

A Brief Analysis of the Ways to Improve the Quality of Quyi Training Institutions

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Abstract

To ensure the training quality of institutions is the core of the successful training of Quyi institutions, and also the primary way to achieve economic and social benefits. Starting from the needs of the trainees, this paper discusses how to guarantee the training quality of Quyi training institutions from three aspects: the objectives and principles of Quyi training, the existing problems, and the methods and measures to improve the quality.

Keywords

Training Quality; Teaching Standardization; Externalization of Short Term Effects.

1. Introduction

Intangible cultural heritage (this paper focuses on the analysis of Quyi). Quyi, as an important part of Chinese traditional culture, records the history of the Chinese nation's survival and reproduction and condenses the spirit of the Chinese nation. The rescue, protection, inheritance and development of intangible cultural heritage is an important and urgent problem faced by our nation in the great social transformation period.

Therefore, this paper analyzes the current situation of Quyi and other training institutions, as well as the problems they face and the shortcomings of their own development. And then put forward suggestions and Countermeasures for the development of Quyi industry. The main purpose of this paper is to help the normal and orderly development of such institutions and to protect the learning and inheritance of Chinese cultural inheritance.

2. Current Situation of Quyi Training Institutions

As far as the current development of traditional folk art in China is concerned, only crosstalk and storytelling have a wide audience and can still play their role. Other quyi are relatively declining, and the audience is getting smaller and smaller. Many performers of traditional quyi are concentrated in their 50s and 60s. No young people are engaged in this kind of business, and the traditional quyi performance is declining day by day. With the publicity of traditional quyi, more and more young people are willing to learn and accept the traditional quyi of our country.

As a result, quyi training and other institutions also came into being. On the whole, it is developing rapidly and increasing in number. However, the art education industry in China lacks unified industry standards, and most of them are small and medium-sized art training institutions. With the continuous expansion of the circle of art education industry, and there is no entry threshold, more and more people enter the industry, leading to a mixed up art education industry.

3. Objectives and Principles of Quyi Training

Quyi training should meet the desire of young people, especially children, to learn traditional quyi, and complement the traditional Chinese Intangible Cultural Education in traditional curriculum teaching. So as to realize the protection and inheritance of Chinese traditional quyi, realize the continuous innovation of traditional quyi in teaching, and make it full of vigor and vitality again.

The main purpose of Quyi training is to enable students to master certain quyi skills, perform, cultivate their own sentiment and develop good interests after training; On the other hand, it can provide courses for students who are ready to take the art examination, so that they can successfully complete the academic examination.

Therefore, in the process of training, we should achieve "Classified Teaching" to fully meet the goal of different students.

4. The Current Situation and Problems of Quyi Training Institutions

With the continuous development of Quyi organization, its disadvantages gradually appear. The key to promote its further development is to carefully analyze and explore the causes of its problems

4.1. There are Many Training Institutions and Low Industrial Concentration

There are many training institutions. At present, China's art training market is still in the growth period of industrial development, with huge training demand, unlimited business opportunities and considerable profit space. Therefore, many institutions and organizations have been attracted to participate in the market, promoting the development of the training industry. But the general situation of training institutions is: large number, small scale, the phenomenon of "big market, small workshop" is prominent, large and small institutions shuttle in the market, because of competing for profit space, the competition is very fierce. The industrial concentration is low. There are so many training institutions with small scale that it is difficult to occupy the market quickly. On the contrary, the situation of thousands of arrows flying in unison and thousands of sails competing for the first place is formed, which leads to the low market concentration.

4.2. The Market Competition is in Disorder

In recent years, the art training industry has developed rapidly, among which the art examination training is particularly popular. More and more training institutions are eager for quick success and instant benefits to help students pass the examination. The enrollment of schools is chaotic, and the competition among schools is disordered, which seriously goes against the original intention of culture and art communication and cultivation of art talents. In order to gain profits and fight for living space, many organizations have adopted a series of vicious competition means. Such as: disorderly running classes, disorderly charging, disorderly propaganda.

4.3. Training Quality and Personnel Quality are not High

Many training schools do not have any license, lack of supervision and management. Most of the operators of the training school are art majors with art entrepreneurship dream, but lack of management and practical operation experience. The level of teachers is uneven, mainly from the surrounding colleges and universities, including foreign teachers, freelancers and students who have not yet graduated. A large number of training teachers do not have the relevant qualification certification, teaching level and results can not be identified, the quality of teaching is questionable.

4.4. Weak Brand and Weak Competitiveness

Generally speaking, there are few leading art training institutions with sustainable development ability and strong market competitiveness in China. China's independent brand is gradually established, but it is relatively weak. In the art training industry, there are no training institutions with strong strength and certain brand influence, such as New Oriental and Peking University Bluebird. Some small and medium-sized institutions have no brand or brand credibility, no standardized management, lack of R & D strength and courses with their own characteristics, and are unable to introduce high-level teachers, thus they are extremely lack of competitiveness.

5. Suggestions and Measures to Improve the Quality of Quyi Training Institutions

To improve the teaching quality of Quyi education institutions, we can start from three dimensions: the first dimension is that the institutions suggest a set of standard teaching system to help its rapid and long-term development; The second dimension is the internal optimization and upgrading of the organization as the starting point, through the management team, teachers, student evaluation and other aspects to improve the quality of teaching; The third dimension discusses the problems from the perspective of specific teaching [1].

5.1. The First Dimension: Teaching Standardization

Each industry has its own standard system and unified effect evaluation. In the education industry, teaching standardization refers to a unified system of courseware, detailed plans, handouts, exercises, teaching research and teacher training. Teaching standardization is helpful for institutions, teachers and students.

5.1.1. Institutional Perspective

The construction of standardized teaching system helps to manage teaching, to master the whole teaching process of teachers, to understand the feedback of all staff, to help institutions make a fair evaluation of teaching quality, to optimize and upgrade the teaching and research content. On this basis, students no longer rely on teachers, but on the system. The best way to do this is the teaching and research system of XRS, which can greatly reduce the losses caused by teachers' resignation.

5.1.2. Teacher's Point of View

The standardized teaching system helps teachers quickly master teaching skills and methods, timely adapt to the online education mode, and help teachers quickly advance from a new star to a famous teacher in the follow-up teaching.

5.1.3. Student Perspective

The standardized teaching system can help students plan their study, preview and review in time, and improve the learning effect. For example, students can preview the difficult course knowledge points in the known follow-up teaching content in advance through the overall teaching content outline.

5.2. The Second Dimension: Internal Upgrading and Optimization

On the basis of standardized teaching, the organization should continue to optimize and innovate.

5.2.1. Management Team

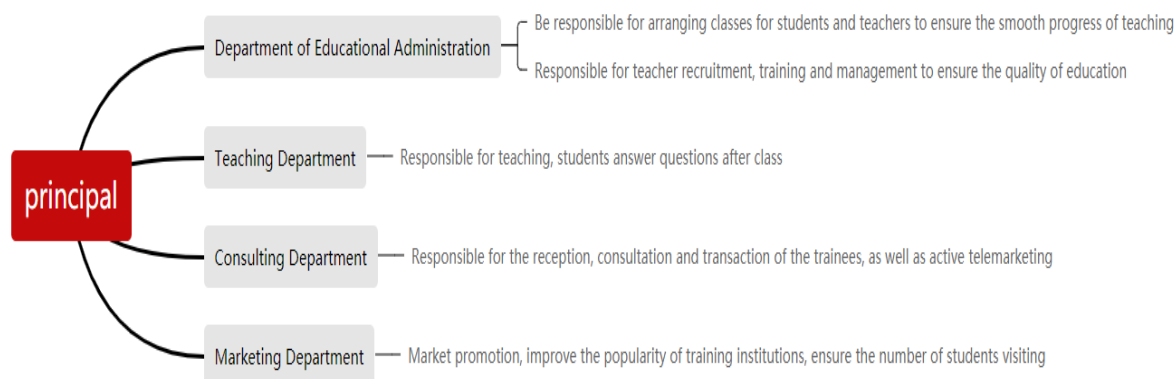


Fig 1. Organization Chart

A good management team is the basis for the normal and smooth operation of the organization. The reasonable setting of the management team can promote the rapid development of teaching tasks.

5.2.2. Faculty

The teaching level of an educational institution is determined by the teachers in the educational institution. If an organization has a relatively strong teaching staff, it can help the organization to increase trust endorsement. When it involves a high amount of consumption, students can not only choose according to the curriculum and course content of the organization, but also the lecturer of the organization is the decisive factor.

The same set of teaching materials can get different effects under different teachers. Therefore, in order to make common progress and training of institutional teachers, regular teaching and research, exchange of knowledge and teaching skills are needed.

At the same time, teachers should ensure continuous learning in order to better adapt to changes and improve professional ability. Principals need to organize regular study seminars, examinations and classroom inspections to check and accept teachers' learning achievements and teaching effects [2].

5.2.3. Student Evaluation System

After sales service is paid more and more attention in the existing environment. Whether it's Taobao shopping or scenic spots, all consumers will check the evaluation before consumption. In educational institutions, student evaluation directly affects the reputation and renewal rate of institutions. Institutions can judge whether the course is good or bad according to the student evaluation profile after the end of the course cycle, and then optimize and iterate the course according to these evaluations.

It must be a long-term and long-term idea to improve the teaching quality of an educational institution. In this process, it will be difficult or laborious in the early implementation process. However, after building a completed system, we only need to optimize and iterate regularly. When judging the curriculum and teachers, the institution should also have multi-dimensional big data to help analyze [3].

5.3. The Third Dimension: The Reasonable Solution of Specific Teaching Problems

5.3.1. Curriculum Setting

The most intuitive label given to students by the timetable setting mechanism is the timetable. Any potential applicant will first evaluate whether the content is consistent with the expected content according to the curriculum content of the educational institution, and then choose. In short, our course content is our propaganda and appearance. If we can't even attract users with the timetable, let alone the teaching content. If mistakes are found in the course content design during the publicity period, the organization must optimize the course content as soon as possible, for fear that these designs will affect the overall publicity effect of the course.

5.3.2. Course Consultant

In the process of enrollment, more mature educational institutions will make one-to-one learning plan according to the actual situation, learning content, target effect and other multi-dimensional data of potential students. As long as students study according to this plan, they will get the desired learning effect. On this basis, students are certainly willing to pay a high price to choose this educational institution for learning.

One of the criteria for judging the quality of a course is learning objectives and results. On the one hand, check whether the students have doubts and gains in the learning process; On the other hand, it is necessary to avoid the blind area of students' autonomous learning. In the process of learning, there should be special teachers to supervise and urge students.

5.3.3. Textbook Selection

Appropriate teaching materials are the premise of success. Do not adhere to the "take doctrine", blindly use the teaching materials of large institutions. Textbooks need to be selected in combination with the needs and characteristics of its own institutional customers and the consumption level of users.

We should pay attention to the following points in the selection of teaching materials: Teaching materials can attract students' attention. The first is that the textbook itself is "beautiful" and students are willing to learn. The second is that the textbook is "high quality" and students can understand and make progress; Dismantling teaching materials. Combined with their own teaching objectives and characteristics of students, to appropriate disassembly, adaptation of teaching materials.

5.3.4. Teaching Commitment

Teaching commitment is not only the key to attract parents to choose courses, but also the initial goal of teaching.

However, we need to remind all principals that they should not make excessive commitment for the sake of temporary enrollment plan, which will lead to the difficulty in achieving the final goal.

5.3.5. Externalization of Short Term Effects

Effect externalization is the key to improve parents' trust in institutions, and how to present it should be considered in the teaching process.

1) Strengthen the role of institutions: emphasize with parents that the effect is brought by institutions;

2) Tools: Students' progress in institutions can be recorded through students' growth files. From the entrance test to each study and homework, we constantly update and record the children's real gains in the institution. Students' progress can be presented in the form of works collection. Only when parents realize the progress of students and feel that the progress is brought about by institutions, can parents recognize institutions and build trust.

The improvement of teaching quality is not a one-day effort, which needs long-term adjustment and improvement.

6. Epilogue

Conclusion: the development of modern folk art institutions should be guided by the outline of education development, in accordance with the requirements of the scientific outlook on development, fully implement the party's education policy, adhere to the school running concept of "teaching students in accordance with their aptitude and cultivating folk art talents" according to the characteristics of folk art training programs, and set up education and training institutions to satisfy students and parents, so as to provide excellent talents for the development of Chinese traditional folk art, In order to achieve the protection and inheritance of Chinese traditional quyi, to realize the continuous innovation of traditional quyi in teaching, and to make Chinese traditional quyi full of vigor and vitality again [4].

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