

Discussion on the Training Mode of the Integration of Vocational Skills and Professional Spirit of Higher Vocational Students

Yanjie Li

Shandong Institute of Commerce and Technology Jinan, Shandong Province, China

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Abstract: Higher vocational education must change the traditional concept of talent training, strengthen the combination with industry and enterprises, pay attention to the education model integrating vocational skills and professional spirit, actively explore strategies for the integration of vocational skills and professional spirit, and cultivate qualified vocational skills at the same time. They also have good professional spirit and are suitable for qualified talents required by society and enterprises.

1. Introduction

Vocational education refers to an educational activity carried out to enable the educated to obtain certain vocational skills or knowledge and form good professional ethics, so as to meet the needs of engaging in certain social production and labor. The two key points in vocational education are vocational skills and professionalism. The integration of professional skills and professional spirit is becoming more and more important in the development of modern society. Professional professional skills are the basic conditions for the talent needs of enterprises, while honesty and trustworthiness, working attitude, adaptability, team spirit, communication ability, innovation ability and other professional spirit are the primary content for enterprises to measure the quality of employees.

2. The Significance of the Integration of Vocational Skills and Professional Quality

In recent years, as China has entered a critical period of building a well-off society in an all-round way and accelerating modernization, economic and social development is facing many major and arduous tasks. There is an urgent need to cultivate a large number of highly skilled talents who can solve production and technical problems. At the same time, it also puts forward new and higher requirements for the structure of human resources and the quality of talents, *** Therefore, the goal of training students in higher vocational colleges must change the traditional concept of talent training, actively adapt to the needs of social talents, strengthen the combination with industries and enterprises, deepen reform, and cultivate high skilled talents for advanced manufacturing, modern agriculture and modern service industry. The top priority is to strengthen the two core contents of vocational education and the integration of vocational skills and professionalism, so that higher vocational students can not only have exquisite vocational skills, but

also have good professionalism and professional skills, and become practical talents in the modernization construction.

Domestic higher vocational colleges generally adopt talent training methods, such as school enterprise cooperation, combination of work and study, 2 + 1 post practice, order training, modern apprenticeship and so on, so that students' vocational skills and professionalism can be practiced. However, due to the lack of systematic planning, implementation and consideration of the integration of vocational skills and professionalism, and the lack of professional ability evaluation, comprehensive talent evaluation and other mechanisms, the integration of vocational skills and professionalism has been floating on the surface, and it is difficult to be truly reflected and improved. In view of this situation, higher vocational colleges must establish a long-term mechanism for talent training based on the integration of vocational skills and professionalism, and integrate it into all links of teaching system and enterprise practice, which runs through the whole process of higher vocational education.

3. Implement the Integration of Vocational Skills and Professionalism

How can higher vocational colleges organically combine the cultivation of professional spirit in the professional construction and talent training plan, and make the education of talent and morality run through the process of vocational skill training and professional talent training, which needs the recognition and active participation of schools, students and enterprises as the implementer of student skill training, Schools need to investigate from the perspective of social needs, explore the fundamental way and basic platform for the integration of vocational skills and professional spirit, and truly make students have both vocational skills and professional spirit.

A. Analyze the problems and Strategies of the integration of professional skills and professional spirit from three angles

To analyze and solve the problems existing in the integration of vocational skills and professionalism in higher vocational colleges, we first need to make an all-round analysis from multiple angles to find the basis, problems and gaps in the integration process. From the perspective of students, enterprises and schools, we can explore the deep-seated causes of the problem, investigate the actual situation and needs of all parties, and find the feasibility and opportunity to organically integrate the cultivation of professional spirit while cultivating professional skills, so as to make the integration of both sides more practical and operable.

From the perspective of students, we should analyze the gap between the current ideological situation and the required professionalism of higher vocational students. The growth of students has distinct characteristics of the times and way of thinking. The psychological characteristics of post-90s make them confused about their adherence to their careers; Students' age and social experience make them have no basic understanding and understanding of enterprises and occupations; The social recognition of higher vocational education makes them lack of good self-positioning, general lack of self-confidence, lack of vision for the future and so on. Starting from these practical problems, taking students as the main body and looking for training methods that can make them willing to accept and practice from the perspective of students is an important basis and starting point to improve students' professional spirit and humanistic quality.

From the perspective of enterprises, it is necessary to clarify the understanding, requirements, opinions and suggestions of enterprises on professionalism, which is also the main basis for cultivating professionalism. Establish in-depth exchanges and cooperation with enterprises, including long-term enterprise return visit and employee satisfaction feedback mechanism, so as to obtain the requirements and satisfaction of the industry and enterprises on various abilities in professionalism, and jointly analyze the division of labor and cooperation and the role to be played

in the task of integrating vocational skills and professionalism with enterprises, In order to obtain the support and participation of enterprises in the integration education of vocational skills and professionalism in higher vocational colleges, so as to form a stable employment cooperation relationship with enterprises.

From the perspective of schools, we should give full play to the initiative of school talent training reform. The school should not only understand the ideological dynamics, subjective consciousness and acceptance ability of students, but also understand the demand dynamics of society and enterprises. At the same time, it should organically combine the two, integrate them into the professional construction, talent training program and daily management, optimize the curriculum system, cultivate double qualified teaching teams, deepen the effectiveness of school enterprise cooperation, and give full play to the characteristics of campus culture and education. By formulating a set of integrated education measures and schemes, students' ability and professional quality can be exercised and improved at the same time in the process of learning and practice inside and outside the school, so as to truly form the purpose of parallel training of professional skills and professional spirit.

B. The three stages gradually realize the effect of the integration of professional skills and professional spirit

The fundamental way to realize the integration of vocational skills and professionalism in higher vocational colleges needs to gradually cultivate students' professionalism from three stages. Make the integration and training of the two run through the whole teaching practice, in and out of class, in and out of school and even the work post, and continue to track and investigate, collect feedback and make repeated improvement, and finally study and explore a set of practical and feasible implementation scheme for the integration of improving vocational skills and cultivating professional spirit, so as to achieve the final effect of the integration.

In the primary stage of professional spirit training, students' personal quality and cultural cultivation should be improved through the study of basic courses of school culture. Learn from and absorb the essence and connotation of corporate culture, and carry out various extracurricular activities to exercise adaptability, communication ability, teamwork awareness and other professional spirit, such as team development, ice breaking and other activities; With the goal of improving the professional spirit such as moral standard and working attitude, guide the activities of students' associations, and cultivate the basis of students' professional ethics by combining campus culture and corporate culture.

In the intermediate stage of professional spirit training, through the curriculum of school enterprise cooperation, strengthen the communication and interaction with enterprises, so that students can get in touch with enterprise management earlier, understand and accept industry norms. Through cooperative teaching with enterprises, the introduction of enterprise technology courses and the study of professional norms, and the influence of excellent employees of enterprises, enable students to establish professional consciousness earlier; Through the construction of "double qualified" teachers in the school, give full play to the role of words and deeds of teachers with enterprise work experience, drive students' understanding of the profession, establish students' professional spirit such as love for their posts, dedication and initiative, and lay the foundation for students to adhere to professional ethics.

In the advanced stage of professional spirit training, through the on-the-spot exercise of Higher Vocational College Students in post practice and enterprise practice, we can promote the overall improvement of professional skills and professional spirit. Through the implementation of dual guidance of enterprises and schools, it is clear that students need to complete work tasks and professional spirit training objectives in enterprises. At the same time, the school has two-way communication with internship students and internship enterprises. The school tracks students'

dynamics synchronously, grasps students' working status and ideological dynamics in real time, and gives timely guidance, so that students can obtain correct working attitude and service awareness in production practice, Further cultivate students' professional qualities such as innovation ability and management ability, so that students can successfully complete the transition from school to enterprise, integrate into the enterprise atmosphere with good professional spirit, and start their career smoothly. So that the vocational skills and professional spirit learned by students can be perfectly interpreted in their career.

4. Main Problems Faced in Realizing Integrated Education

In the process of realizing the integration of vocational skills and professionalism, the participation of enterprises is a crucial link. How to find an effective way of school enterprise cooperation and seek deep cooperation between schools and enterprises in higher vocational colleges needs the support and cooperation of enterprises. In the past, the current situation of school enterprise cooperation has always been the phenomenon of “shaving one head and picking one head”, Enterprises are not interested in the content of cooperative school running. Their attitude towards students' post practice is to solve the short-term employment difficulties, and they are not enthusiastic about the communication and feedback with the school. School enterprise cooperation is a mere formality. Mobilizing enterprises to actively participate in the process of student training is an important link for the development of both sides of students. In addition, conduct in-depth on-the-spot investigation of enterprises to understand the employment needs of enterprises, so as to provide the most direct evidence for the integration education of vocational skills and professionalism in higher vocational schools; Track the status and dynamics of students' internship and employment in enterprises in real time, provide real data for problem research, summarize and summarize problems, so as to serve as an important basis for revising professional talent training plan; Students' enterprise adaptation after work and follow-up investigation, sorting and analysis; Various exchanges and learning between vocational colleges, learning from each other's strong points to complement each other's weak points, and so on are long-term work that requires time and space span, heart and patience, and long-term unremitting efforts of higher vocational educators.

The transformation from “made in China” to “made in China” is inseparable from a high-quality skilled talent team. In the “path of building high-level higher vocational schools and majors with Chinese characteristics”, higher vocational colleges should adhere to the theme of Deepening School enterprise cooperation and collaborative innovation, serving the national strategic needs, and accelerate the modernization of vocational education, We plan to train a large number of high-quality workers and skilled talents in the overall pattern of structural reform and promoting employment, so as to make vocational education play a more prominent role in the process of winning the all-round well-off society.

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