

Practice of Cultivating Modern Apprentice Talents in Geology Major in Higher Vocational Colleges

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Abstract : Modern apprenticeship enterprise curriculum is a new curriculum form that promotes school-enterprise cooperation and integration of production and education. Before there are relatively mature strategies in all aspects of enterprise curriculum construction, it is very necessary to actively strengthen the system construction and promote development through system. On this basis, this paper summarizes and analyzes the significance and practice of cultivating modern apprenticeship in geology major of higher vocational colleges, so as to better promote the all-round development of talents.

Keywords: Geology major in higher vocational colleges; Modern apprenticeship; Personnel training

1. The significance of cultivating modern apprenticeships in geology majors in higher vocational colleges

1.1 Students

The new training mode of geological professionals in higher vocational colleges perfectly integrates the corporate culture and social needs into the new training mode of high-skilled talents. The knowledge given by teachers to students is the latest and most effective professional knowledge of the industry. Students will not be confined to the theoretical knowledge of classroom teaching, but also have plenty of time to participate in social practice. This not only improves college students' ability to apply theoretical knowledge, but also improves their professional quality and social integration ability, so that students can integrate into society faster, complete the role change, and adapt to social development faster and better.

1.2 Higher vocational colleges

By reforming the training mode of new-type high-skilled talents, the talent training mode of "enterprise-led, school-enterprise cooperation, two teachers and one course, integration of production and education" will be established. According to different job groups, students' vocational skills will be cultivated at different levels, which can meet the needs of more skilled professionals for enterprise development. Through this training mode, the quality of talent training and employment in higher vocational colleges can be improved, and the popularity and social strength of higher vocational colleges can be promoted. At the same time, this new training mode of highly skilled talents can also be used for reference by other higher vocational colleges. ^[1]

1.3 Enterprises

It can train and deliver all kinds of skilled talents that truly meet the actual job requirements of enterprises to meet the continuous development needs of enterprises. Reduce the training cost of enterprises, solve the problem of "shortage of skilled workers" to a great extent, and enhance the core competitiveness of enterprises.

1.4 Government

The government enables the cooperation among higher vocational education, enterprises and skilled talents, arouses the enthusiasm of all parties, trains more and better new professionals with high quality and skills, and enhances the strength and influence of regional enterprises in the whole industry field.

2. Practice of cultivating modern apprenticeships for geology majors in higher vocational colleges

2.1 Clear modern apprenticeship enterprise curriculum system

There are special objects to face, and special management institutions and organizations are needed to function and serve the special objects. From the influencing factors, the modern apprenticeship enterprise curriculum system involves people, text materials, material space environment and so on. People mainly refer to the decision makers, designers, users and managers of courses. Text materials mainly refer to text-based materials such as curriculum standards, curriculum plans and teaching materials. The physical environment mainly refers to the equipment and places for running modern apprenticeship enterprise courses. These factors have become the contents involved in the curriculum management of modern apprenticeship enterprises. Then, these factors that constitute the modern apprenticeship enterprise curriculum system should be governed by specialized management institutions and organizations. On the one hand, specialized modern apprenticeship enterprise curriculum management committees or curriculum committees can be set up in schools or cooperative enterprises to deal with enterprise curriculum matters; On the other hand, it can play the role of

industry association, enterprise alliance and industry-education integration alliance to manage the operation of modern apprenticeship enterprise courses. [2]

2.2 Establish the rules and procedures of modern apprenticeship enterprise curriculum operation

Scientific operating rules and procedures are the important embodiment of modern apprenticeship enterprise curriculum system. The operating rules and procedures of modern apprenticeship enterprise curriculum are mainly embodied in enterprise curriculum standards, steps of enterprise curriculum development, implementation rules of enterprise curriculum, evaluation methods of enterprise curriculum and so on. These aspects regulate and restrict the practical behavior of modern apprenticeship enterprise curriculum. In these aspects, some need to issue unified standards at the national level, some need to issue guidelines at the organizational level of industry associations in a certain professional field, and some need to issue implementation rules and methods at the school and enterprise levels. First, organize efforts to develop the curriculum standards of modern apprenticeship enterprises. Call for the introduction of national standards for modern apprenticeship enterprise courses. Curriculum standard is a teaching guiding document that specifies the course nature, course objectives, content objectives and implementation suggestions of courses in a certain field. The modern apprenticeship curriculum standards have aroused people's attention, but at present, China still lacks attention to the modern apprenticeship enterprise curriculum standards. Secondly, give full play to the role of industry associations and enterprise alliances, and formulate guidelines for the development steps, implementation rules and evaluation methods of modern apprenticeship enterprise courses. Referring to the experience of Germany, the authorities at the federal government level, employers' and employees' associations of enterprises, state education authorities and other forces worked together to make a series of specific operating procedures and regulations on enterprise training and teaching plans. Finally, the school and the enterprise cooperate to formulate the detailed rules for the implementation of enterprise courses in a specific major. The enterprise curriculum needs to make good use of the collaborative mechanism between the school and the enterprise to formulate the detailed implementation rules of the enterprise curriculum. Because most of the enterprise masters do not know the apprentices' skills learning rules very well, it is precisely necessary for the school to provide strength to cooperate with the enterprise masters to design the detailed implementation rules of the enterprise curriculum.

2.3 Effective arrangement of teaching process

The modern apprenticeship school-enterprise cooperation pilot class of geology major in higher vocational colleges adopts a phased and progressive mode of school-enterprise work-study alternation to arrange teaching. In the first semester, freshmen focus on professional basic courses, set up corporate brand culture courses, and promote students' understanding of enterprises and sense of identity and belonging to corporate brands through the interaction of part-time teachers in enterprises, lectures, visits to enterprises and internships under students. From the second semester to the fourth semester, with the deepening of professional backbone courses, according to the needs of different positions and courses, the enterprise practice will be carried out step by step from half a day to several weeks, and work-study alternation will be carried out, so that the professional knowledge that students have learned at school can be practiced and consolidated in time; In the fifth and sixth semesters, students will focus on internship in enterprises. The enterprises will provide a technician for every 1-2 students, and the school teachers will follow up, check and guide them regularly. The enterprises will give students with excellent academic performance and high skill level early employment and sign pre-employment contracts, so that they can enjoy formal employee treatment during their studies. With this phased and progressive teaching process arrangement, we can truly realize the joint training mode of enrollment and recruitment, ensure that students can get employment as soon as they graduate, and realize zero-distance employment.

3. Conclusion

To sum up, the modern apprenticeship training mode is of great practical significance to vocational colleges, enterprises and learners. The development of curriculum system based on modern apprenticeship and the formulation of related training methods directly affect the development prospects of vocational colleges. In actual teaching, there are differences in both teaching organization and implementation. Therefore, teachers of urban geology major in higher vocational colleges must strengthen cooperation with enterprise staff, give full play to the advantages of teaching and resources of the school, achieve win-win situation between schools and enterprises with the help of professional training and industry atmosphere of enterprises, and jointly promote the all-round development of talents.

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