Research on the Training of secondary Vocational Steam System Professionals under the dual education mode

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Abstract: With the increasing demand for automotive professionals, dual education mode has gradually become one of the important modes of secondary vocational education. It is of great significance to the development of individual students and enterprises to apply this model to the training activities of professional personnel of secondary vocational industry, to help students master the cutting-edge technology and manufacturing process, to better serve the development of manufacturing industry and society. Based on this, this paper first analyzes the connotation of dual co-education mode and its role in the training of secondary vocational steam system professional talents, and then combines the author's practical experience to analyze the training strategy of steam system professional talents, in order to provide reference for your peers.

Key words: dual-element co-education mode; Secondary vocational school; Steam system; Professional personnel training

Introduction

The training path of dual-mode co-education mode of secondary vocational auto system specialty not only includes the study of theoretical knowledge and practical operation skills, but also covers many aspects such as internship training, skill competition, enterprise practice and engineering projects. In order to cultivate more outstanding talents in the automobile manufacturing industry, many vocational education schools began to try to adopt the dual co-education mode to carry out personnel training activities, which promoted the effective improvement of the quality of secondary vocational auto system professional personnel training.

1. The connotation of dual co-education mode

School-enterprise dual-mode co-education is a new education mode, which is conducive to the cooperation and exchange between schools and enterprises in personnel training and practical innovation. This model not only contributes to the growth of students, but also contributes to the development of enterprises, and is an important way to promote vocational education and industrial upgrading. First, the dual-education model requires schools and enterprises to complement each other's resources. Secondary vocational schools, as educational institutions, have a wealth of teachers and teaching facilities, while enterprises have a lot of experience and resources in production, management and innovation. Through cooperation, the two sides can fully explore and utilize their respective educational resources and provide teaching services for students in many aspects. For example, in the course of teaching and internship, enterprises can use their own educational resources such as technology and craft to provide students with a real learning environment. Secondly, the dual education model requires the combination of practical teaching and classroom teaching. Students in the enterprise practice, can better contact with the actual working environment, understand and master practical skills, broaden their horizons, improve the level of knowledge application. Dual education mode introduces practical training, providing students with teaching content and practical opportunities that are close to the actual production experience and fit in with the actual needs of enterprises. Finally, dual-element co-education mode requires deepening cooperation between schools and enterprises to play a synergistic role in talent training. School-enterprise cooperation is not only conducive to the learning and growth of students, but also can promote the development of enterprises.

2. Dual mode of co-education in secondary vocational auto system professional personnel training role

With the development of the automobile industry, the talent gap of the automobile manufacturing industry is getting larger and larger. How to train automobile manufacturing professionals who meet the requirements of the industry has become an urgent problem to be solved. In this context, more and more secondary vocational schools have adopted the "dual education" mode, which provides a good learning environment for students to grow into excellent automotive professionals, and injected vitality into the development of the automotive industry. Secondary vocational schools through the establishment of close cooperation with enterprises, to provide students with higher quality of automotive professional teaching and training, can better meet the actual development needs of enterprises and students. On the one hand, the application of "dual co-education" mode in the training of secondary vocational auto system professionals can enable students to enjoy high-quality educational resources in the school and enjoy more professional training in the enterprise. In this mode, students can learn a wealth of professional knowledge, understand the actual needs of enterprises. On the other hand, the application of this mode in the training of professional talents of the automobile system in secondary vocational schools can also solve the recruitment difficulties of enterprises. In cooperation with the school, the enterprise can recruit talents by accepting interns, and in the process of practical investigation on the students, screen out more outstanding talents in line with the needs of the post, and achieve the good effect of "school-enterprise cooperation, internal and external docking". On the whole, the application of dual-mode co-education in the training of professional talents of secondary vocational and automotive system can promote students to master the development trend and skills of the industry more fully, to provide more employment opportunities for students, so that students can realize their own value at the same time can also create more

value for enterprises, but also provide more opportunities for enterprises to recruit outstanding talents.

3. Dual co-education mode in the application of secondary vocational auto system professional path

(1) To cooperate with enterprises to carry out practical teaching

With social progress and economic development, higher vocational education is gradually moving towards the integration of production and education, and practical teaching has become a problem that secondary vocational education must face. In this context, dual education mode in the secondary vocational auto system professional application value has been further highlighted. Dual-element co-education mode in the application of secondary vocational steam system professional can better meet the requirements of the industry for talent training, improve students' practical ability, enhance their employment competitiveness. Teachers should cooperate with enterprises to carry out practical teaching and provide students with a good learning environment. First of all, the enterprise as the final employer, the advantages of practical experience and technology teaching is very obvious, compared with the teaching content of the school is more practical, more close to the reality, teachers should deepen the cooperation with the enterprise, the enterprise practice teaching resources applied to the secondary vocational steam system professional. For example, teachers can make use of the real production scene provided by enterprises to help students better understand the course content and master practical skills. Secondly, in this process, teachers need to be responsible for overall planning and formulating reasonable teaching programs and assessment methods. That is to say, teachers should integrate the dual education mode into the automotive professional curriculum system, and carry out teaching activities in combination with enterprise practice scenarios, and establish the corresponding assessment and evaluation system, evaluate the performance and harvest of students in the process of enterprise practice, so as to improve the quality of teaching. Finally, in order to fully implement the dual co-education model, teachers need to continue to learn and improve their own skill level according to the industry demand and development dynamics; They need to undertake the work of communication and coordination with enterprises to promote two-way exchanges and cooperation between students and enterprises.

(2) Multi-party cooperation to promote the combination of industry, university and research

In the new era, the opportunities and challenges facing the teaching reform and development of secondary vocational auto system are increasing. To promote knowledge economy, digital economy and green economy, production-university-research cooperation has become an inevitable choice to improve the teaching quality and professional level of secondary vocational auto system. Enterprises, schools, scientific research institutions and other multi-party cooperation, help to cultivate both integrity and talent, practical ability is strong, high-quality automobile system talent team. When applying the dual co-education mode to the secondary vocational automobile system major, we should attach importance to the multi-party cooperation, and promote the teaching of automobile system professional by promoting the combination of production, education and research. First, we should promote the deep cooperation between enterprises and schools to open up the channel for students' practice and training. The enterprise has rich professional technical knowledge and practical experience. The cooperation between professional enterprises and automobile system schools can provide students with a good professional learning environment and practice platform, and guide students to improve their ability and quality in the process of implementing practical operations and solving practical problems. Second, we should strengthen the layout of industry-university-research and strive for "new engineering". The teaching content and direction of secondary vocational automotive system should be in line with the current national strategy, development orientation and economic characteristics, so as to promote the upgrading of the industry with talents. This requires secondary vocational schools and automobile industry enterprises to jointly develop industry-university-research layout, based on the accurate grasp of the industry change trend, focus on tackling industry innovation problems, develop new products and new technologies, and promote industrial upgrading. At the same time, it can also provide students with a multi-disciplinary cross-learning platform through the combination of production, learning and research, so that the industry and teaching can interact and win, so that students can contact the latest technology of the industry and enjoy the quality resources of the industry.

(3) Establish a vocational skill appraisal system

Secondary vocational education is one of the important ways to train workers with intermediate vocational skills. In order to improve the quality of vocational skills of secondary vocational students, it is necessary to establish a set of scientific, standard and authoritative vocational skills appraisal system. The application of dual co-education mode in secondary vocational automobile system should attach importance to the construction of vocational skill appraisal system. The specific steps are as follows. First, it is to determine the content of vocational skill appraisal. The content of vocational skill appraisal is the basis of vocational skill appraisal, which must meet the requirements of automobile manufacturing, including the technical and management knowledge related to automobile manufacturing, skill operation and so on. Teachers need to combine the subject curriculum system and vocational skill standards to build a complete appraisal system. Second, it is to design the way of vocational skill appraisal. In the process of designing vocational skill appraisal method, it is necessary to fully consider the course content that students learn and the skills required by the actual work; According to the actual operation requirements of the automobile industry position, design a variety of different forms of identification, such as written test, skill operation assessment, simulation training and other ways. Third, it is to develop professional skill appraisal standards. Teachers should refer to the standards published by the competent departments of the trade, and formulate comprehensive, scientific and applicable standards for vocational skill appraisal according to students' learning characteristics and actual work requirements. Fourth, vocational skills appraisal should be carried out. Vocational skills appraisal should comply with relevant regulations and procedures, and ensure strict and fair. Teachers should assess the vocational ability, skill level and practical application ability of students majoring in automotive engineering in secondary

vocational schools, and provide strong support for students' career planning and development. Fifthly, the analysis of vocational skills appraisal results. The analysis of vocational skill appraisal results is helpful to understand and evaluate the development status of vocational ability, skill level and practical application ability of secondary vocational students, to find the problems faced by students, improve the quality of theoretical teaching, practice and practical training, and optimize the teaching program of vocational education.

(4) Promote the construction of practical training bases

Practical ability is a very important quality in the teaching of automotive system in secondary vocational schools. The cultivation of practical ability needs the support of practical training base. Therefore, in order to better cultivate students' practical ability, the construction of practical training base is an important guarantee. In the process of applying the dual co-education mode to the secondary vocational steam system specialty, we should attach importance to the construction of the training base. First of all, in the construction of the training base, we should pay attention to professionalism. Secondary vocational steam system major students need to carry out a variety of practical operations in the training base, so the training base should have a certain degree of professionalism, can meet the needs of students training. For example, the construction of a real simulation of the automobile manufacturing workshop, provide in line with the actual standards of cars, tools and accessories, and equipped with professional technical tutors, to provide detailed and comprehensive guidance for students. Secondly, the construction of training bases should be humanized. In the training base, students need to temporarily integrate into the real workplace, so it is necessary to fully consider the actual workplace environment when building the training base, and adopt humane design methods, such as dividing the training base into different work areas and providing spacious and bright places to rest. Thirdly, in the construction process of the training base, attention should be paid to the cooperation with enterprises to ensure that the training base meets the market demand. The enterprise can provide the actual work flow, operation standard, customer service process, etc., and strengthen the professional skills training according to the needs of students, so as to improve the competitiveness of students in employment. Finally, in the construction process of training base, it is necessary to pay attention to the allocation and management of training resources. The allocation of training resources not only includes the hardware equipment of the base, but also includes appropriate training textbooks and course system.

Conclusion

In a word, it is feasible and effective for secondary vocational auto system major to adopt the dual mode of co-education for talent training. It not only gives full play to the advantages of vocational education, but also can better meet the needs of enterprises in the automobile industry for talents, and cultivate outstanding talents in the automobile manufacturing industry, which is of great significance to the development of individual students and enterprises. As a teacher, we should fully realize the role of dual co-education mode for secondary vocational auto system professional personnel training, and through cooperation with enterprises to carry out practical teaching, multi-party cooperation to promote the combination of production, education and research, the establishment of vocational skills appraisal system, promote the construction of training base, improve the quality of students' learning.

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