

Exploring Methods to Improve the Quality of Beauty Education

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Abstract: *Amidst China's rapid economic development, there is a growing need for highly skilled individuals, particularly those possessing innovative and entrepreneurial prowess. Within this landscape, the education sector must continually enhance its efforts to cultivate students who possess both creative acumen and a competitive edge. Using beauty education as an illustrative case, this paper advocates for a holistic nurturing model that fosters a symbiotic relationship among government, industry, enterprises, educational institutions, students, and the wider public. This model harmoniously integrates academic instruction, hands-on training, and practical experience to establish a comprehensive framework for developing innovative and entrepreneurial talent tailored to industry requisites.*

Keywords: *Beauty Education, Curriculum Enhancement, Integration of Theory and Practice*

1. Introduction

Beauty education has long been a focal point of research in both domestic and international education. Its primary focus is on providing students with practical skills training, emphasizing interdisciplinarity, innovation, and practicality. Comprehensive models for designing beauty education curricula have been established. For instance, Jeffrey A. Timmons ^[1] underscores the cultivation of students' beauty entrepreneurship skills through curriculum design, which encompasses both theoretical and practical aspects, utilizing problem-oriented and case study approaches. Celina P. Leão et al. ^[2] propose a model of interdisciplinary collaboration and competition, with the aim of imparting interdisciplinary knowledge to individuals.

On an international scale, educational institutions worldwide are actively exploring innovative collaborative models in beauty education to meet the interests and demands of governments, industries, businesses, schools, students, and the public. The core objective of this innovative collaborative education mechanism is to promote entrepreneurship education in beauty vocational colleges, enabling them to better meet the current societal and market demands. In this model, the government provides policy support and resources, industries offer practical opportunities and professional guidance, businesses engage in project collaboration and provide real-world experience, schools provide educational resources and training platforms, students gain practical experience and entrepreneurial support, and the public participates in assessments and oversight. This close collaboration mechanism helps bridge the gap between beauty education and actual market demands, nurturing beauty professionals with a stronger entrepreneurial spirit. It encourages students to actively engage in real projects, gain valuable experience, and contributes to ongoing improvements and innovations in the field of beauty education.

This innovative collaborative education mechanism will serve as a powerful tool for beauty vocational colleges to promote entrepreneurship education and cultivate more innovative and experienced beauty professionals, meeting the industry and societal needs.

2. Current Status of Beauty Education Research at Home and Abroad

2.1. International Research Status

Internationally, research in beauty education primarily focuses on practical education for students, emphasizing interdisciplinarity, innovation, and practicality. Comprehensive models for beauty education curriculum design have been established. For instance, Jeffrey A. Timmons ^[1] emphasizes

nurturing students' beauty entrepreneurship capabilities through curriculum design, divided into theoretical and practical aspects, utilizing problem-oriented and case study approaches. Celina P. Leão et al. [2] propose a model of interdisciplinary collaboration and competition, aiming to provide interdisciplinary knowledge to individuals. The University of Wisconsin-Madison in the United States adopts beauty learning groups and diverse beauty degree programs to ensure the cultivation of beauty entrepreneurship talents. At the national level, different countries have adopted various approaches to promote beauty education. The UK emphasizes the concept of competency education, combining social relevance with competency education. Japan highly values experiential education, while Germany uses a dual-system education model through school-enterprise cooperation. Countries like the United States focus on nurturing beauty entrepreneurship capabilities in the overall social environment, creating space for personal development [3].

2.2. Domestic Research Status

(1) Talent Cultivation Models in Beauty Education: In recent years, domestic research has delved deep into and explored talent cultivation models in beauty education, summarizing several main types. Zhejiang Yiwu Industrial and Commercial College employs a "local resource" model, fully utilizing geographical advantages. Jiujiang University utilizes a "human resource" model, driven by alumni support. Jiangxi University of Finance and Economics and the Shanghai University Student Entrepreneurship Foundation have established an "incubation platform" model, providing a platform for beauty entrepreneurship practical training. Huazhong University of Science and Technology has formed a dynamic beauty entrepreneurship team model, led by a team of teachers.

(2) Methods and Approaches in Beauty Education: Tong Xiaoling [3] uses stakeholder theory and institutional equation methods to analyze the reasons and results of beauty education. Yang Xue [4] emphasizes that enhancing students' beauty entrepreneurship capabilities requires improvements in areas such as cultural scope, curriculum design, and faculty strength. Wang Huimin [5] proposes the construction of a "first classroom combined with the second classroom" beauty entrepreneurship model mechanism, fully utilizing various high-quality social resources to assist students in developing beauty entrepreneurship capabilities.

(3) Construction of Beauty Education Systems: Jiang Fan [6] believes that the beauty entrepreneurship model should include four systems: "entrepreneurial administration, beauty education curriculum, beauty services, and beauty education faculty." Pan Luyi [7] suggests constructing a "five-in-one" beauty education system platform, including curriculum teaching, beauty entrepreneurship practice, extracurricular activities, beauty vocational guidance, and management support. Teng Zhiyuan [8] advocates for the adoption of three categories of nurturing course systems: ideological education, beauty social practice, and future beauty professions, to establish more flexible beauty education plans and evaluation methods.

3. Innovative Collaborative Education Mechanism in Beauty Education

In the field of beauty education, entrepreneurial education should be integrated with collaborative education to meet the interests and demands of the government, industry, businesses, schools, students, and the public. To achieve this goal, there is a need to establish a collaborative education platform and corresponding mechanisms, actively seek alignment and cooperation between academic disciplines in schools and regional industry clusters. This process involves comprehensive integration of resources from teaching, research, and education, with the aim of building a collaborative education model in which the government, schools, industry, and businesses all participate. This ensures that entrepreneurial education is integrated throughout the entire talent development process.

The core objective of this innovative collaborative education mechanism is to promote entrepreneurship education in beauty vocational colleges, enabling them to better meet the current societal and market demands. In this model, the government can provide policy support and resources, the industry can offer practical opportunities and professional guidance, businesses can engage in project collaboration and provide practical experience, schools can provide educational resources and training platforms, students can gain practical experience and entrepreneurial support, and the public can participate in assessments and oversight. This close collaboration mechanism helps bridge the gap between beauty education and the actual market demands, fostering beauty professionals with a stronger entrepreneurial spirit. It encourages students to actively engage in real projects, gain valuable experience, and contributes to ongoing improvements and innovations in the field of beauty education.

This innovative collaborative education mechanism will be a powerful tool for beauty vocational colleges to promote entrepreneurship education and cultivate more innovative and experienced beauty professionals, meeting the industry and societal needs.

3.1. Strengthening Synergy between Talent Development and Social Needs

Guided by societal needs and industry trends, extensive social surveys targeting key industries, fields, and enterprises are conducted. These surveys actively explore the development direction of student innovation and entrepreneurship, promote the diverse development of talents, and emphasize the development of innovation, entrepreneurship, skills, creativity, and comprehensive abilities. Concurrently, talent development reform is advanced, with precise planning of training objectives and essential outcomes for various majors, achieving synergy between student training and societal needs.

As society continues to evolve, traditional teaching methods no longer meet the demands of the modern workforce. Contemporary innovative and entrepreneurial talents require not only knowledge but also ample practical experience to develop stronger execution abilities. To achieve this goal, an interactive mechanism between schools and relevant industries and businesses should be established. This mechanism encourages businesses to provide outstanding employees as entrepreneurship mentors within schools, working alongside university professors to establish a "dual mentor" system, guiding students in enhancing their innovation and entrepreneurial capabilities. Business mentors will offer students practical entrepreneurial guidance from the "real world." Additionally, schools should actively invite businesses to participate in the design and development of educational curricula, support business personnel to work part-time within schools, and encourage teachers to engage in business internships and practical activities. This practice will facilitate the transformation of research achievements into societal productivity.

3.2. Enhancing Collaboration among Schools, Government, and Enterprises in Beauty Education

For beauty education, deepening the integration of industry and education and promoting collaborative efforts among the government, schools, and businesses are crucial for nurturing high-quality innovative and skilled talents. The cultivation of innovative and entrepreneurial talents requires the collective efforts of these three major societal entities: the government, educational institutions, and enterprises. It involves resource integration and strengthened cooperation to achieve synergy^[9]. Due to resource constraints, schools alone may find it challenging to provide effective practical training. However, schools can leverage their research capabilities and faculty resources to establish partnerships with businesses, fostering mutual learning, complementarity, and assistance. Furthermore, the government, industry, and businesses can jointly establish collaborative mechanisms to create platforms for the shared cultivation of innovative and entrepreneurial talents. Such collaborative approaches help coordinate the needs and resources of various stakeholders in innovation and entrepreneurship, ultimately producing new talents aligned with industry development^[10].

3.3. Promoting Internal and External Coordination in Beauty Education

Entrepreneurship education encompasses multiple elements, including students, educational institutions, businesses, industries, government, and the public. Collaboration among these elements is essential not only externally due to objective factors but also internally. Students' personal development necessitates educational platforms, pedagogical concepts, and improvements in faculty teams provided by educational institutions. Industries and businesses should offer societal demands and entrepreneurial guidance. Governments and the public need to provide support for student development, offer feedback and evaluations of entrepreneurship initiatives, and provide more favorable policy support. In the case of beauty and cosmetic industry programs, when conducting innovative entrepreneurship training, active integration of relevant resources from "schools, government, and enterprises" should be prioritized, focusing on aspects such as classroom education, on-site training, and practical experience. This stepwise approach helps establish a cultivation model and distinctive platforms for this specific field^[10].

4. Building an Integrated "Three-in-One" Model for Innovation and Entrepreneurship

In the context of domestic industrial transformation and upgrading, and considering the actual needs of societal development, this study focuses on beauty education and builds upon the practices of

innovation and entrepreneurship education in vocational colleges. It explores the essence and characteristics of innovation and entrepreneurship education, summarizes the paths and mechanisms of innovation and entrepreneurship, and integrates relevant resources in teaching, research, and talent development. The primary emphasis is on the comprehensive cultivation of university students' "innovative abilities, entrepreneurial capabilities, practical skills, employability, and sustainable development capabilities." This approach aims to construct a "three-in-one" innovative entrepreneurship training model for vocational colleges specializing in beauty and cosmetic products (Figure 1). The goal is to integrate the innovation and entrepreneurship education model into the talent cultivation process, making it a driving force and collaborative element in the beauty industry's innovation and development, thus promoting the optimization, and upgrading of the beauty industry structure.

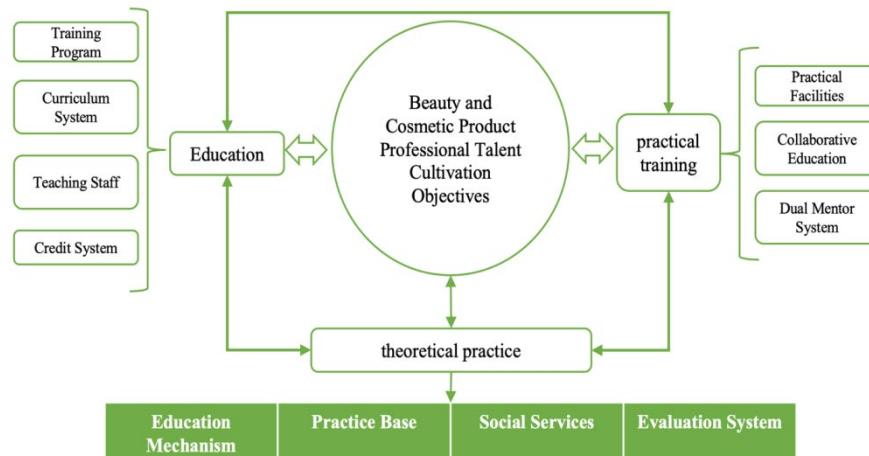


Figure 1: The "Education + Training + Practice" integrated innovative training model.

4.1. Strengthening the Educational Foundation and Nurturing High-Quality Talent

(1) Carefully design training programs and establish a reasonable curriculum system. The cultivation of innovative and entrepreneurial talents should consider both professional education and the development of comprehensive qualities. The cultivation of professional skills should complement the enhancement of comprehensive qualities. By means of scientifically designed courses and practical training, students' potential can be stimulated, and their multifaceted abilities can be developed, ultimately enhancing the innovative and entrepreneurial capabilities of vocational college graduates. Meanwhile, talent development programs should clearly define the characteristics of entrepreneurship education, establish a curriculum system for entrepreneurship education, fully integrate elements of entrepreneurship education, and cultivate high-quality technical and skilled talents who possess entrepreneurship capabilities and meet the needs of the beauty industry^[11].

(2) Attract outstanding teaching staff and implement a scientific credit system. In addition to the school's teaching staff, outstanding teaching resources should include the establishment of internal entrepreneurship training bases. These training bases are jointly established by the school and enterprises, with the school providing full-time teachers as internal mentors and cooperating companies assigning project managers as enterprise mentors, forming a "dual mentor" team. Under the guidance of mentors, students participate in simulating business operations and management. The credit system should also include practical training credits. Through the organic integration of theory and practice, students' "learning by doing" abilities are cultivated, enhancing their practical skills. At the same time, the teaching of professional theoretical knowledge is strengthened, broadening students' knowledge base and promoting innovation and entrepreneurship training to improve students' practical abilities.

4.2. Expanding Practical Approaches and Entrepreneurial Atmosphere in Beauty Education

The education of students majoring in beauty and cosmetics demands a focus not only on practical skills but also on nurturing their innovation and entrepreneurship abilities. Therefore, it is imperative to genuinely establish a shared destiny between educational institutions and beauty enterprises, fostering the sharing and collaborative construction of high-quality resources. This necessitates the establishment

of a long-term and stable mechanism for collaboration between schools and enterprises, the creation of a talent development model combining theory and practice, and the in-depth implementation of innovative and entrepreneurial training through school-enterprise partnerships.

Firstly, we can establish beauty entrepreneurship training bases to achieve a seamless integration of theory and practice, enhancing the content of professional practice. Secondly, by bringing in renowned beauty brand enterprises from outside, we can provide support in terms of technology, funding, and necessary equipment and facilities. Lastly, through entrepreneurial training activities, we aim to enhance students' comprehensive abilities. In the realm of practical education, we have set up on-campus training facilities such as the Beauty Care Research Center and the Integrated Image Styling Workshop. We have also established collaborations with over ten high-quality off-campus internship bases, including Guangzhou Rongda Biotechnology Co., Ltd. and Guangzhou Anzhi Cosmetics Co., Ltd., to support the practical entrepreneurship education at our institution.

We employ a collaborative model between educational institutions and enterprises, implement a "dual-mentor" system, and promote the "school-centered factory" and "factory-centered school" modes. These approaches enable students to engage in practical training in authentic corporate work settings and environments. Through this "nurturing-training" combination, students not only gain a better grasp of knowledge but also cultivate a passion for innovation and entrepreneurship. These training bases are constructed based on the combination of professional characteristics and real-world job requirements, allowing students to choose positions that align with their career interests and the field of their studies, and engage in authentic on-site simulated practical training during their academic years.

4.3. Practical Exercises and the Foundation of Beauty Education

To promote practical training in beauty education, we have established an in-school practical education association. Through collaboration with enterprises such as Guangzhou Anzhi Cosmetics Co., Ltd. and Guangzhou Rongda Biotechnology Co., Ltd., we make full use of the on-campus innovation and entrepreneurship training base, the "Beauty Covenant Association," and the cosmetics business in the Nansha Lionsgate University City to enhance students' social practical abilities.

Through these collaborations, students can engage in real-world innovation and entrepreneurship learning, thereby reducing the time required for their employment and entrepreneurship. Additionally, this approach fills the gaps in the school's practical education and reduces the cost of practical teaching. For the school, the school-enterprise collaborative education mechanism not only enhances students' practical abilities but also improves the quality of education and teaching. For collaborating enterprises, the school-enterprise collaborative education mechanism better meets the industry's demand for technical and skilled talents. Through close cooperation between the school and enterprises, a win-win situation can be achieved.

Under the school-enterprise collaborative education mechanism, both the school and enterprises appoint staff members to jointly form a school-enterprise collaborative education team. This team is responsible for organizing and conducting further innovative and entrepreneurial education activities at the institution, as well as managing the daily operations of these activities. During students' entrepreneurial processes, they enter the school-enterprise joint training base and choose training directions based on the characteristics of their majors and professional demands. After completing the relevant tasks, students submit training reports. Supervising teachers comprehensively assess students' professional abilities based on these reports and their performance in practice. They also provide guidance on innovation and entrepreneurship based on the report's findings, aiming to cultivate students' innovation and entrepreneurship capabilities.

5. Conclusion

By taking innovative entrepreneurship activities as our starting point, we have fully utilized both on-campus and off-campus teaching and practical resources, establishing a university-based innovation and entrepreneurship training center in the field of beauty education. Throughout this process, we have not only actively explored innovative platforms and mechanisms for collaborative education but have also constructed an operational model and a pathway for implementing innovation and entrepreneurship education. Our commitment lies in the comprehensive development of students' abilities in innovation, entrepreneurship, practical skills, employment readiness, and sustainability, thereby promoting the practice of quality education. Through their participation in real-world projects,

students can enhance their learning and personal growth. This endeavor not only provides strong support for vocational colleges in the field of beauty education but also makes our innovation and entrepreneurship education more conscious of its fundamental goal, which is nurturing highly skilled and innovative talents.

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