

# Dual System Education and Craftsmanship Spirit

## Teaching Reform and Development of Art Design Specialty\*

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**Abstract**—The "dual system" is a talent training system that attaches importance to both the theory and practice. It also attaches great importance to the system's reference and learning in the course of China's education development, but mainly has a positive discussion in the field of college and vocational education. The new vocational education talent training policy that the country has introduced will vigorously support the development of vocational education at all levels and "guide a group of ordinary undergraduate higher education institutions to transform into higher education institutions of applied technology type".

**Keywords**—*dual system; apprenticeship; dual design teaching of art design; apprenticeship and project practice*

### I. INTRODUCTION

Combining with the current vocational education policy and the development trend of education reform, starting from the main teaching link design, the role and significance of practical teaching, the paper will recognize and discuss the "combination of theory and practice" and the "unification of technology and art" in applied specialty. The idea of concrete implementation in the teaching reform is to explain the necessity of promoting the reform and development of vocational education represented by the applied art design profession.

### II. CHINA'S VOCATIONAL EDUCATION POLICY

The national policy encourages the vigorous development of vocational education. The endnote of the "Decision of the State Council on Promoting the Reform and Development of Vocational Education", it has clearly strengthened the leadership and support for vocational education. The employment-oriented reform and development of vocational education has gradually become a social consensus. According to the plan, it's necessary to develop various types of vocational education at all levels, and guide a group of ordinary undergraduate higher education institutions to transform into higher-level schools of applied technology in the future.

It was putted forward in the "Decision on Accelerating the Development of Modern Vocational Education" that the guiding ideology, basic principles, objectives, tasks and policy measures for accelerating the development of modern vocational education in the next period. "By 2020, the

formation of adaptation to development needs, deep integration of production and education, the communication between vocational high vocational education, vocational education and general education reflects the concept of lifelong education and has a modern vocational education system with Chinese characteristics and world level".

In accordance with the national vocational education development plan, in the future, the upward channel from secondary vocational school, junior college, undergraduate to postgraduate will be opened up. Vocational education is connected with general education. The choice of vocational education students is more diverse and the development prospects are broader.

### III. DUAL EDUCATION SYSTEM

#### A. Brief Introduction to Dual Education System

The "dual system" vocational education is the core of German vocational education, and it is regarded as a model of vocational education in the world today. The "dual system" means that one is based on theory, and the other one is based on practice. In the field of art design, this teaching system comes from Bauhaus Gropius, the founder of Bauhaus, who advocates the "unification of art and technology" and the "combination of teaching and practice".

Early childhood Bauhaus education content has formed a relatively complete and scientific art design framework, the purpose is to use classroom learning and studio practice, teacher teaching and social practice, so that students can receive art and Dual education in technology, theory and practice. The main body of the dual system in Germany is a high school graduate. This feature is similar to that of a secondary school and a vocational high school in China. However, there is still a generation gap in general higher education and vocational education in China. Vocational education students tend to have relatively low opportunities for career advancement and social recognition is not high. Compared with traditional universities and prestigious schools, the source of vocational education talents is mainly low-income families in rural or remote areas, and the direction of career choice is mainly to become workers at the grassroots level.

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### *B. Art Design Application Professional Features*

Ordinary university education art discipline professional training talents are mostly applied-oriented compound talents training orientation. On the one hand, it is necessary to cultivate students' artistic literacy, cultural level and comprehensive quality. On the other hand, it is necessary to cultivate students' application and design level of relevant design skills and the ability of students to solve the design problems in real practice. However, in the actual teaching process, students often want to become masters rather than being artisans when compared with traditional professional art colleges. Therefore, both the way of education and the concept of career choice have to be changed. Specifically in the choice of art design career development, for example, in recent years, major colleges and universities related to environmental art is very popular, the main reason is due to the hot real estate market. This is a relatively blind and rough choice, but on the other hand, teachers can't underestimate the guiding role of the social environment.

This phenomenon shows that in social identity and professional teaching, parents and students are often aware of the professionalism at the social level of macro-recognition, and the differences and characteristics of the professional orientation of each school and profession are often overlooked. Therefore, "guiding a group of ordinary undergraduate higher education institutions to transform into an application technology type higher education school" it has important operational value and social significance.

### *C. Dual System Teaching Design for Art Design*

Modern applied vocational education mainly includes colleges and universities vocational and technical colleges, social schools and training institutions. There is no real development path and system for the "dual system" of national vocational education. How to respond to the call of national policies, then ordinary applied colleges or majors must rely on the existing resources and development foundation to actively carry out relevant work for the training of vocational education talents, and prepare for transformation.

#### *1) Course settings:*

The current teaching curriculum often attaches importance to the guidance of the theory and despise the feedback of the market instant information. As a result, the curriculum is relatively conservative and the teaching content is long-term and single.

Therefore, the purpose of the curriculum is to analyze the professional development of the more applied majors first, and then closely combine the characteristics of the mainstream development to carry out reform and adjustment, so as to be targeted and well documented. For example, the development of network technology has spawned many professional courses, such as user interface design, mobile phone front-end development, game interface design and other positions and occupations. These professional requirements have been different from the early graphic art design majors. The existing new job responsibilities are more detailed and the professional positioning is more targeted.

Secondly, although companies cannot directly participate in teaching, the abilities of the employees they need are what the school needs to develop. Therefore, teachers should listen more to the requirements of the company's professional ability and as a reference for setting up the course.

In addition, enterprises need to reserve and cultivate talents. On the one hand, it is expected that employees have the skills to solve specific problems. On the other hand, they hope that they have the ability to re-learn and adapt to their positions. In the curriculum, the skills and skills courses can be relatively early to learn, and the more instructive courses need to be followed by targeted interspersed settings to verify and guide the problems encountered in practice. Otherwise, many early theoretical courses will become unsuccessful courses for completing credits.

#### *2) Assessment methods:*

The traditional assessment method often uses percentile score. The result turn to be heavy scores and light abilities. The score of sixty has become an important turning point, either passing or rebuilding.

In order to solve this problem, one of the basic principles it's necessary to reflect the ability of students to actually solve problems.

First of all, the results of the assessment and the subsequent process should send feedback to the students, and make it clear that the assessment results are not a single achievement, but to verify the process of knowledge acquisition. That is conducive to the next stage of study, let students timely adjustment of learning methods and methods even complete self-learning.

In addition, whether the student's work can meet the needs of the enterprise can be judged by the standard of the enterprise. The professional standard can be provided by the enterprise as an important basis for the school to assess the practical operation level of the students. Or the part-time teachers of the enterprise will assist in the implementation of the assessment work.

#### *3) Assessment criteria and quality supervision:*

The standard is a normative document. There are much more similar standards, such as professional standards which are clearly defined in the relevant units of professional skills appraisal, and many of them are recognized by foreign institutions at the same level, and become an important reference qualification for international labor export. But in the actual teaching teachers will see the following phenomenon.

In 2012-2017, the policy of "Insufficient Jobs Directly Entering Guangzhou" was published continuously. The art-related professional qualifications and jobs specified in the "Guangzhou City Points System Implementation Rules" are: advertisers, industrial designers, animator, digital video compositor, digital video planner, exhibition designer, etc. The professional standards of these positions and occupations only serve as training and examination contents for human resources training and certification institutions,

but haven't become an important reference indicator for university teaching and applied professional assessment.

Therefore, the establishment of assessment standards should meet the social employment and professional needs, and develop targeted and standardized documents to form uniform and standardized assessment standards, and avoid separate politics, confuse and repeat construction.

In the aspect of teaching quality supervision, quality supervision cannot appear as an athlete and a referee from the perspective of objective and fair quality. The best way is to separate the teaching assessment from the quality supervision and form a socialized third-party supervision mechanism. It is necessary to embody the principle of fairness and the authority of the assessment.

#### 4) *Faculty:*

At present, more and more teachers often have fewer opportunities to contact the company in the first line of teaching. On the one hand, they face many aspects of teaching tasks. On the other hand, the school does not give teachers the opportunity to contact the company regularly. The invisible limitation of current teacher redevelopment and teacher positions, and objectively it is also an important reason for the separation of teaching content and market. Therefore, teachers can combine the actual teaching and the enterprise development in China.

In terms of the construction of the teaching staff, it is possible to hire professional technicians from the front line of the company, such as technicians, to the school to carry out targeted teaching training, which can be aimed at both students and teachers. On the other hand, teachers can also take the initiative to go to the enterprise to practice and learn intensively, strengthen the communication between teachers and enterprises, form a teacher's benign teacher self-development and re-learning mechanism, and improve the quality of teaching.

## IV. APPRENTICESHIP AND PROJECT PRACTICE

### A. *Apprenticeship Teaching*

The traditional apprenticeship system is an ancient vocational training method, which is mainly to master the background knowledge of the craftsmanship or craftsmanship and the experience of obtaining practical work under the guidance of the master or expert. Modern apprenticeships are widely used in fields such as medicine, law, academics, professional sports, and art. The main significance is to emphasize that apprentices should be proficient in both theory and practice.

#### 1) *The heritage of Chinese traditional art:*

Compared with Western education, the inheritance of Chinese traditional art is more perceptual. The traditional crafts and the training of artists are mostly based on the inheritance of the father or the apprenticeship. To a considerable extent, it is about paying attention to the "heart pass". That means, on the one hand, the "teaching and preaching" that the master brings in, giving the necessary explanations and teachers; on the other hand, it requires the

accumulation of personal experience to achieve the "heart and soul". The experience and feelings reach the realm of self-understanding and transcendence in practice.

#### 2) *The impact of Bauhaus education:*

Bauhaus education has had a profound spiritual impact on modern Chinese design education. Our main research is to emphasize the combination of "technology and art". However, the rigorous German spirit and German manufacturing are not only reflected in industrial design and a large number of industrial skilled workers, but also in rational and rigorous behaviors and operational habits, as well as the institutionalization of the operation of social activities in the process of knowledge transfer. Therefore, the establishment of the system and the guarantee of its regular operation are the problems teachers need to solve. Talent cultivation should not only be institutionalized, but also must be implemented and implemented resolutely.

### B. *Strengthening Project Practice Is the Need of Teaching Development*

In the existing educational practice, the project management is relatively simple, the pertinence is not strong, the applicability is low, the overall level is not very high, and there is still a certain gap with the real enterprise project. At present, the analysis of the source of some practical projects in existing schools: in terms of competition promotion, virtual propositions, social enterprise sponsorship, etc., there are fewer opportunities for real projects that can penetrate the front line of enterprises.

The overall social education environment of vocational education is immature, the enterprise has social responsibility and without legal or institutional obligation; when students graduate to face work choices, there will be often no job experience and practical experience, but they do not meet the conditions of employers ultimately. As a result, it is often the case that a large number of students graduate each year while employers cannot recruit suitable talents.

### C. *The Role of Teachers in the Practice of Student Projects*

As the traditional saying goes, "teachers are so evangelism and confession." It has generally summarized the basic duties of teachers. However, teachers must also see that in the scope of effective teacher time in university education, "preaching", "granting" and "dissolving" is a gradual process that requires sufficient social practice to summarize and summarize.

Especially in the actual study process of the university, the students' efforts and time are put on the specific goal realization, that is, the solution to the small problems can bring them a sense of accomplishment, while the formation of simple values is it needs to be summed up in the accumulation of life and repeated practice. It requires the teacher to do the planning and guidance while solving the details. It is to solve the specific problems that students actually encounter, and to interpret the meaning of the practical process through the solution of practical problems one by one, not only to pursue speed, quality and efficiency, but also to emphasize the method of success.

#### D. Significance of Project Practice

Jia Shaohua, the deputy dean of the School of Entrepreneurship at Yiwu Industrial & Commercial College, said: "There are thousands of people who can be aware of the road to success, but in our real life, teachers tend to go too far; so they still have to return to the truth and choose a road that suits us, then they will succeed; Therefore, entrepreneurial talents will never change, that means they must do it and practice." Through this case, teachers can see the following problems:

##### 1) Thoughts must go first:

The idea of running a school must catch up with the changes of the times and be bold. Each era has its own characteristics of. For applied universities and applied majors, it is necessary to emphasize the realization of teaching objectives and the cultivation of individual abilities to meet the needs of social development trends for individual comprehensive abilities.

##### 2) Positioning should have characteristics:

The orientation of running a school must have its own characteristics and not follow a single development path. The characteristics of running a school need to find a law and characteristics that suits the school. If the schooling idea that is too homogenized can often have no distinct personality. When the competition comes quietly, it cannot show its own characteristics, and ultimately cannot escape the fate of being eliminated.

Characteristic school running is based on existing conditions and the expected positioning of future development. Sometimes it is necessary to insist, such as traditional majors, but sometimes teachers need to change, such as the art design major related to the application of new media technology. These job responsibilities often require technically applied talents that are capable of observing, receiving, and innovating new things.

##### 3) Insisting on practice:

Practice is necessary, and schools should work hard for the practice. Practice is the sole criterion for testing truth. "The role and significance of practice is self-evident. The key lies in the implementation of specific details and the formation of laws.

From the mentioned information, teachers can see that good school reputation and social identity are not accidental products and capacity development is not a one-time thing. It must be advancing with the times, scientific development, and consistent practice.

#### V. CONCLUSION

The achievements of the German dual system vocational education have attracted worldwide attention and are the key to the German economic take-off. China's social and economic environment is in the transition period of "curving overtaking". It is undeniable that China's quantum information technology, world-wide communications, brain-like computing, artificial intelligence, supercomputers, industrial Internet and other information fields are

developing rapidly. However, the Guangdong region is at the forefront of national reform and opening up, with a strong processing and manufacturing base, and there is still a large demand for professional and specialized industrial workers. Applied talents, including art design related majors and other majors are available.

The objective situation of economic development indicates that the corresponding talent training system and talent output are needed to meet the needs of future economic development talents. The application-oriented professional teaching reform should fully understand the gap between the development of vocational education in developed countries, not only the positive reform attempts within the education system, but also the formation of an atmosphere to promote the modern vocational education system in the society, respecting and cultivating the spirit of artisans. Skilled talents actively promote the development of applied vocational education.

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