

Modern Apprenticeship Reform Practices of New Business in Chain Management and Financial Management Programs

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Abstract: “Modern Apprenticeship” is the focus of research in the theory and practice of college education, which is combined with the education concept of modern colleges and universities, and plays an important role in docking between colleges and universities and enterprises. In this paper, starting from the connotation and application of modern apprenticeship system, we analyze the reform path of modern apprenticeship system of chain management financial management major new business, and put forward corresponding practical measures to formulate the talent cultivation program of modern apprenticeship system of chain management financial management major new business, which is of great significance to improve the quality of talent cultivation and overall teaching effect of the school.

Keywords: Financial Management Program; New Business Disciplines; Modern Apprenticeships

1. Connotation of modern apprenticeship

Apprenticeship is a system whereby masters and apprentices work together in traditional craft workshops and stores, where the apprentice observes the master’s skills, learns and masters the knowledge and techniques of the craft, and then independently carries out the actual operation under the master’s guidance in order to gain professional experience and vocational skills. The origin of the apprenticeship system is the old “manual apprenticeship system”, in which the master “passes on, helps, and brings up” the apprentice to teach him or her skills. In today’s educational context, apprenticeships are changing with the times. “Modern apprenticeship system combines the traditional manual apprenticeship teaching method of master and apprentice with the modern college education mode, and cultivates talents in various aspects through double subjects and double identities^[1]. Among them, double subject refers to the simultaneous cultivation and joint training between schools and enterprises, realizing double tutor teaching; double identity refers to the double identity of the cultivated object, which is both a school student and an enterprise apprentice.

2. Application of Modern Apprenticeship System in Chain Store Financial Management Specialization

Although the origin of the apprenticeship system and the traditional handicrafts, but with the rapid development of the world commercialization, some countries and regions began to carry out the implementation of apprenticeship in the field of business and finance, for example, retail and business is one of the top ten occupational areas in the United Kingdom, and business and administration is one of the thirteen major occupational areas in Germany. In recent years, with the development of education in China, colleges and universities have also carried out a large number of apprenticeship pilots in the chain of financial management, and the results achieved are relatively satisfactory. However, in the process of implementation, some problems have arisen, such as the cognition of modern apprenticeship system and the specific practice measures are not perfect, the choice of teaching path is more uncertain and other status quo.

3. Reform practice of modern apprenticeship system of new business discipline for chain management and financial management majors

3.1 Determine the mode of school-enterprise cooperation

As the basis for the modern apprenticeship reform of the new business discipline, the school-enterprise cooperation model refers to the school-enterprise cooperation agreement and the tripartite agreement, which should be signed by the school, the enterprise and the students,

through the research and negotiation between the school and the enterprise. In these two documents, the purpose, norms and paths of the modern apprenticeship talent cultivation mode of new business studies should be clearly defined, and the cooperation mode, the details of resources input of both sides, the cultivation responsibilities and obligations of both schools and enterprises, the development and content of teaching programs, student management regulations, the handling of emergencies and other matters that need to be embodied in the cooperation agreement should be written in the agreement.^[2] In the tripartite agreement signed by students, schools and enterprises, the responsibilities and obligations of the Modern Apprenticeship Talent Cultivation Program of New Business Studies should be reflected, and the respective roles of schools and enterprises in education should be clarified.

3.2 Improvement of the student selection mechanism

As the main object of the reform and practice of the new business modern apprenticeship talent cultivation mode, the selection mechanism of the students plays an important role in the effectiveness of the implementation of the new business modern apprenticeship system of the chain management and financial management majors, and at the same time, it can comprehensively improve the quality of talent cultivation. Schools can learn from the British and German apprenticeship system of apprenticeship selection mechanism, in the consideration of the advantages and disadvantages of different apprenticeship selection mechanism on the basis of the new business modern apprenticeship chain management financial management major in the reform of the practice of apprenticeship selection time, specific standards, selection process, as well as the main body of responsibility and the main body of the operation to be clear.

3.3 Developing talent training programs

The “1+N” program is an effective program in the new business modern apprenticeship system, and through the research and development of the “1+N” program, the new business modern apprenticeship system of chain management and financial management can be effectively reformed. Among them, “1” refers to the school should be based on the actual demand for chain management and financial management professional personnel training program for the scientific development and adjustment, as a mandatory option in the personnel training program, which is the basic educational concept and framework for the school to train talents; “N” refers to the cooperation between the school and the financial management professional talents training program; “N” refers to the cooperation between the school and the financial management professional talents training program. “ refers to the discussion between the school and the cooperative enterprises to develop a directed training program according to their own characteristics and actual situation. For example, it can be divided into a number of orientation classes according to the different learning conditions of the students, targeted training. In the “1+N” program, “1” focuses more on cultivating students’ basic abilities, while “N” focuses on the cultivation of students’ professional skills and vocational qualities.^[3]

The reform of the new business modern apprenticeship system of chain management and financial management should be based on the four aspects of objectives, main body, content and methods, to build a three-dimensional, whole process and targeted new business modern apprenticeship talent cultivation program. The talent cultivation objectives of the new business modern apprenticeship system for the chain management and financial management majors should explore the personalized development needs of the school’s cooperative enterprises and students, focusing on cultivating students’ knowledge and theory, comprehensive skills and overall quality. The main body of the new business modern apprenticeship talent cultivation mode of the chain management financial management major is the school and its cooperative enterprises, the school teachers and the master of the cooperative enterprises should carry out dual-teacher teaching, and at the same time, the assessment of the students and the quality of talent cultivation testing work by the school and the cooperative enterprises to assess the two-way and work together to complete. In terms of content, we mainly explore the knowledge and theory of talent training, comprehensive skills and the overall quality of students, and carry out the reform of curriculum content, including theoretical courses, practical courses and humanities courses. The talent cultivation method of the new business modern apprenticeship system of chain management and financial management should fully explore various teaching methods that meet the requirements of specific courses, such as case study teaching method, situational simulation method, task-driven method and so on.

3.3.1 Clarify training objectives

Schools and enterprises should work together to formulate and clarify the objectives of the new business modern apprenticeship talent

cultivation program and fully communicate with each other. Based on this, they should formulate talent cultivation objectives in accordance with the requirements of the talent cultivation program in terms of the theoretical knowledge, professional skills and comprehensive qualities that students need to master, which are in line with the students' learning situation.

3.3.2 Reform of the teaching model

In the traditional teaching mode of chain management and financial management majors, it often occurs that the school carries out centralized teaching in the early stage, and then organizes students to carry out internships in the later stage. Therefore, the school should change the traditional teaching mode and adopt the ladder teaching mode, in which students go to enterprises for internships at the end of each stage of learning, and carry out assessments, and then carry out the next stage of learning after the assessment is completed. This way can make the students' knowledge accumulation and practical ability to be gradually improved, more conducive to the mastery of their own studies have an intuitive understanding of their subsequent choice of direction of study and career planning to play a positive role.

Conclusion

In summary, this paper describes the talent cultivation mode of new business science and modern apprenticeship system, and on this basis, analyzes the problems arising from the teaching and practice of modern apprenticeship system in the chain management financial management specialty and puts forward reform proposals. By improving the degree of school-enterprise integration, student selection mechanism, talent cultivation program and student management system, a new business modern apprenticeship reform program with more ideal teaching effect is created. Through its practice and application, it can not only produce favorable effects on the relevance and effectiveness of the training of students majoring in chain management and financial management, but also comprehensively improve the quality of talent cultivation in the chain management and financial management as well as the overall teaching effect of the school.

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