

Research on Modern Apprenticeship Teaching for Art Majors in Higher Vocational Schools

Taking Chongqing Preschool Education College as an Example

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Abstract—This study analyzes the advantages of the modern apprenticeship teaching model through an all-round comparison of various Chinese vocational education teaching models, and demonstrates the necessity of developing a modern apprenticeship training model in higher vocational art majors. Based on this, it is necessary to fully tap the current teaching resources, combined with the requirements for the development of modern apprenticeships, and try employment-oriented for vocational education and art majors. It is also necessary to establish modern apprenticeship training model based on industry needs and professional characteristics and academic background, taking the "multiple choices on one basis" model as the base and the "mass entrepreneurship and innovation on one basis" model for promotion (referred to as the "dual-base model"). These include teacher composition, evaluation system, effectiveness evaluation, construction conditions, etc. Finally, it will form a modern apprenticeship implementation plan for higher vocational art majors with distinctive professional characteristics, which can meet the needs of the industry, and improve the industry competitiveness of art talent cultivation.

Keywords: *modern apprenticeship, multiple choices on one basis, talent training, mass entrepreneurship and innovation on one basis*

I. INTRODUCTION

The majors of fine arts in higher vocational colleges are currently set up by most of the higher vocational colleges, and have a variety of characteristics such as skills, compositionality, application, deduction, practice, innovation, inheritance and so on. However, as a profession oriented by market demand and focusing on the training of skilled talents, there are generally talent training issues such as a single teacher structure, small differences in curriculum design and traditional neighboring majors, and weak pertinence of talent training specifications. The reason is that its talent training model needs urgent reform. Through a comparative analysis of the current Chinese and foreign talent training models, the modern apprenticeship system of vocational education is comprehensive compound talent training model based on vocational skills requirements, based on students' professional skills training, centered on vocational practice, and co-cultivated by multiple resources.

The training process has the characteristics of integration of pertinence, adaptability and development. The apprentices trained have the characteristics of high skills, rapid adaptability, high compositionality, and high innovation. This is exactly in line with the current demand for the reform of the talent training model for higher vocational art majors.

Therefore, after fully considering the problems of vocational arts professional talent training and the advantages of the modern apprenticeship talent training model, this paper takes the modern apprenticeship as the starting point to carry out a pilot reform of the original vocational arts talent training system, and explore a talent training model that meets the practical needs of higher vocational arts professionals and has a highly targeted, feasible, and reliable reliability. It is hoped that it can optimize the higher vocational arts professional talents training system, improve the talent market competitiveness, and strengthen the professional core competitiveness.

II. AN ANALYSIS ON THE NECESSITY OF EXPLORING MODERN APPRENTICESHIP TALENTS TRAINING MODELS IN HIGHER VOCATIONAL ART MAJORS

At present, the vocational education talent training methods in China are mainly concentrated in four training models: intermediate and advanced vocational education (oriented to transformation) model, manual workshop apprenticeship training model, factory contract system model, and modern apprenticeship training model. Among them, the first three modes constitute the source of talent reserves for China's economic development according to different types of work and occupations. Modern apprenticeship as an emerging teaching mode is not new, but the earliest form of vocational education¹, which is a distinctive teaching model formed by the continuous improvement of the master-student system and school education. Combining the above four vocational education models, the researchers mainly compare them with a total of 12 indicators such as

¹ Scoot, John L. Overview of career and technical education (4thed.) [M]. American Technical Publisher, In [...], Digested from Guang Jing, Shi Weiping, Analysis of "Modernity" in Modern Apprenticeship [J]. Consume Guide, .2008 (2): 216-217.

curriculum, core literacy, learning styles, teacher requirements, and post adaptability. (See "Table I")

TABLE I. A COMPARISON TABLE OF THE FOUR EDUCATION MODEL INDICATORS

	Traditional vocational education	Traditional mentorship	Factory contract apprenticeship	Modern apprenticeship
<i>Theoretical courses</i>	Dominant position	Basically zero	Basically zero	Subsidiary status
<i>Practical courses</i>	Subsidiary status	Basically all	Basically all	Dominant position
<i>Core literacy</i>	The person is familiar with the theoretical basic knowledge of related skills positions, and has certain practical ability.	The person has completed the entire process of practical content based on experience.	The person has completed skills training on the basis of experience and meets job requirements.	Under the guidance of theoretical knowledge, the person can skillfully apply and independently complete the corresponding industry practice, and has the corresponding innovation ability.
<i>Learning method</i>	Textbook-centered	Experience-centered	Proficiency-centered	Centered on scientific practical training
<i>Training cycle</i>	Shorter	Longest	Shortest	Longer
<i>Skill levels</i>	Worse	Excellent	Worse	Excellent
<i>Training quantity</i>	Many	Fewer	Many	More
<i>Requirements for knowledge transferors</i>	Theory-practice separated	Experienced	Experienced, standardized operations	Professional college with bipolar teaching
<i>Requirements for practice sites</i>	Less lower	Low	Less higher	High
<i>Adaptive capacity in work</i>	Low	High	High	High
<i>Potential for further development</i>	Less lower	Less higher	Low	High
<i>Cultivation of innovation ability</i>	Less lower	Low	No	High

Measured from the 12 indicators in the comparison table of the four education model indicators, it can be intuitively found that traditional vocational education focuses on "quantity" in talent training and ignores "quality"; traditional apprenticeship focuses on "quality" and ignores "quantity"; factory contract apprenticeship is based on the replacement of scientific practice with experience based on specific positions, and focuses on the cultivation of "quantity" and "proficiency". What is neglected is the cultivation of "innovative ability", which prevents students from achieving long-term development. The above three vocational education models can meet the corresponding social needs in a specific period, but they cannot meet the current social demand for high-quality talents. The modern apprenticeship has the most balanced and excellent performance in the effect of comprehensive training of students, and can achieve balanced development in vocational skills, theoretical cultivation, training in quantity and quality, and the potential and innovation in the later development. It can meet the needs of vocational education oriented by vocational skills requirements, relying on students' professional skills training, theoretical learning as the practical basis, and training high-skilled compound talents that meet the needs of today's society.

In summary, the modern apprenticeship is a demand-based teaching model, which is fundamentally different from other training models. Felixir Rauner summarizes the international school-to-employment transition into four modes: direct transition, transition without norms, overlapping transitions of norms, and postponed transitions; "and he thinks that the third transition model represented by modern apprenticeship is the best, because it is between school and employment, which promotes the smooth transition of individuals from education."² How to implement the modern apprenticeship system in art majors in higher vocational colleges and explore a modern apprenticeship model that meets the professional characteristics is an effective way to further enhance the core competitiveness of art professionals, and it is also a realistic demand that the current higher vocational art talent training model must face. Therefore, how to develop a modern apprenticeship system in higher vocational arts-related majors while meeting the needs of talent training and reflecting the professional characteristics and employment

² Rauner, Felixir. Learning in a Practice Group: Modern Apprenticeship [A]. Shi Weiping, Characteristics of the Times and Vocational Education Innovation [C]. Shanghai: Shanghai Education Press, 2006: 332

needs of students is a realistic problem to be solved urgently in higher vocational arts majors, and it is an inevitable option against the background of the times.

III. MODERN APPRENTICESHIP TEACHING PRACTICE FOR ART MAJORS

Based on the analysis of employment trends and employment situation of higher vocational art majors, the traditional teaching and training mode of this major has been unable to meet the needs of posts and the diverse employment needs of students. Therefore, in order to further improve the quality of employment and the diversity of employment, in the process of establishing a modern apprenticeship teaching system for art majors, the researchers took three majors of art design, arts and crafts, and art education as reform objects, and tried to take the modern apprenticeship as a breakthrough point and carry out research on the reform and practice of talent training mode. Finally, combining the professional situation, software and hardware facilities, and the basic requirements of the modern apprenticeship system, the researchers have established a "multiple choices on one basis" model and a "mass entrepreneurship and innovation on one basis" (referred to as "dual-base model"), which is a specific implementation strategy for promotion, and that exploration of a modern apprenticeship teaching system that meets actual needs.

A. *The establishment of a "multiple choices on one basis" model*

The art majors have obvious professional characteristics such as skill, creativity, intuitiveness, and commerciality. At the same time, this type of majors has the inherited characteristics of traditional apprenticeship, and combined with the education model of modern vocational education. Therefore, these majors have the innate advantages of establishing modern apprenticeship training. Based on the professional characteristics, lineage characteristics of this type of majors, and the needs of vocational education reform, the schools have established a modern apprenticeship model based on a variety of expansion options for the specialty to carry out the implementation of the modern apprenticeship teaching system in schools. Based on the professional direction of students, they selectively enter the studio according to their own needs to learn the required professional skills, instead of the traditional fixed curriculum system, and ultimately serve the students' professional development, career destination, and comprehensive ability training. (In the early stage, this model does not abandon the traditional teaching mode, but supplements and improves the traditional teaching mode. The medium-term plan develops a comprehensive modern apprenticeship centered on professional skills courses in combination with the professional direction. In the later period, it plans to combine several professional directions to develop school-enterprise joint training led by job demand.) The model in the early stage takes the arts and crafts design major as an example. Students can choose a total of 6 training rooms, including: innovation and entrepreneurship studios, arts and crafts

design studios, Chinese painting studios, 3D training studios, oil painting creation studios, and art design studios. Each kind of training is based on different types of teachers. There are several types of teacher teams of "professional college with bipolar teaching", industry expert teams, industry practitioner teams, folk artist teams, and innovation and entrepreneurship instructor teams. Among them, teacher teams of "professional college with bipolar teaching", industry expert teams, and industry practitioner teams are necessary teacher teams in every training room. Intuitively speaking, "multiple choices on one basis" means that: Based on a major, students can choose different studios outside the classroom for corresponding ability training (including professional skills training, job adaptation training, and students' creative awareness training, etc.); Based on a course, students can choose different instructors to study the teaching content in the studio. Among them, multiple choices mean that students are provided with more options for expansion; Teacher teams can carry out higher-level and deeper teaching content, as well as the social practice application of knowledge points according to their own professional and academic fields. In this process, students choose the appropriate studios and instructors according to the teachers' suggestions or self-assessment to improve their deficiencies. Compared with the traditional method of implementing talent training strictly in accordance with the inherent model, the establishment of this model has improved the talent training effect, student professional skills development, student career planning, skill learning depth, and theoretical application in a higher level.

1) *Teachers composition of "multiple choices on one basis" model:* From the "Table II", it can be seen from the division and comparison of functions based on the teacher function that the teaching model is the teachers composition based on teachers of professional college with bipolar teaching and taken the professions and skilled practitioners as the promotion. It is the model of joint teaching combined with corresponding studios in schools and enterprise units outside schools. It is also a modern apprenticeship teaching model that uses the existing resources of the school to the maximum, adheres to industry needs, and uses comprehensive skills training as a means. Compared with the traditional teaching mode, it has got rid of the situation that the students' skills training is single and does not meet the requirements of the employers. It has achieved modern apprenticeship teaching under the school-enterprise joint school mode, fully tapped the teaching resources under the existing teaching conditions, and further enhanced the competitiveness of students in the industry. As a large number of socially relevant practitioners are introduced, in addition to satisfying students' professional development, this model can further stimulate school-related majors to become more professional. It can also be more in line with the needs of the times, continuously draw on the experience and technology of socially relevant practitioners and

develop a team of professional teachers who would like to improve themselves.

TABLE II. THE COMPOSITION OF THE "MULTIPLE CHOICES ON ONE BASIS" MODEL

	Teachers of professional college with bipolar teaching	Industry experts	Industry practitioners	Folk artists
<i>Teaching content</i>	Basic skill courses	Analysis and problem consulting of the industrial demand	Matchmaking training of industry-required skills and school-based teaching skills	Skill upgrading courses
<i>Teaching proportion that need to be undertaken</i>	60%	5% (no less than)	15% (no less than)	20% (no less than)
<i>Teaching places</i>	On campus	On or off campus	Off-campus	On or off campus
<i>Teaching flexibility</i>	Flexible	Less than flexible	Less than flexible	Less than flexible

2) *Advantage analysis of "multiple choices on one basis" model:* The comparison of the effectiveness of the traditional teaching model and the "multiple choices on one

basis" teaching model based on the composition of the teaching staff is shown in the "Table III":

TABLE III. THE EFFECTIVENESS OF MULTIPLE CHOICES ON ONE BASIS TEACHING MODEL

	Traditional teaching model	"multiple choices on one basis" teaching model
<i>Students' learning initiative</i>	Need teachers' supervision to develop tasks	Actively seek relevant teachers' guidance
<i>Professional skills development condition</i>	The poorly targeted professional skills cannot meet the learning depth and development needs of students	Students connect with corresponding teachers according to their professional skills, which can be in line with their own professional skills development
<i>Students' own career planning condition</i>	Students basically have no plans for their careers	Career planning is gradually taking shape
<i>Learning depth</i>	Insufficient	Constantly improving
<i>Theory-practice conversion rate</i>	Failure to convert theoretical knowledge into effective practical skills without teachers' guidance	Gradually learn the autonomous transformation of theory and practice
<i>Students' pre-service preparation</i>	Lack of preparation	More adequate
<i>Employer feedback</i>	Single-skilled workplaces have poor adaptability and require long pre-job training to complete the transition from students to the workplace	Strong comprehensive abilities and adaptive abilities, and can complete the identity change from student to staff in a short time.

As can be seen from the "Table III", compared to the traditional teaching model, the implementation of this model is conducive to the cultivation of students' comprehensive skills. From the student's learning attitude to the depth of students' professional ability training, to the post adaptation ability training, etc. , it is the supplements and enhancements of the traditional teaching model. After the student internship and student employment performance (through the investigation of the student apprenticeship unit, the apprenticeship unit's satisfaction with the comprehensive apprenticeship skills of students can reach more than 95%. Compared with the original 60-80%, there is a significant improvement; the situation investigation shows that compared with the traditional single teaching model, the comprehensive skills of students after their employment have significantly improved their interpersonal communication, business processing ability, innovation ability, etc., and the

satisfaction assessment of employers has increased by about 40%) It has been confirmed that the model has significantly improved students' professional ability, social ability, business processing ability, and comprehensive abilities. Therefore, in terms of the effect of talent training, this model is in line with the employment needs of vocational education and also meets the needs of students' professional development and improvement.

B. Establishment of "mass entrepreneurship and innovation on one basis" model

1) *Feasibility analysis of "mass entrepreneurship and innovation on one basis" model:* Although the "multiple choices on one basis" teaching mode meets the development requirements of modern vocational education and the law of students' own ability development, and can cultivate a large

number of comprehensive technical talents that meet the needs of employers, it is still a teaching model based on talent training programs and job goals. It is a reform, supplement and improvement of the teaching methods of the existing talent training target implementation path. According to incomplete statistics, the proportion of college students' self-employment has increased year by year, among which science and technology and art accounted for the highest proportion. Therefore, as the focus of vocational education, in addition to solving the problem of student employment, it should also incorporate innovation and entrepreneurship education to enhance students' ability and awareness of innovation and entrepreneurship. At present, Chongqing and even China's investment in innovation and entrepreneurship education in universities has increased year by year. The employment rate of these students is also regarded as a type of high-quality employment rate. In student innovation and entrepreneurship education, a combination of experimental and entrepreneurial education with modern apprenticeships is attempted. A team of teachers with entrepreneurial experience, social enterprise practitioners and students form an innovation and entrepreneurship studio. In the process, it is to cultivate students' awareness and ability to innovate and entrepreneurship. It is a further supplement to the current apprenticeship of vocational education and even higher education.

2) *Necessity analysis of "mass entrepreneurship and innovation on one basis" model:* During the construction of the "double-base" modern apprenticeship teaching system, By the combination of teacher and student teams, through innovation and entrepreneurship competitions, and the implementation of student innovation and entrepreneurship projects, it is found that students' innovation and entrepreneurship education under the premise of their own career planning has the following characteristics: First, more

than 20% of students are ready to start their own businesses after graduation. 30% of students have entrepreneurial ideas, but have no experience or systematic theoretical guidance. Second, students are too idealistic in their entrepreneurial thinking. Third, students cannot effectively transform their majors into entrepreneurial resources. Fourth, there is a serious disconnect between theory and reality in the entrepreneurial process of students, insufficient market research, and inability to choose a suitable entrepreneurial direction, venue, scale, etc., leading to entrepreneurial failure. The above points together constitute the current status of innovation, entrepreneurship education, competition, and the current implementation status. Based on this, the teachers try to combine innovation and entrepreneurship education with the "multiple choices on one basis" modern apprenticeship talent training model, and initially form a "mass entrepreneurship and innovation on one basis" supplementary model to cultivate students' innovation and entrepreneurship.

3) *Faculty composition and effectiveness of "mass entrepreneurship and innovation on one basis" model:*

"Mass entrepreneurship and innovation on one basis" refers to the teaching model based on the "multiple choices on one basis" teaching mode. Based on a major, students select a teacher guidance team on the premise of fully understanding the professional qualities of the teacher team. In the progress of the teaching, the teacher selects a team of students with self-employment ability and intention, which is consistent with their majors, and performs a "pairing" method of two-way merit selection. Combining existing training studios, innovation and entrepreneurship studios, the teachers should make full use of existing educational resources to achieve resource integration. In the practice of innovation and entrepreneurship education, it has formed a "1 + 1 + 1" teaching team combination model based on "mass entrepreneurship and innovation on one basis" as a team of student innovation and entrepreneurship mentors. As shown in the "Table IV":

TABLE IV. TEACHERS OF MASS ENTREPRENEURSHIP AND INNOVATION ON ONE BASIS

	Teachers of professional college with bipolar teaching	Business founders	Business managers
<i>Area of Guidance</i>	Skills application and recreation	Training on start-up project selection, procedures, precautions, etc.	Training on copywriting and management, etc.
<i>Venues</i>	On campus	On and off campus	On and off campus
<i>Guiding Proportion</i>	Around 50%	Around 20%	Around 30%

Based on the supplement to vocational education, this model adopts the model of "skill transformation + mental guidance + method training", that is, "1 + 1 + 1". On the teaching site, it is necessary to choose on- and off-campus venues according to needs, based on how students combine existing skills with innovation and entrepreneurship, and to carry out corresponding innovation and entrepreneurship education under the joint guidance of the teacher team to enhance the two-way development of students' awareness

and ability in innovation and entrepreneurship. The training content will be adjusted according to the student's academic level at the municipal level and the continuous improvement of innovation awareness and ability.

After two years of practical exploration, this model has finally formed a relatively good initial effect and realized the conversion from cultivation to output. In 2018, it has achieved the results of one gold and four bronzes in the

Chongqing Innovation and Entrepreneurship Competition; in 2019, it has achieved the results of one silver and two bronzes (incomplete statistics) in Chongqing Municipal Innovation and Entrepreneurship Competition. There are 2 business registrations for college students, and graduates (only art education departments) have more than 10 of self-employment. The forms of entrepreneurship for students cover e-commerce and entities; the fields of entrepreneurship include education, cultural and creative fields, art and design, etc., which are based on specialty; independent entrepreneurship based on social needs, and social response and economic benefits are ideal.

Through this "pairing" mode of innovation and entrepreneurship education, students choose a corresponding mentor team for docking by applying in advance, and make timely adjustments as needed. It is also a new application of modern apprenticeship, which is an effective combination of innovation and entrepreneurship and vocational education.

C. Establishment of evaluation method of "dual-base" teaching model

The teaching model has basically formed the corresponding model from the faculty to the curriculum setting and the number of class hours, as shown in "Table V".

TABLE V. TABLE OF DUAL-BASED MODEL COURSE, FACULTY, AND TRAINING CYCLE

	Arts and crafts design studios	Chinese painting studios	3D training studios,	Art design studios	Oil painting creation studios	Innovation and entrepreneurship studio
<i>Number of courses</i>	5	3	2	2	4	4
<i>Number of teachers' teams</i>	5	3	2	2	4	4
<i>Number of the taken class hours (section)</i>	10	6	8	8	12	8
<i>Teaching cycle (year)</i>	2.5	1-2	1	2	2	1

The "Table V" provides a strong guarantee for the relevant ability training of students in various majors, lays a solid foundation for students' professional skills training, and obtains good industry feedback. Based on the teaching team, faculty, and teaching effectiveness, student performance assessment is an important part of the teaching mode. This teaching mode is based on industry needs. In terms of

student performance leveling, students' innovation and creativity, communication skills, skills improvement, and entrepreneurial awareness Comprehensive scores are assessed in various aspects, among which different professions have different requirements for different abilities, so each proportion has a different proportion in different professions. As shown in the "Table VI"

TABLE VI. TABLE OF DUAL-BASE MODEL EVALUATION INDICATORS

	Art Education	Art Design	Arts and Crafts Design
<i>Creative ability (%)</i>	25	30	40
<i>Communication ability (%)</i>	30	30	20
<i>Condition of skill improvement (%)</i>	40	30	30
<i>Cultivation of innovative awareness (%)</i>	5	10	10

^a Note: the total score is 100 with four items, which are calculated with the percentage.

The performance evaluation quantification table is to measure the development of students' comprehensive ability, and to make corresponding measurements according to students of different majors. It is based on professional characteristics, employment trends, and job requirements to provide reference for further improvement of students' ability and further improvement of teaching models.

IV. PREREQUISITES FOR THE CONSTRUCTION OF THE DUAL-BASE MODEL

The establishment of the "dual-base" modern apprenticeship teaching mode is aimed at cultivating comprehensive and highly-skilled personnel required by enterprises and industries. In order to achieve better teaching results, there should be requirements on the suspension of

teaching implementation venues, teachers, and student admission conditions, and it is also a guarantee condition for the implementation of "dual-base" teaching methods.

First of all, the implementation of the "dual-base" teaching mode requires a relatively complete art course system and corresponding internship training venues for students to improve their skills. Compared with the traditional teaching mode, the venue facilities are more demanding and require more professional equipment. The investment is 4-5 times that of the traditional teaching model. Therefore, in the process of constructing this model, it is necessary to fully consider the type of professional internship training venues and student employment prospects. Through the precise docking with enterprises and industries, it should

expand the corresponding training content with the help of enterprises and their own hardware facilities.

Secondly, this model has strict requirements on teachers. In the entire teacher team, it is a must to build a teaching team that can support and successfully complete teaching tasks with teachers of professional college with bipolar teaching as the core. In the entire team, teacher literacy and professional fields determine the results of student skills training, skills development, skills application, and skills conversion. Therefore, the requirements for the teaching team's teaching quality are also higher. The addition of faculty outside the school enables the model to be more accurately linked to employment and complete the integration of corresponding external expert resources. This is the core content of the establishment of the model and one of the basic standards to test whether the model can meet the needs of the industry. In summary, in terms of teacher composition, this model requires that the teacher composition of traditional teaching models should be abandoned in order to achieve a diversified and professional teacher ratio. With the continuous improvement of students' comprehensive abilities, teachers' composition should be adjusted in time to gradually increase the proportion of teachers in industry companies and complete the transformation from ability training to employment.

V. REFLECTION ON THE "DUAL-BASE" TEACHING MODEL

After practical demonstration, the "dual-base" teaching model has the incomparable advantages of the traditional teaching mode for the improvement of students' comprehensive abilities, but there are also many problems. At present, it mainly focuses on the limitation of teaching venues, the establishment of teaching teams, and students' own problems:

First, in the practice process, the "dual-base" teaching model not only requires a large number of teachers to improve the comprehensive literacy of students, but also requires the systematic organization and integration of different teaching resources. For example, there is a problem of reserve of teaching teachers in the process of integrating teaching resources. This teaching mode has higher requirements for teachers of professional college with bipolar teaching, but the number of teachers of professional college with bipolar teaching in most vocational colleges is not sufficient. In addition, the relevant industry practitioners need to have a systematic understanding of the previous skills learning situation of the corresponding students before teaching the corresponding courses, so there is corresponding difficulty in the preparatory process of teaching. Therefore, in the later period, it will be necessary to consider how to further optimize the curriculum, strengthen the training of the ability of the teacher team, improve the training of the profession ability of the teacher team, further integrate teaching resources, and improve the teaching efficiency.

Second, there is currently a lack of norms for the modern apprenticeship evaluation system in China. In the process of drawing on the existing modern apprenticeship teaching

model, there is a lack of a reference to a modern apprenticeship system that is systematic and consistent with the specialty. Therefore, it is difficult to adjust the teaching content, methods, teachers, and performance assessment. After a period of training, it is found that the current "dual-base" teaching model has a corresponding lack of participation by teachers in the industry during the course setting. The shortcomings are mainly reflected in: first, insufficient proportion of courses for the personnel of the industry; second, the timeliness of the participation of the employees of the industrial enterprises; and third, the insufficient depth of the participation of the employees of the industrial enterprises in the teaching. Later, consideration will be given to further increasing the participation of enterprises and industries in student performance evaluation.

Third, as an art subject, there is a large difference in the preparatory situation of student skills. As students are trained in the corresponding practical training content, the mastery of course depth and breadth should be established on that first of all, it should not cause students to lose their motivation, and secondly, it should meet the needs of students at different stages. Therefore, in the later stage, it will be a necessity to consider implementing an apprenticeship system among students to make up for the problems. The establishment of this system will also become an important part of the entire model and one of the solutions to improve the quality and efficiency of talent training in this model.

Fourth, due to the limitations of the studios and the teaching teams, the current teaching model cannot meet the training of all students. In the "dual-base" teaching mode, the proportion of students entering this teaching model is basically between 30-40% of the total. This part of the students should have the following characteristics that first of all, they have a good learning attitude; secondly, they have a certain professional foundation; thirdly, they have a relatively quick thinking ability. Fourth, they have a strong sense of innovation and entrepreneurship. Due to conditions, this method of screening students is also one of the problems in this teaching model.

VI. CONCLUSION

After practical demonstration, the reform of the modern apprenticeship talent training model of higher vocational arts majors can promote the development of higher vocational arts majors, provide a more efficient, reasonable and talented training pattern for higher vocational arts majors, improve the training effect, and enhance the core competitiveness of professionals in the market. The "mass entrepreneurship and innovation on one basis" talent training model, as a supplement and reform of the traditional vocational education talent training model, is fully tapping China's traditional apprenticeship teaching experience and setting up different teacher teams according to different majors, which is in line with the training needs of art majors in modern vocational education. However, there are also several problems in the teaching process, which need to be further improved gradually in the later improvement process. This

model is also an exploration of China's modern apprenticeship system. In the process of exploration, it is believed that the application of modern apprenticeship teaching methods should be based on the selection of the corresponding model for the establishment of a talent training system, and adjust the corresponding indicators according to the specialty and the school's own situation, so that the schools can launch the establishment of a modern apprenticeship teaching system based on their own conditions, with the goal of cultivating industry-requested talents, and using their own means to enhance the competitiveness of running the schools. The reform of all talent training models should be essentially driven by changes in the teaching model, teaching management, and training concepts. They are all reforming to cultivate skilled compound talents more suitable for market needs.

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