

## Practice Analysis on the Cultivation of Professional Core Competence of Vocational College Students in Internet +

Fuyong Huang

Liaoningjianzhu Vocational University, Liaoning, Liaoyang, 111000

**Keywords:** Internet + Era; higher vocational students; professional core competence; training; practice; analysis

**Abstract:** What is more prominent in the ability training of students in vocational colleges is the core competence of professionals. As an important educational and teaching goal of higher vocational colleges, it mainly helps students to better complete the relevant vocational and employment skills. Under the background of Internet +, higher vocational teachers need to actively explore effective ways to cultivate professional core competence, so as to better improve the employment rate of higher vocational students. This paper first analyzes various problems that arise in the process of vocational core competence practice training in the process of higher vocational practice education, and then puts forward an effective way to strengthen the professional core competence practice education and training in the era of Internet+ development, hoping to promote higher vocational students to enhance their core competence.

### 1. Introduction

Since the 1970s, the German labor market and professional researcher, Meitons, proposed a very important concept, namely core competence, and then gradually increased the importance of this ability in many countries, and gradually the establishment of relevant training structures and professional competence certification bodies to assist students who do not pass the level can focus on the learning process. The core competence of the profession belongs to the "basic ability" or the "key ability". It is a very important ability outside the professional ability. It is mainly to effectively integrate the knowledge, feelings, intentions and links of the future workers. It is mainly through the students' perception and experience, and then gradually internalized into a kind of conscious ability [1], which can be gradually externalized into a kind of action choice in practice. From the perspective of professional competence, the specific ability of the position needs to find the ability to meet the needs of the job and the specific work needs in the special professional position and professional scope, so that the general ability in the industry can be displayed in a certain occupational field. Professional ability as the most basic level of competency requirements is an essential manifestation of all professional competence. In the development process of our country, in the certification requirements of professional core competence, the core competence of the profession is specifically summarized as the following three different module capabilities: The first is the core competence of the basic module, which mainly includes the following contents, teamwork and professional communication. And self-management; the second is to expand the module's capabilities, mainly including: innovation and entrepreneurship, problem solving and information processing; the third is the core capabilities of the extension module, including: speech and eloquence, etiquette training, Leadership, marketing skills and execution [2]. In the process of higher vocational practice education, teachers need to combine the current Internet + development era requirements to gradually combine the situation of higher vocational education to build a good core competence education and training program, which can better help higher vocational students to effectively improve themselves. The following focuses on the analysis of strategies for cultivating professional core competencies in the process of higher vocational education.

## **2. Problems in the Cultivation of Professional Core Competence in Higher Vocational Education**

Teachers in the practice of education mainly combine their own professional knowledge and the cognitive situation of career development and gradually find a good teaching program. However, different educational backgrounds make certain differences between teachers and students in understanding and understanding the core competence of the profession. This leads to the knowledge that the teachers teach in the classroom is difficult to meet the requirements of the students, and the students hope that the teachers will teach them. The knowledge is also difficult to achieve smoothly [3]. It is precisely this difference that naturally has a lot of influence on teachers' daily teaching work. For example, some students think that the knowledge that teachers explain in the classroom is difficult to meet their own needs, and some students do not pay attention to the knowledge explained by teachers. Some students even have an aversion to the knowledge that the teacher explained.

From the current teaching practice process of higher vocational colleges, many higher vocational colleges independently set up relevant courses in combination with their own education and development, and set up specialized teaching and research classrooms with relevant professional core competences. Optimize teachers and teaching equipment in higher vocational colleges. However, in the practice of training methods, the main methods used in these important core competencies are comparative limitations, such as the development of public course teaching, elective courses and extracurricular practice, which gradually penetrate the core competence, but no matter what form, there is no better way. Improve the comprehensive ability of vocational students, and thus fail to achieve the purpose of improving students' core competence [4].

Higher vocational colleges do not have a good plan for the study of students' core competence training programs. For example, it is unscientific to evaluate the core competence of students, which makes it difficult to help students better grasp the relevant core knowledge. At present, many students in higher vocational colleges use the method of rating evaluation. This method not only makes some students have a certain deviation in the understanding of core competence, but also affects students' understanding of professional core competence. Good results are obtained in the practice learning process.

## **3. Strategy of Cultivating Professional Core Competence in Higher Vocational Education**

Because of the very significant characteristics of higher vocational education, namely, higher and professional, in order to better improve students' ability to master their own core competence, higher vocational colleges need to actively form their own teams and can be integrated with higher vocational students. The situation and the core competence requirements of the profession have been developed to provide a good program, so that higher vocational students can significantly improve their professional ability, comprehensive ability and key ability [5]. Therefore, this requires teachers to gradually improve their knowledge structure from the following aspects. The first aspect is the level of professional knowledge, which continuously strengthens students and integrates into the good knowledge education in combination with the current Internet+ development requirements. The second aspect is the professional ability level, which mainly finds relevant competency requirements and gradually integrates from the workplace work. In the process of practical education; the third aspect is the basic literacy aspect, which is mainly aimed at the specific requirements of higher vocational students as an important talent, so that higher vocational students can better build a good core competence and continuously improve.

In the practical education and training work, higher vocational colleges effectively integrate the professional core competence into the specific scheme of talent cultivation, and can integrate the training program of talents into the practical teaching process comprehensively and systematically. Under the current development background of Internet+, higher vocational colleges need to gradually improve their own curriculum system in the training program of professional ability,

because the curriculum is one of the core elements of talent cultivation [6], and it is also connected with current talent development. And an important way to cultivate ideas, which requires teachers to gradually optimize the curriculum system according to their own development and students' professional requirements, so that students can improve their professional knowledge in a good teaching system, and can build a good knowledge. In addition, in the context of the development of Internet+, higher vocational colleges have gradually explored some new core competence training courses, such as combining students' development requirements and career direction to develop many courses, which is good for students to learn. It is integrated with employment knowledge and lays a good foundation for higher vocational students to improve their core competence. In addition, higher vocational students can also propose new professional core competence requirements in their own professional courses, that is, actively participate in corporate internships, find good career development programs in practice, and prevent some students from misunderstanding the professional core competence. At the same time, it can also continuously improve the comprehensive ability of students. However, in the practice teaching process of higher vocational colleges, teachers need to attach great importance to the requirements of "professional", can effectively combine students' learning requirements and career development requirements, and continuously improve students' comprehensive ability in the development of the Internet + era. .

Starting from the current development requirements of higher vocational students in the workplace, a set of perfect evaluation models is needed in the process of professional core competence education and training. On the one hand, students can effectively examine the ability of students to master knowledge, on the other hand, they can better promote Students will be able to accumulate work in the future career path, so that students can bring good help in the future practice and employment process. As a result of procedurality, professional core competence is a very abstract knowledge system. It is difficult to achieve good results in the evaluation process using quantitative methods [7]. For example, teachers also make different judgments on students' situations. The following situations, first, make different judgments on the students' professional situation, practical learning, grades, etc. Second, students will have certain differences in understanding the same problem because of their different knowledge backgrounds. Teachers need to gradually build a good evaluation model in the evaluation process to prevent the problem from continuing to affect the comprehensive ability of higher vocational students. Therefore, teachers can use two-way interactive mode to evaluate, mainly including three angles of content, the first is the learning of students' professional knowledge, the second is the situation of students participating in social practice, and the third is the students. From the mutual learning situation, teachers can effectively construct a good communication mode from these three different perspectives, that is, the interaction between teachers and students [8], the interaction effect between students, students and social practice It can communicate effectively, which can help students improve their professional core ability, and at the same time, they can better acquire good knowledge for future vocational students. It is the construction of a good vocational learning evaluation model between different levels of teaching factors, so that students can improve their comprehensive ability in the context of Internet + [9].

#### **4. Conclusion**

In the process of education and teaching in higher vocational colleges, the aim is to improve students' employability. In the current social development process, under the background of the development of Internet+, teachers need to actively adjust their education and teaching programs, and can better cultivate students with higher professional ability in combination with the development requirements of Internet+, which in turn can promote high Vocational students gain a good edge in the job market. Through the above analysis, it is known that higher vocational colleges need to continuously optimize the training program of professional core competence in the future education work. On the one hand, they can better meet the development requirements of higher vocational students, on the other hand, they can also be in a good job market. Successfully found their career goals and laid a good foundation for realizing their career aspirations.

## References

- [1] Zhang Li, Zhang Xin, Wang Wenjie. Exploring the Effective Ways of Cultivating Students' Professional Core Competence in Higher Vocational Colleges [J]. Industry and Technology Forum, 2015, 14(05): 191-192.
- [2] Shao Jinli. Research on the Embedding Model of Higher Vocational Ideological and Political Courses Based on the Cultivation of Professional Core Competence [J]. Journal of Suzhou Education Institute, 2017, 20(03): 138-139.
- [3] Chen Qiaohui, Zhu Yaoxiu. Research on the Current Situation of the Cultivation of Professional Core Competence of Accounting Majors in Higher Vocational Colleges——Taking Weifang Vocational College of Industry and Commerce as an Example [J]. Science and Technology Journal (Mid-published), 2016, 99(12): 188 -189.
- [4] LIU Wenzhao, CAO Shiping. The Importance and Training Ways of Vocational College Students' Core Competence [J]. Journal of Chengdu Aviation Vocational and Technical College, 2015, 31(03): 16-18.
- [5] He Lanyu. Cultivation of Vocational College Students' Core Competence——Taking the Course of "Communication and Expression" as an Example [J]. Journal of Jiangsu Engineering Vocational and Technical College, 2015, 15(04): 91-93.
- [6] Wang Yuhua, Zhu Yaoxiu. The Status Quo and Countermeasures of the Cultivation of Professional Core Competence of Accounting Majors in Higher Vocational Colleges——Taking Weifang Vocational and Technical College as an Example [J]. Western Quality Education, 2016, 02(22): 38-39.
- [7] Tang Guangquan. The Dilemma of Cultivating Students' Core Competence in Higher Vocational Colleges: Performance, Causes and Strategies [J]. Vocational and Technical Education, 2016, 37(02): 28-32.
- [8] Huang Linmei, Fan Min. Research on Action-oriented Teaching of Higher Vocational Ideological and Political Courses Based on Professional Core Competence [J]. Education Review (first half of the month), 2016, 05(07): 121-124.
- [9] Xiang Li. Exploration on the Reform of Ideological and Political Courses and the Cultivation of College Students' Professional Core Competence in Higher Vocational Colleges [J]. Journal of Changsha Railway University, Social Sciences, 2014, 15(01): 134-135+288.