

A Study on the Dual Talent Training Model of College and Enterprise in Vocational Preschool Education Majors under the Background of "1+X" System

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Abstract: This paper analyzes the definition and significance of the "1+X" certificate system, and combines the practical experience of training and assessment of the school child care certificate, and then seeks to organically integrate the training content of the child care skills certificate into the professional talent training plan, optimize the curriculum and Teaching content, coordinating teaching organization and implementation, deepening the reform of teaching methods and methods, and improving the flexibility, adaptability and pertinence of talent training, and ultimately, to improve the quality of technical and technical personnel training in vocational colleges.

In 2019, the state issued a series of policy documents such as the *Notice on Doing a Good Job in the First Batch of 1+X Certificate System Pilot Work*, which explained the certificate system pilot work, certificate supervision and management, technical regulations, etc. Premier Li Keqiang also made it clear that it is proposed to "deeply implement the vocational skill level certificate system". A series of measures clearly pointed out that the 1+X certificate system is the institutional guarantee for deepening the integration of production and education and college-enterprise cooperation, and is an important starting point for opening up the training channel for compound technical and skilled talents. In order to achieve the goal of cultivating compound technical and skilled talents, colleges and universities must take the 1+X certificate system as the starting point to carry out reforms and explore innovative talent training models. In this context, in 2021, the College applied for the "Child Care" vocational skill level certificate assessment site for preschool education, infant care services and management, which was commissioned by the Ministry of Education and developed by Hunan Jinzhiweiye Maternal and Infant Care Co., Ltd. The first batch of students passed the exam and obtained the vocational skill level certificates. After a year of promotion and the development of training and assessment, we have had a deep understanding and thinking about the significance and importance of the country's implementation of the "1+X" certificate system, and tried to pass the course certificate. The integrated curriculum system is constructed, and then the talent training mode is adjusted to meet the society's demand for compound technical and skilled talents for reference of the "1+X" certificate work and teaching reform of other vocational colleges.

1. The Connotation and Implementation Significance of the "1+X" certificate system

1.1 The Connotation of the "1+X" Certificate System

Academic certificate + several vocational skill level certificates, among which "1" represents the academic certificate, which is the main body of the academic certificate, and specifically refers to the diploma obtained by the learner after receiving the education in the educational institution within the educational system. "X" refers to the vocational skill level certificate, which mainly refers to: if the learner has obtained the relevant vocational skill level certificate through study, assessment, training, etc., it means that the learner already has the vocational skills required by the certificate. "1" and "X" in the "1+X" certificate system are not two independent systems. These two parts are a whole with a unified standard and can be integrated with each other. The high integration of "1" and "X" will lead to improvement of vocational education.

1.2 Implementation Significance of "1+X" certificate System

The proposal and implementation of the "1+X" certificate system provides important guidance and significance for the education of higher vocational colleges. On the one hand, the certificate system effectively unites the two main bodies of schools and enterprises. Through the communication and cooperation between the two main bodies, it strengthens the match between talent training and industry needs, and solves the problem of educating people that higher vocational colleges have always faced. On the other hand, the "1+X" certificate is one of the important paths for the reform of the talent training model of vocational education and the evaluation model. First, by implementing the "1+X" certificate system, vocational colleges can encourage social forces to participate in the training of students by participating in the formulation of teaching standards, vocational skills identification, student assessment, etc.; secondly, the system guides higher vocational colleges to combine e education and training, so that vocational training has the same status as academic education, and both are equally important; finally, "1+X" helps vocational colleges to educate people with precision and quality, which can further promote the development of modern vocational education. Development of a series of standards.

2. Construction of the Curriculum System for the Integration of Curriculum Certificates

After applying for the evaluation site, we organized teachers and evaluation organization experts to conduct several professional seminars. In addition to successfully completing the certificate evaluation work, we also discussed how to effectively integrate the "X" certificate into the professional teaching plan, in line with the existing course teaching content. By adjusting the corresponding teaching content, it is ensured that after completing the course, students will have the vocational skills of the corresponding certificate, be able to successfully obtain the X certificate, realize the integration of the course certificate, and cultivate technical and technical talents that meet the needs of the society. According to the curriculum content of preschool majors, infant care services and management majors, combined with the evaluation content and requirements of the child care vocational skill level certificate, we have organized many discussions with the training evaluation and determined the following "Preschool Children's Hygiene" and "Preschool Children's Hygiene". The teaching of courses such as "Child Psychology" and "Infant and Toddler Feeding" has been connected and integrated with the certificate, and the practice of "course certificate integration" has been carried out, and the content of the certificate has been combined with the

talent training plan.

Examples of the "Course Certificate Financing" section are as follows:

"Child Care" primary skills module and module 1 of the core skills project: "preliminary treatment of scald", "preliminary treatment of traumatic bleeding", "emergency treatment of drowning", "Heimlich first aid technique" and professional basic course "Preschool" in safety protection Hygiene "Common Accidental Handling" for fusion.

Module 2 of "Children's Care": The contents of "Seven-step Handwashing Method" and "Guidelines for Taking Off Clothes" in daily care are integrated with the "Preschool Children's Life System" of "Preschool Hygiene".

Module 3 of "Children's Care": "Physical Growth Measurement" and "Body Temperature Measurement" in daily health care are integrated with the "Indices and Measurement Evaluation of Preschool Children's Growth and Development" in Preschool Hygiene.

Module 4 of "Children's Care": The "implementation of cognitive development activities" in early development is integrated with the professional basic course "Preschool Psychology" "Preschool Children's Feelings and Perceptions".

Module 4 of "Children's Care": "Implementation of Language Development Activities" in Early Development and "Preschool Psychology" "Preschool Children's Speech and Thinking" are integrated.

Module 4 of "Children's Care": The "implementation of social development activities" in early development is integrated with the "sociality of preschool children" in "Preschool Psychology".

Module 4 of "Children's Care": the integration of "children's storytelling" in early development and "kindergarten literature activities" in the professional course "Children's Language Education and Activity Guidance".

Module 4 of "Children's Care": "Songs and Rhythm" in early development are integrated with "Organization and Guidance of Singing Activities" and "Organization and Guidance of Children's Rhythm Activities" in the preschool professional course "Children's Art Education Activity Design".

It is planned to realize the interdependence and coexistence of courses and certificates within two years and three years through the practice of curriculum certificate integration, and gradually build a system of credit system for the work process. Course learning is an autonomous modular curriculum system.

3. Create a School-Enterprise Dual-Subject Talent Training Model

In the process of promoting the 1+X certificate of child care, we feel that Hunan Jinzhiweiye Maternal and Child Company has indeed done a lot of work to develop the "child care" vocational qualification certificate, which is divided into two parts: theory and practice. The textbook "Child Care" compiled according to the content of the certificate was rated as the textbook of the national 13th Five-Year Plan, which indeed meets the needs of the post of child care. However, the recognition of this certificate is not very high in the society. Certificates such as "nursery worker" and "nursery teacher" have been promoted by the Ministry of Human Resources and Social Security for many years, and have become the qualification certificates for nursery work in kindergartens, and have been recognized by everyone. Then the students have indeed learned the skills by participating in the certificate assessment, and they can also be competent for the corresponding positions. The society and kindergartens do not know this certificate and do not recognize this certificate, and the practicality is reduced, which will inevitably affect the students' enthusiasm for learning. It is detrimental to the growth of the child care certificate and the development of

educational and teaching activities in the school.

Combining the problems we found in our work, we give full play to the advantages of school-enterprise cooperation in pre-school majors, make plans for the path from "course certificate integration" to "park-school integration", and actively explore the talent training model of school-enterprise dual subjects. In recent years, the College has deeply implemented the strategy of strengthening the province through science and education in Shandong Province, and has attached great importance to deepening the integration of production and education and school-enterprise cooperation. It has successively established practice training bases with preschool education groups such as Laigang Jinding and Shandong Shengbo. After carrying out the 1+X certificate promotion work, we realized that the joint training with enterprises is not only to promote learning, but also to promote the certificate. Only the recognition of the corporate society can truly achieve the effect of mutual dependence and symbiosis.

In the specific implementation process, we designed targeted design both inside and outside the school through enterprise research, based on the needs of kindergarten care and education jobs, combined with certificate courses, and the school's teaching process. The advanced practical and practical teaching system integrates theoretical course learning, skills training, and off-campus internships into the talent training plan, creating a three-dimensional education plan for the improvement of students' practical ability.

During the two semesters of school study in the first year, through the basic courses of "Preschool Children's Hygiene" and "Preschool Children's Psychology" and skill courses such as vocal music, dance, and art, the theoretical knowledge of the certificate of child care is integrated into the "Health Internship". The training room "Mother-Infant Nursing Experiment Training Room" completed the learning of the practical part of the child care certificate. Because there were no young children, the practical operation was completed by the teacher's teaching and no physical simulation. When students entered the first semester of their sophomore year, we arranged a two-week off-campus "nursery practice" to enter a cooperative kindergarten. In the first week the students worked as trainees, and they learn with off-campus instructors. The second week was a practical stage, where they participated in kindergarten work under the guidance of teachers. Work tasks in real situations have the function of integrating theory and practice. In the corporate classroom of the kindergarten, students have close contact with experienced front-line teachers, and combine the professional knowledge learned in school with the practice of kindergarten, which effectively improves the students' post-practice ability. The students said: It turns out that what the school has learned is really useful, it confirms each other, and the things they have learned have become vivid. What I thought I didn't understand and couldn't remember now is particularly impressive; the kindergarten teachers said: Your students are disciplined and solid.. The assessment of the certificate of child care is carried out only after returning to school, and the pass rate of our students is 100%. The feedback from the students, the feedback from the kindergarten, and the final assessment results. From the three aspects, our training method allows students to acquire more comprehensive and practical skills, which are in line with the actual work of the kindergarten and are enthusiastically received by the frontline of the kindergarten. welcome.

Based on the 1+X background of the Ministry of Education, our College has passed the certificate assessment, the integration of course certificates, the connection between classrooms and kindergartens, and the integration of teaching, practical training, practice and other key links. All attempts are aimed at using the most suitable teaching methods for students, to give students the latest knowledge, abilities and qualities that best meet the needs of kindergarten and future careers, and lay the foundation for their life-long development. We also hope that our practice can provide

reference for other institutions.

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