

Research on Bilingual Teaching of Art and Design Major in Colleges and Universities under the Target of International Talents Training

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Abstract. Global economic integration, coupled with social and cultural pluralism, has given rise to the internationalization of higher education in many countries. Bilingual teaching is a direct way to cultivate versatile talents with international vision, which is conducive to addressing the developmental needs of students, enhancing the educational level of colleges and universities, and achieving the high-quality development of modern society. Taking the bilingual teaching practice of "Basics of Architectural Design", a major course of environmental art and design in colleges and universities, as an exemplar, this paper examines the teaching concept, curriculum system, teaching mode, and teaching assessment in the bilingual teaching practice of art and design, considering the development characteristics of environmental design discipline and curriculum, thereby providing practical guidance for the cultivation of international talents in higher education art.

Keyword. Environmental Art and Design, Bilingual Teaching, Teaching Practice, Course Evaluation, Basics of Architectural Design

1 Introduction

Under the sway of economic globalization and ever-increasing social and cultural diversification, scientific and technological, cultural, artistic, and other accomplishments have become resources shared by the entire human race, thereby facilitating direct and frequent international exchange. This has propelled the modernization, world-orientation, and future-orientation of higher education, and the internationalization of higher education has become an inner demand and an inexorable trend of each nation. Bilingual teaching is the path and edifice to realize the international academic strategy of four types of higher education[1].

The Guangdong-Hong Kong-Macao Greater Bay Area in China in the 21st century is planned to be shaped into a world-class urban conurbation. It is accelerating the erection of a formidable province in the sphere of education, constructing an international education exemplar area, and cultivating a world education summit driven by cooperation, sharing, evolution, inclusiveness and invention. Guangdong University of Finance and Economics, situated in the Pazhou International Convention and Exhibition Area, Guangzhou City, as a key financial and economic college in Guangdong Province, is planned to be erected into a first-rate financial and economic university in the Greater Bay Area by 2033. Confronting the competitiveness of

premier universities incessantly surfacing in the Greater Bay Area, Guangdong University of Finance and Economics has unceasingly enhanced the international collaborative education model, vigorously promoted bilingual teaching, and further reinforced the international talent training platform and project system. Established in 2008, the School of Art and Design of Guangdong University of Finance and Economics originated from the Art Teaching and Research Office in 1993. Presently, the school only offers 2-3 bilingual courses in more than 300 courses per annum. How to enable the students of art major with somewhat feeble English foundation to master professional knowledge while more fully comprehending the Western culture is an imperative issue that must be addressed forthwith.

Subsidized by the Teacher Development Center of Guangdong University of Finance and Economics, I experienced a six-month art course teaching and training at Dyson College of Arts and Sciences, Pace University, New York, United States in 2020. Upon my return to China, I provided bilingual teaching of two professional courses, namely "Basics of Architectural Design" and "Special Design of Architecture", for the environmental design major in 2021, and executed innovative exploration of the teaching concept, curriculum system, teaching mode, and teaching assessment and other facets of bilingual courses for the art and design major.

2 Current Situation

Bilingual education in Western countries has a century-long history. At present, mature bilingual teaching models include Canada's immersive bilingual model and European school model, and a series of teaching theories, such as Cummins' threshold hypothesis, have been instituted[2]. China's bilingual teaching was initially born from the School of Combined Learning in the 19th century during the era of the Westernization Movement. In 2001, the Ministry of Education of the People's Republic of China promulgated Several Opinions on Strengthening Undergraduate Teaching in Colleges and Universities and Improving Teaching Quality to spur the rapid evolution of bilingual courses in colleges and universities across the nation. In 2007, the Ministry of Education of the People's Republic of China implemented the construction of "demonstration courses for bilingual teaching", which has gradually become one of the innovative educational reform practices and perdurable focal points vigorously promoted by colleges and universities in China in recent times. Bilingual teaching has become one of the essential methods to further deepen the reform of undergraduate teaching in China and advance the teaching quality in a holistic way.

Art and Design, hailing from Western countries, is characterized by independence, comprehensiveness and service. The initial universities in China to undertake bilingual teaching of art and design courses are Tsinghua University, Anhui Jianzhu University and Northwest Normal University, which provide us with innumerable methods and experience in bilingual teaching. From 2008 to 2010, there were 503 bilingual teaching demonstration courses approved by the Ministry of Education and the Ministry of Finance of the People's Republic of China, of which art, humanities and social sciences accounted for 19 percent[3]. Bilingual teaching of art and design is yet to be popular in China, and most colleges and universities are still in the exploration stage. In 2011, China's art and design major was upgraded to the first-level discipline of "design" under the category of art. Environmental design (also known as "environmental art and design") is the largest major direction of talent training in art and design

major[4]. Thus, the discussion of bilingual courses in environmental design major is of referential significance for the construction of bilingual courses in art and design major. The core content of environmental art and design is to employ the means of art and design to engender an aesthetically pleasing environment. The major is both engineering and art. It is usually the first major in art colleges to carry out bilingual teaching. For instance, the Department of Environmental Arts of the School of Arts of Zhejiang University of Technology has provided a bilingual course "Study on Art and Design Literature", encompassing 8 topics such as international bidding documents[5].

The bilingual teaching practice of the School of Art and Design of Guangdong University of Finance and Economics commenced with the bilingual course "International Advertising" offered by Mr. Zou Jie in 2013 and has been lectured by Mr. Li Zi since 2018. As more and more teachers from the School of Art and Design have returned from the University of Pace in the United States and the University of Western Australia in Australia, many of them have offered bilingual courses, including Song Qi's "Product Design" and Cai Xinyu's "Classical Dance Training". By 2022, the School of Art and Design has offered two bilingual courses, "Basics of Architectural Design" and "Special Design of Architecture", for two years.

3 Research Ideas and Methods

International talents refer to high-level talents with international vision and capacity, awareness and intellect, and foremost-class professional knowledge structure, who are adept at identifying their own positioning, seizing development opportunities and vying for the initiative in the global competition. Academic circles have not yet formed an authoritative and unified definition of international talents. This paper adopts Yang Hongying and Lin Li's proposition that "Chinese Heart", "International View" and "Competitiveness" are the three central qualities of international talents training in colleges and universities as the source of establishing an international talents training curriculum system[6].

In China's colleges and universities, the three characteristic talent training modes of foreign collaboration in running schools are denoted, including grafting application-oriented talent training mode, local application-oriented talent training mode and transplanted application-oriented talent training mode[7] (Fig.1). The collaboration between the School of Art and Design of Guangdong University of Finance and Economics and foreign universities is yet in the process of formation. In view of the actual situation, the local application-oriented talent training mode is more applicable to the actual situation of our School.

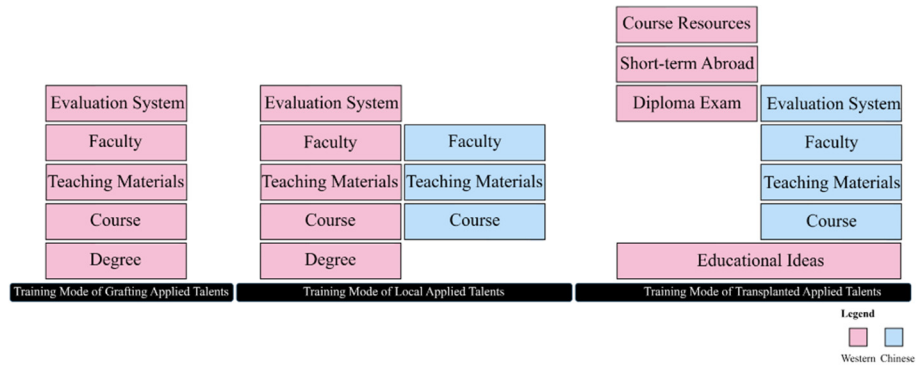


Fig. 1. Three Modes of International Talent Training.

Based on the bilingual teaching practice of "Basics of Architectural Design", a fundamental professional course of environmental design, this paper aims to investigate how to cultivate students in four regard of the course, namely teaching concept, curriculum system, teaching mode, and teaching assessment, so as to realize the training objectives of meeting the three central qualities of international talents in the Guangdong-Hong Kong-Macao Greater Bay Area[8] (Fig.2).

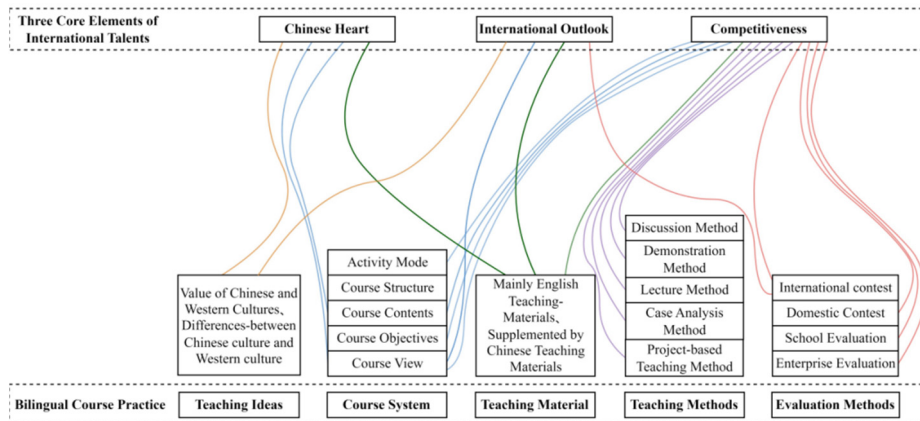


Fig. 2. The Flow Chart.

4 Bilingual Teaching Practice of Fundamentals of "Basics of Architectural Design"

The Department of Environmental Design, School of Art and Design, Guangdong University of Finance and Economics was founded in 2012. The course of Fundamentals of "Basics of Architectural Design" is a compulsory major course for sophomores in the Department of Environmental Design, with a total of 3 credits and 48 class hours. This course was opened in

2008, taught by Professor Wang Shaobin and lecturer Fu Xin. It has been taught by me since 2016. In 2021, the course will adopt bilingual teaching. Therefore, up to now, this course has accumulated teaching experience of 12 years of mother-tongue teaching and 2 years of bilingual teaching (Fig.3). There are 166 sophomores divided into six classes in the course with bilingual teaching. At the same time, this course is also one of the important contents of the provincial characteristic specialty construction and the provincial first-class specialty construction of the School of Art and Design.

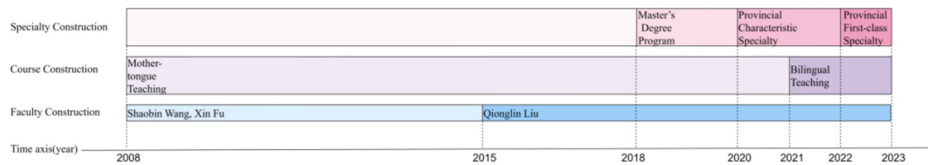


Fig.3. Course development tables of "Basics of Architectural Design"

4.1 Integration of Teaching Ideas

The orientation of bilingual teaching is “professional subject teaching” rather than “pure foreign language learning”. Bilingual teaching in higher education is to promote the acquisition of advanced professional knowledge through the tool of foreign language[9]. The essence of the teaching is to combine mother tongue and foreign language, skillfully use both languages for classroom teaching, so as to help students cultivate scientific thinking and innovation ability, improve theoretical literacy and practical skills, and broaden their horizons.

Since 1960, European and American countries have gradually expanded indoor environmental design to outdoor and urban areas. In 1987, China set up the specialty “Environmental Art Design”. Fundamentals of "Basics of Architectural Design", the basic professional course of environmental design, draws lessons from the course of Preliminary Design in architecture, which was founded in 1923, and has been constantly adjusted according to the expansion of the professional category of environmental design and the actual situation of art students. The method to pass on the introduction to design draws lessons from the Bazaar method of the Paris Academy of Fine Arts in architecture, the Bauhaus method in Germany and the Texas Ranger method.

Given the actual English level of sophomores in the Department of Environmental Design in our School, remaining at the first-year college English level (the passing rate of the 2021 final examination is 95%), they have completed basic courses such as composition design and color design, still with vacancy in space design and its theory, but lack the ability to comment and appreciate the advantages and disadvantages of buildings. Simultaneously, 90% of the students of Guangdong University of Finance and Economics come from Guangdong Province, and 90% of the students before entering the university have never stepped out of Guangdong Province. Meanwhile, Guangdong Province has many cultural heritages. Students love the local culture of their hometown, are curious about the world culture, and hope to understand the world culture and make outstanding works that can contribute to the society and the country.

Therefore, taking into account the professional requirements, course characteristics, students' English level and learning needs, and changes to international bilingual teaching, teachers should focus on the analysis of western culture and the comparison of Chinese culture and Western

culture during the bilingual course from the actual situation and practical needs of students, without regarding improving the language level as the focus of the course. We should make full use of the four characteristics of bilingual teaching: culture crossing of teaching objectives, nationality of teaching contents, equality of teaching language and generation of teaching process, so that students can have a better understanding of western culture and professional knowledge through the tool of foreign language[10].The content of this course quotes the understanding, design ideas and project examples of western designers on architecture, which help students to compare the similarities and differences between Chinese and western architectural ideas, then pay more attention to local cultural values, arouse their love for traditional culture. In this way, students can observe and contrast the architectural culture of the West and their hometown in the world and history, consolidate and expand students' cultural and professional foundation, cultivate the "Chinese heart", and form an "international outlook". At the same time, through the project to strengthen basic skills and thinking training, guide students to steadily complete the introduction to design, and improve the foreign language thinking ability and professional level of environmental design students in the Department of Environmental Design.

4.2 Optimization of curriculum system

Bilingual curriculum system is the carrier to realize the training goal and the key to guarantee and improve the quality of education. How to form an orderly (rigorous) course teaching system. After years of reference and implementation of China classic architectural design introductory courses, such as Preliminary Architecture"by Mr. Tian Xuezhe of Tsinghua University, and the design introductory method by the Department of Architecture of the Chinese University of Hong Kong, such as Gu Daqing, and constantly summing up experiences and lessons, combined with the students' source, needs, professional development and social requirements of Guangdong University of Finance and Economics, the following curriculum system has gradually formed (Fig.4).

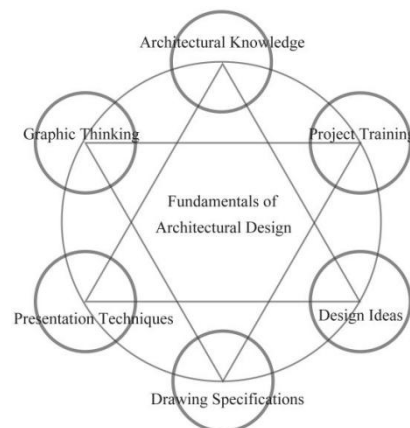


Fig. 4. Bilingual Curriculum Systems.

4.2.1 Drawing Specifications.

Retain the training of engineering characters, engineering lines and engineering drawings (complete) in the design introduction of Paris Academy of Fine Arts. Special training in China's classical architectural language is reserved, such as The Pavilion in the Summer Palace.

4.2.2 Architectural Knowledge.

James Tait's The Architecture Concept Book has eight chapters in the first chapter to increase the depth and breadth of architectural history and culture in the original Preliminary Architecture. After each chapter, the feelings and feelings of this kind of building around us are discussed.

4.2.3 Graphic Thinking.

This paper describes the design methods of plane and elevation in Roger H. Clark and Michael Pause's Drawing Analysis of World Architects' Names, and trains architectural thinking.

4.2.4 Project Training.

There are two comprehensive training programs. Referring to the gradual rhythm of Professor Gu Daqing's objects, units and places, the first training project is chair design, and the second training is 8X8X8 Residential Design.

4.2.5 Comprehensive training works docking design competition.

With these elements, a highly integrated, rigorous and orderly design entry training method including knowledge, technology and training is formed, which can cultivate students' comprehensive professional ability and lay a solid foundation for next year's professional training.

4.3 Teaching material construction

Appropriate teaching materials are an important guarantee for high-quality bilingual teaching. Environmental design originated from interior design, the industry belongs to urban construction, and professional education is classified in the discipline of art. The emerging environmental design specialty itself is an "exotic product", which originated from western developed countries. Its design category, design method, architectural theory and award-winning works are all based on the west. Therefore, bilingual teaching in environmental design can broaden the horizons of educators and educatees, and obtain more professional information in the international field. In terms of concept formation, knowledge transfer, international vision and communication ability, students who receive bilingual education are obviously better than those who receive monolingual education. At the same time, bilingual teaching activities can stand from the perspective of disciplines, conform to the laws and trends of discipline development, and promote the development and renewal of disciplines themselves.

The bilingual course "Basics of Architectural Design" is based on The Architecture Concept Book (English version, 2018) by British architect James Tait and Introduction to Architectural Design (bilingual version, 2010) by Gu Daqing and Bai Tingwei. James Tait is a contemporary award-winning British architect, writer and educator, and currently works as a mentor in the first stage of The Glasgow School of Art (a Stage 1 Studio Tutor). Gu Daqing and Bai Tingwei

have been teaching architectural design for a long time. The vision and methods of these two textbooks are international, advanced and typical. At the same time, Roger H. Clark, Michael Pause and others' *Drawing Analysis of World Architects' Names*, Jeffrey Balmer and Michael T. Swisher's *Graphic Concept and Architectural Aesthetics* are used as auxiliary teaching materials. In addition, the teacher will also list a series of reference reading documents.

4.4 Innovation of teaching mode

In the process of learning a second language, learners must first reach the minimum proficiency threshold (The threshold hypothesis) before they can benefit from the language. Considering that students with relatively weak academic ability in English language may fall behind more and more, how to use their accepted and understood input (written and oral) and encourage them to actively participate in the discussion in class is the key to innovative teaching mode.

Teachers adopt a variety of teaching methods and means in the process of bilingual teaching, which can stimulate students' interest in learning in all directions. The bilingual course of *Basics of Architectural Design* adopts case teaching method, interactive teaching method and participatory teaching method, and combines modern teaching methods such as multimedia to break the traditional teaching method that teachers impart knowledge mainly and the teaching process lacks interaction. Students are the main body of the whole teaching activities. In the process of bilingual teaching, students are actively guided to participate in the teaching process, and their ability to search information independently and think scientifically is cultivated.

The course *Basics of Architectural Design* involves humanities, social sciences, local culture, native culture, folklore and even religious culture, so it is difficult to teach it in a foreign language. At the same time, the course has strong international commonality, and its expression, meaning, and understanding and interpretation of technical terms are relatively consistent. In the process of bilingual teaching, teachers play an important leading role in mixed teaching by combining different teaching concepts and models, such as mixing offline classroom teaching with online autonomous learning, and mixing various teaching media with teaching resources. Combined with the bilingual teaching content of art design specialty, the scientific teaching principles are practiced, a brand-new teaching process is formulated, and a brand-new interaction link between students and teachers is formed, so as to achieve the effect of teaching and learning.

4.4.1 Group growth method.

Before each course, let the students form a team to form a project team, and complete the design task together in 8 weeks. Each team consists of 2-3 people, who divide their work, advance and retreat together, support each other and encourage learning. Encourage students' growth by "1+1 is not equal to 2".

4.4.2 Problem discussion method.

In the process of teaching knowledge, teachers use excellent architectural projects in the world, cases in life and buildings in their hometown to make students know and feel from near to far, and to cultivate students' ability of analyzing problems and designing space. If you throw a question, you can quickly improve students' interest, analytical ability, cooperation ability and presentation ability by asking questions, discussing and reporting. For example, each chapter of

James Tait's theme is discussed around a kind of building, and after class, it is extended to the students to discuss the buildings around them (Table 1), and professional analysis is carried out.

Table 1. Discussion list of theme building extension.

| | The topic of the course | Building Type | Types of buildings thought of by students | Example |
|---|-------------------------|---------------------------|---|---|
| 1 | Wonder | Sublime Building | Religious Buildings | School Palace, City God Temple, Mosque |
| 2 | Environment | Vernacular Building | Residential Building | Kaiping Diaolou, Beijing Siheyuan |
| 3 | Disorder | Disorderly Building | Strange Building | Xiangxi Diaojiaolou, Fujian Tulou, CCTV Headquarters, |
| 4 | Memory | Memory Building | Favorite Building | Own home, School House, Kindergarten, Children's Park |
| 5 | Function | functional Building | Modern Architecture | Guangzhou Opera House, Guangzhou Yuexiu Financial Building, |
| 6 | Form | Formal Architecture | Modular Building | Habitat 67, Amsterdam Orphanage |
| 7 | Irony | Ironic Building | Metaphoric Architecture | TWA Flight Center, Sydney Opera House |
| 8 | Politics | Architecture and Politics | Politically Influenced Buildings | the border Mexico/USA |

4.4.3 Regular report.

In bilingual teaching, technical terms are basically explained in English and Chinese, which makes it easy for students to master the content of the course. A design team consisting of 2-3 people will make bilingual PPT for the whole class. Students have a strong interest in learning and high enthusiasm, and their English communication level has improved rapidly.

4.4.4 Pay attention to the study of mother tongue and national culture.

Bilingual teaching does not mean that mother tongue learning is unimportant or ignored; On the contrary, it will establish the concept that under the background of internationalization, we should pay more attention to the study of mother tongue and national culture while advocating bilingual teaching. Only in this way can we not lose our way in the tide of internationalization and keep our own language and culture. Chinese is the mother tongue that all Chinese sons and daughters can be proud of. Through the gestation and inheritance of Chinese, a glorious and splendid Chinese civilization can be created and flourished. For example, if we pay attention to the architectural cultural heritage of our hometown, such as Kaiping Diaolou, Huizhou West Lake and Dinghu Longmu Temple, only the artistic design standing on the cornerstone of Lingnan regional traditional culture can be truly excellent, and it can move towards a broader world under the impact of the international tide.

4.4.5 Demonstrate visual materials (case).

Most of the perceptual knowledge of art design students needs teachers to demonstrate cases intuitively in class, and students can get it through observation and discussion. Taking the course as an example, in order to let students understand the importance of the entrance to the building and the relationship between the entrance and the road. In teaching, teachers use multimedia courseware to make a series of different combinations of buildings, entrances and roads, so that each pair of combinations shows obvious and sufficient contrast, such as cold and warm feelings, gorgeous and simple feelings, positive and negative feelings. These psychological feelings are quickly and intuitively presented to students through the screen. Needless to say, teachers have already understood and felt the psychological feelings brought by each pair of combinations in the picture.

4.4.6 Using multimedia network technology skillfully.

Multimedia teaching is advanced, convenient and efficient. In the specific teaching process, with the help of teachers, students use network resources to find information to solve some problems they encounter in the course. Teachers will also teach some search methods or recommend some valuable websites, so that they can broaden their horizons and let students really take the initiative to learn professional knowledge.

The above classroom methods are mixed and not limited to one way.

4.5 Multiple assessment methods

Bilingual teaching evaluation includes resource evaluation, process evaluation and teaching performance evaluation. Teaching performance evaluation includes teachers' teaching performance evaluation and students' learning performance evaluation. This paper mainly discusses the evaluation of students' academic performance. Construct a number of assessment systems of formative assessment and summative assessment, as well as two sets of assessment systems of school standards and social assessment. Break the traditional and single assessment method of "one test determines the result" and adopt multiple assessment methods. Therefore, the school standards for the bilingual course "Basics of Architectural Design" are divided into the following three parts: One is the usual homework (accounting for 30% of the total grade), and the other is the discussion, speech and teacher-student interaction between students (accounting for 20% of the total grade); Third, the submission and report of design assignments evaluate the degree of students' knowledge (accounting for 50% of the total score). Social assessment includes various competitions and workshops.

Since teaching in 2016, the social evaluation in the course has experienced changes from enterprise evaluation, participation in ordinary competitions to participation in competitions recognized by the Ministry of Education. In view of the vague evaluation of bilingual teaching at present, at the same time, it stimulates the students' design enthusiasm and sees the selectivity of the current international design level. The works of curriculum projects are all connected with the competition of the Ministry of Education, which promotes learning and teaching by competition. After two years of trying, we have made great achievements in teaching, such as winning the prize in the 2021 Youth International Competition and winning many prizes in the Milan Week Student Works Exhibition in 2022.

5 Difficulties and Countermeasures

According to the statistics of the Ministry of Education of the People's Republic of China in 2005, Art and Design was the most populous major for art classes, whereas Environmental Design boasted the highest enrollment for Art and Design majors. The difficulties of bilingually teaching in the art field mainly arise from the dearth of bilingual teachers and the pupils' rudimentary level of English. Consequently, increased attention to the setting of curriculum system and the implementation of teaching methods is essential. There should be an alteration and reform of the original Chinese curriculum, emphasizing six aspects of teacher construction, teaching materials construction, teaching methods and assessment methods. The selection of teaching materials is the core of curriculum construction reform.

5.1 Training and Construction of the Teacher Echelon

Guangdong University of Finance and Economics mandates that teachers who have a background in foreign study or study abroad offer bilingual or full English courses. Since specialized College Art and Design teachers vary in their qualifications to offer bilingual courses, finding a replacement instructor is challenging. Consequently, the instructor is mandated to maintain a perfect attendance record for the 8-week course.

Currently, Guangdong University of Finance and Economics encourages teachers to participate in training abroad and actively pursue overseas degree programs in order to augment their English and design capabilities. Furthermore, they invite designers with study abroad experience from renowned design companies to contribute to teaching, thus gradually assembling a bilingual teaching staff.

5.2 The Development of Students' English Proficiency

Pupils of the School of Art and Design possess a diverse range of English proficiency, with some specializing in Japanese. In light of such, if the students whose English is more proficient are encouraged to participate in bilingual elective courses, it will unfortunately dissuade those with poorer English from embracing their major. Thus, two bilingual courses, the mandatory "Basics of Architectural Design" and the elective "Special Design of Architecture," are offered in the second semester of the second year and the first semester of the third year, respectively. The compulsory course "Basics of Architectural Design" is attended by all students, with bilingualism mainly employed to cultivate an international outlook. Students are encouraged to aid one another in broadening their worldviews and maintain an optimistic attitude. Additionally, pupils of the following year are urged to study professional English thoroughly in the initial year, with the elective course "Special Design of Architecture" designed to perpetuate the students' interest, deepen their professional training, and connect them to high-level international competitions. Hence, the system formed by the two courses takes into consideration the interest, foundation, and progress of the students and yields a satisfactory teaching result.

5.3 Combination of Original Textbooks and Self-published Textbooks

During the bilingual teaching of "Basics of Architectural Design", it is not only imperative to select teaching materials judiciously, but also to ensure the materials' professionalism,

scientificity, novelty, and inspirational qualities. Additionally, by paying attention to the development of the subject, the content should be kept up-to-date and enriched. The constitution and growth of disciplines have their own rules and trends. If the Art and Design discipline is to be efficiently implemented and developed in China, it is essential to trace the discipline's origins, explore its development context, and comprehend its operation law. The judicious choice of teaching materials is a critical factor for successful bilingual teaching, thus necessitating teachers to amass and assemble appropriate materials over a long period of time.

5.4 Establishment of Bilingual Curriculum System

It forms a closed-circuit system of college English, professional English, and bilingual teaching, which are connected in a vertical manner. Simultaneously, in adherence to the character of the curriculum, the "Curriculum System is vertically constructed in stages," meaning that bilingual courses—from basic, compulsory courses to professional, elective courses—maintain the continuity of bilingual teaching, and the "Curriculum System is horizontally constructed in levels" according to students' English level and course content. For instance, the fundamental, mandatory course of "Basics of Architectural Design" is set in the second grade, and the elective course of "Special Design of Architecture" is set in the third grade. Each course creates a multi-dimensional combination of curriculum support system with "Curriculum System Construction as the core + Method Teaching and Practical Training Teaching as the means + Evaluation as the guarantee," refining the training mode of "Curriculum Learning + Scientific Research Training + Practical Exercise + Competition Drill," and ultimately forming a collaborative education mechanism between industry, university, and research.

5.5 Mixing of Multiple Teaching Methods

During teaching, the teacher-student interaction is reinforced through case guidance, enlightening students, and forming a serene teaching atmosphere, thereby attaining the multiple objectives of inspiring students' thinking, cultivating students' creativity, and broadening students' international outlook. Teachers utilize the network and other modern information technologies to render teaching more engaging, vibrant, and vivacious, substantially increasing the pupils' enthusiasm for learning.

5.6 Establishment of Course Evaluation System

Presently, the evaluation of bilingual courses in universities is mainly conducted by students and to a lesser extent by the supervision office. To assess the effect of bilingual teaching, it is recommended to construct an evaluation system based on four aspects: students, teachers' peers, the supervision office' grading, and enterprise evaluation. Students evaluate the selection of teaching materials, teaching forms, and teachers' teaching level in bilingual teaching courses; secondly, teachers' peers assess the professional knowledge and foreign language expression of teachers in bilingual teaching courses; thirdly, the supervision office evaluates the teachers' classroom teaching methods and teaching effects; and finally, through feedback from enterprises, students' professional knowledge and English application ability are evaluated.

As the evaluation system has yet to be established, the evaluation of students and teachers is the main way, and the supervision office is the auxiliary way. Additionally, the course works docking social competition serves as the judging criteria.

6 Conclusions

Ye Shengtao once said, "Teaching has a law, but there is no fixed law, the most valuable is to get the law". Ultimately, bilingual teaching is the modern requirement. This paper takes the exploration of the bilingual course "Basics of Architectural Design" for the Environmental Design major of the School of Art and Design of Guangdong University of Finance and Economics as an example, examines the current situation of the cultivation of artistic talents in universities, sums up the experience and shortcomings, aiming at the problems existing in the course construction in the course of implementation, puts forward the targeted optimization strategies and practical experience from the aspects of teaching concepts, curriculum resources, teaching methods, curriculum assessment, etc., and implements the characteristic courses of international talent cultivation based on the goal of international quality cultivation of talents and the balanced development of curriculum internationalization, in order to upgrade the techniques and methods of international talent cultivation in universities, boost the social benefits of talent cultivation, and also enhance the foreign language level and overall quality of teachers. It will provide reference for the international cultivation of artistic talents in our nation.

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