

Research on the Innovation of Art Course System in Higher Vocational Education under the Mixed Ownership Model

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Keywords: Mixed ownership, Higher vocational education, Art curriculum, Curriculum system.

Abstract: Art courses are courses in which practice and technology are integrated. Through the mixed ownership model, art courses can achieve practical innovation and system reform. However, there is currently no research on the innovation of the higher vocational art curriculum system using the mixed ownership model. Therefore, this paper comprehensively sorts out the connotation characteristics of mixed ownership, and analyzes the inevitability of the introduction of high-level art curriculum system by mixed ownership. This paper proposes the construction method of Chinese higher vocational art curriculum system under the mixed ownership mode, in order to lay the foundation for the reform and innovation of art curriculum in higher vocational colleges.

1. Research background

1.1 Literature review

Jiang and Wang's research found that in China's pilot mixed ownership reform, there are many problems such as lack of regulation of property rights operation, improvement of management mechanism, and lack of science in cooperation. Proposed implementation of the PPP model in the higher vocational field (Jiang and Wang, 2018). Zhang and Lei found that at this stage, the legal representative of the mixed-ownership vocational colleges followed the traditional unitary system and believed that the choice of legal representative should not be legal or unique. Therefore, it is proposed that the legal representative of the mixed-ownership higher vocational colleges should adopt the mode stipulated in the charter and choose the model pluralism (Zhang and Lei, 2018). Wang and Liu believe that in the process of training high-level environmental art design talents, they should pay equal attention to professional skills and professional qualities (Wang et al, 2013). Shan and Yao pointed out in the study that the proposal of mixed ownership in the field of education is first applied to higher vocational education, which is directly related to the institutional mechanism and mode of running higher vocational education. At the same time, it is proposed that the multi-agent mixed ownership mode of higher vocational education can achieve deep integration of vocational knowledge and practical skills (Shan and Yao, 2018). Yao and Chen believe that building a school-running model is the top priority of education reform and development in mixed-ownership institutions (Yao and Chen, 2016).

1.2 Research purposes

Art courses are practical and technical. The exploration and research of mixed ownership in the field of teaching is an extension and practice of the concept of mixed ownership. The use of mixed ownership has led to flexibility in the transformation of educational property rights, management structure innovation, and management mechanisms (Zheng and Chen, 2018). This will lead to an innovative breakthrough in the traditional school-running system and the concept of running a school. However, the research on the synergy between the mixed ownership system and the higher vocational art curriculum system is still quite lacking. The innovation research on the higher vocational art curriculum system under the mixed ownership mode is even rarer. Therefore, this paper comprehensively sorts out the connotation characteristics of mixed ownership, and analyzes the inevitability of the introduction of high-level art curriculum system by mixed ownership. This paper proposes a method of constructing a high-level art curriculum system in China under the

mixed ownership model, in order to lay the foundation for the reform and innovation of art courses in higher vocational colleges.

2. The intrinsic characteristics of mixed ownership

Mixed ownership is in the economic field, usually refers to the enterprise, that is, the ownership form formed by the combination of all the different production points. Mixed ownership is in a broad scope, and refers to the system of production that is integrated with each other, developed together or with different social attributes, and the system of all the formation of coexistence (Cao and Li, 2017). In social life, people often say that mixed ownership refers to the new structure of property rights and new forms of property formed by different property rights entities in the same economic organization, which are mutually infiltrated, integrated and interlinked. In essence, mixed ownership is a shareholding-based or shareholding-based economy (Wang and Li, 2019). In terms of organizational form, the “mixed ownership” enterprise or company, the investor's investment entity must belong to different ownership systems. The different ownership entities mentioned in this article are mainly individual, collective, private, state-owned, and foreign-funded. As long as it contains at least two or more types of ownership, it is a mixed ownership.

With reference to the concept of mixed ownership in the economic field to understand the mixed ownership of education, this ownership has three characteristics. First of all, this is a diversity in education management. In the field of traditional education, the main body of school governance is generally single. In the school, administrative staff become the leading personnel in management. There is a lack of involvement of companies, students, teachers and others in the management process. Therefore, the phenomenon of school management becoming “dictatorship” is more serious, class is obvious, and there are obvious problems of closure, unidirectionality and ineffectiveness in management. The integration of mixed ownership and school management has made the school more open and diversified. And the mixed ownership system promotes the diversity of school governance models, which is conducive to the construction of the Trinity management structure of decision-making and supervision, and forms a new pattern of interactive management, joint governance, and democratic participation. Second, this is the diversification of the structure of property rights. Implement mixed ownership in the field of education to promote the diversification of property rights structure. The diversification of property rights structure refers to the source of funds for educational activities. The subject of property rights must be pluralistic rather than single. For example, the property rights structure is composed of non-public capital, collective capital, and state-owned capital. From another point of view, the school should be funded by different ownership entities and managed together. At least two conditions should be met in the necessary conditions for the composition of the mixed ownership system. First, more than two school subjects. Second, at least one subject of state-owned capital. If the subject of the school does not meet the above two conditions, it is not a mixed ownership system. Finally, this is the flexibility of the operating mechanism. At present, the school management method is mainly vertical management from top to bottom, which directly affects the rational allocation of educational resources and the implementation efficiency in the configuration process. Most school sponsors rely too much on the government's management role, lack awareness of the importance of school management, and lack self-operational awareness and management initiative. The school lacks independence and independence in terms of finance, and it is difficult to achieve the goal of not relying on the state's independent operation and management. The mixed ownership model can change this situation to a large extent. By introducing and absorbing the strengths of all sectors of society, the school will become independent in the true sense of the school, become flexible and efficient in the mechanism of running a school, and become a real subject.

3. The inevitability analysis of the introduction of mixed ownership system into the higher vocational art curriculum system

3.1 The inevitable requirement for improving the basic system of the country

From the connotation characteristics of mixed ownership in the field of education, it can be seen as a form of ownership that is mutually integrated and shared by multiple ownerships, which is conducive to improving the competitiveness of state-owned capital, further expanding the function of state-owned capital and ensuring the preservation and appreciation of state-owned capital. Studies have shown that the content of higher vocational education courses has certain relevance to the country's economic construction and development, and the improvement of curriculum content richness can promote economic construction and social development. At present, in the process of China's vigorous development of mixed ownership economy and deepening economic system reform, in order to better serve the national economic construction and social progress, we will actively adapt to the new situation of social capital structure change. The higher vocational curriculum system should actively explore social needs and explore the direction of structural adjustment and change. The education department and the administrative department should emancipate the mind, develop and innovate, and actively build a curriculum system under the mixed ownership system. And strive to achieve innovation in the curriculum system and education system. Therefore, the introduction of mixed ownership system into the higher vocational curriculum system is an inevitable choice for the development of vocational education and an inevitable direction for the development of the times. In the process of deepening development of the country and transforming economic construction, this will help to further expand the effectiveness of education and attract more different subjects to participate in the process of collaborative education. Form a comprehensive, all-round, multi-agent, multi-ownership entity to participate in the personnel training program. In the end, it will form an efficient, standardized and independent mode of mixed ownership education for higher vocational education, a stable and autonomous management structure, and achieve the goal of diversifying the main body of education and diversifying educational property rights.

3.2 The inevitable need to solve the problem of funding for the development of higher vocational curriculum system

Mixed ownership has proven to be an effective form of ownership in the course of its implementation over the years. Mixed ownership in the field of higher vocational education has a certain effect on improving the education level of higher vocational teachers and the management vitality of higher vocational colleges. By referring to the mixed ownership system in the economic field, it can be found that in the development of economic construction and higher vocational education, the effective way to deepen the system reform is to break through the restrictions of industry and ownership, and fully integrate idle capital and labor factors. At the same time, mixed ownership is in the process of implementation, which is conducive to promoting the optimization of social and economic structure, asset structure and value-added. At this stage, China has a large amount of idle funds, and higher vocational education has become an investment channel that has attracted the attention of all sectors of society. Mixed ownership applications in the field of higher vocational education provide conditions for implementation. At present, in the process of urbanization in China, the development of higher vocational education is at a lagging level. The development of a mixed ownership education model can effectively solve the bottlenecks encountered in the development of higher vocational education and the lack of development funds.

3.3 Solving the institutional obstacles to the deep integration of vocational schools and enterprises

In the management of higher vocational education in China, most of China's management bodies are state-owned offices. Therefore, in the management process, due to the single management subject, the administrative management methods and methods are also scarce. At the same time, due

to the lack of a game between investors and stakeholders, the enthusiasm of the main body of education management is not high, and the management process is too class. The use of mixed ownership for higher vocational education can effectively solve the phenomenon of class management of colleges and universities, and achieve the effective allocation of social resources and maximize the efficiency of management. The combination of higher vocational education under the ownership system is easy to promote the smooth cooperation between schools and enterprises, and fundamentally realize the deep integration of production, education and research. After the school cooperates with the enterprise, the enterprise will become one of the important subjects of school management, thus promoting the implementation of the engineering and education model.

4. Construction of Chinese high vocational art curriculum system under mixed ownership mode

4.1 Strengthening the promotion of art projects

Art classes are public courses. School leaders generally believe that the completion of normal course teaching achieves the purpose of offering courses. School management lacks attention to the importance of art curriculum education. In the development of art projects, the access to information is single, resulting in incomplete information, which has led to the development of art projects. Therefore, it is necessary to strengthen the propaganda of art projects and enhance the awareness and attention of the management of the colleges and universities on art courses. In addition, give full play to the characteristics and advantages of the art curriculum and exercise, so that students understand the true meaning of the curriculum. In the course of the course, students will enjoy a sense of pleasure and accomplishment. In the course of teaching, teachers should strengthen the discussion and innovation of the course content and improve the teaching technology to enhance the teaching efficiency and teaching effect.

4.2 Appropriately increase the number of art courses

Time is a key factor influencing the overall learning of the curriculum system. Art learning exercise is a continuous process. In the process of learning, higher vocational colleges need to ensure that students have a step-by-step learning course. Therefore, higher vocational colleges should appropriately increase the teaching time of art courses to meet the learning needs of students. To increase the extracurricular activities of art, higher vocational colleges should strengthen the management and support of students' extracurricular art activities, and provide students with a good environment for learning and self-improvement. And improve the management system, management principles, organize and carry out a large number of art competitions, provide students with sufficient self-exhibition opportunities, and enhance the promotion of art courses.

4.3 Improve the content of art courses

At this stage, the textbooks of Chinese art courses are basically original textbooks. They are not systematic in the teaching process and cannot be optimized. Therefore, higher vocational colleges should form a specific teaching system or teaching mode in the process of research and development of art courses. There are many kinds of art courses. Teachers should fully consider the students' learning needs and the company's professional skills needs. At present, the content of art courses in higher vocational colleges is simple, the teaching materials lack obvious guiding role, and the teaching effect is poor. At the same time, the practice of the course materials is relatively simple, lacking the detailed requirements of specific physical exercise, and does not provide an effective learning method. Therefore, the practicality and applicability of the textbook is the key to satisfying the teaching work.

4.4 Building a teacher team

Excellent teacher team is an important guarantee for improving the quality of teaching, and it is also the backbone of the reform of the curriculum system in higher vocational colleges. At this stage, higher vocational colleges need to do the following work. First, encourage teachers to participate in

training and learning activities and competitions for art projects inside and outside the school. Secondly, we regularly organize excellent teachers, experts and professors, and art-based enterprises to communicate and communicate. In addition, provide teachers with adequate learning opportunities. Finally, teachers of art courses from different institutions are regularly organized for academic exchanges. Through the above four aspects, we will improve the education level of art teachers in higher vocational schools from all angles.

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