

Difficulties and Countermeasures of School enterprise Cooperation in the Discipline of Art Design in Private Colleges and Universities

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Abstract: Under the background of vigorous socio-economic development, industrial clusters have gradually become a powerful driving force for socio-economic development and educational reform, providing new opportunities for the development of private colleges and universities, but also bringing many challenges. In order to further enhance the influence and competitiveness of private colleges and universities, we should highlight the characteristics of colleges and universities in educational reform, and work with local enterprises to promote the sustainable development of colleges and universities. For this reason, teachers of art design discipline need to actively explore the opportunities and paths to deepen school enterprise cooperation and expand the integration channels of industry and education, aiming to integrate the scientific and technological resources and human resources of enterprises, assist teachers of art design discipline to complete the task of curriculum reform, and steadily improve the quality of talent cultivation of this specialty. How to put forward feasible solutions on the basis of overcoming the difficulties of school enterprise cooperation in the art design discipline of private colleges and universities is an urgent issue for subject teachers. This paper will focus on this issue to carry out in-depth exploration.

Keywords: private colleges and universities; Art design discipline; School enterprise cooperation; Difficulties; countermeasure

Introduction

In order to adapt to the development trend of modern education and teaching, teachers of art design discipline in private colleges and universities should further improve the curriculum system and innovate the teaching model in combination with the characteristics of running schools, curriculum characteristics, professional development and students' needs. Among them, they can try to build a school enterprise cooperation model to break the traditional teaching barriers and provide high-quality teaching services for students. Based on the innovative talent training program under the school enterprise cooperation mode, private colleges and universities can, to a certain extent, close the relationship between course explanation and practical training, so as to achieve teaching optimization, provide high-quality talents for enterprises, enable students to constantly deepen their knowledge and understanding of art design related knowledge and skills in practical training, and ultimately improve their learning ability. In view of this, based on the author's teaching experience, this paper analyzes the practical significance and difficulties of school enterprise cooperation in the art design discipline of private colleges and universities, and puts forward specific measures on this basis, hoping to be beneficial to the teachers of art design discipline.

1. Realistic significance of school enterprise cooperation in opening of art design discipline in private colleges and universities

1.1 Promoting the combination of work and learning

At this stage, with the continuous expansion of the scale of college education, students are faced with a severe employment situation. The root of this is that students' actual ability is not equal to their academic level, resulting in the phenomenon of high academic qualifications and low ability. In order to improve this teaching situation, teachers can break the traditional teaching mode by carrying out school enterprise cooperation. On the basis of explaining theoretical knowledge and practical skills, teachers can guide students to integrate theory and practice, which can ultimately promote the comprehensive development of students and lay a foundation for their subsequent adaptation to social life and job matching. At the same time, we should further promote the engineering teaching in the process of school enterprise cooperation, introduce the practical experience and real projects of housing industry into the teaching process, and ultimately improve students' practical skills.

1.2 Integrate teaching resources

Generally, the teaching resources of private colleges and universities include human resources, teaching materials and exercises, venues and equipment. Teachers of art design discipline actively carry out school enterprise cooperation, and can integrate school enterprise resources to provide students with rich and high-quality teaching materials. For example, teachers of art design discipline can try to integrate art design theory and enterprise design projects to expand students' cognitive thinking, enrich their knowledge system, and ultimately achieve the expected teaching results, making students become talents needed for social development and national construction.

1.3 Achieve mutual benefits

Teachers of art design discipline in private colleges and universities can achieve win-win results through flexible application of school

enterprise cooperation mode. For students, private university curriculum teachers need to establish a new teaching team with enterprise staff, which can provide students with theoretical knowledge explanation and practical skills teaching, greatly improve their professional comprehensive ability, and constantly enhance their social competitiveness. For private colleges and universities, it can effectively alleviate the problem of employment difficulties, and ultimately improve the quality of talent cultivation in colleges and universities. At the same time, it can also improve the influence and competitiveness of private colleges and universities. For the development of enterprises, it can provide students with practice sites and equipment, constantly improve their practical ability, and ultimately make them become the talents needed for the innovative development of enterprises, and also improve the economic benefits of enterprises.

2. Analysis on the Difficulties of School Enterprise Cooperation in the Discipline of Art Design in Private Colleges and Universities

With the popularization of higher education in China, the major of art design in colleges and universities has also been developed to a certain extent. Especially in the current new economic background, the phenomenon of industrial clusters has triggered a large number of market demand for art design. In the college education system, art design has become one of the current popular majors. At the same time, however, there are still some problems in the teaching of this major, mainly focusing on the imperfect professional structure, unclear training objectives, lack of school running characteristics and other aspects, resulting in poor talent training effect, low professional industry rate, many art design students are facing structural career after graduation, and the development of art design major in colleges and universities is facing a serious bottleneck. For private colleges and universities, it is an urgent task to promote the reform of the teaching mode of art design specialty. In this regard, colleges and universities should adhere to the market orientation, further adjust the structure and talent training objectives of the school's art design major from the market demand, further promote school enterprise cooperation based on the advantages of the strategic background of integration of industry and education, strengthen the connection between professional teaching and market post demand, effectively improve the professional quality and professional competitiveness of students, and build a distinctive teaching mode of art design in private colleges and universities. The social service function of colleges and universities will be fully reflected, and more applied art design talents will be output for local economic development. According to the current situation of art design education in private colleges and universities, there are mainly the following problems in education reform and cooperation mechanism.

First, some local private colleges and universities have some problems in school running ideas. On the one hand, some colleges and universities are limited by the geographical environment. The development of their art design education focuses on the demonstration of comprehensive design strength, and adheres to the "big and comprehensive" development model. Although it has promoted the training of art design professionals to a certain extent, it has also led to the lack of characteristic education in schools, which is not closely related to the local economy, and thus affects the effectiveness of talent training. On the other hand, some private colleges and universities, in order to highlight their own school running characteristics, pay too much attention to the highlighting of professional characteristics, adhere to the "small and refined" development route, and neglect the enrichment of professional categories, which easily leads to one-sided talent training and lack of extensive school running ideas.

Secondly, some private colleges and universities are not clear about the training objectives of art design talents. On the one hand, some schools failed to adjust the professional structure in combination with the current market demand when designing the training objectives of art design talents, and the talent ability and quality cultivated were separated from the market post demand, which led to many students being unable to adapt to the post demand after graduation. On the other hand, when some schools set up the training objectives for art design professionals, there was a situation where the objectives were fixed. They failed to highlight the cultivation of practical ability in combination with the actual situation of students, paid too much attention to students' theoretical learning, and ignored the comprehensive cultivation of professional practical ability and professional quality.

Finally, some private colleges and universities also have some problems in teaching mode. In the context of the current integration of production and education, many schools still have deficiencies in implementing the school enterprise cooperative learning model. The deep cooperation model between schools and enterprises has not been formed, and the cooperation mechanism is not sound, leading to the failure to give full play to the role of the teaching model, which has affected the training of applied talents in art design.

3. Specific Measures for School Enterprise Cooperation of Art Design Discipline in Private Colleges and Universities

3.1 Broaden the channels of school enterprise cooperation

In order to give full play to the application value of the teaching mode of school enterprise cooperation, teachers of art design discipline in private colleges and universities should constantly expand their school enterprise cooperation channels in the process of carrying out teaching activities, constantly enhance school enterprise communication, and further deepen the school enterprise cooperation. Subject teachers should successfully realize that subject education does not exist independently, and should constantly increase the number of corporate partners, so as to continuously improve the teaching ability and quality of subject teachers. Therefore, when carrying out school enterprise cooperation, teachers of art design discipline should not focus on the entity enterprises, but also combine the development strategy of universities and the development trend of society to further expand cooperation channels, innovate the forms of school enterprise

communication, and finally lay a solid foundation for enterprises and universities to jointly cultivate applied art design talents. Under the background of vigorous social and economic development, the Internet era and the rapid rise of e-commerce industry have ushered in. Therefore, teachers can enter into cooperation with e-commerce enterprises to provide students with opportunities and platforms to experience e-commerce oriented design, including advertising design, web design, etc., so that students have the opportunity to learn about digital media production and ultimately achieve the desired results of cooperation.

3.2 Enrich the teaching content of the subject

In order to improve the effectiveness of the school enterprise cooperation model, art design teachers can also enrich the teaching content according to students' interests and subject development, and constantly optimize the design of teaching links, aiming to provide high-quality teaching services for students. In order to effectively improve the disconnection between private colleges and actual development and real life, teachers should encourage students to participate in school enterprise cooperation projects, and integrate school enterprise resources to further adjust the teaching content, which can ultimately transform the traditional teaching mode, achieve the organic unity of theoretical and practical teaching, and ultimately provide new ideas for the development of school enterprise cooperation talent training mode for art design majors. In addition, the implementation of school enterprise cooperative teaching by teachers can also further the knowledge structure of Woniushan. Among them, private colleges and universities can invite front-line staff and designers of enterprises to give lectures or lectures in order to supplement and expand the teaching content and clarify the difference between theoretical knowledge content and actual work content. For example, when using decorative materials, artistic design can be carried out on the basis of meeting the customer's budget to activate students' thinking and improve their practical ability.

3.3 Standardize the school enterprise cooperation system

In order to improve the training quality of school enterprise cooperation talents in art design, it is necessary to improve the training mechanism of school enterprise cooperation talents, in which the legal rights and interests of both private colleges and enterprises can be standardized in the form of a contract to avoid various disputes and contradictions in the application of the training model of school enterprise cooperation talents. In view of this, teachers should refine and clarify the responsibilities and obligations of both enterprises and universities in the process of school enterprise cooperation, and also need mutual recognition of listing and employment recommendation. Both parties should discuss and formulate practical talent training goals. When it is necessary to pay attention to, the objectives should be reviewed and evaluated, so as to further improve the internship plan and training program of art design under the guidance of this goal. In addition, in the process of applying the school enterprise cooperation teaching mode, we can further track and understand the implementation of the agreement through visits or informal discussions, so as to achieve the phased development of talent training. In addition, the school enterprise cooperative talent training mechanism jointly developed by art design discipline teachers and enterprises is based on the development needs of both sides. In other words, it can realize the linkage between learning and recruitment, and ultimately enable both schools and enterprises to further clarify their responsibilities and play their respective roles and values in the process of integrated development of industry and education. Enterprises should not only pay attention to labor force, but also pay attention to teaching responsibilities, The school should also use enterprise resources to develop projects, constantly improve the quality of school enterprise cooperation teaching, and ultimately achieve mutual benefit and win-win.

3.4 Construction of campus training site

Today, many teachers of private colleges and universities have introduced the school enterprise cooperation teaching method, and combined with the characteristics of the curriculum and corporate culture to build a new school enterprise cooperation model, which can introduce enterprise design projects, design resources, hire enterprise full-time staff, designers to the school, and then be able to create a campus training site based on this, create a virtual policy operation mode for students, and ultimately continuously improve the quality of talent cultivation. First, design teachers should lead students to draw design drafts without students introducing the design features and skills of different materials. After that, students need to be encouraged to carry out market research. Second, we need to combine the specific requirements of enterprises to formulate specific requirements for clothing design. After the completion of the design draft, it should also be submitted to the design department for review and selection, and combined with the final design draft to make patterns and customize sample clothes. In this process, the enterprise should send technicians to the school to provide targeted technical guidance for students, so that students can combine technical guidance to modify the pattern and sample clothing, and finally finalize the design. This good cooperation mode can not only improve students' artistic design and practical production ability, but also bring higher profits to enterprises.

3.5 Establish an off campus practice base

In order to ensure the long-term development of the art design discipline set up by private colleges and universities, teachers of the discipline should actively establish a good long-term cooperation relationship with relevant enterprises. To this end, private colleges and universities can try to jointly build an off campus practice base with enterprises, so that students can be guided to provide them with opportunities to practice in off campus practice positions after completing theoretical knowledge and practical skills, They are encouraged to actively participate in the design projects carried out in cooperation with enterprises, so as to gain rich design experience. It should be noted

Analysis on the Problems and Countermeasures of Chinese-Foreign Cooperation in Running Schools in Higher Education

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Abstract: Accompanied by economic globalization, the internationalization of higher education is developing rapidly in China at the moment, but we must maintain a clear understanding of Chinese-foreign cooperation in running schools. This paper studies the main problems existing in the process of Chinese-foreign cooperation in running schools of higher education in the process of educational resources introduction and utilization, and discusses its development countermeasure.

Key words: Chinese-foreign cooperation in running schools; Problems; Countermeasures

Chinese-foreign cooperation in running schools, as one of the important ways for Chinese institutions of higher education going global, has also become a school-running method adopted by more and more colleges and universities in China. On one hand, Chinese-foreign cooperative education can learn from the successful experience of running schools in developed countries, so that China's education level can be in line with the international level. Meanwhile, the introduction of excellent teaching resources will help China to learn advanced educational and management concepts, and cultivate high-quality, international compound talents. On the other hand, Chinese-foreign cooperative education provides students with a new learning environment, increases the opportunities for the public to receive diversified education, enables students to adapt to the needs of economic globalization much more quickly.

that teachers should cooperate with many enterprises in many places to meet the needs of students' multi-level and multi type professional practice activities.

4. Conclusion

In a word, based on the new situation, art design teachers in private colleges and universities can try to carry out school enterprise cooperation to innovate the original teaching mode and break the current teaching barriers. Among them, they can provide high-quality teaching services for students by expanding school enterprise cooperation channels, enriching the teaching content of the subject, standardizing the school enterprise cooperation system, building on-site training sites, and establishing off-site practice bases, Make it a compound talent for the development of art design field.

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