

Analyze of the State of Landscape Design Education in China's Higher Art Design Colleges under the New Era

Xiaoyi Hu^{1,a *} and Yuxin Wei^{2,b}

¹Department of School of Art and Design, Wuhan University of Science and Technology, Hubei, China

²Department of School of Arts, Tiangong University, Tianjin, China

^aSunhil@163.com, ^bPinxue1212@hotmail.com

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Abstract. China has entered the new era of rapid development of information, social economy and national urban environment construction. The high demand for landscape design talents in the market has promoted the fast development of landscape design education in domestic universities, which also brings more opportunities for students to get employed. Some art design colleges are also carrying out the practice of landscape design education actively, while there are still some schools that are running without aims, not only lacking in-depth research but also scientific management of landscape design talents training, curriculum setting, professional discipline development. Afterall, all of these lead to the common phenomenon of uneven levels of professional talents. It is more and more important to research how to cultivate high-quality innovative composite talents that adapt to the development of the new era and to run college landscape design education. Therefore, this paper has carried out relevant investigation and analysis on the current situation of landscape design education in higher art design colleges in China and put forward some reform proposals. Hopefully, it could bring some enlightenment to the development of future landscape design education.

Introduction

The development of China's urban construction under the new era has brought some new opportunities and new requirements to China's landscape design education. China's higher art design colleges will also face more challenges in landscape design education, such as innovation thinking, innovative ideas, sustainable development of design and culture, and exploration of future design. Landscape education has become the development goals of its education in higher education colleges. China's higher education design must combine the national development strategies, promote the development of education design, and serve the country's innovative development, economic development and people's livelihood needs [1].

Under the development of the global economic information marketization era, as an applied discipline, landscape design integrates art, science, culture and engineering technology. The scope of its design ranges from national planning, regional planning to urban design and street green park design. Furthermore, the development of research fields has become more extensive [2]. At the same time, China's urban environmental construction has also emerged as the urgent need for landscape design research talents. As an education industry, we must pay attention to the problem of how to grasp the correct landscape design education route and how to create a scientific landscape design education model. Therefore, the new methods, new ideas and new models of landscape design education will also become an important

foundation for the professional quality education and innovation ability cultivation of students in higher art design colleges in the future.

Through the analysis and discussion of the current situation of landscape design education in higher art colleges in China, and the feedback and improvement of teaching implementation, this paper will propose reform proposals for the design of education system for future landscape design talents and meet the demand of the new era market.

Development status of landscape design education in China and the United States

So far, China 's landscape design is still in the development stage compared to which of the USA. And the definition of landscape design education in China has been controversial which has been called garden, landscape architecture, gardening, etc. The landscape design education and school-running mode of many colleges and universities have also been under discussion, especially the development of landscape design education in the context of higher art design colleges. The development of the landscape design education system needed to be more clearly scientific, systematic, and professional. Meanwhile, from the perspective of domestic market demand, the landscape design education mode of some higher art colleges has deviated in the teaching process, and too much conservative programmatic teaching has led to the lack of independent learning motivation and creative thinking of students. Furthermore, the lack of the ability to observe and analyze humanities, history, and economic issues has hampered the development of students' ability to design and innovate. Of course, in recent years, China's landscape design research and education have also achieved good results in the international area, proving the importance of scientific and systematic design education. For example, universities like Tsinghua University, Peking University, Central Academy of Fine Arts, Beijing Forestry University and other famous schools have closely linked of the professional theory and design practice courses in landscape design education, and have promoted the professional knowledge and skill coherence of students. At the same time, the detailed classification of the faculty and studios has created a good academic atmosphere for students' practical learning, which has enabled students to improve their in-depth study and study of landscape design. In addition, the research focus of different schools is also different. Some higher art colleges focus on the exploration of future urban landscapes, the study of aesthetic characteristics of urban landscape humanities and art, and some engineering schools focus on landscape design, engineering technology, green space planning and so on. Although the landscape design education systems of these schools have their own characteristics, they also have imperfections. It is critical that we can learn from each other.

The development of landscape design abroad has a long history. Landscape design has a history of more than 100 years in the United States and its education system is more mature than China. Its theoretical and practical education has achieved outstanding achievements. For example, Harvard University has created many outstanding landscape designers who guide the new generation of design. Landscape design education is firstly been created by Harvard University, including its systematic professional design curriculum and multi-teaching methods, design studio education model, scientific research and education combined teaching principles, etc. It has laid the foundation for modern landscape design education and has profound

influence on the professional education of landscape design and architectural design and has become a model of learning in the field of design practice and professional education in all countries of the world. Since its establishment, the graduate school of design at Harvard University has been educating students with the creativity of engineering technology and design, and the decision-making power of using comprehensive knowledge. The design curriculum is the core of learning and exploration, emphasizing professional practice and scientific research. By focusing on comprehensive study, students must have a sense of responsibility to the ecological environment and society, and become an industry expert who can be competent in the design and creation, protection and rescue of the human settlement environment [3]. Through such investigation, it is found that foreign landscape design education generally emphasizes the close integration of theory and design practice, pays attention to the cultivation of students' innovative ability, and the teaching content focuses on practical project research. The design course is mainly inter-mentor and interdisciplinary open team teaching. The model enables students to access relevant knowledge in different fields. The detailed classification of studios and laboratories provides more training platforms for students' design practice, especially helpful for the integration of students' design works with the information age. These training methods are very worthy of learning and reference to us China's higher art design colleges.

To conclude, the flourishing development of landscape design education in China is inseparable from the great contribution and influence of the world's outstanding landscape design masters. They represent the highest level of landscape design in different eras and their countries and promote contemporary landscape design practice research and innovative education. The development has proposed an innovative solution and created a new design style [4]. As a landscape design education practitioner. It is the direction we must remember and adhere to how to continue to develop the path of inheritance and innovation.

States of landscape design professionals training in China's higher art design colleges

The landscape design talent education in China's higher art colleges developed relevantly late, so there was a deviation in the cultivation of some talents. The concept of special talents for landscape design talents training was not effectively transformed, and it did not highlight the characteristics of art disciplines. Moreover, establishing a sound scientific theory of landscape engineering technology and a conservative concept of traditional education, resulting in students' learning styles fixed. The over-stylized teaching has erased students' design innovation thinking and innovation ability to a certain extent, making students lose their own direction in the future. As a cultural product combining art and technology, landscape design will inevitably produce new research perspectives and new design concepts in the face of the development of information age and the exchange and impact of global design culture. These will also directly reflect the future landscape design of China. It is a huge challenge facing the construction of landscape design talent training system by domestic higher art design colleges of how to deal with the development of this situation and adapt to the needs of the international market.

The status of landscape design courses in China's higher art design colleges.

In recent years, many high-level art colleges in China have successively launched landscape design courses and are also exploring distinctive teaching systems and

teaching ideas which are different from other colleges. However, from the perspective of landscape design courses, many of them are based on design practice. The reform of the teaching system, as a landscape design, which includes a combination of sociology, ecology, art, and technical science, is required with more professional attributes to cultivate students' knowledge of landscape engineering technology. The in-depth understanding enables students' work to be transformed from design concept drawings to implementable solutions, thereby enhancing students' enthusiasm for learning, job responsibility and sense of accomplishment. However, these courses are not well-established in the landscape design teaching system of many higher art colleges, and there is a lack of systematic arrangements for the curriculum of landscape design expertise. As a result, students' design works often have insufficient depth and cannot be implemented. As the landscape design education is out of touch with the social market, student employment will be difficult and even unable to adapt to future jobs.

The status of landscape design teaching in China's higher art design colleges

There are still some kinds of phenomena in the landscape design education of some higher art colleges in China, such as fuzzy educational concepts, conservative educational models, lagging educational methods, and complex and disorderly teaching contents. As a result, the students are lack of a process of gradual progress and accumulation of professional knowledge. The conservative large class teaching method makes the teacher in a passive teaching state, which affects the communication and teaching effects between teachers and students. For example, a teacher facing a 30-person class landscape design course will not be able to guarantee that the teaching process will be comprehensive and the quality of teaching will decline. Compared with the landscape design teaching of domestic famous engineering schools, the courses are mostly taught by 3-4 teachers, and the small class of 15 students. As a result, the quality of teaching will be significantly improved. In terms of teaching content arrangement, the most art design colleges teach the theoretical knowledge of landscape design to occupy 70%-80% of the total school hours, while the practice and case teaching is only 20%-30% of the total academic hours. Meanwhile, the distribution of teaching content is unreasonable which leading the students to only understand one-sided content of the course, the lack of design basis and design site investigation and data analysis, design ideas are too simple and flat, the site environment and design are not reasonable. Also, teachers are not familiar enough with the design specifications, the landscape design concept and plan appear. Dissociation and other phenomena have also lost the support of the information age market, and it is difficult to present innovative features. As a result, the cultivation of students' design innovation education can be terrible. In addition, blindly requiring students to design specific question with different students, so that the workload of students is too large and makes it is difficult to solve many problems alone, resulting in the lack of teamwork spirit, interpersonal communication skills and project organization and management capabilities. Also resulting in students difficult to achieve the new market development demand.

Reform suggestions for the dilemma of landscape design education in Chinese higher art colleges

Landscape design is a scientific planning and creative thinking activity under the premise of studying the healthy development of human settlements. Therefore, in the process of landscape design education, we should pay attention to cultivating students'

creative thinking and application ability in design practice, and cultivate students to think rationally about the dialectical relationship between nature and culture in urban environment, and apply it to urban landscape planning and design. In order to ease the problems of deteriorating ecological environment promotes the sustainable development of urban environment construction in China [5]. China's higher art design colleges should also rely on the resource advantages of their own strong disciplines and artistic humanities to help the development of landscape design education and research, optimize the design and practice curriculum, and closely integrate professional theory and practice. In order to construct a characteristic landscape design education system of higher art colleges and promote the cultivation of innovative composite professionals. As a result, this paper proposes the following reform recommendations.

Reforming the landscape design professional system to five-year teaching system. The landscape design education of China's higher art design colleges is mainly based on the environmental art design discipline platform, the landscape architecture design discipline platform, and the architecture professional discipline platform. The major of art colleges in different disciplines also have a liberal arts training system. The degree is mainly based on four-year teaching system, but from the perspective of students' professional knowledge structure, the four-year teaching system can no longer meet the requirements of students to fully master the theoretical and practical knowledge of landscape design. The survey found that many engineering colleges in China, such as architecture, landscape architecture and other disciplines, mainly rely on five-year teaching system, and exported many high-quality talents to the society. Therefore, aiming at the improvement of the quality of landscape design education in higher art design colleges, the reformed school system is a five-year teaching system, which is one of the strategies worthies of reference for constructing a scientific landscape design education system.

Optimize landscape design curriculum and teaching links. The landscape design discipline requires practitioners to have a comprehensive expertise structure. Therefore, for the landscape design education of some domestic higher art colleges, it is necessary to set up systematic professional theory courses to strengthen the teaching of basic theoretical knowledge of landscape design, such as landscape design planning principles, Chinese and foreign garden history, landscape botany, landscape resources, etc. In order to help the students to have a solid foundation of professional theoretical knowledge to further enhance students' comprehensive professionalism. In addition, it is necessary to strengthen students' study in landscape engineering technology, set up systematic landscape technology science courses, optimize the order of the curriculum system, and do a good job in the teaching schedule. Optimize the time allocation of theoretical and practical cases in professional design courses, which can be 30%-40% theoretical teaching and 60%-70% practical case teaching. In the practice case teaching, students can carry out preliminary research on design conception, description, practice and record from the curriculum setting, goals, characteristics, content and methods. Combined with practical projects, the substantive reform of the course teaching is explored [6]. Under the premise of not violating the teaching rules, the large class in the reform teaching could be taught in small classes. With the technical concept of the information age, interdisciplinary and inter-tutor courses could be taught in cross-training and team teaching, and students are encouraged to design courses. Actively carry out cooperative design. Through this

way, the quality of landscape design education is continuously improved.

Establish an international classroom for college landscape design education with international vision. The landscape design education of higher art design colleges should be cultivated in the direction of avoiding the conservative educational route in the past. It should be based on the international vision, establish an international classroom of landscape design education in schools, and actively carry out joint teaching workshops for domestic and foreign schools. In order to create a multi-faceted international learning atmosphere for students, and a platform for cultural exchanges between East and West. With the help of the international landscape design competition, students will be provided with opportunities for professional practical skills training, actively carry out cutting-edge academic exchange activities at home and abroad, and invite domestic and foreign scholars, experts, professors, designers, etc. to enter the classroom, and present their latest design concepts, design experiences, design research methods to students in the form of lectures and discussion forums. Such rich professional information is conducive to cultivating students' professional perspectives and social insights. And students' grasp of landscape design trends, thus enhancing students' professional comprehensive quality.

Establish an innovative practice education platform for design collaboration between schools and enterprises. The educational model of establishing a practical education platform for school-enterprise cooperation design and research studios in China's higher art design colleges has been effective in many Chinese engineering colleges. Practical experience has proven that students can learn about practical engineering in this practical education platform. The complete process of the project has a significant effect on cultivating students' design innovation ability, practical application ability and teamwork spirit. In order to let the students have the ability to effectively combine art and science and technology, and can make rational judgments based on creative thinking. Students can quickly adapt to the role of social jobs after graduation. At the same time, in the practical education platform, students can participate in the research of teachers' subjects, and can also exert their personal design potential, keep abreast of the latest design trends and practical experience knowledge, and promote students' enthusiasm for learning and research interest. Through such way, the process of cultivating landscape design talents from school to enterprise, from design to scientific research, will inevitably experience the double examination of schools and society, so that the high-quality talents of China's higher art design colleges can contribute to the national innovation development.

Conclusion

At present, China's landscape design education is still under the process of exploration, and there are still many problems needs to be solved. It is the goal of our design education of how to cultivate high-quality, high-skilled and comprehensive talents. Therefore, in the future development of landscape design education, we also need to continuously update teaching concepts, teaching models, teaching contents, and reform and training plans according to the development of social situation. Breaking the traditional teaching routine, establishing a scientific talent training system, combining professional practice with the market, continuously improving our teaching level, and cultivating high-quality innovative and applied talents to cope with the country's innovative development needs and the dramatically changing society.

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