

The Construction of Higher Vocational Education Teaching Management System under the Work-integrated Learning Mode

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Abstract: The implementation of the work-integrated learning mode is an attempt to change the current way of education in higher vocational colleges, and the introduction of this mode is to promote the students' all-round development based on the problems existing in current teaching work. It intends to enhance students' professional skills and theoretical knowledge through a work-integrated learning. This article explores the main problems and countermeasures of higher vocational education teaching management under the work-integrated learning mode, in order to promote the continuous improvement of higher vocational education quality and provide society with more high-quality construction talents.

Keywords: Work-Integrated Learning Mode; Higher Vocational Education; Teaching Management

Introduction

Unlike traditional teaching methods, the work-integrated learning mode focuses more on the training of students' practical abilities, with the aim of enabling them to achieve comprehensive development while learning theoretical knowledge. Based on the higher requirements of society for talents, vocational education also needs to adapt to the development of society. Therefore, in order to better play the role of education and truly serve social development, it is necessary to cultivate students' comprehensive literacy in teaching. Education work is relatively lagging behind social development, and it is precisely because of this that education work needs to make timely adjustments in line with the trend of the times. The proposal and implementation of the work-integrated learning model are in line with the trend of social development. Therefore, this article combines practical teaching work to explore effective measures for constructing a high school teaching management system under the work-integrated learning mode.

1. Problems in Teaching Management of Higher Vocational Education under the Work-integrated Learning Mode

1.1 The Curriculum does not Align with Social Needs

The so-called work-integrated learning mode aims to enable students to engage in practical operations while learning theoretical knowledge. The practice of integrating knowledge and operations can help students absorb and internalize knowledge. Under the model of work-integrated learning mode, schools should strengthen cooperation with enterprises. School-enterprise cooperation is a new mode of education in higher education, in which enterprises participate in the entire process of talent cultivation. In the process of promoting education reform, most vocational colleges' professional construction is based on local market research for curriculum design, but some schools fail to do a good job in social development research in the professional curriculum design, which leads to a mismatch between actual curriculum design and social needs. Due to insufficient market research support in the curriculum, students are unable to effectively adapt to the needs of corporate positions after graduation. It should be noted that in the current social development, enterprises require talents with certain professional knowledge and skills. However, many vocational school graduates currently lack corresponding knowledge and skills, making it difficult to meet social needs. Starting from the demand for industry talents, analyzing the employment standards and skill characteristics of enterprises, it is found that most enterprises require skilled talents, so it is necessary to change the previous teaching method of "promoting learning through competition". The mismatch between curriculum design and social development also affects the effectiveness of education.

In order to adapt educational work to the development of the times, vocational colleges must pay attention to the adaptation of curriculum construction to the actual needs of society in teaching management work.

1.2 Incomplete Teaching Management System

Compared with traditional education, the model of work-integrated learning appears more complex and diverse, which undoubtedly brings challenges to the teaching management work of vocational colleges. Therefore, it is necessary to further strengthen and improve the teaching management work under the combination of engineering and learning teaching mode. That is to say, there should be a corresponding management system construction in the implementation of the work-integrated learning mode. Obviously, traditional teaching management systems cannot support the work-integrated learning mode. Based on the current management of vocational colleges in China, there are still many problems in the teaching management system, such as the need to optimize the completeness, scientificity, and rationality of the system. In addition, some schools have not established corresponding teaching management rules and regulations, resulting in many loopholes and deficiencies in teaching management. If the teaching management system is not scientific and rigorous enough, it will not be able to effectively promote the teaching model of combining work and study in vocational colleges. The formulation of regulations is a reference for specific teaching work, and if the regulations are not perfect, the teaching model of combining engineering and learning cannot be implemented effectively.

2. The Construction of Higher Vocational Education Teaching Management System under the Work-integrated Learning Mode

2.1 Constructing a Flexible Teaching Management Mechanism

Building a flexible teaching management mechanism is to better meet students' different learning interests and strengths through individualized teaching management. Students choose professional courses based on their personal interests and strengths, while teachers can adopt differentiated management strategies based on different levels and types of students to ensure that each student can fully develop and achieve the goal of teaching students according to their aptitude. The concept of flexible education emphasizes a student-oriented approach, emphasizing human development and needs. In terms of curriculum design, flexible teaching management needs to be deeply integrated with enterprises. Teaching work should be based on the skills and professional literacy needs of enterprises for professional talents, and teaching content should be set up to ensure that education work matches the actual needs of the enterprise. In the process of teaching, it is necessary to fully integrate social needs to provide students with rich love resources, so that they can continuously expand their cognition in theoretical learning and have a comprehensive understanding of job responsibilities and skill requirements, and their learning can become more targeted. Real talent cultivation helps students better enter society and apply the knowledge they have learned to their positions.

2.2 Strengthening the Construction of the “Double Qualified Teacher” Team

The professionalism of the teaching team has a decisive influence on the quality of teaching. Therefore, how to improve the overall quality of the teaching staff in higher vocational colleges has become one of the urgent problems to be solved. In the teaching model of work-integrated learning, more attention should be paid to improving the professional quality of the teaching team. Vocational colleges should build a “double qualified teacher” team based on professional needs. Then vocational colleges should allow teachers to have a deep understanding of the development situation of the industry in the enterprise, and have a certain understanding of the job requirements of society. Only then can teachers integrate theoretical knowledge with practical applications in actual teaching, ensuring that teaching objectives are more targeted, and the education work is compatible with social development, so as to truly play the role of vocational colleges in outputting and building talents for social development. In addition, it is also necessary to address the issue of insufficient professionalism among schools and enterprises. Schools can also hire professionals from the industry to regularly train teachers, improve the professionalism of the teaching team, and improve the educational level of the teaching team through regular vocational skills competitions and other activities,

thereby improving the quality of education in higher vocational colleges.

2.3 Collaborating Efforts between Schools and Enterprises to Promote the Implementation of the Work-integrated Learning Mode

A kind of excellent teaching method can not only improve the teaching level of schools, but also cultivate high-quality future talents for enterprises, which is beneficial for the long-term development of enterprises. When formulating teaching plans and management strategies, there is a need for in-depth communication and cooperation between schools and enterprises to ensure the continuous and institutionalized promotion of the model of combining school and enterprise, theory and practice. And there is also a need to consider the actual needs of the enterprise, reasonably formulate corresponding course structures, and take into account the comprehensive development of students, so that they can better apply what they have learned into their positions. Schools should deepen the degree of cooperation between schools and enterprises, and provide internship opportunities for certain positions through cooperation between enterprises and schools. This not only enables the school's education work to better implement the work-integrated learning, but more importantly, the cooperation between schools and enterprises can also alleviate the problem of difficult recruitment for enterprises. Enterprises and schools should do a good job of talent placement training, so that students can obtain theoretical knowledge and comprehensive improvement of practical skills through sufficient practical training. More importantly, the cooperation between enterprises and schools directly meets the talent demand gap of enterprise development, reducing the time and cost consumption of manpower investment in recruiting talents. Deep school-enterprise cooperation is a win-win situation, schools can provide students with ample internship and practical opportunities in their studies, while enterprises also have stable channels for talent resources.

3. Conclusion

In summary, in the context of the new era, it is imperative to do a good job in talent cultivation. How to optimize the quality of education is an important issue faced by current higher vocational education teaching management work. Based on the problems in school teaching management work, targeted strategies should be formulated, and the work-integrated learning mode is in line with the current social development status. Therefore, in the construction of vocational education teaching management system, it can be based on actual learning situation and management status to adapt and promote the vocational education teaching system towards a work-integrated learning, making education more effective, improving teaching quality, enabling students to truly master professional skills under effective management guidance, and enhancing their employment and entrepreneurship abilities.

References

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