

# Exploration and practice of “Document and Certificate Accommodation” model for digital graphic information processing technology major under the “1+X” certificate system

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**Abstract:** With the rapid development of social Internet technology and artificial intelligence technology, the demand for high-quality digital graphic information processing technical personnel is also increasing. But at present, there are still some problems and challenges in the course setting, teaching mode and teacher accomplishment of some digital graphic information processing technology majors. The “1+X” certificate system and the document certificate integration mode have created new opportunities for the teaching reform of digital graphic information processing technology major. Based on this, this paper will analyze the implementation status of the “document and certificate integration” mode of digital graphic information processing technology major under the “1+X” certificate system, and put forward implementation strategies, in order to promote the new development of digital graphic information processing technology education and teaching.

**Key words:** “1+X” certificate; Documents and certificates accommodation; Teaching strategy

In recent years, China’s vocational education has made great progress and development, training a large number of high-quality professional and technical personnel for all walks of life. However, with the development of The Times and the transformation and upgrading of many industries, society and industries have put forward new requirements for vocational education. In this context, the “1+X” certificate system came into being. The core of the “1+X” certificate system is the integration of documents and certificates. In the professional education and teaching of digital graphic information processing technology, teachers give full play to the positive role of the “document and certificate integration” mode under the “1+X” certificate system on professional education by deeply exploring the curriculum setting, teaching content, training mode, mutual recognition and other aspects of the “document and certificate integration” mode, so as to achieve the educational goal of training more excellent professionals of graphic and text information processing technology.

## I. The value of the implementation of the “document and Certificate integration” mode for digital graphic and text information processing technology majors

1. It is conducive to improving the quality of professional teaching

In the teaching of digital graphic information processing technology, digital image processing vocational skill level certificate (intermediate) is one of the inclusive certificates. The knowledge points and skills of its assessment are closely related to the “Graphic Production Basis” and “graphic Production Practice” in the professional course. Therefore, teachers can strengthen the “integration of documents and evidence” in the teaching content, so as to supplement, strengthen and expand the role of professional teaching. Further optimize the course design, reasonable allocation of theoretical class hours and practical class hours, effectively improve the teaching quality of digital graphic information processing technology major and students’ learning effect.

2. It is conducive to promoting the integration of professional production and teaching

“Document and certificate integration” under the “1+X” certificate system refers to integrating the content of vocational skill level certificate into all aspects of the training of digital graphic information processing technology professionals, and integrating the theoretical knowledge and practical skills of the certificate into professional teaching. Therefore, in order to enable more students to obtain corresponding documents and certificates, teachers should conduct in-depth research on enterprises, understand the needs of the industry, and organically combine the teaching objectives with the needs of industry positions. At the same time, through strengthening cooperation and exchanges with enterprises, teachers can jointly develop courses and teaching resources of digital graphic information processing technology, introduce practical projects into classroom teaching, or use the frontline of enterprises as teaching classrooms, so as to promote the innovative development of the integration of production and education.

3. It is conducive to promoting students’ career development

Under the “1+X” certificate system, the “document and certificate accommodation” mode of digital graphic information processing technology major can promote students’ career development. In particular, through the setting of scientific practice links, students can apply the theoretical knowledge they have learned to practical work, so as to improve their skill level and professional quality. At the same time, in order to further improve the students’ professional technology and professional quality. Schools should invite industry experts and successful people to campus to hold career lectures, share career development experience and employment skills, and provide career counseling and guidance services for students, so as to promote students to make career plans in line with their own development.

## II. The implementation status of the “document and certificate integration” mode of digital graphic information processing technology major under the “1+X” certificate system

1. The curriculum still needs to be improved

With the development of The Times and the upgrading of technology, the traditional curriculum of digital graphic information processing technology can no longer meet the learning needs of contemporary students and industry requirements. Digital graphic information processing technology as a new professional field, its application scope and technical requirements are constantly expanding and improving. However, due to the relatively complicated updating procedure of textbooks, some textbooks in higher vocational colleges have a certain lag. In addition, although the traditional theoretical course teaching can effectively improve students' professional knowledge reserve, at the same time, students' practical ability is lacking. At present, in some higher vocational colleges, the proportion of experimental courses and project practical training in the curriculum of digital graphic information processing technology is relatively small, which hinders the improvement of students' professional technology application ability and practical problem solving ability.

#### 2. The teaching mode is relatively unitary

Under the "1+X" certificate system, the relatively single teaching mode is an urgent problem to be solved in the application of the "document and certificate accommodation" mode of digital graphic information processing technology. The traditional teaching mode of digital graphic information processing technology major is mainly taught by teachers, and students are mostly passive receivers of knowledge, lacking of active participation and practical ability training for students. This single teaching mode limits the cultivation of students' innovative thinking and practical ability, and there is a big gap with the actual demand of the industry. At the same time, due to various factors, many higher vocational colleges lack of modern educational technology teaching equipment, some of them need to learn professional skills in virtual laboratories and online teaching platforms, and students can only learn through video. This monotonous teaching means is not conducive to the effective application of "document and evidence integration" in professional teaching.

#### 3. Teachers' quality needs to be aware

On the one hand, some teachers do not update their professional knowledge in time, which makes them unable to impart the latest theoretical and technological advances in the teaching process. Digital graphic information processing technology as a frontier subject, constantly emerging a variety of new theories and technologies, teachers because of long-term work in teaching posts, no industry front-line work experience, resulting in the failure to provide students with the latest professional skills teaching, to a certain extent, limited students to digital graphic information processing technology learning and the application of "documentation integration" development. On the other hand, under the mode of "integrating documents and evidence", teachers need to flexibly use various teaching methods to improve students' practical ability and problem-solving ability. However, some teachers often only use traditional lecture-style teaching methods, which can not stimulate students' interest and enthusiasm in learning.

### III. The implementation strategy of the "document and certificate integration" mode of digital graphic information processing technology major under the "1+X" certificate system

#### 1. Clarify the teaching objectives of "Document and Certificate accommodation" and optimize the professional curriculum

Under the "1+X" certificate system, it is important to clarify the teaching objectives of the digital graphic information processing technology major of "Document and Certificate Integration" and optimize the curriculum setting of the major to improve students' learning effect and vocational skills. First of all, the teaching objectives should be based on the needs of the industry and students, which should not only meet the cultivation of professional knowledge and skills, but also pay attention to the requirements of students' comprehensive quality and innovation ability in the "1+X" certificate system. By clarifying the teaching objectives, clear guidance can be provided for the curriculum setting to ensure the pertinence and effectiveness of the curriculum. Secondly, the teaching goal should be based on the "document and certificate integration" of digital graphic information processing technology majors under the "1+X" certificate system to optimize the teaching content of professional education in the curriculum setting. At the same time, the application of "documentation integration" in different regions will be affected by the local economic development. Therefore, higher vocational colleges and professional teachers should formulate teaching goals that are in line with the professional development of their students according to local conditions, and point out the direction for the training of professionals in digital graphic information processing technology. Secondly, the professional curriculum needs to be adjusted according to the teaching objectives. Teachers should appropriately increase the practical, applied and interdisciplinary course content according to the examination requirements of the corresponding documentary evidence, so that students can better understand and apply the digital graphic information processing technology.

#### 2. Explore the teaching resources of "documentation integration" to enrich the professional teaching content

By fully exploiting the existing teaching resources of digital graphic information processing technology and introducing new teaching content, teachers can effectively improve students' learning experience and professional quality. Teachers should actively develop and utilize digital graphic information processing technology-related teaching resources, including but not limited to textbook courseware, MOOCs video, experimental teaching equipment, etc. Among them, experimental teaching equipment is an important way for students to carry out practical learning. Therefore, higher vocational colleges need to choose more advanced experimental teaching equipment that meets the requirements of corresponding documentary certificate examination as teaching resources to ensure that students' practical learning is closely related to documentary certificate examination and industry development. At the same time, higher vocational colleges can also sign cooperation agreements with industry enterprises to obtain the latest industry information and cases of the industry to further enrich the teaching content. In addition, teachers can also use Internet technology to collect and sort out academic papers and research reports in related fields of digital graphic information processing technology, so as to provide more academic resources for students. In addition, teachers can introduce experimental teaching and project practice to enrich their teaching content. Experimental teaching can provide students with

practical digital graphic information processing operation opportunities, help them consolidate theoretical knowledge and cultivate practical hands-on ability. Project practice can exercise students' teamwork and communication skills and improve their professional quality.

### 3. Innovate the teaching method of “integrating documents and evidence” and establish school-enterprise collaborative training

In order to better implement the “1+X” certificate system, digital graphic information processing technology major “document and certificate integration” model, innovative teaching methods, and the establishment of school-enterprise collaborative training is one of the important ways to promote students' comprehensive quality and practical ability. First of all, innovative teaching means to change the traditional teaching mode and method, introduce advanced teaching concepts and technologies, in order to improve the teaching effect and students' innovative thinking ability. In the digital graphic information processing technology major, the project-driven teaching model can be adopted to combine theory with practice to cultivate students' practical work ability. Secondly, school-enterprise collaborative training refers to the establishment of a close cooperative relationship between schools and enterprises to jointly cultivate students' practical ability and professional quality. Therefore, vocational colleges can cooperate with relevant enterprises or industry organizations to carry out practical projects and practical training, so as to provide students with the opportunity to work on the frontline of the post and put them in a real working environment to promote the improvement of their practical work ability and professional literacy. At the same time, higher vocational colleges can also invite enterprise experts or industry backbone to the school to teach or serve as instructors, to ensure that the teaching content under the mode of “document and certificate integration” fits the actual needs, and to provide students with more targeted special training and teaching of document and certificate examination.

### 4. Improve the evaluation mechanism of “Document and Certificate Accommodation” and build an interworking identification model

At present, under the “1+X” certificate system, the main measures of the digital graphic information processing technology professional “document and certificate integration” are mainly to promote the integration of production and education, and the corresponding evaluation mechanism and mutual recognition work still need to be improved. Higher vocational colleges should further promote the evaluation and interworking recognition mechanism among courses, positions and certificates. The courses here are professional courses related to index word graphic information processing technology, and the positions refer to front-line positions in corresponding enterprises. The certificates are mainly index word image processing vocational skill level certificates (intermediate). As well as supplementary certificates such as digital media interaction design Vocational skill Level Certificate (intermediate) and financial media content production vocational skill level Certificate (intermediate) and professional-related vocational skill competition. Based on this, higher vocational colleges can add on-the-job training and certificate acquisition into the course evaluation mechanism, so as to strengthen the relationship and interaction between the three. The establishment of the three mutual recognition is an effective way to promote the professional development of digital graphic information processing technology. Especially in the promotion of students' professional skills, through the construction of mutual recognition mode helps to promote the effective connection between course teaching and documentation examination, but also encourages the industry enterprises to see the excellence of vocational college students, and the positive role of “documentation integration” mode in the training of digital graphic information processing technology professionals.

## IV. Conclusion

To sum up, “Document and certificate accommodation” under the “1+X” certificate system plays a positive role in promoting the development of digital graphic information processing technology professional education and teaching. Therefore, teachers should provide strong support for students' career development and promote the effective docking of vocational education with actual needs by clarifying teaching objectives, optimizing professional curriculum, mining teaching resources, enriching professional teaching content, innovating teaching methods, establishing school-enterprise collaborative training, improving evaluation mechanism, and constructing interoperable identification mode.

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