

2nd International Conference on Contemporary Education, Social Sciences and Ecological Studies (CESSES 2019)

School-enterprise Workstation — Exploration of the Practical Teaching Path of Postgraduates of Arts*

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Abstract-Design changes in practice and education challenge the status quo, and call for postgraduate education in design disciplines to make changes, and promote the cultivation of talents in universities to meet social needs and industry development. The problems, that postgraduate training in design disciplines is disconnected from the needs of social enterprises, and the theory and practice are separated, restrict the cultivation of graduate students in design disciplines. Therefore, the construction of postgraduate schoolenterprise workstations is needed to make up for this shortcoming. The establishment of postgraduate workstations is the main way to coordinate the relationship between theoretical research and practice ratios of postgraduate training programs. Providing more projects for postgraduate students is an important way for schools and enterprises to coordinate education. With the resources of schools, enterprises and governments, it has far-reaching significance for promoting the in-depth development of postgraduate This paper takes the school-enterprise workstations. workstation as the research object, analyzes its implementation background and teaching training mode, and then constructs the operational mechanism suitable for the postgraduate workstation of art.

Keywords—school-enterprise workstation; art; teaching; postgraduate education

I. INTRODUCTION

Since the beginning of China's early art education, it has been more than a hundred years of development history. In 1981, China implemented the "the People's Republic of China Academic Degree Regulations", mainly aiming at training teaching and scientific research personnel, and was awarded Master of Arts (MA) when graduated from master's degree. Later, in order to further cultivate national innovative talents, in 2005, China officially established the degree of Master of Fine Arts (MFA). In the process of promoting the development of China's higher education, the goal of cultivating compound talents in China's art graduate education now promotes the innovation of college teaching models. The students of Master of Fine Arts (MFA) must not only have systematic professional knowledge, but also have practical application skills. This requires students to master the theoretical knowledge and practice seamlessly. The pain

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point of graduate research results and productivity is longstanding. The current research results of master's degree in art are transformed into insufficient productivity, creating a new platform and professional environment for the cultivation of high-level talents in colleges and universities, and providing a solid and sustainable guarantee for the construction of high-level, core competitive talents and core teams required for the construction of stations and enterprises. At present, most of the colleges and universities' training programs for postgraduate students are at the theoretical level, and the subject matter of the research lacks authenticity. The school's current training system has been unable to adapt to the needs of the development of the times, relying only on the learning tradition of the book model, and with its potentially fixed learning environment, this learning model is no longer effective. In order to solve the above problems, if the schools want to find an effective solution, they need to explore a new path for postgraduate education.

II. THE SUPERIORITY OF THE TRAINING MODE OF POSTGRADUATE SCHOOL-ENTERPRISE WORKSTATIONS IN DESIGN AND ART MAJORS

A. Social Needs

Since the 18th National Congress of the Communist Party of China, the Communist party and the country have made a series of strategic arrangements to accelerate the development of modern education. The guidance is of great significance and profound significance. Modern education is a kind of education that pays special attention to students' hands-on ability and practical skills. As the basic mode of modern education, the integration of production and education and school-enterprise workstations is the entry point of modern education reform, and it is a potential requirement for cultivating innovative and practical talents, which is the key to the development of modern education. It is necessary to implement a series of policies to deepen the integration of production education and school-enterprise cooperation, strive to implement the requirements of the 19th National Congress of the Communist Party of China, and clarify the "deepening the integration of production and education, school-enterprise cooperation", the reform of university teaching and the training modes of postgraduate students. It is both a new baptism and a major task and challenge. At the end of 2017, the General Office of the State

^{*}Project: This paper is a provincial-level teaching research project of Hubei Province. The project approval number is 201801017.



Council issued the "Several Opinions of the General Office of the State Council on Deepening the Integration of Production and Education", which is the first time the State Council has proposed to strengthen the integration of production and education. The focus of the policy is to emphasize the reform of the employment-oriented approach to talent training that combines schools with enterprises to form a working model for the government to jointly promote the corporation of schools and industry society. The key to production and education is schools and enterprises, education and industry to break through institutional barriers and domain thresholds, form a community of interests, and develop a community. Therefore, the opening of the integration of production and education through policy advocacy and regulations has opened up, dispelling the concerns of local governments and institutions on the introduction of social forces to participate in school-running, and regulating the school's relevant financial support, capital use, teacher training and enrollment content. On the other hand, along with the Ministry of Education's request for colleges to shift to application and improve the quality of postgraduate education, institutions and schools need to have the incentive to change the old teaching model, consciously introduce enterprises to participate in the professional teaching process, and jointly establish a new teachingenterprise community. It is necessary to deepen the reform of "introducing enterprises into education" and encourage enterprises to set up school-enterprise workstations based on higher education institutions. It also requires improving the student-to-enterprise internship system of training, encouraging enterprises to lead schools, introducing schools in enterprises, and attracting advantageous enterprises and schools to share productive training bases. With the rapid development of the art design industry, the demand for art design talents continues to increase, and the contradiction between supply and demand has become increasingly prominent. Against such a social background, the schoolenterprise workstation teaching model aiming at cultivating postgraduate students in art design in colleges and universities meets the needs of the market and emerges as the times require.

B. Meaning Construction

As a secret weapon of the German economic take-off after the war, the German dual-system education system has gradually been adopted by many universities and enterprises in China. The application of the dual-system model in design art education originated from the idea of "the new unity of art and technology" and the "combination of teaching and practice" by Bauhaus' founder Gropius, and a scientific art design education framework has been formed according to this idea. The dual system is a vocational training mode. The dual element means that students must experience two kinds of teaching and training in higher education institutions and off-campus training places. In the school, the instructors teach professional knowledge related to the profession. Outside the school, the students enter the enterprises to receive professional practical training. Under the dual system of teaching, there are more opportunities for communication between students and enterprises, which improve the

employability of students and enables them to seamlessly connect students and workers naturally after graduation. Compared with the traditional partial theory teaching, this dual system teaching system is more popular with enterprises, more targeted, and attaches importance to students' practical ability. Implementing the dual-system teaching system in line with China's national conditions and the specific conditions of colleges and universities has great practical significance and broad development prospects for promoting China's education reform.

The advancement of education requires far-sighted thinking about the demands of future society and professionals. From the perspective of modern education, the quality requirements of professionals should be considered. Qualitative education for postgraduate students should take into account the knowledge and skills objectives, including the basic knowledge of art design, basic theory and knowledge of related disciplines, including information on the development of humanities and social sciences and the development of modern science and technology, the basic skills and basic techniques of art design, as well as the practical skills and basic skills of computer applications, etc. [1] Whether it is the actual needs of current social development or the application fields of design art disciplines, it is required that college design art majors realize the transformation of talent cultivation, which is an inevitable requirement of the country's overall development and modernization process. The main force of Chinese design art is concentrated in higher education institutions. The design power of some companies, enterprises and studios is mainly from schools [2]. Postgraduate education is talent training. The establishment of a workstation can help the school to cultivate the inadequacy of the practical ability of graduate students in the design discipline by virtue of the company's rich project resources and the professional competence of the designer. At the same time, it is a necessity to build a channel to connect professional and career development in the process of graduate student learning.

III. EXPLORING THE PATH OF PRACTICAL TEACHING MODE

It will be a must to integrate university subject resources and corporate social resources, and establish a platform for cooperation between universities and enterprises. The colleges and universities establish a master's degree program for graduate students through a well-developed postgraduate training program; the company teaches postgraduate students to participate in actual projects or conduct research on topics, and imparts the most cutting-edge and practical experience to students; incoming postgraduate students enter the actual working environment of the enterprise, realize the integration and transition of the students and the employees of the enterprise, realize the goal of combining the true meaning of production, learning and research through the transformation of this identity, and acquire the knowledge and ability that can't be learned on campus.



A. Building a Postgraduates Workstation Operating Mechanism

The Master of Fine Arts training program requires students to master the theoretical knowledge and practical skills that should be possessed in the design disciplines. After graduation, they can serve socialist modernization in higher education institutions and in various design fields. In such a postgraduate training program, a three-year master's degree in art should focus on the balance between theory and practice. First of all, it is necessary to complete all the basic courses and relevant professional theory courses for postgraduate students in the first year, and build a sufficient theoretical knowledge system. In the second year, postgraduate students began to enter the workstation, combined with the existing research results in the profession, on the basis of finding innovative research directions. During the third year of their postgraduate period, the students can integrate the actual projects of the workstations, improve their theoretical research, and finally implement their own research results.

The construction of the postgraduate workstations of art can be divided into workstations such as environmental design postgraduate workstations, visual communication postgraduate workstations, public art postgraduate workstations, etc., according to different professional directions of environmental design, visual communication, public art, etc. Each professional workstation is based on the in-house tutor studio, and the instructor can use the teaching resources to provide students with practical opportunities. In the mode of joint training, the staff composition of the workstation can be diverse, with professional tutors as the mainstay, the concentration of graduate students and different design professionals can make it more reliable in professional research, jointly promoting social resources to assist postgraduate teaching. Schools and enterprises jointly train masters of art, which can give full play to the scientific research advantages of colleges and universities in the field of art design and the rich practical experience of enterprises in designing actual combat [3]. On the one hand, the schoolenterprise workstation model creates more practical research topics for students; on the other hand, postgraduate students' research results can be transformed into actual productivity under the guidance of workstations.

B. Participating in the Specific Projects of the Enterprises as a Platform

Through the workstations, the enterprises can refine the design requirements in the actual project into the teaching of the research project, and assign the core designers to conduct the actual course teaching and entrust the postgraduate workstations to carry out the project research. After entering the workstation, postgraduate students of art design should first understand the whole process of designing the project from start to finish. Then the instructors will arrange the students to enter the project team to participate in the design intervention of the actual project. Through in-depth understanding of enterprise design projects and understanding of design objectives, it will be necessary to establish a comprehensive understanding of the meaning of

professional design, and clarify the direction of learning and research. Under the guidance of the instructors, the students can systematically organize and analyze the actual projects that have completed the typical cases or entered, and determine the project design research direction and research report topics. Postgraduate students use the training opportunities at workstations to study excellent design cases, form effective research results, and rapidly improve research capabilities. The establishment of the school-enterprise workstation enables the instructor to teach graduate students the innovation dynamics and development trends in the art field in the first time, so that graduate students can further understand the dynamics and innovation requirements of the industry.

Constructing a new benign operation mechanism that is beneficial to the three parties of students, enterprises, and schools can contribute new experience to postgraduate training reform. The training links provided by the enterprises to the graduate students enhance the practical ability of the graduate students, which can help the students improve their practical skills. The enterprises provide scientific research projects, technical projects, funding, and build a transformation platform for results. School teachers and students participate in research and development, which can create new value for enterprises. Through long-term inspections of all aspects of graduate students, enterprises can directly select high-level talents that meet the needs of enterprises, and reduce the cost of human recruitment. The learning and practice of workstations paved the way for postgraduate students' innovation work in the future. Setting up workstations in schools can introduce advanced concepts, advanced technologies and advanced management methods to provide a basis for teaching reform. It can also provide teachers with a real teaching environment, job training and project development platform, and provide a platform for the development of talents. For students, it can provide internships and jobs. In this way, it can truly coordinate the relationship between the research theory and the practice ratio in the graduate training program.

C. Establishing and Improving the Management System

Inbound postgraduate students are required to complete a research report based on the direction of the design project, complete an actual project. The actual project must be based on the actual project specified by the instructor and based on their own research direction for independent innovation design. Postgraduate curriculum program plans of design need to develop by establishing specific cultures, discourses, and communities of practice to identify the fields the students belong to so that they can achieve development. In the operation of workstations, universities and enterprises need to cooperate in a targeted manner. The schoolenterprise workstations shall establish a management committee. The management committee shall formulate special rules and regulations for research funds, daily work and performance reward systems, and conduct reasonable supervision to ensure that the school-enterprise postgraduate workstations can continue to operate in an orderly manner. The system is the cornerstone and guarantee for the healthy operation of school-enterprise workstations. The daily maintenance of postgraduate school-enterprise workstations requires sound institutional guarantees, and workstations should continuously improve relevant systems and implement relevant systems.

IV. PRACTICE TEACHING RESULTS OF "WORKSHOP" PRACTICE PLATFORM

"Integration of knowledge and action" is the proposition. Cognition is the feedback of knowledge. Practice is the evaluation of ability. The purpose of the design is not only to enable students and designers to translate cognitive principles into practical ability, but also foster young designers' ability to explore knowledge, acquire knowledge and create new knowledge. Bauhaus's artistic heritage is ubiquitous in current design teaching. The core content of the Bauhaus teaching method has been applied to the practical skills training of art studios or laboratories, and has been continuously developed and transformed, which has spawned new ideas and concepts [4]. For students, workstations are the base of innovation and a gas station that provides personal development motivation. For schools, to cultivate more and better high-skilled personnel, it is a must to strive for more educational resources and improve the quality of education so that students can become innovative talents. To this end, the postgraduate training program of the school should start from the needs of the enterprises, support the participation of the enterprises, and aim at the recognition of the enterprises. By cooperating in running schools, the insufficient educational resources of the school can be effectively compensated.

On the teaching carrier, the teaching takes the specific project as the carrier and carries out in the actual work of the enterprise. In the teaching environment, the school's theoretical courses and college workstation practical courses are used as a platform for teaching. In the teaching work, the school tutors guide the teaching, formulate the learning tasks and specific plans, and guide the whole process. In the process of learning, postgraduate students must go through the process of opening a topic, preparing materials, writing a research plan, entering a workstation, instructing a teacher, and modifying a plan. In the evaluation of the study, the student's survey report, papers, work progress inspection, and defense are evaluated as teaching results. The schoolenterprise joint training model allows students to acquire the theoretical knowledge related to the profession, while also allowing students to develop practical skills. This teaching mode breaks the conventional traditional teaching mode and trains students' comprehensive ability and social needs to meet the needs of the society for compound talents. Through the establishment of institutions and enterprise alliances, it will be necessary to promote extensive cooperation and exchanges between enterprises and universities. It will also be necessary to innovate design and education of high-end talent training models to promote the integration of design education and design industry.

V. UNIVERSITY SOCIAL SERVICE PERFORMANCE OF "WORKSTATION"

Against the background of innovation-driven development strategy, art design has become increasingly prominent in current social life. The cultivation of art design talents pays more attention to improving comprehensive ability, while the school-enterprise workstation is a learning platform that realizes students' transformation of theoretical knowledge into practical skills. It can improve students' practical ability and build a good environment for cultivating innovative comprehensive artistic talents, thus further promoting the development of art education. It can also actively guide students to the society, serve the society, establish good relations with social enterprises, and create conditions for students' design practice. Master of Fine Arts is the object of joint training of talents in school-enterprise workstations, and is an important link between schools and enterprises. For students, they have deeply participated in the design of top companies through workstation training, strengthened communication familiarity, and contacted actual research projects. For colleges and universities, through the communication and exchange of schoolenterprise teachers, it promotes the school's professional teachers' in-depth contact with the timely information to understand the design front, speeds up the knowledge update, improves the teaching level, and also has a positive role in promoting the theoretical level of the tutors.

VI. CONCLUSION

In the classroom of "workstation" experiments, schools, enterprises, designers and students are all practicing the mission of education reform, and they are exploring new ways to reform the talent training model on the supply side of theory and practice. Cultivating talents with solid basic knowledge, extensive knowledge, strong ability and highquality and focusing on practical and innovative ability is becoming the core content of the current higher education teaching reform. It can create a new platform and professional environment for the cultivation of high-level talents in colleges and universities, and provide a solid and sustainable guarantee for the construction of high-level, core competitive talents and core teams required for the construction of stations and enterprises. It can also promote extensive cooperation and exchanges between enterprises and universities through the establishment of institutions and enterprise alliances. At the same time, it will innovate design and education of high-end talents training mode, promote the integration of design education and design industry, as well as inherit the spirit of Chinese design and inspire young students to realize the dream of designing a strong country enthusiasm.

The combination of science and technology and production practice plays an important role in economic development. It will be necessary to realize the value of student research results through school-enterprise workstations. Also it will be of great importance to further promote the combination of workstation teaching and teacher research, and deepen the implementation of the tutor system. Meanwhile, it is needed to encourage the instructor to keep



up with the latest technology in the good environment of the experimental center and continuously improve the level of exploration and research work in the experimental teaching. Encouraging workstations to cooperate with enterprises can not only introduce technical support from enterprises, but also complement the technical team of workstations, while allowing students to design their ideas to face social enterprises. Thus, the art design profession's agenda must extend from teaching to research and develop new design knowledge. The school and enterprise jointly need to build a cooperative and win-win operation system to ensure the smooth operation of the school-enterprise workstations. It will be necessary for them to utilize the existing education and training resources and give full play to the basic role of enterprises and colleges to train high-quality graduate students. Through the innovative school-enterprise cooperation model, they can effectively expand the highskilled graduate training platform and achieve the multichannel, multi-form, all-round training of postgraduate students' work goals.

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