Research on the Training Path of Rural Talents in Public Art Landscape Under the Background of Beautiful Countryside Construction

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ABSTRACT

Objective: The revitalization of rural talents is the key to constructing beautiful countryside and the cultural capital of urban-rural integration development. The public art landscape has the characteristics of publicity, equality, and participation, which require the involvement and construction of various personnel. The ‘rural talents’ training system in China’s application-oriented universities could be better, and its talent training objectives are incompatible with national needs. The public art landscape discipline in colleges and universities urgently needs to promote the reform and innovation of training programs, evaluation mechanisms, and curriculum models, tap students’ practical potential, and stimulate students’ enthusiasm for participating in the construction of beautiful villages.

Research Method: This paper uses literature analysis, field research, questionnaire interviews, and case studies through literature and field research analysis of the public art landscape at home and abroad in professional training mode. I am using the questionnaire interview method to sort out the problems in developing Chinese public art landscape discipline and using case analysis to find rural talents' training path.

Results and Conclusion: The training objectives of public art landscape design disciplines need to be more precise because students need more clarity about the future direction of employment. Curriculum needs to keep up with national policy and clear the cultivation of rural talents is the core force of beautiful countryside construction. The faculty is relatively single, and excellent planners and designers in this field should be widely absorbed as course tutors. Colleges and universities should rely on the project to build a production-study-research practical teaching base and carry out various professional exchange activities such as village visits, research practices, and offline discussions.

Creativity: From the perspective of beautiful rural construction, this paper expounds on the training scheme, curriculum setting, and evaluation methods of public art landscape discipline in China’s applied undergraduate colleges and probes into the training path of rural talents. Stimulate college students, villagers, retired workers, and other groups into the construction of local culture.

Keywords: Beautiful Rural Construction, Public Art Landscape, Rural Talents, Applied College Education.

PESQUISA SOBRE O CAMINHO DE FORMAÇÃO DE TALENTOS RURAIS NA PAISAGEM DE ARTE PÚBLICA SOB O PANO DE FUNDO DA BELA CONSTRUÇÃO RURAL

RESUMO

Objetivo: A revitalização dos talentos rurais é a chave para a construção de belas paisagens rurais e a capital cultural do desenvolvimento da integração urbano-rural. A paisagem da arte pública tem as características de publicidade, igualdade e participação, que exigem o envolvimento e a construção de várias pessoas. O sistema de treinamento de “talentos rurais” nas universidades chinesas orientadas à aplicação poderia ser melhor, e seus objetivos de treinamento de talentos são incompatíveis com as necessidades nacionais. A disciplina da paisagem da arte pública nas faculdades e universidades precisa urgentemente promover a reforma e inovação dos programas
de treinamento, mecanismos de avaliação e modelos curriculares, aproveitar o potencial prático dos estudantes e estimular o entusiasmo dos estudantes em participar da construção de belas vilas.

**Método de pesquisa:** Este artigo utiliza análise de literatura, pesquisa de campo, entrevistas de questionário e estudos de caso através de literatura e análise de pesquisa de campo sobre a paisagem da arte pública no país e no exterior em modalidade de treinamento profissional. Estou usando o método de entrevista por questionário para resolver os problemas no desenvolvimento da disciplina da paisagem da arte pública chinesa e usando a análise de casos para encontrar o caminho de treinamento dos talentos rurais.

**Resultados e conclusão:** Os objetivos de treinamento das disciplinas de design de paisagens de arte pública precisam ser mais precisos porque os estudantes precisam de mais clareza sobre a direção futura do emprego. O currículo precisa acompanhar a política nacional e esclarecer que o cultivo de talentos rurais é a força central da bela construção da paisagem rural. O corpo docente é relativamente único, e excelentes planejadores e projetistas neste campo devem ser amplamente absorvidos como tutores do curso. As faculdades e universidades devem contar com o projeto para construir uma base de ensino prático de produção-estudo-pesquisa e realizar várias atividades de intercâmbio profissional, tais como visitas a aldeias, práticas de pesquisa e discussões off-line.

**Criatividade:** Do ponto de vista da bela construção rural, este trabalho expõe o esquema de treinamento, o estabelecimento de currículo e os métodos de avaliação da disciplina da paisagem da arte pública nas faculdades e sondas de graduação aplicadas na China no caminho de treinamento de talentos rurais. Estimular estudantes universitários, aldeões, trabalhadores aposentados e outros grupos para a construção da cultura local.

**Palavras-chave:** Bela Construção Rural, Paisagem de Arte Pública, Talentos Rurais, Educação Universitária Aplicada.

1 INTRODUCTION

With the development of China’s economy, the construction of beautiful villages has become an essential part of the sustainable development strategy. Nineteenth Party Congress. The report points out that we should fundamentally solve the urban-rural binary opposition and strive to achieve harmonious coexistence between man and nature. Rural China is the essence and cornerstone of Chinese culture. The construction of beautiful countryside is to return to and transcend thousands of years of farming civilization to create a profound and continuous cultural system in China. Since the reform and opening up, China’s rural construction has experienced the initial stage (1978-1994), exploration stage (1992-2004), development stage (2005-2011), sound stage (2012-2017), and mature stage (2018-present). Environmental construction has been running through all stages of rural construction. In 1982, the ' Ministry of Urban and Rural Construction and Environmental Protection ' was established to carry out comprehensive planning of the village and surrounding environment.

In 2008, the Third Plenary Session of the Eleventh Central Committee of the Communist Party of China put forward the " three major deployments " of rural construction. The countryside actively developed tourism and built a rural public art landscape. In 2013, Central Document No.1 proposed the construction of " beautiful villages. " Relevant departments around the country constructed beautiful livable village leaders demonstration sites and successively announced 565 beautiful villages. 2015 Central Document No. 1 that ' China wants beauty, rural areas must be beautiful 'and issued 'lovely pastoral construction guidelines. ' By the end of 2021, the Party Central Committee proposed that the countryside should be beautiful, livable, and harmonious. The beautiful country is defined as a thriving industry, ecologically...
comfortable, civilized, orderly governance, and prosperous life. The construction of beautiful countryside has entered the building of a beautiful country.

We have produced many achievements and many problems in the process of beautiful rural construction. For example, the rural public art landscape must reflect the rustic cultural texture and village customs. Most of the rural public art landscape has become the stage for artists and curators, and the villagers have no right to speak. Planners will collapse the agrarian ideology and social structure, forcing the city elements into the local, and so on. The root cause of these problems is the need for more rural public art landscape planning personnel, resulting in the disconnection between rustic public space and public life.

Rural public art landscape maintains rural public space stability and sustainable development. Chinese living space contains the 'public culture' of gregarious life and the public consciousness of rural residents. In this context, colleges and universities should earnestly fulfill the function of social services to help the construction of beautiful countryside. The design and planning of the public art landscape developed late in China. It has imitated Western strategy early and has yet to form a perfect public art landscape education model. The direction of talent training in colleges and universities has yet to actively target the practice of rural construction, which has led to many adverse effects on the planning of the rural public art landscape. Rural public art landscape planning is a broad discipline of great significance in balancing the gap between urban and rural areas and sustainable development. For the ecological environment, the supply of rural public art landscape planning personnel often affects the sustainable development of the countryside. Cultivating talent in colleges and universities should come out of elite thinking and develop local skills in various forms to provide talent support for rural construction at all levels. Colleges and universities should continue exploring curriculum, social, project education, and new talent training paths. At the same time, colleges and universities should extensively use education and training resources, construct beautiful countryside as the problem orientation, and cultivate practical, artistic, cultural, and industrial rural talents.

2 LITERATURE REVIEW

2.1 Present Situation of Chinese and Foreign Research

2.1.1 The foreign research status

From 1989 to 2021, foreign scholars' research on rural public art landscapes has continued to rise, as shown in figure 1. In 2021, 75 articles were published, twice as many as in 2018. The main reasons for the continuous rise of research on this topic are the government's strong support and the protection of corresponding laws and regulations. From the perspective of subject classification, rural public art landscapes are constructed abroad mainly focused on 'environmental science,' 'social science,' and 'Agriculture, and Biological Sciences,' as shown in figure 2. Research keywords focus on rural tourism, 'cultural ecology,' 'sustainable development,' 'cultural regeneration,' etc. Foreign countries have formed more perfect research methods and practical techniques to achieve the harmony and unity of rural public space, space life, and artistic expression. In the 1950s and 1960s, Europe began using LANDEP and DLU systems for rural landscape regional planning and optimization, focusing on ecological protection and development. The United States has proposed multiple models of rural landscape spatial planning to encourage public participation in promoting the development of regional characteristics. After the 20 century, the construction of rural public art landscapes in the Netherlands changed from the initial "protecting nature" to "creating new nature," showing the characteristics of functional, readable, and ecological rural public art landscape. The National Parks in the Countryside Act 1949 introduced in the UK incorporates rural landscape
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into the law and advocates "binding planning" to achieve scientific, healthy, and sustainable development of rural public art landscape. Japan gives full play to farmers' autonomy in the rural public art landscape and implements the 'bottom-up' policy. In addition, Japan deeply realizes that cultivating personnel is the ultimate goal of beautiful rural construction. The cultivation of skills here is to develop 'rural talents' college students and enable villagers in spirit.

Figura 1. Rural public art landscape theme papers published volume

Figura 2. Rural public art landscape theme papers published volume

Europe and the United States are the birthplaces of public landscape discipline; its discipline system, teaching mode, curriculum, and so on have played a role in promoting the development of Chinese rural public art landscape discipline. The establishment of general landscape discipline has experienced the accumulation of experience and technology in gardening art, land occupation, public art aesthetic art, urban construction technology, and so on. In 1858, New York Central Park, designed by Frederick Olmsted, was regarded as a symbol of the birth of the American landscape industry. In 1863, Harvard University opened the public landscape design major. At present, 70 universities in the United States have opened related majors. The discipline has been opened in European and American architectural schools, agriculture and forestry, art, and so on. However, the most significant proportion of theoretical courses, the combination of studios, workshops, and other diversified teaching methods, is
shown in figure 3. At the same time, the relevance and connection of the courses are very close from undergraduate to doctoral, but the emphasis is different. Rhode Island School of Art focuses on the conceptual innovation of landscape history. The University of Sheffield in the UK focuses on project-based teaching, and the project site is the teaching site. Harvard University pays more attention to the ecological design of urban landscape design.

Figura 3. Teaching methods of public art landscape in foreign countries

2.2 Research State in China

There are many controversial topics in the construction of beautiful villages in China. For example: 'To be local or modern, "Planners Is it consumer-led or villagers-led, "Are villagers just bystanders of rural public art landscapes, 'and so on. There are two main reasons for the above problems: first, beautiful countryside construction is a variety of joint participation, including government leaders, designers, engineers, and villagers, involving various interests. Secondly, the public art landscape is a broad subject based on ecology and combined with art and technology. The ultimate goal is to create a harmonious man-land relationship.

The training objectives of the discipline of landscape design are constantly changing with the changes in resources and living environments. The rural public art landscape has become essential to the current social needs. Traditional gardeners and horticulturists have struggled to adapt to the new social development needs. Application-oriented universities are also focusing on building a combination of the diversified education service platform. For example, Jiangxi Agricultural University has added courses such as "Rural Public Art Landscape Planning," "Agricultural Park Planning," and "Leisure Agriculture Planning" to the public landscape talent training program, which enhances students' enthusiasm for serving the countryside. Relying on Yanshan University, Hebei Institute of Environmental Engineering and other local colleges and universities, Qinhuangdao has formed a 'school-enterprise cooperation, arts, and technology, project-driven' rural landscape talent training model. Hubei agricultural and waltzwald university carried out a landscape professional training program to cultivate innovation and application ability.

Currently, there are some problems in the training program of public landscape specialty in Chinese universities. The training program focuses on cultivating students' knowledge of landscape theory, creative thinking, urban site analysis, etc. Still, it needs to pay more attention to rural aesthetics, national policies and regulations, and rural space investigation. Relevant practical courses are more combined with urban open spaces, scenic spaces, architectural environments, etc., and less valuable activities are combined with rural areas and innovation, such as in figure 4. In addition, the traditional evaluation methods of landscape disciplines end in answers, reports, papers, etc., which cannot accurately evaluate students' knowledge and
skills in rural construction. The multi-evaluation system of Chinese universities based on the structure of beautiful countryside has yet to be formed.

### Tabela 1 Curriculum of public art landscape in China

<table>
<thead>
<tr>
<th>Serial Number</th>
<th>course name</th>
<th>Credit</th>
<th>Total Class Hours</th>
<th>Theory Class Hour</th>
<th>Practice One</th>
<th>Expertise and Skills</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>History of Chinese and Foreign Landscape Architecture</td>
<td>4</td>
<td>36</td>
<td>36</td>
<td>0</td>
<td>Philosophical Concept, Cultural Thought, Historical Background and Landscape Creativity of Chinese and Foreign Cities</td>
</tr>
<tr>
<td>2</td>
<td>Landscape Modelling and Making</td>
<td>4</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>Systematic Knowledge of Environmental Design Model Categories, History, Roles, Materials and Processes</td>
</tr>
<tr>
<td>3</td>
<td>Environmental Psychology</td>
<td>4</td>
<td>36</td>
<td>36</td>
<td>0</td>
<td>The Relationship between Environment and Human Psychology and Behavior</td>
</tr>
<tr>
<td>4</td>
<td>Urban Open Space Scenic Spot Design</td>
<td>4</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>Planning guidelines for urban space</td>
</tr>
<tr>
<td>5</td>
<td>Public Art Design</td>
<td>4</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>Basic Theory, Creativity, Basic Methods and Skills of Public Art Design</td>
</tr>
<tr>
<td>6</td>
<td>Scenic Spot Planning and Design</td>
<td>4</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>Scenic site planning and landscape ecology</td>
</tr>
<tr>
<td>7</td>
<td>Local Landscape Design</td>
<td>4</td>
<td>72</td>
<td>46</td>
<td>26</td>
<td>Local Culture, Rural Labor Education, Local Landscape</td>
</tr>
</tbody>
</table>

### 3 RELATED CONCEPTS AND DEFINITIONS

#### 3.1 Public Art Landscape

Public art is a vital art derivative in landscape design. The planner closely combines artistic modeling with the surrounding environment, making it a public, participatory and interactive product in landscape design. At the same time, the public art landscape can integrate into more human creation and fully demonstrate the humanistic spirit of public space. It is characterized by being open to all people. The creative theme is often thought-provoking, forming a high-quality cultural landscape with aesthetic value, practical function, and ecological benefits. With the proposal of ‘beautiful countryside’ construction, the public art landscape gradually penetrates the rural public space and plays a vital role in establishing the confidence of local culture. The rural public art landscape integrates the value of local culture and historical inheritance and constructs a solid agricultural civilization. It carries the shared historical memory and artistic emotion and combines farming wisdom and production beauty.

#### 3.2 Beautiful Rural Construction

The construction of beautiful countryside is based on the coordinated development of urban and rural areas, an essential task of rural revitalization. China wants beauty; the countryside must be beautiful; if China wants to be rich, farmers must be wealthy. Beautiful
rural construction goals are more extensive, including a comfortable living environment, moderate population aggregation, new residents, a beautiful village style, good cultural heritage, sustainable production and development, and a unique development model. The construction of beautiful villages is of great significance to China. The rise of towns is the country's rise, and the decline of cities is the country's decline. From an ecological point of view, urban and rural areas are an organic cycle of the whole, and beautiful countryside is an essential part of the cycle. The tense pace of life in the city requires beautiful villages to relax and soothe, and villagers also need beautiful villages to improve their economic and humanistic qualities. The countryside is not only agricultural production but also includes tourism, folklore, exhibitions, and other service industry activities, and is gradually forming a beautiful landscape belt of 'one step, one painting, one season, and one scene.

3.3 Rural Talents

Rural talents are the 'golden seed' in constructing beautiful countryside. Rural talents with local environments and practical experience are needed to build a beautiful country. Rural talents include both 'college students' and 'high-quality villagers.' In recent years, college graduates have gone deep into the countryside in the name of cultural poverty alleviation. Due to its lack of systematic professional project-based learning and in-depth rural experience, it has planned many short-lived 'art carnivals.' The talent training program of colleges and universities should be actively integrated into the rural revitalization strategy. It strives to match the advantages and characteristics with the needs of beautiful rural construction in discipline adjustment, talent training program revision, and talent team construction. Secondly, rural talents also include high-quality villagers. Public participation is the key to the local development of the rural public art landscape. It is necessary to fully encourage villagers to participate in excavating rural potential factors and cultivate 'new rural sages' with cultural and aesthetic qualities. Growing rural public art landscape planning personnel should be rooted in Chinese culture and practice the development idea of 'university-led, project intervention, art infiltration, villagers benefit.'

4 CONNOTATION OF RURAL TALENTS TRAINING

Public art landscape belongs to the interdisciplinary of landscape design and public art, involving environmental science and innovation, science, aesthetics, engineering technology, and other disciplines. Rural public art landscape is different from traditional landscape design, and The former requires the participation of professional planners and the public. The gene of Chinese civilization is in the countryside. We should go into the local culture, take root in the folk life, and integrate the Chinese people's original beliefs, traditional festivals, and sacrificial culture into the environmental landscape. Extensive economic development has brought tension between man and nature, and 'hollow' human beings have no reverence and piety for nature.

Beautiful countryside construction needs leading," professional," technical, and practical rural talents. Governments at all levels and related units have implemented the 'please come in' teaching, 'go out' learning, hiring public artists and landscape designers to train and educate villagers. At the same time, organize the villagers to go to the university training base to study. Colleges and universities also select excellent planners of the rural public art landscape to teach college students. To stimulate the vitality of 'goose' with the 'head goose effect' and to cultivate the creative experience of the actual project. Talent training is the core and main content in the construction of beautiful countryside, including the adjustment of disciplines and specialties, the revision of talent training programs, and the construction of talent teams, all of which actively connect with the cultivation of rural talents in the rural public art landscape.
4.1 Research Objective

First, the construction of beautiful countryside is an important starting point for rural revitalization and the rural public art landscape. In this context, it is an important content of the beautiful rustic building in-depth exploration of ‘public art + landscape design’ comprehensive rural talents training curriculum system. When we face the reality of students’ emphasis on theory and practice, we must introduce ‘project education’ to enhance students’ understanding of rural humanistic customs. Facts have proved that the whole process of actual project output can attract students to participate in the wave of beautiful rural construction. Secondly, the creation of public art landscape requires the participation of professional planners and villagers. The allocation of teaching resources in colleges and universities should fully consider the needs of college students and villagers, build a diversified curriculum system, and realize the comprehensive training of ‘rural talents’ in the new era. Third, the rural public art landscape is a practical subject. We can combine the course assessment with actual and conceptual projects to assess students’ planning, management, and aesthetic ability. At the same time, the assessment standards and content should adapt to the goal of beautiful rural construction.

4.2 Research Method

This paper includes literature analysis, field research, questionnaire interviews, and case analysis, as shown in figure 4. The public art landscape major in colleges and universities in the northern province conducted relevant research and collected the cognitive level of teachers and students on the subject and the problems and suggestions encountered in the issue through online questionnaire interviews. Based on the literature analysis of CNKI and Web of science, this paper analyzes the training mode of ‘rural talents’ of the public art landscape at home and abroad and forms a talent training program suitable for China’s local conditions.
5 CONNOTATION OF RURAL TALENTS TRAINING

5.1 Applied Undergraduate Higher Education

Most application-oriented universities are in the transition period, and practical teaching is in the exploratory stage. In most undergraduate colleges, public art landscape courses are offered in art schools. However, the teaching objectives of the methods the Academy of Fine Arts set are creative and cultural, mainly conveying designers for developed cities. With the construction of beautiful countryside in China, the balanced development of urban and rural areas has become an urgent problem to be solved. Applied undergraduate higher education needs to incorporate the needs of national rural revitalization into the curriculum objectives, carry out the on-the-spot investigation of teachers and students in rural spaces, and introduce practical problems into classroom teaching methods.

5.2 An Empirical Investigation on Talent Cultivation of Rural Public Art Landscape

This study selected four applied undergraduate colleges in Hebei Province to conduct an online questionnaire survey, respectively Hengshui College, Handan College, Hebei University, Tangshan College. We conducted a questionnaire survey of art and art design students in four schools. In each school, 60 students were randomly selected. First-year students were selected according to the tail number of student number 1, 3, 5, 7, and 15 were selected. Sophomore students were selected according to the tail number of student numbers 2, 4, 6, 8, and 15 were selected. Junior students were selected according to the tail number of student numbers 3, 5, 7, 9, and 15 were selected. Senior students were selected according to the tail number of student numbers 4, 6, 8, 0, and 15 were selected. The four schools randomly selected 240 students, 60 first-year students, 60 sophomores, 60 juniors, and 60 seniors.

5.2.1 Training objectives of rural talents in rural public art landscape

We investigated the training objectives of rural public art landscape specialty. The survey results show that most students need to learn more about the country's demand for rural talent, as shown in figure 5. 50.64% said they did not understand the training objectives but needed more clarity. The study shows that 7.91% of the students said they did not understand it, 17.24% of the students may understand it, and 14.21% did not understand it. The survey results show that most of the students on the training objectives need to be clarified. China should strengthen the training of students' love of local public art landscape culture and enhance national self-confidence.
5.2.2 Courses in landscape direction of university public art

Most of the courses in the direction of the public art landscape in application-oriented universities focus on shaping urban space, as shown in figure 6. 57.45% of the courses are urban public space landscape design, and only 23.32% are rural space landscape design. The curriculum is primarily biased toward theoretical teaching, and workshop practice is in the minority. For example, garden architecture accounted for 52.62%, and workshop practice accounted for 20.12%. The lack of theoretical courses such as ‘rural revitalization theory’ and ‘beautiful rural construction and development’ is also the cause of the loss of rural talent. The comprehensive approach ‘public art + landscape + countryside’ for constructing beautiful countryside still needs to be improved. The course should accurately correspond to the country's needs and pay attention to the concept of local applied talent training.

5.2.3 Analysis on teaching methods of rural public art landscape

The data results show that the public art landscape teaching methods are diversified, as shown in figure 7. The teaching method follows the teaching mode of classroom teaching (96%), demonstration teaching method (31%), and project teaching method (25%). But the survey shows a severe shortage of practical teaching. Public art landscape needs to be completed by a wide range of people, requiring field visits to the countryside and communicating with villagers.
and engineers. Therefore, teaching methods should increase the proportion of project practice. At the same time, you can also use Super Star Learning, MOOCs, and other ways of teaching. Teaching is best for students to fully absorb the world's local public art landscape planning process.

5.2.4 Investigation on evaluation method of rural public art landscape specialty

The study found that the curriculum evaluation methods adopted by most colleges and universities are mainly classroom theoretical knowledge tests, as shown in figure 8. Among the assessment methods, papers accounted for 57.8 %, closed-book exams accounted for 37.6 %, and academic reports accounted for 48.8 %. Some institutions pay more attention to the performance of skills and techniques and use the effect map to show, which accounts for 41.8 %. It is necessary to investigate students' field research and practical ability. However, project participation in curriculum evaluation accounted for 15.1 %. In addition, the assessment of students should also be combined with the comments of professionals in related fields, combining students' theoretical knowledge, practical knowledge, and application ability.

5.2.5 Short-term training courses for rural talents

The short-term training course for rural talents mainly relies on local university teachers and hardware equipment to train social people and villagers. But most colleges and universities need to pay more attention to broadening education and increasing rural talents training, as shown in table 2. 50.49 % of the universities organized miniature short-term training courses,
48.54% never organized relevant training, and only 10.01% contained more times. Colleges and universities should strengthen the construction of short-term training courses for rural talents and cultivate a high-quality team of villagers who do not leave their hometowns.

<table>
<thead>
<tr>
<th>Tabela 2 Survey of short-term training courses</th>
</tr>
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<tbody>
<tr>
<td>Short Training Course for Rural Talents</td>
</tr>
<tr>
<td>Few</td>
</tr>
<tr>
<td>Never</td>
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<tr>
<td>Some</td>
</tr>
<tr>
<td>Many</td>
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</tbody>
</table>

Based on the above investigation and analysis, most students need help understanding the local public art landscape employment direction. The local public art landscape is a vast subject that needs to be continuously supplemented and improved in teaching materials, courses, and evaluation methods. The university personnel training program mainly emphasizes the explanation of theoretical knowledge, and the teaching of some practical courses only stays in the limited knowledge structure of teachers. The assessment method needs to be more traditional and single, which cannot reflect the comprehensive quality of rural talents. In the face of the above problems, colleges and universities should change the teaching mode of instilling knowledge and fully mobilize students' subjectivity and enthusiasm. It is also necessary to absorb local public art landscape planners as visiting professors in colleges and universities to lead students into rural field visits to meet the talent needs of rural revitalization.

5.3 The Cultivation Path of Rural talents in Public Art Landscape

5.3.1 Establishing interdisciplinary teaching module system

China's landscape discipline is facing unprecedented challenges. More than a single-subject teaching model is needed to solve the fundamental problem. We need to base on the research of this subject and implant interdisciplinary content and working methods in the existing teaching framework system. For example, we can set the subject's core design course as the rural space research object. According to the course requirements and personal interests, students choose specific venues for research and communication with teachers and students. The rural public art landscape is dynamic and diverse, and the teaching framework should also have flexible and dynamic adjustment space. When facing the academic frontier and hot social issues, we should update the teaching content and methods in time. Local public art landscape design is a subject of the natural environment, human environment, human behavior, and other factors. Practical teaching and scientific research must complement each other and constantly update and deepen to find a dynamic balance between education and national needs.

5.3.2 Set up diversified evaluation methods

Cultivating rural talents should focus on assessing students' comprehensive abilities. Academic literacy, on-the-spot investigation ability, and practical ability are necessary for public art landscape local skills. At present, the evaluation methods of this discipline are mainly formative evaluation, and there are few process evaluations. Teachers should pay attention to students' growth and learning process in the teaching process and create a quantitative assessment method. At the same time, the evaluation of students should not be limited to teachers but also include student groups, professionals, villagers, and so on.
5.3.3 Constructing a multi-ideological and political teaching system

We should integrate ideological and political elements into teaching the local public art landscape. Based on the goal of beautiful countryside construction, cultivate a group rooted in China, and understand the national conditions of rural talent. Only by integrating students' problems, such as traditional local culture, beautiful rural construction, rural living environment, and villagers' needs into daily thinking, can they be reflected in practical operations. At the same time, we need to break campus restrictions and move classrooms to the countryside. Village cadres, villagers, and so on are the transmitters of knowledge. The subject should indeed write teaching and practice on the rural land.

5.3.4 Creating a practice exchange platform of combining production with research

Colleges and universities should take the local public art landscape as an opportunity to carry out research and innovation achievements. We can unite domestic and foreign universities to open a beautiful countryside construction joint studio to the surrounding rural public space as the research object, forming a series of rural construction projects. Universities should encourage teachers and students to take the initiative to build local projects and actively participate in international competitions around the theme of the local public art landscape. The College encourages teachers and students to form experimental and innovative design works by establishing a scholarship system. At the same time, we can rely on the project to build a production-study-research practice teaching base, carry out research practice, offline discussion, and other professional exchange activities.

5.3.5 Training villagers to participate in beautiful village construction

Villagers are part of the rural talents. Colleges and universities should formulate corresponding incentive mechanisms such as participation mode, participation content, and participation allowance to encourage villagers to participate in public art landscape creation. The villagers slowly changed from 'want me to participate' to 'I want to participate.' We should respect the dominant position of villagers in the construction of public art landscapes because they play an essential role in planning, creation, utilization, protection, and management. Universities and local governments should also actively create favorable conditions, establish training courses, social groups, etc., and cultivate high-quality villagers to participate in the construction of beautiful villages. In addition, according to their expertise, we should include retirees, old party members, etc., in the rural talent development plan to arrange appropriate tasks. These rural talents will play an essential role in constructing beautiful countryside.

6 CONCLUSION

The revitalization of rural talents is the key to constructing beautiful countryside and the cultural capital of urban-rural integration development. Rural public art landscape is also an indispensable traditional art gene in China's ecological civilization. Application-oriented universities should take the cultivation of rural talent teams as an essential entry point to help implement the rural revitalization strategy. For rustic space, colleges and universities should change the training program, training objectives, and assessment methods to stimulate students and people from all walks of life to join the enthusiasm for rural construction. We should integrate ideological and political courses into the training program to encourage more people to release the potential of rural talents. At the same time, we should formulate incentive measures to improve the sense of acquisition, honor, and achievement of local skills.
REFERENCES


