Comparison Research on the Vocational Education for Art Design Major between China and Germany

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Abstract

In this paper, we conduct comparison research on the vocational education for art design major between China and Germany. Strengthen the practical link in art design education of higher education. In the Germany, the government of practice education investment is very big, in order to arouse the enthusiasm of the enterprise training students vocational technology, national vocational education funds to certain benefits to the enterprise, or forget the hired interns in part of the tax, it creates a good internship opportunities for interns. Under this condition, this paper compares the features of the art design education in China and Germany and proposes the comprehensive novel perspective of the education paradigm that will be beneficial. We analyze the challenges from the systematic level and propose the new idea that will be meaningful.

Keywords: Comparison Research, Art Design, China and Germany, Vocational Education.

Introduction

Art design is observed by the designer on the surrounding life and awareness, and then through the most common beauty principle for the process of the information processing in order to achieve a functional purpose. Highly developed in economy and more and more rich material of the modern society, people have more free time and choose the opportunity to engage in the material such as the science, art, social activities, and people must have a brain, the healthy body and mind that perfect the personality to adapt to the modern social practice.

Art design is an important content of the humanities. Art design is the activity of strong practicality, its behavior, once created for its research and rational thinking is actually began and based on the relate theoretical literature review, the design principles could be summarized as follows.

- Art design is a combination of art and technology, that is to say, it should be in accord with the law of the science and technology, based on the product material functions and that aesthetic expression [1-3].
- Art design and the social economy as a dialectical unification relations. Social and economic development contributed to the prosperity of art design, art design to promote the general development of social economy.
- Art design to promote the development of social economy and this should speak of from the features of the product. The features of the product can be roughly divided into practical function, mental function. Utility function is the product used to meet the material needs of the people's property. It is reflected in the product technical performance, while the environmental performance, and operational performance.

Modern vocational education system construction are abundant, and extension is a broad systems engineering, modern vocational education system construction should reflect height, width, depth, the level of brightness, the content of the five dimensions. Cultural influence on the vocational education mode is self-evident, like the German dual system of successful enterprises must be deeply involved in

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vocational education, is closely related to the notion that these factors interact with each other, to form the different social model, which need different corresponding vocational education mode. The value of vocational education is not only reflected in promoting economic and social development, more performance in general terms of promoting the development of people, only a comprehensive understanding vocational education act on human's development and the value of social development, and always with the person this, to evaluate the significance and role of the vocational education, to establish the value of modern vocational education system science theory and development direction.

In this paper, we conduct comparison research on the vocational education for art design major between China and Germany. In the later sections, we will analyze the issues more.

Our Proposed Methodology

The Career and Vocational Education Principles. Modern has obvious vocational education itself, the formation of the knowledge and skills of education itself, moral cultivation and the variations of the social stratification function is to influence and determine the educated career in what kind of the important factors. Vocational education independence and the higher the degree of that specialization, professional education is also really can adapt to the needs of the development of social economy, and cultivate more and better, high-quality skilled and applied talents with professional level, also can fully display its particularity and irreplaceability in the whole education system [4-5].

To put the modern vocational education system in grand economic background and the theoretical framework, clear the position and role of it in the macro social system. Pay attention to the "top-level design", "thinking" from the high-end, from different perspectives to draw the outline of vocational education development strategy. Modern vocational education system, by the target task in the static, structure system, operating mechanism, implementing security, etc., on the dynamic and pushed by management practice and management ability strong and the benign operation, the management of the modernization is the topic of modern vocational education system.

- Vocational education and ordinary education. The world's education system is a widespread phenomenon, is the academic courses and professional courses is divided into two paths, the losers in the academic curriculum series are supposed to enter in a series of the professional courses, it has become a national education system and a common feature of school education.
- Vocational education and humanities education. Humanistic education is to help individuals improve their comprehensive quality so is preparation for many occupations and work and the humanities education does not make the individual master for some kind of the professional expertise. Therefore, some scholars think that humanistic education is also in preparation for the general life of the individual, not just for the sake of preparation for the job.
- Vocational education in the course, and project way scattered to each phase of the education system in order to develop. This is the monorail system vocational education system based on course. Its typical characteristics are through the strong mutual recognition of the credits and conversion system, implement job highly integrated.

![The Components of the Career and Vocational Education](image)

**Figure 2. The Components of the Career and Vocational Education.**

**The Chinese Art Design.** The Chinese nation is a nation with five thousand years history and culture of ancient, our traditional culture has a long history and profound and art design education development in our country, by contrast that is very short, poor, it is along with the socialist market economy development, using the experience of the western art education and form the young new things. Design of "national character" is to point to in the design process into the connotation of Chinese traditional culture, so as to make the design with the connotation and character of the Chinese culture, "Chinese traditional culture" is the crystallization of the wisdom of the Chinese nation, is the people of all ethnic groups in the long years in the pursuit of the spirit of light, to yearn for beautiful and endeavour precipitation, is the foundation of existence and development of a nation.

Art and design, as a "young" category of art, should how to keep its national character at the same time, facing the world and geared to the needs of era, it is important mission in front of the designer. At present, Chinese art design is a primary problem: modern art design in the international cultural exchanges and the history of the development of the cultural globalization, how can you as a unique one unit for identity, how to reveal the unique and distinct personality of Chinese traditional culture. Development of Chinese art and design, but also should pay attention to how to correctly understand the problem of the relationship between the "nationality" and "globalization". The formation of the "national style" needs to be based on the traditional humanistic spirit and value system, need to absorb the nutrition of traditional culture, but it is not the simple imitation, but on the basis of reprocessing, the essence of which is an innovative problems, the formation of this innovation that must rely on a global field of vision, reflection on traditional culture from the view of internationalization, so as to extract the charm of the general traditional culture [6].

Chinese traditional art elements combined with modern design teaching, and it not only requires teachers to guide students to refine and innovation of traditional graphics, but also requires teachers to lead students to explore and digging implication in the "meaning" behind them. Only the content of the deep excavation, the design of work is more profound creative ideas.
The German Art and Design. Although Germany is not the birth of the industrial design, but Germany in their own unique style and distinctive features for the industrial design development of domestic and even world played an important role, and established a relatively complete and conform to the requirements of the era of modern industrial design thought system, these thoughts until today will affect our design. Industrial design is a involved in the social sciences, the humanities and natural science, and many other areas the edges of the cross subject, the formation of the design idea by historical, social, cultural, science and technology, economy, environment and the influence of such factors as constraints, reflects the social system, social needs, social consciousness, social customs, and traditional, scientific and the corresponding cultural development direction [7].

The German Vocational Education. In Germany, the connotation of vocational education is very wide, both in different levels and different types of vocational schools and training institutions to implement the various levels of the vocational and technical education training, also including the continuing education, adult education and on-the-job training and education, as well as learning and promotion, vocational training, and so on. Germans believe that vocational and technical education is a lifelong education, life of each person to stable employment as the relationship between vocational education as their national survival cadres, economic development and national rejuvenation.

Dual system is a typical form of vocational education in Germany. In ordinary middle school students, most of the people into the "dual system" vocational school and "Dual system" vocational education are in the form of students mainly in the enterprise when the apprentice, school education is complementary. The main task of German vocational education is to develop production, general management, service the first line of professional post of practical and the technical talents. School system and the curriculum also changes with the development of the enterprise and technology and development, and "combining theory and practice, school closely connected with the enterprise” as the guidelines and school-running mode. Higher vocational college and universities, compared with its small size, short learning system and vocational adaptability and strong technology applied, high employment rate, won the full affirmation of the society, showing strong vitality and vigor.

- "Dual system" vocational and technical education system is the main form of that German vocational and technical education. This pattern is taken by the government to basic macro management of general professional education, industry department in charge of autonomous management, organize and implement the three-level responsibility system of production.
- German higher vocational education in university-enterprise cooperation relationship is very close. Each school has all kinds of laboratories for teaching and scientific research, in addition to the teaching task, usually also engaged in applied research and development work, and closely connected with the transfer of technology and intellectual property rights [8].
- The importance of practical teaching link for higher vocational education is greater than the ordinary higher education, and become one of the main characteristics of higher vocational education and the corresponding training system.

The Artistic Designing Major Development Suggestions. Art design teaching mode and ways should also be in keeping with the current situation, as the combination of the talent and the market place, the effect of the innovative teaching mode need to accept the inspection from the market, art and design teaching innovation and market interactions become a trend. Art design is the growing discipline, art and design theory for junior has not yet reached the level of science, still have a lot of areas to explore, such as art design learning and social factors such as economy, politics, culture intrinsic relations, the feasibility of the design practice should follow the guidelines and the laws of art fusion technology, and society in the future development trend of reliability prediction and grasp, etc.

Art design is the intended purpose and ideas specific and materialization means, is people in the economic construction activities in the process. It is the nature of people to economic construction activities will make the artistic ideas and planning. Overall, this kind of idea and planning is progress, development, or even ahead. In this sense, also explains the art design is a kind of power to promote the
development of society. The development of the market environment and change not only in art design teaching activities proposed requirements, and our current art design education under the requirement of the market environment, the purpose of education, system reform, personnel training requirements have significant changes, also have to constantly adapt to the market environment.

Conclusion
In this paper, we conduct comparison research on the vocational education for the art design major between China and Germany. German art and design professional education of higher education stage set is divided into two parts. Mainly speak in basic term lectures and tutorials. And the trunk whole semester lectures and tutorials are less, mainly to complete the design project. Part of these projects is virtual more part is the real project. These projects are at the beginning of each semester, professor in a few days ago by the school reported the design of each professor each semester project topic is different, students can according to their interests and the direction of future development for targeted selection, it is with domestic unidirectional contrast to passive education. This paper compares the features of the art design education in China and Germany and proposes the comprehensive novel perspective of the education paradigm that will be beneficial.

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References