

The Construction of the “Dual–element” Education System of Higher Vocational Education and School–enterprise

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Abstract: In the process of social development in the new era, my country’s education has gradually received attention from all levels of society, especially for higher vocational education. On the basis of the construction of “double high”, it is necessary to pay attention to the double. The construction of the “yuan” education system is the only way to provide students with a higher-quality learning environment, so that students can quickly devote themselves to practical projects, strengthen their professional qualities, and understand the current needs of enterprises for talents in advance. Lay a solid foundation for its own healthy development in the future.

Keywords: Higher Vocational Education; School-enterprise “Dual” Education System; Construction

In order to actively respond to national policies, each higher vocational school has formulated a system and system that meets its own school education management under the influence of the “National Vocational Education Reform Implementation Plan” and “Opinions on Implementing High-level Higher Vocational Colleges and Professional Construction Plans with Chinese Characteristics”. The system is mainly based on high-level vocational colleges with Chinese characteristics and professional construction plans. It is committed to improving the professional quality of students, especially in cooperation with enterprises, to provide students with diversified learning and practice places.

1. Problems in the construction of the “dual element” education system of higher vocational education schools and enterprises under the background of “double high” construction

1.1 One-sided pursuit of cooperation with enterprises, not paying enough attention to the establishment of education platforms

During the development of higher vocational education activities, some education managers did not have a deep understanding of the school-enterprise “dual” education policy, and they were still at the initial stage, and they did not build a special education platform for higher vocational education. Although we have implemented cooperation with many companies and adopted order-based training, internships, and modern apprenticeships in cultivating professional students, we have also achieved some results. However, the talent training model of these schools and enterprises is limited to a few industries. There is also a lack of operability in actual operation, especially the establishment of a school-enterprise talent exchange platform. In fact, companies lack an effective platform for timely interaction with companies, and they have not invested large resources and energy in the establishment of education platforms, which

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ultimately affects the effectiveness of school-enterprise cooperation and talent training.

1.2 Higher vocational education does not match the needs of enterprises

In the rapid development of enterprises, outdated production capacity and technologies have been eliminated, and innovative technologies and facilities have been gradually applied in the development of enterprises. For higher vocational education, it is necessary to closely follow the rapid and innovative development model of enterprises and gradually optimize them. Higher vocational education structure. But in fact, some higher vocational education did not keep up with the development trend of the enterprise in the construction of the “dual” education system. Whether it is in professional teaching or practical activities, it cannot meet the employment needs of the enterprise. In the cooperation with the enterprise weakened the implementation effect of the school-enterprise “dual” education model.

1.3 Insufficient practicality of professional courses

Under the influence of educational reforms in the new era, higher vocational education has gradually optimized its own educational system and structure, and its cooperation with enterprises has also increased. Professional classroom teaching has also increased more professionalism. Under the influence of the education policy, higher vocational education is slightly insufficient in educating people, especially in the practice of professional courses. Problems such as insufficient practicality have plagued many higher vocational education. This requires the attention of higher vocational education managers to strengthen the effect of school-enterprise “dual” education.

1.4 The evaluation system is rigid and backward

For higher vocational education activities, the classroom assessment system is indispensable. The establishment of classroom assessment activities can not only test the recent learning achievements of students, but also improve students’ learning effects and enhance students’ learning confidence. However, as far as the current situation of talent cultivation in higher vocational colleges is concerned, there is a lack of scientific classroom assessment system guidelines, and even if there is, it cannot meet the current students’ learning needs. This is particularly detrimental to the future employment development of students, and the traditional classroom assessment system places too much emphasis on students’ professional achievements and professional skills do not pay enough attention to students’ learning thinking and professional quality, which to a certain extent hinders the process of cultivating students’ professional quality in high schools and weakens the effect of the education system of colleges and universities.

2. Under the background of “double high” construction, higher vocational education school–enterprise “dual element” education system construction strategy

2.1 Change the concept of talent training

In order to change the above teaching problems in professional teaching activities of higher vocational colleges, the primary task of professional teachers is to change their own talent cultivation concept. In addition to training students’ professional knowledge and professional skills in daily professional teaching activities, they also need appropriately quote the professional domain knowledge of middle school students in society, so that students gradually pay attention to the importance of professionalism under the practical background of professional knowledge and professional skills, so as to optimize the professional learning process of students and strengthen the professional learning quality of students. This requires under the background of “double high” construction, build a higher vocational education school-enterprise “dual element” education platform to provide students with more opportunities to practice. In addition, professional teachers need to provide a better and comprehensive teaching environment for students. Make great efforts in own professional teaching literacy, actively introduce various advanced teaching tools and teaching concepts, actively participate in various professional training activities, and on the basis of strengthening own professional teaching ability, infiltrate professional literacy content into the professional learning process of students. To strengthen the “dual” education effect of higher vocational education schools and enterprises.

2.2 Constructing a school-enterprise “dual” education system with a “1+N” structure

The ultimate goal of the school-enterprise “dual” education system is to optimize the structure of higher vocational education, provide students with diversified practical activities, and strengthen the effect of professional teaching. On this basis, higher vocational colleges need to pay attention to the construction of infrastructure, such as school-enterprise training venues, to lay a solid foundation for the practice of various professional teaching courses. In the context of

“double high” construction, higher vocational education needs to build a school-enterprise “dual” education system with a “1+N” structure, that is, a higher vocational college can cooperate with N companies to finally achieve professionalism. The education model of oriented and practical, gradually strengthen the effect of school-enterprise cooperation. With the support of the “1+N” structure of the education system, the school needs to formulate its own education system in accordance with the current educational status quo, and innovate the talent training model.

For example, for students majoring in hospitality, professional teachers can cooperate with some hotels to allow students to carry out internships in the hotel and give full play to their professional abilities in real positions, thereby strengthening students’ professional qualities, and in the process, professional teachers need to pay attention to the various etiquette cultivation of students’ hotel work, such as what etiquette is needed to open the door to guests, and what etiquette is needed to pour red wine for guests. Only in this way can students understand their career development direction and enrich students’ knowledge. Or for students majoring in English translation, professional teachers can lead students out of campus and participate in English translation competitions of all sizes in the society, or use multimedia teaching videos to provide students with high-quality translation scenes so that students can follow their needs.

2.3 Strengthen the professionalism of courses and improve students’ professional awareness

Students’ professional awareness is particularly important for their professional quality. Therefore, in the process of education and teaching in higher vocational colleges, professional teachers need to pay attention to the cultivation of students’ professional awareness in teaching, so as to optimize the professional teaching environment and enrich students’ learn to think. For example, in the teaching process of automobile maintenance and marketing majors, professional teachers need to use diversified career scenarios to let students feel the operating mode of majors in real companies, and freely choose positions according to various positions in the company. For its own career development direction, if students prefer car marketing, they need to know enough about the needs, preferences and economic level of users. Only in this way can they recommend suitable car sources and finally make a deal. In this process. Students need to have a good professional quality, which covers a cordial attitude, appropriate etiquette and sincere conversation, so that customers are willing to believe in your marketing strategy.

2.4 Optimize the assessment and evaluation system

For professional students in higher vocational colleges, professional teachers need to innovate the original classroom evaluation model, use scientific evaluation concepts and techniques, and create a relatively high-quality and scientific classroom assessment for students in accordance with students’ learning characteristics and professional knowledge learning status. The evaluation system makes a comprehensive evaluation of students’ professional learning, thereby strengthening the effect of students’ professional learning and enriching students’ professional quality.

3. Conclusion

Under the background of “double high” construction, the construction of the “dual element” education system of higher vocational education schools and enterprises needs to be carried out according to the actual situation of the school. You can choose to cooperate with multiple companies to provide students with diversified practical activities. Improve the professional quality of students, let students understand the needs of enterprises for talents more quickly under the influence of the “dual” education system of higher vocational education schools and enterprises, so as to lay a solid foundation for their future development.

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