

Exploration on Cultivation of Teaching Practice Ability Background Apprentice System Training Mode

Xuemei Jiang^{1, a}

¹ Beihua University Teacher's College, Jilin City, China

^axuemei_jiang@163.com

Keywords: Practice and education, modern apprenticeship, talent training mode, teaching practice ability

Abstract. In the context of the new era, the country vigorously promotes the modern apprenticeship innovation talent training model, combined with theoretical research, aimed at the social background of Master with apprentice, production, teaching and research integration, and studies the characteristics of the apprenticeship system and implements the modern apprenticeship innovation talent training mode. , to build a set of implementation plans with greater feasibility.

Introduction

At the National Pilot Promotion Conference on National Vocational Education Reform and Innovation held in 2011, the pilot program of modern apprenticeship was formally proposed. The meeting requires that vocational colleges and enterprises should cooperate under the guidance of the government, jointly carry out "first recruiting, then enrolling in school", and adopt the form of "masters with apprentices" in the practice teaching link to jointly cultivate the necessary theoretical knowledge and strong practice. Innovative high-quality technical skills talents with skills. In 2014, the State Council issued the "Decision of the State Council on Accelerating the Development of Modern Vocational Education" [2014] No. 19 Document, clearly stating that "the school will jointly enroll students, jointly train the modern apprenticeship pilot, improve support policies, and promote school-enterprise integration. To educate people." The publication of this document marks that the pilot reform of modern apprenticeship in China is about to enter a stage of substantive advancement. By 2019, a total of three batches of modern apprenticeship pilot projects have been carried out nationwide, and hundreds of higher vocational colleges have carried out modern apprenticeship training.

Connotation Analysis of Modern Apprenticeship System

The modern apprenticeship is marked by the establishment of the German dual system in 1969 and has developed to this day. It is a vocational education in which the traditional apprenticeship system is integrated into the school education system. The educational model that integrates corporate work and school learning can not only improve students' self-learning ability and interest, but also increase students' professional adaptability, achieve comprehensive training of talents, and ensure student employment and meet the needs of the labor market. The effective mode of technical skill talents is also a common strategic choice for promoting vocational education in developed countries. The core elements and basic characteristics of the modern apprenticeship system are: school-enterprise dual-cooperative cooperation, the subject of education has the dual identity of students and apprentices. Under the joint education of teachers and teachers, the two internships inside and outside the school are used to study, combine work and study, and cultivate Be a high-quality applied talent who can seamlessly connect and graduate. Compared with ordinary vocational education, the modern apprenticeship training mode is undoubtedly the best way to realize the practice and education and respond to the will of the country.

According to the advanced experience of modern apprenticeship, there are two main supporting factors to promote the healthy development of modern apprentices. First, the school-enterprise deep

cooperation with the support of the government. The advanced modern apprenticeship system abroad is based on the deep cooperation between schools and enterprises supported by the government. The state has passed legislation to establish a complete policy guarantee system, balance the interests of enterprises, schools, and students, and allow the modern apprenticeship system to implement laws and regulations, thereby promoting the sustainable development of modern apprenticeship. Schools and enterprises under the leadership of the state, to achieve joint enrollment, in the process of personnel training, close cooperation, sharing the resources and equipment needed for personnel training, and each performing their own duties, collaborative development of training programs, setting up the curriculum system, designing course content And talent evaluation system. The second is the talent training model that combines deep chemical engineering. From the perspective of teaching objectives, with modern apprentices as the core, focusing on the individualized development of learners, tailor-made learning plans, through three years of training, modern apprentices must not only have a solid professional theoretical knowledge system, but also possess the professional skills required by enterprises. And professionalism. From the perspective of teaching concepts and methods, action-oriented and rational. In the apprenticeship system, modern apprentices use the two training bases of schools and enterprises to learn by doing, or to do post-study, knowing and doing, and mastering the operation techniques through a large number of practices and repeated operations. From the perspective of teaching organization and content, the work-oriented, school-based learning and corporate work standards alternate with each other according to a certain proportion. The curriculum standards and professional standards are integrated. Under the school-enterprise tutor dual-education mode, modern apprentices have students and apprenticeship dual identity.

The Status Quo of the Cultivation of Chinese Modern Apprenticeship Talents

Many vocational colleges in China have explored and practiced the modern apprenticeship system by studying the valuable experience of European countries, and have made great achievements in theoretical research and practice. However, at present, the cultivation of modern apprentices in China still hangs in the macro-level guidance of the government, the cultivation of vocational colleges, and the initial stage of passive cooperation of enterprises. The practice and education is still at a shallow level, and the quality of modern apprentices cannot fully meet industry expectations. . There are mainly the following problems.

With reference to foreign advanced experience, the vigorous development of the modern apprenticeship system relies mainly on the government's strong support and input. The government plays a leading role in promoting the development of the modern apprenticeship system. The Chinese government has issued a series of related policies for the modern apprenticeship system, but some important legal relationships have not yet been clarified, and relevant preferential policies have not been implemented. As a result, the responsibilities and powers of both schools and enterprises have not been defined. Many Chinese companies are In the process of cultivating modern talents, the enthusiasm is lacking. The Master with apprentice is in the shallow state of school heat and enterprise cold. In addition, the government does not promote the modern apprenticeship system very much. The society does not agree with the modern apprentice talent training mode.

Since the 18th National Congress of the Communist Party of China, China's economic development has entered a new normal state. The transformation and upgrading of the industry has made many high-quality enterprises realize the importance of jointly training high-quality applied talents with schools. The driving force of Master with apprentice has been strengthened, and it has begun to take the initiative to connect with schools. And willing to part of the funds and human resources to participate in the cultivation of modern apprenticeships. At the same time, for companies that only understand market operations, the whole process of how to participate in the cultivation of talents is incompetent, and it is considered that cultivating modern apprentices is the responsibility of the institutions. Enterprises only need to invest in funds and resources. In addition, enterprises have their industrial models and management requirements, and their transformation and upgrading are fast, and talent training has its pertinence. Under the higher vocational education, modern apprentices

cultivate high-quality applied talents with core literacy, professional skills and professional development. Under the premise of exploring their own development and pursuing economic interests, many enterprises cannot take into account more social responsibilities and cannot put themselves in the shoes of schools and students.

The development of modern apprenticeship in China is still in the pilot stage. Only individual schools and individual majors implement modern apprenticeships. Most of the school's educational management still stays at the original school-based single talent training level. Under the framework of modern apprenticeship, as a kind of "expanding" education, teaching stakeholders become diversified, and the demands of talent training objectives become diverse. Students have dual identities and the teaching venues are extended from schools to schools. Enterprises and teaching subjects have also changed. There are some problems in school administration management and modern apprenticeship training. The specific performance is as follows: 60% to 70% of the time for modern apprentices needs to be practiced at the off-campus training base. It is often impossible to rush back to other courses in the school. The teaching order and teaching progress are in accordance with the original teaching. Management methods, the enthusiasm of modern apprentices is affected; the teachers and teachers jointly undertake the task of teaching, and the teaching workload and teaching pressure are increasing. According to the original accounting workload, the enthusiasm of teachers is suppressed; the orientation of talent training, according to the original set of credit system based on school evaluation, apprentice talent input and enterprise demand standards are not high.

International modern apprenticeship system, before setting up the curriculum system, the school must first conduct industrial enterprise research, clarify the demand for talents in industrial enterprises, and construct a combination of theory and practice according to the professional ability of the post group and the apprenticeship. At present, although China has vigorously promoted the modern apprenticeship system, the school-based consciousness is strong. The modern apprenticeship curriculum system is mostly based on the school education curriculum system, grafting the enterprise talent demand, and implementing the enterprise talent demand in the curriculum. The curriculum system, at best, is an upgraded version of the school-enterprise curriculum cooperation, which cannot reflect the procedural and relevance of modern professional comprehensive ability training. Therefore, the current modern apprenticeship curriculum design ideas deviate from the original intention of modern apprentice talent training for industrial services. In the end, the company deprives the company of the right to participate in the cultivation of talents and the right of modern apprentices to receive systematic professional ability.

A high level of modern apprenticeship must require a high level of faculty. Teachers in higher vocational colleges have systematic professional theoretical advantages and scientific methods of educating people, but most of them lack enterprise work experience and cannot keep up with the updating of knowledge and skills in the industry. The knowledge imparted is mainly based on theory and is not good at training modern apprenticeships. Good at and professional sense, after graduation, apprentices can't adapt well to job requirements. Although enterprise teachers are good at practice and master the latest and most popular information in the industry, they lack the scientific education methods and teaching methods that teachers should have. They lack understanding of apprenticeship psychology, and cannot carry out targeted training and career development for individual differences of apprentices. The cultivation of abilities. There are also some corporate instructors who only use the apprentices as the task of enterprise arrangement. They will not take the initiative to learn how to improve their own guiding ability. They will not pass on the technology they own to students. They even think that the existence of apprentices has affected their work. The efficiency has led to the ineffectiveness of apprenticeships, and the enthusiasm of apprenticeships has been created, and the quality of learning cannot be guaranteed.

In order to mobilize the enthusiasm of the school and enterprise to foster modern apprentices as much as possible, and to break through the lower level of the cooperation between production and education, the cultivation of modern apprentices should also fully promote the win-win relationship between schools and enterprises. First of all, the combination of production and education, the goal of talent training and the needs of enterprises are closely integrated. When setting up the talent training

mode for both schools and enterprises, it should be based on the needs of the company's posts, industry trends and source characteristics.

Under the background of the practice and education, the modern apprentice talents cultivate localization development path

By summarizing and analyzing the above experiences, in the purpose of serving local industries and cooperating with innovation and development, we will learn from the achievements of developed countries in the modern apprenticeship system, and learn the "Opinions on Deepening the Practice and Education" to fully implement the concept of practice and education. This paper believes that under the background of practice and education, the Chinese modern apprenticeship training model can optimize the following links to form a benign interaction between schools and enterprises and deepen the long-term mechanism of practice and education.

The key to talent cultivation under the framework of modern apprenticeship is to tailor the skill-based talents that meet the needs of industrial enterprises according to the needs of enterprises and professional expertise. Therefore, before designing a modern apprenticeship training model, a modern apprenticeship teaching committee should be established. The dean of the college and the general manager of the enterprise should be the general manager, the professional director and the human resources of the enterprise should coordinate and promote the work of "receiving, giving, and teaching". Ensure that the modern apprenticeship training objectives meet the needs of industrial enterprises.

At the same time, the school level should change the inherent concept of education management, establish a flexible teaching management system that facilitates the smooth development of the modern apprenticeship talent training model, and actively encourage and authorize school-enterprise teachers to conduct modern apprenticeship training in a more flexible manner in various forms. The human resources department of the enterprise should strengthen the incentive, assessment and accountability mechanism for the modern apprenticeship of relevant departments. By strengthening the top-level design, it guides the enterprise to participate in the personnel training throughout the whole process, and strengthens the awareness of educating people in all departments and the enthusiasm of collaborative education.

Conclusion

The evaluation of modern apprenticeship talents is mainly reflected in two aspects, including the achievement of degree based on the achievement of the course objectives and the achievement of the goal of talent training. In the evaluation of the achievement of the course objectives, by investigating the implementation status of the Chinese modern apprenticeship training model, both the school and the enterprise have achieved "full-school and two-way intervention", and the dual-subject evaluation mechanism has been relatively perfect. However, due to the differences in the goal of training talents in school-enterprise organizations at this stage, the concept of educating people is unlikely to reach a high degree of consistency. The content and requirements for assessment of the goal of training talents for modern apprentices are not the same. In response to this problem, in the degree of achievement of talent training objectives, the modern apprenticeship system with Chinese characteristics can implement the parallel method of school credits and enterprise credits, and establish a dual-subject subject evaluation mechanism with different emphasis. The school credit system enables modern apprentices to acquire a solid professional theoretical system and professional development ability, and to achieve unity and fairness with the classmates in the total score and graduation requirements of the school year; and enterprise credits are the basis for school-enterprise to meet school credits in modern apprentices. The evaluation system designed according to the specific requirements of the enterprise, the evaluation method is not limited to the paper examination and the practical examination of the prescribed time, but a process of collecting evidence and judging the evidence, including the professional attitude, vocational skills and innovation ability of the

modern apprentice. The evaluation and evaluation of collaboration ability, etc., thus inspiring modern apprentices to become an excellent talent with comprehensive quality and more in line with the needs of industry enterprises. Perfecting the dual-subject evaluation mechanism not only has practical significance for safeguarding the quality of modern apprentices with Chinese characteristics, but also allows enterprises to participate in the cultivation and management of talents in depth, master the initiative of talent cultivation, and greatly promote the enthusiasm of enterprises in the practice and education.

References

- [1] Liu Hongxing. Reform of the Model of Inter-integrated Talent Cultivation in Schools and Enterprises under the Background of Modern Apprenticeship. *Education and Occupation*, 2018 (14) : 70-74.
- [2] Zhang Suzhen, Zhang Yutang. Practice and thinking on the reform of the inter-integrated talent training mode of school-enterprise under the background of modern apprenticeship: taking Jiangyin Vocational and Technical College as an example. *Journal of Nantong Vocational University*, 2018, 32 (2): 29-32.
- [3] Ge Xiaomeng. Reform of the inter-integrated talent training model of school-enterprise under the background of modern education. *Industry and Technology Forum*, 2019, 18 (4): 249-250.
- [4] Zhu Weiqi. Study on the Training Mode of "School-enterprise Inter-embedded" Higher Vocational Tourism Talents Based on Modern Apprenticeship. *Journal of Qiqihar Teachers College*, 2017(1):20-21.
- [5] Pan Yucheng. The Difficulties and Countermeasures of Developing Modern Apprenticeship in Higher Vocational Colleges. *Vocational and Technical Education*, 2018 (224): 124-125.
- [6] Zhu Muwei. Implementation status and improvement strategies of modern apprenticeship talents with Chinese characteristics. *China Vocational and Technical Education*, 2016 (20) : 16-19) : 15-19.
- [7] Xu Chun. The current situation of the implementation of modern apprenticeship in higher vocational colleges takes Jiangsu Y School as an example. Yangzhou: Yangzhou University, 2016.