

The Modern Apprenticeship Talents Training Mode in Higher Vocational Colleges

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Abstract: In the development of higher vocational education in our country, there is the problem that the enterprise position and the school talents cannot be connected for a long time. To solve this problem, it is necessary to promote the exchange and cooperation between higher vocational colleges and enterprises, and implement modern apprenticeship. This paper first expounded the practice and characteristics of the apprenticeship talent modern training mode in higher vocational colleges, and then analyzed the optimization countermeasures of implementing the modern apprenticeship talent training mode in higher vocational colleges. In this paper, an effective training method of modern apprenticeship talents is also found, so as to constantly improve the level of professional skills talents in higher vocational colleges and to meet the needs of modern social skilled talents.

1. Introduction

The document of *the Ministry of Education on the pilot work of the modern apprenticeship* points out that "the modern apprenticeship is conducive to the promotion of the industry, and makes enterprises participate in the whole process of vocational education personnel training, so as to realize the connection among professional setting and industry needs, curriculum content and professional standards and teaching process and production process". The modern apprenticeship is a new mode of cooperation and education between schools and enterprises, which embodies the path choice of the development of vocational education combining modern vocational education with enterprise reality. As an important supporting force in serving the development of social economy, higher vocational colleges have gradually established a modern apprenticeship with regional characteristics, and have realized the dual subject education of enterprises and higher vocational colleges. This is not only of great significance to promote the development of regional economy and society, but also plays an important role in enhancing the level of talent training and the enhancement of connotation construction in higher vocational colleges.

2. Practice and Characteristics of Modern Apprenticeship Talent Training Mode

2.1 Practice of modern apprenticeship talent training mode.

Modern Apprenticeship originated in the 1990s. It is a talent training mode based on deep cooperation between schools and enterprises, regarding the combination of work and learning as the basic system. Moreover, it is a mode that integrates modern vocational education elements into the traditional apprenticeship. The modern apprenticeship has been widely used in international vocational education. It has become a powerful means to train technical talents and promote the development of industrial economy in western countries, and it has been spread and derived in different forms in different countries, such as Germany's "dual system" vocational training, Australia's "TAFE" training, and Britain's "sandwich" cooperation mechanism, etc. In modern apprenticeship, the cultivation mechanism of "the combination of school and enterprise" realizes the seamless docking of students' professional skills and economic development through the carrier of the cooperation between school and enterprise and the combination of work and study. It has greatly

improved the quality of personnel training in vocational education.

2.2 Characteristics of modern apprenticeship talent training mode.

There is a serious "derailment" phenomenon between the theory of knowledge teaching and the practice of skills in the vocational education system. In order to solve the above problems, the modern apprenticeship came into being. After more than 30 years of development, the "modern apprenticeship" talent training mode has been gradually improved, which mainly includes the following characteristics: First, the development of modern apprenticeship has been highly valued by the state. On top of that, the state formulates the relevant laws and regulations to provide policy guarantee and material incentive for the implementation of the modern apprenticeship; secondly, the relatively comprehensive supervision and operation mechanism effectively guarantees the sustainable development of the modern apprenticeship. Second, government, schools, enterprises and industries are the beneficiaries of modern apprenticeship. The rights and obligations of the beneficiaries in the process of implementation are clearly divided and the rights and interests are clear, which lays a management foundation for the development of the modern apprenticeship. Third, as for the enterprise-led school education mode, school is responsible for the teaching of basic theoretical knowledge. Moreover, the practice of technical skills is mainly based on enterprise training. Fourth, as for the the dual-subject teaching mode, enterprise technical experts and college teachers commonly teach students with two clear tasks. Fifth, the modern apprenticeship of talent assessment connects with examination of national vocational qualifications and skills. According to the students' skill level, they also correspond to different grades of vocational qualification certificate.

3. Optimizing the Training Mode of Modern Apprenticeship Talents in Higher Vocational Colleges

3.1 Increase investment in modern apprenticeship talent training in higher vocational colleges.

As an important channel for the cultivation of social talents, higher vocational education needs the government to increase the investment in the cultivation of modern apprenticeship talents and to establish a special fund for the cooperation of modern apprenticeship schools and enterprises. The main methods are as follows: First, the government may levy a tax on education. Education tax can not only highlight the value of education, but also provide more practical help for education, especially higher vocational education. Secondly, the government can call on celebrities from all walks of life to prepare and set up special funds for higher vocational education. On the one hand, it can provide more financial support for higher vocational education; on the other hand, it can also make use of the publicity and appeal of famous people to make higher vocational education get the attention of the whole society. Thirdly, local governments should also raise some funds as a special fund to support the cooperation between higher vocational colleges and related enterprises so as to ensure the smooth progress of cooperation between schools and enterprises. In addition, they should increase the investment in training modern apprenticeship talents in higher vocational colleges. Also, they should put funds into market operation beforehand, so that to form pluralistic pattern of running a school. Higher vocational colleges can introduce investment from society to realize market-oriented operation and form a diversified pattern of running schools. First of all, colleges and universities should jointly run schools with relevant enterprises to form a diversified mode of running schools with economic strength, so as to make the funds run better. Secondly, colleges and universities should strengthen communication with related enterprises, and cooperate with each other and consciously form a community of interests, so that to let enterprises assist schools in various management and set up related institutions jointly managed by schools and enterprises. The enterprises under this cooperation must participate in the management of the school, thus ensuring the diversification of the main body of the school. Finally, colleges and enterprises should assign educational tasks, which are responsible for students' theoretical study and quality education, and enterprises should provide students with practical opportunities. The excellent employees of the

enterprise guide and supervise the students to ensure the diversity of education.

3.2 Strengthening cooperation in the training of apprenticeship talent in schools and enterprises.

If higher vocational colleges want to promote the good development of modern apprenticeship and realize good cooperation with enterprises, we should start with the following four points: First, they should guide enterprises to expand the train of thought of talent training. Many enterprises only see the short-term cost brought by modern apprenticeship system, but ignore the long-term benefits brought by modern apprenticeship. The school should guide the enterprise to change this narrow view, and widen the train of thought of the enterprise talent training, so that to make the enterprise realize that the students trained in the higher vocational college not only master the professional theory knowledge of higher education, but also have the practical ability and the ability to serve the society. Consequently, this can treat apprentices as quasi-technical talents and provide them with internships. Second, enterprises should set up a correct concept of talent reserve. All the time, it is wrong to think that talent training is the work of schools and that enterprises are only responsible for talent recruitment. Enterprises need to change this narrow concept of talent training, and consciously assume the responsibility of talent training, actively cooperating with higher vocational colleges, and actively absorbing apprentices from vocational colleges to provide them with specific posts. At the same time, they should do a good job of talent reserve, let the apprentice do practical work with long experience in the enterprise and give the apprentice a certain treatment, so that the excellent students are willing to stay in the enterprise after the apprenticeship period. In addition, enterprises should voluntarily and actively participate in the reform of professional setting and talent training mode. At the same time, enterprises should draw up recruitment plans, recruitment regulations, apprenticeship enrollment plans, and form a talent cooperation mechanism with schools. Third, higher vocational colleges should strengthen the joint running of related enterprises and build industrial education groups. First of all, the joint stock system is adopted, and representatives are chosen by both sides to form a similar board of directors to manage and supervise the operation of the school. Secondly, in education group, enterprises should share educational facilities and teaching equipment, training and practice sites and teachers with higher vocational colleges to make full use of resources. At the same time, the enterprise can transfer the working place to the school properly, which can make the enterprise make full use of the talents advantage of the higher vocational college, but also lighten the burden brought by the modern apprenticeship to the enterprise.

3.3 Colleges and Universities should ensure the rationality of apprenticeship major selection.

In order to improve the teaching level of apprenticeship, higher vocational colleges should ensure the rationality of the selected major when carrying out apprenticeship teaching, so as to train more outstanding talents for society and enterprises. To ensure the rationality of the choice of apprenticeship major, first of all, the school should combine its own professional characteristics, and select some suitable for further strengthening the cooperation between school and enterprise to carry on the pilot project. Only by taking root in the regional economy can professional construction have abundant resources to ensure that there are enough training bases in the comprehensive training stage. Secondly, after determining the pilot major of talent training and reform of modern apprenticeship, the author analyzed the specific pilot major and fully understood the goal to be achieved. They also need to analyze the conditions they have, so as to determine the specific content of training, and do a good job in the apprenticeship teaching plan and do a good job in the corresponding supporting management system and teaching system supporting reform. Finally, it is necessary to actively listen to experts' suggestions that the pilot professional selection should be based on advanced manufacturing and modern service industries, covering exemplary school specialties, with emphasis on construction majors and related specialties supported by special funds. This kind of professional "soft, hard" foundation is better, so it may be more advantageous to carry out.

3.4 Pay attention to the scientific nature of curriculum construction and teaching management.

In the implementation of modern apprenticeship, the identity of students alternates between students and apprentices, and between the places of study alternate between schools and enterprises. There is also a need to rebuild the student learning carrier-curriculum. Modern apprenticeship fully embodies the "higher" and "professional" nature of higher vocational education, taking the training scheme of professional talents as the logical starting point, aiming at the logical relationship between the various links of talent training. It also integrates the law of students' cognition and professional growth, and forms a training system of students' humanistic literacy, professional knowledge, vocational skills, professional attitude and professional accomplishment. As an open type of education, vocational education transcends the boundaries of occupation and education, enterprise and school, work and learning, and realizes this kind of "crossing the border" education. At the same time, they must follow the rules of occupation and education, break the thinking of running training in enterprises or in schools, and form the rational thinking of system integration and "crossing the border". In the course of carrying out the modern apprenticeship, the teaching management should fully carry out all the educational ideas for the better development of the students, and choose the teaching organization mode according to the common and individual needs of the students' development in the training process. To implement the "flexible" teaching management model in which the school and enterprises participate together, schools and enterprises should jointly implement curriculum management, jointly evaluate the effectiveness of curriculum implementation and assess the performance of high-skilled personnel training.

4. Summary

To sum up, the modern apprenticeship talent training mode is an innovative attempt, which needs to sum up the experience in the process of exploration on the basis of the cooperation of government, school and enterprise. They should try their best to attract social forces to participate in it and explore the long-term mechanism of participating in modern apprenticeship so as to better serve for the cultivation of highly skilled talents.

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