Construction of Online Resource Library for Guzheng Teaching in Colleges and Universities Based on School-Enterprise Collaboration in the Context of Cultural Education

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Abstract: *This paper mainly discusses the concept and significance of cultural cultivation, the importance and mode of school-enterprise collaboration, the status quo and problems of guzheng teaching, and the strategy of constructing an online resource base for guzheng teaching in higher education through school-enterprise collaboration. Through an in-depth analysis of the concept of cultural nurturing, this paper reveals its application and practice in higher education; further elaborates on the impact and challenges of the school-enterprise collaboration model on higher education; and proposes a strategy for the construction of an online resource library for guzheng teaching with school-enterprise collaboration in view of the problems in guzheng teaching, aiming to improve the effect and quality of guzheng teaching.*

Keywords: *cultural education, school-enterprise collaboration, guzheng teaching, online resource library*

1. Introduction

In today's context of globalisation and informatisation, the importance of education is becoming more and more prominent. For this reason, we must conduct an in-depth study of education and explore its concepts, modes and strategies in order to adapt to the rapidly changing times. This paper firstly analyses the concept of cultural education, explaining its theoretical basis and its application in higher education. Secondly, this paper explores the importance and mode of school-enterprise collaboration, and presents its practice and challenges in higher education. Then, this paper analyses the current situation and problems of guzheng teaching, and proposes a strategy for the construction of an online resource base for guzheng teaching through school-enterprise collaboration. Finally, this paper proposes implementation strategies and guarantee mechanisms to ensure its effective implementation.[1]

2. The concept and significance of cultural parenting

2.1 Analysis of the concept of cultural education

Cultural education refers to the way of culture to develop people's character and quality, improve their social adaptability, strengthen their sense of social responsibility and sense of mission, so that they can think independently in social life, have independent personality, independent spirit, independent outlook on life and worldview. Cultural education is a kind of education way to form people's character, improve their quality, strengthen their sense of social responsibility and mission, and make them have independent personality, independent spirit, independent outlook on life and world outlook through inheriting and innovating culture. Through the way of culture, people receive knowledge education as well as moral education, and form good moral character and social responsibility.[2]

2.2 The theoretical basis of cultural education

There are two main theoretical foundations of cultural parenting, one is cultural theory and the other is educational theory. Cultural theory advocates that culture is an important factor constituting the essential attributes of human beings, and that human beings are the products of culture, and their

ideological concepts, value orientations, and behavioural patterns are all deeply influenced by culture. Education theory advocates that education is the conscious, purposeful and planned influence and moulding of society on human beings, and that it is through education that society transmits culture to the young generation, so that they can form knowledge, skills, attitudes and values that are compatible with social life. Cultural parenting is to combine cultural theory and educational theory and use the power of culture to educate.[3]

2.3 Application and Practice of Cultural Parenting in Higher Education

In higher education, the concept of cultural education has been deeply rooted in people's hearts. Higher education should not only provide professional knowledge and skills training, but also comprehensive education in ideology, morality, humanistic qualities and other aspects. Many colleges and universities have already integrated the concept of cultural education into all aspects of curriculum, teaching methods, campus environment, etc., so that while learning professional knowledge, students can also feel the rich cultural atmosphere and improve their humanistic qualities.

For example, colleges and universities offer many general education courses covering various fields such as history, philosophy, art, literature, etc. Through these courses, students can not only learn about the achievements of human civilisation, but also improve their thinking ability and aesthetic ability. In addition, colleges and universities also provide a rich platform for learning and practice by organising a variety of academic and cultural activities, such as academic lectures, cultural festivals, art exhibitions, etc., so that students can have direct contact with and experience the social culture and improve their social adaptability.[4]

All in all, the application and practice of the concept of cultural education in higher education not only helps to improve students' humanistic qualities and sense of social responsibility, but also helps to cultivate their creative ability and critical thinking, helping them to better adapt to and serve the society.

3. Importance and Models of School-Enterprise Collaboration

3.1 Definition and characteristics of school-enterprise collaboration

School-enterprise collaboration refers to the synergistic cooperation between educational institutions and enterprises in talent cultivation, scientific research and development, and social services. In this mode, educational institutions and enterprises, in accordance with their respective advantageous resources and capabilities, achieve resource sharing, complement each other's strengths, and jointly promote talent training and scientific research.

The main characteristics of school-enterprise collaboration have three aspects: first, complementarity, through cooperation can give full play to the advantages of both sides, to achieve resource sharing, improve the efficiency and effectiveness of education, teaching and scientific research; second, two-way, school-enterprise collaboration is not only the school's service to the enterprise, but also the enterprise's support to the school, both sides learn from each other and learn from each other in the process of co-operation; Thirdly, it is dynamic, school-enterprise collaboration is a dynamic process, which needs to be constantly adjusted and optimised with the changes in the external environment and the changes in the internal demand.[5]

3.2 Modes and Mechanisms of School-Enterprise Collaboration

There are mainly the following modes of school-enterprise collaboration: first, the curriculum cooperation mode, schools and enterprises jointly develop the curriculum, enterprises provide practice bases, and schools provide theoretical teaching; second, the talent cultivation mode, schools and enterprises jointly determine the talent cultivation programme, enterprises provide internship and practical training opportunities, and schools provide academic education; third, the scientific research cooperation mode, schools and enterprises carry out scientific research projects, enterprises provide financial and equipment support, and schools provide research personnel and equipment support. Thirdly, the scientific research cooperation mode, in which the school and the enterprise carry out scientific research projects together, the enterprise provides financial and equipment support, and the school provides researchers and technical support.

The mechanism of school-enterprise collaboration mainly includes the mechanism of cooperation agreement, project management mechanism and evaluation mechanism. Through the signing of the cooperation agreement, the objectives, rights and responsibilities, and the distribution of benefits are clarified; through the project management mechanism, the smooth progress of cooperation is ensured; and through the evaluation mechanism, the effectiveness of cooperation is evaluated, which provides a basis for the continuous improvement of cooperation.

3.3 Practices and Challenges of University-Enterprise Collaboration in Higher Education

In higher education, school-enterprise collaboration has become an important education mode, which can effectively bridge the gap between school education and social practice and improve students' competitiveness in employment. However, school-enterprise collaboration also faces some challenges, such as the uneven distribution of benefits between the two partners, the questioning of the quality of school education by enterprises, and the management and communication problems in the process of collaboration. In order to better realise school-enterprise collaboration, relevant policies and mechanisms need to be further improved to enhance the effectiveness and efficiency of the cooperation.

4. Current Situation and Problems of Guzheng Teaching

4.1 Development history and current situation of guzheng teaching

Guzheng, as one of China's traditional national musical instruments, has always been widely loved and paid attention to. Guzheng teaching has gradually developed from the initial personal inheritance to the present professional and systematic teaching. During the development of guzheng teaching, the forms and methods have been innovated and changed to a certain extent to meet the needs of modern education.

However, although guzheng teaching has made remarkable progress in some aspects, there are still some problems in practice. Firstly, as guzheng teaching mainly relied on individual inheritance in the early stage, which led to the non-uniformity of teaching content and methods, and the lack of systematic theoretical guidance and practical operation in some important aspects of the guzheng teaching process, such as the teaching of playing skills and the cultivation of music appreciation, etc. Secondly, although the current guzheng teaching has made remarkable progress in some aspects, there are still some problems in practice. Secondly, although the current guzheng teaching has begun to try networked and digital teaching, the actual effect of these teaching forms often fails to achieve the expected effect due to the limitation of resources and technology.

4.2 Problems and Challenges in Guzheng Teaching

In the reality of guzheng teaching, we can find that there are many problems. Firstly, the resources for guzheng teaching are unevenly distributed. Some districts and schools have abundant resources for guzheng teaching, while some districts and schools are unable to provide perfect guzheng teaching due to the limitation of conditions. Secondly, the degree of standardisation of guzheng teaching is not high, and there are big differences in teaching contents and teaching methods, which is not conducive to the in-depth and extensive promotion of guzheng teaching. Thirdly, the degree of modernisation of guzheng teaching is not enough, especially the use of information technology and network is still to be improved.

Besides, guzheng teaching faces some challenges. Among them, the main challenge is how to combine guzheng teaching with modern education to meet the contemporary public's demand for guzheng teaching. This requires us to explore and practice in the process of guzheng teaching to find out the methods and strategies of guzheng teaching that are suitable for the current educational environment.

4.3 Reform and Development Trend of Guzheng Teaching

With the development of society and the progress of science and technology, guzheng teaching will also undergo profound changes. In the future, guzheng teaching will pay more attention to individual differentiation, more attention to practice and experience, and more attention to networking and informationisation.

Firstly, guzheng teaching will pay more attention to individual differentiation. In the process of teaching, teachers will make teaching plans and methods suitable for the development of each student according to his/her individual differences. Secondly, guzheng teaching will pay more attention to practice and experience. Through practice and experience, students can better understand and master guzheng playing skills and music appreciation. Again, guzheng teaching will pay more attention to networking and information technology. The use of network and information technology can break the limitation of time and space and make guzheng teaching more convenient and efficient.

In the reform of guzheng teaching, we should actively draw on and introduce advanced educational concepts and teaching methods to improve the effect and quality of guzheng teaching. At the same time, we should also pay attention to the social value and significance of guzheng teaching, through which we can pass on and carry forward the excellent traditional culture of our country, and improve people's cultural literacy and aesthetic taste.

The development trend of guzheng teaching maps out the general direction of China's education reform, that is, student-centered, emphasising students' subjectivity and innovativeness, and focusing on the personalisation and differentiation of teaching. In this process, we need to keep the teaching content and teaching methods up to date, constantly meet the needs of society and students, and improve the quality and efficiency of education.

In conclusion, guzheng teaching, as an important part of China's traditional cultural education, its reform and development not only concerns cultural heritage, but also education fairness and education quality. Therefore, we must think about and deal with the problems in guzheng teaching from the perspective of education, with a view to realising the innovation and enhancement of guzheng teaching in the future educational reform and development.

5. Online Resource Library for Guzheng Teaching in Colleges and Universities in Collaboration with Schools and Enterprises

5.1 Guzheng Teaching Content Design Using the Concept of Cultural Nurturing

In guzheng teaching, we need to use the concept of cultural education throughout. Guzheng is not only a musical instrument, but also an important carrier of Chinese traditional culture. Therefore, when we design the content of guzheng teaching, we should not only focus on the teaching of technical skills, but also strengthen the education of cultural connotation. For example, we can design some courses to guide students to understand the cultural significance of guzheng by telling the history and development of guzheng. In this way, not only can we enhance students' cultural self-consciousness and cultural self-confidence, but also help to cultivate students' cultural literacy and aesthetic taste.

5.2 Construction of School-Enterprise Collaboration Mode

School-enterprise collaboration is an important direction of higher education reform. When constructing online resource library for guzheng teaching in colleges and universities, we can draw on the school-enterprise collaboration model. Specifically, the school can cooperate with guzheng manufacturing enterprises, guzheng playing groups and other related organisations to jointly develop and maintain this online resource library. Enterprises can provide practical business knowledge and technical support, while schools can provide teaching resources and teaching methods. In this way, the professionalism and practicability of the resource library can be improved, and it also helps to enhance students' practical experience and employment competitiveness.

5.3 Architecture Design of Online Resource Library for Guzheng Teaching in Colleges and Universities

When designing the architecture of the online resource library, we need to take into account the user's habits and needs. On the one hand, we need to design clear classification and labelling to facilitate users to find the required resources quickly. On the other hand, we also need to design rich interactive and feedback functions, such as commenting, scoring, sharing, etc., to enhance the user experience. At the same time, we also need to focus on the scalability and maintainability of the repository for future updates and optimisation.

5.4 Function and Service Design of Online Resource Library

The functional design of the online repository should focus on meeting the teaching needs of students and teachers. For example, we can provide functions such as online learning, self-testing, interactive communication and work display. At the same time, we also need to provide some services, such as technical support, teaching counselling, resource recommendation, etc., in order to enhance the user's satisfaction of use. When designing these functions and services, we need to give full consideration to users' needs and habits in order to enhance the use of the resource library and user satisfaction.

In general, to build an online resource library for guzheng teaching in colleges and universities, we need to integrate the concept of cultural education into the design of teaching content, draw on the school-enterprise collaboration model, as well as scientifically and reasonably build the resource library structure and design functional services. In this way, it can better serve the guzheng teaching and improve the teaching effect, and at the same time, it can also contribute to the dissemination and development of the art of guzheng.

6. Implementation Strategy and Guarantee Mechanism

6.1 Implementation Strategy of Guzheng Teaching Resource Bank for School-Enterprise Collaboration

The first thing that needs to be clarified when implementing the Guzheng Teaching Resource Bank of School-Enterprise Collaboration is the goal of the resource bank. This goal is to apply the concept of cultural education to provide richer, more efficient and more convenient online resources for guzheng teaching through school-enterprise collaboration. Based on the clear goal, the strategy mainly includes the following aspects.

First, the collection and integration of resources. This step requires in-depth cooperation between schools and enterprises to collect and collate guzheng teaching resources from all aspects, including different forms of resources such as audio, video, lesson plans and teaching materials.

Second, the design and construction of the resource library. Through a professional technical team, the development and construction of the resource library is carried out according to the pre-designed architecture and functional requirements.

Finally, the maintenance and updating of the resource base. The resource base needs to be checked regularly to ensure the normal operation of the resource base, and the content of the resource base should also be updated and optimised regularly according to the teaching needs.

6.2 Mechanism of continuous updating and optimisation of the resource base

The continuous updating and optimisation of the resource base is the key to ensure the long-term effective operation of the resource base. The implementation of this mechanism mainly includes the following aspects.

Firstly, establish a feedback mechanism. By collecting feedback from users, we can understand the problems and deficiencies of the resource base in the process of using it, so that timely corrections and improvements can be made.

Secondly, regular updating of the resource base is carried out. According to the needs and development trend of teaching, new teaching resources are regularly introduced to ensure that the content of the resource library is up-to-date.

Finally, regular technical optimisation. With the updating of technology, it is necessary to optimise the technical structure of the resource base periodically to improve the operational efficiency of the resource base.

6.3 Evaluation and Feedback Mechanism

Evaluation and feedback mechanism is an important means to test the effectiveness of the repository. Through regular evaluation, we can understand the effect of the use of the repository and make continuous improvement of the repository.

First of all, a systematic evaluation system should be established. This system needs to include the frequency of use of the resource library, user satisfaction, the impact of the resource library on the teaching effect and other aspects.

Secondly, regular evaluation is needed. Feedback and suggestions from users on the resource library can be collected through regular questionnaires and interviews.

Finally, the evaluation results should be fed back to the development and maintenance team of the repository as the basis for their improvement. At the same time, the evaluation results should also be made public so that all users can understand the effectiveness of using the repository.

Overall, the implementation strategy and the guarantee mechanism are the key to enable the effective operation of the guzheng teaching resource library of school-enterprise collaboration. Only through effective strategies and mechanisms can the efficient operation of the resource bank be ensured and provide strong support for guzheng teaching.

7. Conclusions

Through in-depth research and analysis, this paper reveals the application of the concept of cultural education in higher education, describes the importance and mode of school-enterprise collaboration, analyses the status quo and problems of guzheng teaching, and proposes a strategy for the construction of an online resource base for guzheng teaching with school-enterprise collaboration. These research results are of great significance for improving the quality and effect of guzheng teaching. However, there are still some shortcomings in the research of this paper, such as the need for more in-depth research on the construction of implementation strategies and guarantee mechanisms. In the future, we will continue to deepen the discussion of these issues, with a view to better promoting the practice of the concept of cultural education and the development of school-enterprise collaboration, and improving the quality of guzheng teaching.

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