

Research on Innovation of Modern Apprenticeship Talent Training Model for Art and Design Majors in Higher Vocational Education under the Background of "Double High"

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Abstract: In order to cultivate more excellent talents in art and design majors following the requirements of the "13th Five-Year Plan" national education development, this paper analyzes in-depth on the current status of higher vocational education in art design profession under the background of the "Double High" plan and the challenges faced, and proposes the building of school-enterprise "Double Subject" education system and the establishment of a "diversified" evaluation system. Deepening the integration of industry and education, schools and enterprises jointly explore modern apprenticeship talent training models for innovative art and design majors, and provide a strong guarantee for the implementation of the "Double High" plan modern apprenticeship talent training model.

Keywords: "Double High" Plan; Art Design Profession; Modern Apprenticeship System; Talent Training

Publication date: January, 2021

Publication online: 31 January, 2021

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1 Introduction

In April 2019, the Ministry of Education and the Ministry of Finance jointly issued the "Double High Plan", which pointed out the direction for national vocational education. It was pointed out in the implementation opinions that it is necessary to "implement a modern apprenticeship system with Chinese characteristics for the joint training

of schools and enterprises and Double Subject education" to raise the level of school-enterprise cooperation and the quality of talent training.

The promulgation of the "Double High" plan has clarified the direction of vocational education reform. Vocational education must quickly adapt to the rapid development of industries and enterprises. The implementation of modern apprenticeship is an important measure to realize the deep integration of industry and education and accelerate the development of modern vocational education. It is also an effective measure to promote the "High Standard Higher Vocational School and Professional Building Plan with Chinese Characteristics". Therefore, comprehensively promote the innovation and transformation of the training of art and design professionals under the background of the "Double High" plan, and implement the modern apprenticeship training model with the features of art and design majors, which is very significant for both professional development and talent training.

2 The Current Status and Challenges of Higher Vocational Education in Art Design under the Background of the "Double High" Plan

2.1 The Current Status of Vocational Education in Art Design

Currently, the training of talents in higher vocational schools has not kept up with the development of the internet era, and it has become a lot of obstacles

in the process of vocational education, as is the art design profession. Judging from the current situation, the educational concepts of art design profession in many higher vocational schools are too unitary and fixed, resulting in students lacking practical skills.

Art design professions are relatively practical, which require students to have a certain level of innovative thinking while mastering theoretical knowledge, and the works they design should meet the needs of the market and have certain creativity. Obviously, the traditional talent training model can no longer meet the requirements of the "Double High" plan for talent training. Higher vocational schools should abandon unilateral teaching methods, update vocational education concepts, and introduce industry projects into classroom teaching so that students can participate in actual projects and better improve students' practical skills.

2.2 Talent Training Goals of "Double High" Plan

The purpose of setting up art design professions in vocational schools is to cultivate better design professionals. With the rapid development of society and economy, the goal of talent training in higher vocational schools has also changed. In addition to requiring students to have good professional qualities, they must also have independent and innovative thinking. The integration of modern apprenticeship talent training into the traditional educational environment can not only meet the talent needs of the creative design industry in the new era, but also improve students' innovative thinking ability. Meanwhile, according to the cultural features of the region, the inheritance of traditional skills will be integrated into the teaching of art design professions in order to achieve the innovation of talent training mode and meet the goal of talent training in the building of the "double high" plan.

2.3 The Establishment of Professional Curriculum system of art design Professions

In order to adapt to the requirements for talent training in higher vocational schools in the new era, the existing teaching methods and professional curriculum system are adjusted to implement the "double mentor" system through the establishment of a modern apprenticeship system. That is to say, the teachers in the school and the mentors from the enterprises outside the school jointly undertake the teaching tasks of the professional courses for the

same course, forming a new and efficient career development curriculum system.

Under such a curriculum system, students will become professional and systematic learners, who can quickly absorb designs that meet market needs and internalize them into a design system with unique characteristics. In addition, as an advantage of the apprenticeship model, the structure of the curriculum system will also be seamlessly linked to the positions in companies. In addition to acquiring professional knowledge in art design, students will also be able to strictly follow the company's production practice standards, thereby better adapt to the needs of corporate jobs.

2.4 The Establishment of Teaching Team under the Background of "Double High"

In terms of the constitution of the teaching staff, higher vocational schools can systematically optimize the existing team of teaching staff, hire well-known designers in the society, and form the teaching team with teachers to ensure the innovation consciousness and practical skills of the teaching staff. Also, introduce advanced design concepts and practical skills in the teaching process to meet the needs of modern apprenticeship. Both schools and enterprises should increase investment to ensure the establishment of a long-term mechanism for the teaching staff and provide a good education environment. Introduce the enterprise talent management model, and strengthen the teaching method training for the teaching staff. Enhance the practical experience of the teaching team to enhance the core competitiveness of students and ensure that students can meet the job requirements of the companies.

3 The Innovation Paths of Nurturing Modern Apprenticeship Talents in Higher Vocational Art Design Professions under the Background of "Double High"

3.1 The Establishment of School-Enterprise "Double Subjects" Educational System

The in-depth integration of schools and enterprises and the establishment of a good management mechanism together are an important guarantee for modern apprenticeship. Schools and enterprises should jointly establish a teaching team staff pool

and clarify assessment standards. Various forms of collaboration such as mixed-ownership can be used to establish practice bases and other mechanisms. Hold talent training seminars on a regular basis to discuss innovating art design professions talent training programs together. Implement the "double mentor" teaching model, implement modern apprenticeship talent training, regularly organize teachers and students to complete the "understanding job" and "job rotation" practical training at companies, and participate in actual projects under the guidance of corporate mentors.

Establish a joint training program for the teaching staff, and proceed gradually according to the collaboration plan, and regularly send teachers to the company for practical training, and receive regular technical training from the company to familiarize with the frontier development of the industry. Teachers are required to train at least 30 days a year in the associated company and accept the assessment of the company to keep up with the latest development of the industry. Through enterprise training, teachers can integrate the practical experience they have learned from project training into teaching, and introduce the real projects of the company into the classroom to improve the effectiveness and practicality of the lectures.

3.2 Implement Modern Apprenticeship, Promote the Integration and Development of Schools and Cities

To strengthen the in-depth integration of the school and the city, both schools and enterprises jointly formulate enrollment goals and plans, and adopt customized talent training. Freshmen sign a "quasi-employment contract" with the company when they enroll, and enrollment means employment. Students have dual identities and become the company's "quasi-employees". The company provides company scholarships to motivate outstanding students, and regularly organizes students to conduct surveys at the company to complete the training in "understanding jobs" and "internship". The implementation of "registration is recruitment and enrollment is employment" will help improve students' professional quality and vocational skills, solve the phenomenon of derailment between teaching and industry needs, and meet the demands of talents required by industrial enterprises.

3.3 Schools and Enterprises Jointly Build a Teaching Team based on "Mutual Employment and Sharing, Complement Each Other's Advantages"

Combining the characteristics and development needs of modern apprenticeship training, schools and enterprises jointly improve the dual-track system for mentors, establish and improve the selection, training, assessment and reward system of the dual-track system, and establish a teacher management mechanism based on "mutual employment and sharing" between schools and enterprises. According to the selection criteria of "double mentors", establish a modern apprenticeship "corporate mentor pool" for higher vocational art design professions, and establish a clear assessment mechanism, and establish a school-enterprise collaboration mechanism to increase investment from all parties and improve the system building of teachers of both parties.

Establish a robust management mechanism. Both schools and enterprises implement job creation, equal competition, performance-based appointments and dynamic management. Meanwhile, provide two-way vocational training, joint design project research and development, incentive system, and professional building evaluation, reward and punishment policy. Establish a regular school-enterprise joint system. The key members of the school-enterprise union regularly communicate and collaborate to jointly get hold of the direction of professional building and teaching reform, and jointly formulate talent training programs.

Schools and enterprises jointly establish a "one-to-one" management system between young backbone teachers and enterprise technology or enterprise backbones, and implement the "one-course double-mentor system". That is, the teachers of a course are jointly undertaken by school teachers and corporate mentors. Establish a school-enterprise joint lecture preparation mechanism to share teaching and technical experiences. Strengthen the supervision and assessment of the implementation of the "double mentor" system in order to improve the overall standards of the professional teaching team together.

3.4 Establish "Diversified" Assessment and Evaluation System

According to the working standards of the enterprise, the school and the cooperative enterprise jointly establish a modern apprenticeship talent training

model. The assessment process of students' courses, thesis, graduation design and other projects should be implemented with "diversified" assessment. According to the evaluation objectives, detailed evaluation rules are written. Students' coursework, transcripts, etc. will follow the evaluation method, with teachers and corporate mentors as the dual subjects, and jointly participate in the assessment and evaluation of the course.

Meanwhile, explore the assessment and evaluation system for students in creative art design professions, and introduce third-party social evaluations. Incorporate enterprise assessment standards into the curriculum assessment standards, increase the ratio of social practice scores, encourage students to participate in social practice extensively, and enhance professional skills.

4 Conclusion

In conclusion, through innovative talent training models, strengthen school-enterprise collaboration, introduce companies into schools, implement the "double subjects" education model, incorporate industry assessment standards into teaching and course assessment, and implement a "diversified" assessment system, which will promote the integration and alignment of teaching standards of higher vocational art design professions with industry and enterprise job standards.

In the context of the "Double High" plan, schools and enterprises jointly explore the innovation of

modern apprenticeship talent models, and work out a higher vocational art design professions talent training program that conforms to the building of "Double High". Achieve seamless connection between teaching and corporate jobs, so as to promote the smooth development of modern apprenticeship programs for higher vocational art design professions, realize the "tripartite win-win" of employers, schools, and students, and jointly promote the in-depth integration of the school and the city.

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