
A Resource Sharing Design Model for Hua People Students' China Knowledge Education and Chinese Interest Education

Chen Lingfei¹, Yao Jianguang^{2,*}

¹College of Foreign Languages, Yulin Normal University, Yulin, China

²School of History, Culture and Tourism, Yulin Normal University, Yulin, China

Email address:

466705309@qq.com (Yao Jianguang)

*Corresponding author

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Abstract: In addition to receiving a series of education implemented by training institutions according to the training plan, the Hua people students' Chinese knowledge education should also provide the conditions and convenience for students to choose Chinese culture and art courses according to their personal interests. On the one hand, these contents are often of real interest to students, who have a strong desire to learn. However, these courses are either not included in the curriculum system or are part of the curriculum system, the teaching objectives are not necessarily consistent with students' learning motivation. Therefore, it is an important supplement to the curriculum system. On the other hand, this way is an important way for Hua people students to deeply contact with Chinese society and truly understand China. The perception they get from these ways can achieve such an effect that any other education can hardly have. China's interest education needs to mobilize the most extensive non-governmental education resources, adopting the market operation mode with interest education enterprises as the main body. This model is just what Hua people students need when choosing their own courses according to their interests. Therefore, this part of Hua people students' education needs to be completely combined with this part of Chinese interest education and share its resources. To this end, we need to properly address the two core issues of teachers and funding. To realize the seamless connection between normal universities and interest education enterprises is the fundamental way to solve the problem of insufficient teachers for Hua people students' interest education. According to our national conditions, the funding problem can be solved through the three approaches of national assistance, self-commitment and reducing the burden of education enterprises.

Keywords: Hua People Student, Chinese Knowledge Education, Interest Education, Resource Sharing, Design Model

1. Introduction

The success of the Chinese knowledge education (CKE) of Hua people students (HPS), Citizens of Chinese descendant of foreign nationality, cannot rely on the school alone. We must fully mobilize the participation of social forces to make more available social education resources¹, especially idle

education resources, play a role and generate social value. To this end, there are a series of problems to be solved, mainly including: how to mobilize these resources; what mechanism can be established to realize the interconnection and coordinated action between students and schools, between schools and social resource subjects, between social resource subjects, between students and social resource subjects, and to carry out smooth cooperation and interaction; what kind of top-level design, regulatory support and financial support the government education authorities need to carry out; how to integrate various available educational resources, not only to give full play to their respective advantages, but also to avoid

¹ I have discussed this issue in detail. Please refer to Yao Jianguang, Chen Lingfei. *A Model for the Construction of the Curriculum System of Hua People Students' China Knowledge Education*. Teacher Education and Curriculum Studies. Vol. 8, No. 1, 2023, pp. 1-6. Doi: 10.11648/j.tecs.20230801.11.

unnecessary duplication of construction; as the main source of teachers of HPS'CKE, how can normal universities cultivate qualified teachers that meet the needs of teaching, and so on. The study found that interest education in China, as an important part of holistic education, covers all the contents of culture and art in the education of HPS'CKE. The two can be implemented together and share resources as a useful supplement to the school education of HPS'CKE. Next, based on this sharing idea, we will discuss how to solve the above problems, hoping to find a feasible path for the socialization of CKE' cultural and artistic content under the premise of sharing educational resources to achieve the optimization of CKE objectives with the minimum cost of all parties.

2. HPS'CKE and Holistic Education Can Share Educational Resources

Under the macro background of the we-media era, the HPS'CKE must actively cater to the huge changes brought about by the more diversified information channels and the rapid updating of communication means to the implementation and acceptance of education. Only by actively adapting to this dynamic change, can our education methods keep up with the pace of students' rapid adoption of new learning methods and achieve satisfactory educational results. [1] A more open, flexible and self-selective interest education is an important supplement to the orthodox scholastic education, [2] and it often achieves better results than expected. In the past few decades, there have been numerous and very successful typical cases in comic dialogue (Xiangsheng), traditional opera, traditional Chinese medicine, martial arts, cooking, paper-cut and many other fields,² which have provided us with important ideas and references for the flexible and effective CKE of HPS.

This kind of education model, which is mainly made by

²Ding Guangquan, a comic dialogue master who enjoys the reputation of "foreign coach in Beijing", is a good example. Ding Guangquan began to devote himself to the promotion of Chinese culture as early as the end of the 1980s. He set up the famous "Happy Classroom" free course. Through long-term exploration and practice, he not only realized the dream of comic dialogue among more than 300 Chinese cultural lovers in more than 80 countries, but also cultivated many famous Chinese comic dialogue lovers and professional comic dialogue actors. For example, Ejexi (an actor) from the United States, Hao Lianlu (a master of ancient Chinese) from Germany, Dashan (a bachelor of Chinese studies, a famous comic dialogue actor) from Canada, Jiegai (a doctor of mathematics, who studied for his second doctorate at Beihang University, and was good at comic dialogue, face changing, Beijing Opera, and singing) from Cameroon, Guo Anrui (a doctor of Chinese folk literature) from the United States, and Karro (a master of Chinese) from Yugoslavia, Julian of France (graduated from the Paris Conservatory of Music with a cello major, and served as a translator and dubber of CCTV Spanish-French Channel, and the host of "Foreigner's Focus" program of China Radio International), Amar of Tanzania (bachelor of sociology), Satoshi Nishida of Japan, and David Mo of the United States (doctor of linguistics, host, translator and consultant of CCTV "Hope English" program), Yeguo from Ukraine (graduated from Zhejiang Normal University, host of Tianjin Satellite TV "HELLO" program, Maria from Armenia, etc.

students according to their own interests and hobbies, adopting one-to-one or one to many methods, focusing more on practice and skills. It is not only popular with Chinese students, but also puts forward higher requirements for CKE's social linkage mechanism and communication and coordination mechanism. It shares the same foundation with Chinese holistic education interest courses, but its body is different, just like different vehicles but on the same track. Therefore, it can be embedded in the interest education system for Chinese citizens and share most of the educational resources with them. [3] Because, on the one hand, if this kind of socialized, market-oriented, open education wants to achieve the best results, it can only be carried out in a long-term and effective way by mobilizing all kinds of social education resources. There is no doubt that some interest education categories cannot be opened in any public or private schools because of the small number of students or insufficient teachers. It is impossible for the school to hire academic teachers who meet the mandatory provisions of the law according to the all-inclusive student preferences. Funding is out of the question, and teaching qualifications are also out of the question. On the other hand, the interest section of HPS'CKE is not only basically the same as that of Chinese students and other types of foreign students in terms of content, but has almost the same requirements for teachers, learning conditions and teaching methods as well. So, it can be said that the discussion on the school enterprise cooperation model for the interest education of Chinese people is fully adaptable to HPS'CKE, and can and should be implemented together.

In the HPS'CKE curriculum system, the CKE mode that meets the need of individual interest, free selection and implementation is equivalent to the Chinese holistic education mode. Because the fundamental goal of CKE enables HPS to have a comprehensive, objective and practical understanding of the real China, interest education is not only an important window and channel to gain true knowledge of China, but also one of the best ways for HPS to experience and understand China personally. [4, 5]

3. The School-Enterprise Connection Is the Fundamental Way to Solve the Problem of Insufficient Teachers

As Owen said, the general root of all social poverty, evils and contradictions can be attributed to the imperfection of human nature and character. A person should be educated in the best way in his life to cultivate his "intellectual, moral, physical as well as practical qualities" and become an "all-round person", so that individuals and society can "know how to eliminate the current general chaos, depression, embarrassment, bad habits, crime and poverty, and make the world a paradise". This thought is similar to Adolf Tituohui's holistic education view. [6, 7] Needless to say, interest education, as an important part of the holistic education, is also an important component of HPS'CKE. It not only

contains the meaning and purpose of holistic education, but also serves the purpose and vision of CKE. However, holistic education is a social system project that needs to deploy multiple resources, it is a long-term process that cannot be rushed to success and consume huge funds as well. [8] However, to achieve the goal of good operation and satisfactory results, the core issues are to solve the problems of insufficient faculty and funds. First, there should be enough qualified teachers of all kinds and different levels that meet the needs of the interest education market. Second, ordinary income families should be able to bear the costs of hiring teachers and equipment. The most important and reliable source of qualified teachers is the talents trained by normal universities, supplemented by social professionals and non-normal university graduates who are willing to participate in interest education. Therefore, realizing the seamless connection between normal universities and interested education enterprises is the fundamental way to solve the problem of insufficient teachers. According to our national conditions, we can explore ways to solve the problem of insufficient funds by national assistance, self-commitment and reducing the burden of educational enterprises. [9, 12] Next, we will discuss the key link to achieve the goal of interest education - practical docking strategy.

In order to achieve the goal of seamless integration of education authorities, normal universities and educational enterprises, it is necessary to adopt practical strategies from the following three aspects.

3.1. Necessary Official Support

The government and education authorities must clearly identify the legal status of the socialized operation and entrepreneurial operation of interest education, formulate supportive policies that favor this kind of education market, issue special laws and regulations, and allocate special support funds. The specific contents should include the following:

3.1.1. Establishing Teacher Certification System and Salary Tax Reduction and Exemption System

It is suggested to implement the qualification certification system for enterprise teachers and tutors of interest education, set a starting baseline to ensure the quality of teachers and teaching quality, and give teachers legal permission to enter the market and social credibility. The government has instructed the education management department to set up a teacher qualification certification agency composed of expert teams and with independent authority to perform their duties, and to provide free certification services for different types and levels of qualifications of those interested in education. The certification standard should focus on such background information as professional theoretical basis, education and teaching theoretical basis, and practical experience, but the emphasis should be on professional practical ability and teaching method application ability. Teachers who do not have the professional practical ability and teaching method

application ability of social credibility can be tested and evaluated through on-site demonstration to be determined whether they are qualified and certified. The reason for this is that in view of the teaching characteristics of humanistic quality cultivation and the storage of teachers in society, and all teachers should not be required to have the professional background and qualification of full-time teacher education, so more attention to the consideration of actual professional level and teaching methods should be paid. Many interest courses have been passed down in local areas or even families for a long time, it is impossible to establish a perfect professional academic system in a relatively short period of time, and the inheritors cannot quickly acquire a modern educational knowledge system, so as to build a new teaching system. In this case, neither the economic principle nor the efficiency rule can demand the normal university to set up relevant majors. In reality, it is not allowed to carry out such education after training teachers with relatively complete knowledge system.

Certification enables teachers to obtain open interest education qualification of the enterprise type and official license, which means that the teacher is granted the market access qualification and legal qualification to engage in interest education, and they have had serious social credibility. With the teacher certification system, enterprises have the minimum access conditions for selecting teachers and objective criteria for judging whether they are competent. They can have credible indicators to show their market competitiveness, and set a bottom line for ensuring the quality of teachers and teaching quality of enterprises. Therefore, whether or not to pass the certification must become an authoritative trade-off parameter for educators including HPS or their guardians to choose enterprises and teachers.

In order to attract more professionals and encourage senior experts to devote themselves to interest education, reducing the investment cost of HPS and all other educatees, especially to ensure that HPS and every Chinese family with primary and secondary school students are able to bear the cost of interest education, is recommended to implement a salary tax exemption or income tax reduction system for certified teachers. The enterprise shall file with the tax department according to the certificate presented by the employed teacher, realizing tax exemption or reduction for teachers by way of exemption or deduction of teachers' business income tax. By virtue of the certificate, private teachers can go to the tax department for filing, obtain tax exemption and reduction qualifications and permits, and eventually enjoy tax exemption and reduction treatment. [10]

3.1.2. Setting Preferential Systems and Corresponding Standards for Enterprise Registration and Venue Leasing

The minimum number of qualified teachers, venue standards and fire safety standards for registered interest education enterprises should be formulated. In view of the

credibility of teacher certification, enterprises will give priority to the employment of teachers who have had the certification, or will not grant the legal qualification of teachers who have not passed the certification test to engage in interest education under the condition of sufficient teachers. The number of certified teachers owned by enterprises is the primary parameter of enterprise credit rating. Online interest education enterprises that carry out teaching in a non-face-to-face manner can be registered if they meet the general industry security standards. For interest education enterprises that carry out face-to-face teaching, the building type, fire resistance rating, surrounding environmental safety, noise status and actual space size of the venue must meet the relevant industry standards and the business requirements determined by the nature and characteristics of the course. The fire safety must be inspected by the fire department and issued with a registration permit. The registration can only be carried out after all these requirements are met.

In order to reduce the investment cost of interest education, on the one hand, more investment will be encouraged to flow to interest education enterprises. On the other hand, every HPS and every ordinary income family can afford this tuition expense. It is suggested that enterprises engaged in interest education should be given preferential policies for renting venues. The specific method is that the enterprise legal person can enjoy 30% tax reduction treatment based on specific policy terms. The tax reduction procedure is that the enterprise legal person shows the interest education enterprise license to the tax department, the tax department will conduct tax reduction operation for them according to law and file after the audit. The industrial and commercial department shall clearly indicate it in the business license of the enterprise, and the lease contract shall also explain it. Any interest education enterprise shall hang its business license, teacher certification report, charging standard and tax reduction permit in a conspicuous position for reading and supervision. Online interest education enterprises also need to highlight the information in a prominent position on their home pages to facilitate the verification and school selection of educatees. [13]

3.1.3. Implementing the Special Subsidy and Verification System for Interest Education of HPS and Primary and Secondary School Students in China

The central and local governments allocate special funds for interest education every year according to the number of HPS in each university and the roster of students in all kinds of academic education from primary school to senior middle school reviewed by the competent education department. They provide "annual special subsidies for comprehensive development" to colleges and universities that actually undertake the task of training HPS and parents who fulfill the responsibility of raising and guardianship, to make up the tuition expenses of interest education. The subsidy amount is set at 50% of the tuition amount for one class hour after the enterprise has enjoyed 30% discount on venue leasing. The

quota of central and local special funds is based on the cost of any two interest courses chosen by HPS in each academic year and the data of the market average price collected by the National Bureau of Statistics. The central finance is calculated according to the national market average price, and the provincial local government is calculated according to the local market average price. During the period of studying abroad, the proportion of tuition fees for HPS studying abroad, the proportion of two interest courses per year will, according to the actual amount of tuition expenses for interest courses, be offset from the tuition fees (self-supporting students) or subsidies issued by the university (scholarship students). The subsidy for each primary and secondary school student in China is limited to 12 years. Areas with financial capacity can expand the scope of subsidies and increase the amount of subsidies. For Chinese adults and non-HPS seeking interest education, no subsidy will be provided temporarily. But they will also benefit from this financial subsidy policy. Because after the implementation of the tax relief policy, the operating costs of interest education enterprises will be reduced, the tuition will be reduced relatively, too. On the other hand, the subsidy policy will also enhance the interest and ability of interest education enterprises to accept adult students. All of these will help promote the recognition of the concept of lifelong education by the society, and at the same time they can cooperate with the government and education departments to cultivate and improve the progressive social education culture. [14]

At the same time, universities as well as primary and secondary schools that grant subsidies should implement an annual verification system. The verification of HPS is carried out by the trading universities before granting subsidies. They must review the online registration information and attendance records of the students from the interest education enterprises. HPS should show their skills on the spot or show video materials that can represent their true level or the level certificate obtained. Their subsidies are limited to the cost of two courses per year. The verification of interest education of Chinese primary and secondary students is included in the full academic year assessment system in the second semester of each academic year, which is implemented by the schools. Each student should accept no more than two verified courses. It is also necessary to review the student's online registration information and attendance records of the interest education enterprises. Students should conduct on-site display or video display or show the level certificate obtained, then schools can subsidize specific guardians according to the actual number of courses they take. [15]

3.1.4. Establishing the Curriculum Standard System of All Disciplines and Learning Stages, and Building an Official Information Platform for Interest Education

It is suggested that the national education authorities be responsible for organizing the formulation of curriculum standards for all subjects and sections of interest education for adults (HPS is included in this sequence for management)

and non-adults (from the first grade of primary school to the third grade of high school). The provincial education authorities ought to organize an expert group to formulate a guidance plan for the opening of various interest courses in the light of the local conditions (in particular, it is necessary to clearly specify the class segments that each course should be divided into, the minimum number of credit hours for each course, the minimum qualified indicators that should be reached, as well as the requirements and the range of reference credit hours). The educational authorities should formulate teaching implementation plans for interest education enterprises and private teachers, teaching objectives and tuition collection standards for each major in each study section, standardize teaching progress and provide reference for evaluating teaching effects. Accordingly, education authorities at all levels should establish special information platforms for interest education, publish comprehensive and authoritative information to the society, and the public should exchange information about interest education. Every business and family has timely access to useful information. Every registered interest education enterprise and private teacher who is protected by law must upload their interest course categories, learning segments, class hours, class types, teaching contents and educational goals to be achieved in each segment to the network for people to check, choose, compare and supervise. At the same time, the national education authority should also share the enterprise registration list database of the industry and Commerce Department with the interest education information database of the provincial education authority. The external web-page is to facilitate the public to know the information of the local interest education enterprises that have obtained legal permission and accepted legal protection, so as to facilitate the public to identify the authenticity, choose schools and teachers, and carry out the market-oriented allocation of teachers and students.

3.2. Qualified Teachers Come from Schools and Society

Normal universities should make efforts in the whole process of enrollment, training and career selection to provide qualified teachers who meet the actual needs for interest education enterprises. And the competent department of education of the state should allow teachers with such expertise to run their own enterprises or devote themselves to interest education as tutors.

Teachers are the core element for the survival and development of interest education enterprises, and also the core condition for achieving the goal of interest education. It is the bounden duty of normal universities to cultivate qualified and even excellent professional teachers. Normal universities should set up majors that serve the interest education of all ages as the training goal, formulating training programs that fit the actual use of interest education enterprises. The training of teachers should not only pay attention to the study of theories of related disciplines, so that they have due pedagogy, psychology, teaching theory, and acquired theoretical knowledge, but also attach importance to

students' professional training, solid professional basic skills, and excellent core qualities that match the preset position. The teachers also need to master a set of practical and effective teaching methods and technologies that conform to the principles of cognition and acquisition. Before graduation, courses related to internship in interest education enterprises must reach 50% of the total graduation credits, the accumulated total length of internship shall not be less than one year. The schools should encourage non-normal university students with professional foundation who are into the interest education to take the courses of interest education theory and practice, conduct professional teaching practice, meet the teacher certification standards, and engage in this kind of work after graduation to enrich the teaching staff through formulating the preferential provisions to standardize the series of selective courses of interest education. [17]

3.3. Three Mechanisms Should Be Established for the Seamless Connection Between Universities and Enterprises

In order to timely and accurately understand the standards and quantity of teachers required by interested education enterprises, the normal university should establish an open and close information exchange channel and cooperation-interaction mechanism with enterprises, which is an important strategy to realize the seamless connection between universities and enterprises. On the one hand, the schools can timely understand the employment needs and specific standards of the enterprise, improve the training program in real time, optimize the curriculum design, and highlight the knowledge teaching, technology training and ability training that employers attach importance to. The school can also master enterprise demand information at any time, find suitable internship posts for students, and make necessary information reserves for employment after graduation.

On the other hand, the operation of enterprises also requires schools to provide them with the necessary reserve of teachers. Through the specific practice process, it is easier for enterprises to find the weaknesses and deficiencies of students in terms of discipline basis, knowledge structure, teaching skills, professional level, emotional attitude, cooperation ability, service awareness, sense of responsibility, etc. This will help these prospective teachers lay a solid foundation of subject knowledge and professional skills, and squeeze out time and create conditions for comprehensively improving their comprehensive quality. In order to achieve these goals, it is an important way and guarantee to build an adequate, fast and effective information exchange channel and mechanism between universities and interest education enterprises. Therefore, in terms of information channels, schools and enterprises should establish a special line of contact and a specialist mechanism to ensure that both parties can achieve real-time information exchange around the clock. The obtained information should be handed over to relevant personnel for processing at the first time, and the feedback information should be transferred to the other party in the

shortest time. In terms of information exchange, the objectives can be achieved through the establishment and operation of the following two mechanisms:

3.3.1. Establish a Two-Way Visit Mechanism Between Schools and Enterprises

While the school and the enterprise maintain information exchange at ordinary times, they need to conduct at least one exchange visit within a semester or half a year for face-to-face exchange and discussion, which can be conducted both on the enterprise side and on the school side. The school goes to the enterprise to learn about the teaching situation, listening to the specific opinions, requirements and suggestions of the enterprise on teaching and practice, finding the existing contradictions and problems, and jointly discussing the coping strategies, solutions and implementation methods, so as to promote the school to improve the curriculum setting and the training program, and reform the teaching methods. On-the-spot visit to schools, enterprises can better understand the training situation of teachers, express their employment requirements, revise the training plan together with schools, improve theoretical and practical teaching, and make students and schools enable to have more precise goals.

3.3.2. Establishing a Mechanism for Universities and Interest Education Enterprises to Jointly Cultivate the Source of Teachers

On the macro level, normal universities needs the market, and interest education enterprises need teachers. Their co-existence requires that schools and enterprises should establish a mechanism to jointly cultivate the source of teachers. On the one hand, schools and enterprises should jointly discuss the strategies and measures to improve interest education and implement holistic education, formulate the development direction and optimize the curriculum. They can help the schools to implement the requirements for teachers of the enterprise in terms of ideology, theoretical guidance, technology and ability training, and strive to respond to market changes, trends and quality requirements in a timely manner. On the other hand, interest education enterprises should help schools build student practice platforms and provide business guidance. The schools should help enterprises to strengthen the management of teaching process and the implementation of teaching effects, and improve teaching technology, so that students can be exposed to frontier theory and practical affairs on the post in both schools and enterprises, and they can strive to make half time of students' learning life participate in the teaching and management of enterprises. In this mode, the schools can always aim at the employment direction of the enterprise. The enterprise can synchronously master the cultivating status of teachers at schools. Students can learn from both books and practice. At the time of graduation, it is not only the time when new teachers with theoretical level "go offline", but also the time when teachers who are familiar with teaching process and accumulated quite experience "go online". [11, 13]

On the micro level, it is necessary to normalize and

institutionalize teaching enforced by enterprise teaching directors and teachers to the normal universities and communication. In the process of carrying out interest education, enterprises accumulated rich experience in teaching practice, they also know the situation, characteristics, current contradictions and problems of interest education as well as the strengths and weaknesses of teachers. The schools should provide opportunities and platforms for enterprise managers and experienced interest education teachers to report to teachers and students in the school, so as to pass on experience, talk about problems, pour bitterness and convey achievements to teachers and students. They are also invited to go to the platform to give lectures, teach knowledge and pass on technology to future teachers. This can not only deepen HPS' understanding of humanistic quality cultivation to get familiar with its characteristics and tasks and enhance professional identity and self-confidence, but also enable schools to obtain important information to optimize training objectives and improve teaching quality as well. [13, 17]

4. Conclusion

To sum up, the research of this topic believes that:

First, HPS' CKE is an important basic work of China's civil diplomacy. It benefits the country and friends, benefits the present age and the future. Its operation and success have much in common with the interest education of Chinese citizens, so it can and should be implemented in parallel and share resources. [18]

Second, social and economic development has made more and more people realize that education is the need of life. The erudite and elegant ideals of parents and citizens, as well as the ideas of holistic education and lifelong education, are becoming the foundation of building a good education culture. The state is also stepping up policy support while promoting national participation. As an important resource of non-governmental diplomacy, the HPS group is a reliable force to tell the world about the real China and promote China to create an objective and fair overseas image. To this end, HPS' CKE must be down-to-earth, authentic and pragmatic. It should not only introduce various contemporary emerging media into the education system in a timely manner, but also integrate and utilize various social forces, trying to share national education resources for all people, and giving them free and flexible learning methods while providing them with fully open and independent choices. This is a very important CKE supplementary system beyond school education. [5]

Third, the healthy development of interest education mainly focuses on breaking through the three bottlenecks of ideas, funds and teachers. The key to the concept problem is to give up the traditional schools' all-around and big responsibility idea, which is not consistent with the current level of national economic development, nor can it liberate and activate teaching resources. It is practical to take the road of enterprising and operating in an open market. In this way, the law endows those who have unique skills and are zealous devotees with the legal status of spreading skills, providing them with a platform and opportunity

to display their talents and work for the country. A large number of idle educational resources in the society, especially the scarce educational resources, can be mobilized and used to participate in the national holistic education and the reserve of non-governmental diplomatic resources, and to participate in the inheritance of national culture and international cultural exchanges. [12]

The issue of funding is the core issue, which directly affects the popularity, breadth, depth, progress and effectiveness of interest education. Its flow sensitively reflects the people's interest and quality pursuit, the state and direction of national spiritual and cultural construction and the fairness and effectiveness of education. At current stage, the more feasible solution is to use government relief as the promoter, special subsidies as the propeller, family investment and HPS self-financing as the support, reducing business costs, introducing market competition to curb high tuition fees, controlling the economic load of interest education within the range that ordinary income families can bear.

The quality of teachers is an important cornerstone to ensure the quality of interest education. The most important premise to ensure the quality of teaching can be provided by such means as controlling access through qualification certification, improving treatment to attract excellent teachers, and joint efforts of schools and enterprises to cultivate the source of qualified teachers. The establishment of the curriculum standard system of various disciplines and learning stages is conducive to the scientific nature of teaching plans, the professionalism of teaching objectives and the objectivity of teaching evaluation. The establishment of the official information platform of interest education can realize the survival of the fittest among educational enterprises and teachers through the automatic adjustment of market leverage and the automatic diversion and allocation of various resources in an information environment that is fully open, free, equal and fair. [11]

Fourth, it is worth emphasizing that online education via network transmission is the most potential development direction of all interest courses that can be carried out in a non-face-to-face way, it is also an effective plan for nationwide market-oriented teacher allocation and teacher allocation in different places, especially in the vast remote rural areas. It can not only save a lot of capital, manpower and time cost for HPS and Chinese families, but also reduce the numerous and complicated intermediate links. Moreover, it can avoid a series of educational development problems caused by special conditions such as high mountains and steep roads, scattered places, etc., so that any applicant under the network can obtain first-class teaching and counseling services without leaving home. [16]

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