direction of the landscape major of higher vocational colleges. Therefore, the landscape major of higher vocational colleges should continue to strengthen the exploration and practice of international talent cultivation mode, and constantly innovate and improve the mechanism and methods of international talent cultivation. At the same time, we should strengthen cooperation and exchanges with internationally renowned landscape colleges, learn from international advanced experience and technological achievements, and promote the international development of the landscape major of higher vocational colleges in my country to a new level..

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