

Discussion and Practice on the Construction of Talent Training Course System in Middle and Higher Vocational Education

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Abstract: The talent training mode of middle and high vocational education is an important feature of the modern vocational education system. This paper discusses the necessity of the middle and high vocational education from the social and economic development and the law of education itself, and analyzes the problems existing in the current talent training mode from the four aspects of student source structure, training objectives, curriculum system and market connection. The design principles and methods of the talent training model show a new talent training model, and prospects for follow-up practice and research.

1. Introduction

The middle and high vocational education is an innovation in the new situation to adapt to the social and economic development and the construction of a modern vocational education system, compared with the traditional "ordinary middle school + higher vocational" or "ordinary high school + higher vocational" talent training mode. The use of integrated design talent training mode in middle and high vocational education helps to support the upgrading of industrial structure, open up the channels for secondary vocational students, and build a modern vocational education system.

2. Analysis of the problems in the curriculum construction of the personnel training curriculum system in the middle and high vocational schools

The management system of vocational education is imperfect, which causes the secondary and post-employment schools to be independent, separated, isolated, and disconnected. Only consider their own interests and do not coordinate development. The higher authorities also did not give good policy support and related planning. The negotiation and approval procedures between the grassroots units of various vocational educations were very cumbersome, and management hindered the integration of secondary and higher vocational education. China's general education has a unified educational goal and syllabus, but there is no uniform standard for vocational education. Middle and higher vocational colleges each have their own educational guiding ideology and teaching objectives, and the division of labor is not clear. The training objectives of the two are cross-confusion. In order to improve students' employability and improve their training objectives, secondary vocational colleges do not pay attention to basic ability training. In order to improve the employment scope of students and lower the training objectives, higher vocational colleges are not "high" in higher vocational education and waste educational resources. Generally, middle and high vocational education personnel are trained to carry out professional enrollment or professional large-scale enrollment. Due to historical reasons, each of the secondary and higher vocational education plans their own professional settings, the skill level of the professional counterparts, and the broadness of knowledge and skills. The vocational education major and the higher vocational education major do not match. The inconsistency of professional settings makes it impossible to connect the middle and high vocational courses. There is no unified medium and high-level professional directory, which limits the construction of middle and high vocational majors and the construction of its curriculum system. The difference between the teaching system and the teaching objectives of the secondary and higher vocational education determines the difference in the training programs for talents, which leads to the disconnection and repetition of the curriculum of

the middle and high vocational education. The secondary school students are mainly junior high school graduates, and the cultural curriculum is weak. The higher vocational colleges are based on the talent training programs designed by ordinary high school graduates, which makes the secondary vocational graduates enter the higher vocational school and learn from the cultural foundation courses. Hard work, many of the content is repeated when teaching professional courses.

3. Necessity analysis of middle and higher vocational education

The wave of economic globalization and economic knowledge in the 21st century has profoundly affected the development of China's economy. The "Twelfth Five-Year Plan" pointed out that China's current industrialization, informationization, urbanization, marketization, and internationalization are developing in depth, and the economic restructuring is accelerating. In the future, China will take scientific development as the theme and accelerate the transformation of economic development. The development of a modern industrial system with optimized structure, advanced technology, clean and safe, high added value, and strong employability has become one of the important goals of the 12th Five-Year Plan. The industrial structure determines the demand for talents. The National Medium- and Long-Term Talent Development Plan (2010-2020) proposes that by 2015, the total number of high-skilled personnel in China will reach 34 million, and in 2020, it will reach 39 million. The number of senior technicians has reached 10 million. The development of social economy puts forward new requirements and tasks for vocational education. From the early days of the founding of the People's Republic of China to the 1990s, China's vocational education experienced a glorious development stage. During this period, secondary vocational education became the first choice for excellent junior high school graduates. Employment-oriented vocational education has sent a large number of outstanding technical talents for China's economic development. After the end of 90 years, with the rapid development of the economy and the popularization of higher education, the society has higher and higher requirements for talent specifications. The narrow development space of skilled talents in secondary vocational schools has seriously hindered the healthy development of vocational education. Throughout the development of foreign vocational education, Germany, Australia, the United Kingdom and other countries have generally established a sound vocational education system, and built a lifelong learning system for skilled talents to enhance the attractiveness of vocational education and economic contribution rate. The healthy development of vocational education in China urgently requires broadening the rising channels of skilled talents to meet the students' needs for further studies.

Building a learning society based on lifelong education and lifelong learning is an important trend of thought that has influenced the development of world education since the 1970s. The Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020) establishes the development goal of vocational education: "By 2020, the basic realization of education modernization will basically form a learning society and enter the ranks of human resources powerhouses." By 2020, a modern vocational education system that meets the requirements of economic development mode transformation and industrial structure adjustment, reflects the concept of lifelong education, and the coordinated development of secondary and higher vocational education, meets the needs of the people to receive vocational education, and meets the needs of the economy and society for high-quality labor. And the need for skilled talent." Strengthening the connection between middle and higher vocational education and constructing a modern vocational education system is an objective requirement of social and economic development, an inevitable trend in the development of vocational education, and a realistic need for the development and lifelong learning of citizens.

4. Countermeasure Research on the Construction of Talent Cultivation Curriculum System in Middle and Higher Vocational Education

Improve the professional education management system, establish and improve the effective mechanism for the competent departments to communicate, collaborate and communicate with each

other in the middle and high vocational levels, formulate a coordinated and professional list and requirements, and standardize enrollment in accordance with the corresponding through-mechanism. Training requires the organization of teaching, which is the fundamental guarantee for the construction of a talent training curriculum system for middle and high vocational education. The training objectives of secondary vocational education and higher vocational education must be consistent, and must be progressive at the level. It is necessary to start from the construction of modern vocational education system, clarify the respective talent training objectives of middle and high vocational schools, and determine the hierarchical structure of reasonable training objectives. In the organization of professional teachers in higher vocational schools, first-line experts in industry enterprises, according to the requirements of the training objectives of stratified talents in middle and high vocational schools, closely combine the needs of professional positions and post standards, and jointly develop a medium- and high-level talent training program. The program should not only emphasize application and continuity, but also be scientific and reasonable, with clear division of labor and strong operability. The connection of training objectives is the key to the talent training model in middle and high vocational schools. Talent type theory divides talents into four categories, namely academic talents, engineering talents, technical talents and skilled talents. The talent specifications of secondary vocational education and higher vocational education are oriented to skilled talents. These talents mainly rely on operational skills to complete first-line productive work tasks. "Guiding Opinions of the Ministry of Education on Promoting the Coordinated Development of Secondary and Higher Vocational Education" states: "Secondary vocational education is an important part of high school education, focusing on cultivating skilled talents and playing a fundamental role; higher vocational education is an important part of higher education. The component focuses on cultivating high-end skilled talents and playing a leading role. This is the goal of secondary vocational education and higher vocational education. When integrating the design of secondary vocational schools and higher vocational schools, specific problems should be analyzed. In the middle and higher vocational education system, the goal of secondary vocational education has changed a lot. That is, students who have been trained for three years are not aiming to find a job, but continue to progress to higher vocational schools for further study. The need for higher vocational education is aimed at cultivating students who are qualified for their learning tasks. Although the goal of higher vocational education has not changed, compared with the high school students who generally lack professional knowledge and skill base, in the connotation of "high-quality skilled talents", the theoretical level of students should be more solid and the skill level should be improved. In this way, we can meet the market demand for high-end skilled talents and reflect the superiority of middle and high vocational education.

The integration of the curriculum system is the core of the talent training model for middle and high vocational education. The development and reform of vocational education, especially the reform of education and teaching, will ultimately be attributed to the development and reform of the curriculum. In the concrete practice process, the structuralist curriculum theory can provide powerful guidance for the design of middle and high vocational courses. The structuralist curriculum theory holds that curriculum design should be based on the cognitive structure of students and respect the cognitive rules of students. In other words, when designing a specific curriculum plan, students must prioritize the actual level of thinking and cognition of students at this age. In the middle and high vocational education mode, the study time spans the two major periods of secondary vocational and higher vocational education, and the total training period of five years exceeds the academic education time of any level. According to the study of psychology, the individual body and mind have grown significantly during the five years of life development. Therefore, the integrated design of middle and high vocational courses must first be based on the law of students' physical and mental development, that is, the level of thinking and cognition of students in the middle and upper vocational levels, and clarify the teaching content and teaching focus of each stage; The curriculum standards and teaching plans, clear curriculum objectives, content framework, assessment requirements, etc., and finally in the selection of teaching materials, teaching methods and means, teacher construction and experimental training bases and other

educational resources for overall planning and integrated design, forming a coherent The organic whole of the order.

The reciprocity of educational resources is the guarantee for the training mode of middle and high vocational talents. The middle and high vocational education is not a simple superposition and patchwork of the secondary and higher vocational posts, but the optimal combination and complementary advantages of the two systems in the middle and senior vocational schools. The implementation of system optimization should be realized through the improvement of system organization, structure and function. The coordinated development of middle and high vocational education should focus on ten aspects, that is, the effective connection of talent training objectives, the effective connection of professional structure and layout, the effective connection of curriculum system and teaching materials, the effective connection of teaching, and the effective connection of teaching resources. The convergence of the admissions examination system, the effective connection of quality evaluation, the effective connection of teachers, the effective connection of production and education cooperation, and the effective connection of group-based education. The ten effective links are a reconstruction project of educational resources, which is specifically implemented in the following aspects: First, the integration of human resources. Human resources are not only the first-line teachers, but also the school's management functions, professional functions, logistics support departments, and all those who provide education and teaching services. In the system of middle and high vocational education, from the top design of the system by the principal and the dean, all functional departments will change accordingly due to the change of the service system. Second, the sharing of material resources. Educational activities should be carried out with various entities as the carrier. From the most basic classroom resources to the sharing of experimental training rooms, the sharing of enterprise resources and the sharing of other teaching facilities, the principle of complementary advantages should be reflected. Third, the reciprocity of teaching resources. Mainly refers to the mutual use of software resources, including textbook resources, curriculum resources, research resources and so on. We should give full play to the advantages of digital professional teaching resources and promote the mutual benefit sharing of high-quality teaching resources in middle and high vocational schools.

5. Conclusion

The middle and high vocational education is an innovative form of exploring the construction of technical skills talent training system in China. This paper analyzes the problems existing in the construction of the talent training curriculum system for middle and high vocational education, and puts forward the countermeasures for constructing the qualified personnel training curriculum system, and carries out the practice of environmental monitoring and governance technology.

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