

Research on the Construction Mechanism and Quality Evaluation of Training Bases for Technical Skills Accumulation in Higher Vocational Schools

Hongwei Zhang

Shandong Transport Vocational College, Weifang, Shandong, 261206, China

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Abstract: School-enterprise cooperation is the basic talent training mode of current vocational education. The quality of cooperation is closely related to the quality of talent training in vocational schools. In view of the insufficient depth of school-enterprise cooperation, it can effectively solve the outstanding problems of school-enterprise cooperation in vocational schools. Based on the current construction of the school-enterprise cooperation operation mechanism, this paper explores the construction of training venues, practical platforms, and platforms for teachers' technical skills accumulation in higher vocational colleges, and proposes a performance appraisal mechanism for the quality of talent training for other higher vocational school references.

The main task of higher vocational education is to cultivate high-quality skilled professionals facing the front line of production, construction, management, and service. Through reasonable selection of teaching content, reform and implementation of teaching methods, higher vocational education cultivates students' ability to solve practical problems, achieves a seamless connection between technical and skilled talents cultivated by vocational colleges and social needs, and alleviates labor shortages and employment difficulties. However, at present, the employment quality of higher vocational students after employment is difficult to meet the expected requirements. Vocational education is separated from the needs of enterprises, and there is a big gap between it and social expectations. At present, students are often in a passive way of learning in the process of learning in school. The formation of engineering literacy and practice platforms are not enough, and the cultivation and training of students' engineering concepts is insufficient, resulting in the comprehensive ability of students trained by vocational colleges and corporate job requirements. There is a serious disconnect.

The reason is that higher vocational colleges still have problems that need to be solved urgently in the construction of training sites and engineering training platforms. The equipment utilization rate of higher vocational colleges is generally low. Some equipment was purchased without planning or was donated by enterprises of inferior quality. Some commonly used equipment is seriously damaged, and the use efficiency of comprehensive laboratories is particularly low. To sum up, the technical skill accumulation platform lacks top-level design and is not very efficient. Carry out research on existing problems.

1. Research on the Platform Construction Model

(1)Government-led technical skills accumulation platform construction mechanism and policy design.

Under the premise of meeting the requirements of relevant laws and regulations, the government should carry out top-level design in the construction of school-enterprise cooperation, engineering training platform, and technical skills accumulation platform, and play a leading role [1]. Design a set of policies and measures in line with regional economic development, improve the existing security system, guide the deep integration of school-enterprise production and education, and deepen cooperation in the training of technical and skilled personnel urgently needed by regional industries.

(2)School-enterprise collaboration to build an in-depth cooperation model

Explore the school-enterprise cooperation model such as "school-in-factory, factory-in-school" to promote all-round and deep integration between schools and enterprises. The content of the students' learning in the learning process is basically the same as the requirements of the jobs they will be engaged in in the future. Enterprises do not need to carry out secondary long-term training for talent, which improves the practicability of vocational education talent.

2. Specific Implementation Form

(1)Relying on the original accumulation of technical skills, build a technical service platform for regional enterprises.

College teachers should strengthen the accumulation of technical skills, fully understand the importance of the transformation of scientific research results, take the effective application and promotion of scientific research results as the standard to measure the technical level, strengthen the scientific and technological service capabilities for regional enterprises, and carry out practical technology research and development for enterprises that are practically grounded. and industrialization, and realize the industrial transformation and upgrading of regional enterprises [2].

With the help of the technical public relations and social service capabilities of teachers in vocational colleges, it is necessary to focus on strengthening close cooperation with regional benchmarking and leading enterprises, and choose enterprises that have made great contributions to the transformation and upgrading of regional industries and are closely matched with their own professional construction[3]. Focusing on the technical service capabilities of teachers and students and the equipment and facilities of both parties, the two parties will jointly build a service platform and create a community of integration of production and education.

Through the government-school-enterprise cooperation model, we actively build a technical skill accumulation platform and a technical area "incubator" that can serve small and medium-sized enterprises or provide technical services to them. Based on the original accumulation of technical skills, it promotes the transformation and upgrading of regional small and medium-sized enterprises, technological innovation, and the improvement of product added value [4].

In response to the development of high-tech industries and the shortage of high-skilled talents, vocational colleges actively use government departments or industry associations, make full use of market operation mechanisms, accelerate the construction of industry-university-research cooperation platforms based on technical skills, and actively become service providers of regional small and medium-sized enterprises. Relying on the construction of the technical skills platform, it undertakes business and provides technical services to enterprises. At the same time, this model effectively improves the technical research and development capabilities and technical skills accumulation and innovation capabilities of the school's professional teachers and technical backbone of enterprises, and enhances their ability to cultivate technical skills. The role of quality,

technical skills inheritance, and applied technology development and promotion can also make higher vocational colleges an important carrier of technical skills accumulation and innovation for small and medium-sized enterprises in technology research and development, technology public relations, and technology promotion.

(2) Innovation Ability Accumulation Platform for Higher Vocational Teachers

According to their own professional strengths, teachers choose regional bench marking enterprises with strong integration with their own majors, deep school-enterprise cooperation, and long-term cooperation as carriers of technical skills accumulation and social service capabilities. Based on this carrier, higher vocational teachers should actively enter the enterprise, learn the key skills in the post, and make full use of the key points of this skill in teaching, actively discover the technical problems in the post, analyze the existing problems, and think about the problems. , and then propose a solution to the problem, and even implement it. In the process, teachers personally experience how to discover and solve problems, refine the actual problem-solving process, research and development process, and the formation of solutions, organize cases, and divide them into teaching through design. Resources are integrated into professional courses to accumulate technical skills and enhance the actual combat content of technical skills accumulation. Teachers use the front-line position of the enterprise as the ability accumulation platform, and accumulate the technical skills and innovation ability of the front-line needs of the enterprise, to cultivate knowledge-based skilled talents that meet the needs of the enterprise, and then promote the deepening of the skills accumulation model.

(3) Build a platform for technical skills learning and practical combat for higher vocational students

During the construction of the technical skills learning platform, timely workers with "skilled craftsmen" from the enterprise are hired to inherit technical skills, and the important role of "skilled craftsmen" in the accumulation and inheritance of technical skills will be played. High-level "skilled craftsmen" serve as corporate mentors for students [5]. The teaching of explicit knowledge and tacit knowledge by high-quality teachers in schools and enterprises improves students' employment competitiveness and social recognition.

3. Operation Mechanism, Implementation Plan and Monitoring Design of Technical Skills Accumulation Platform

(1) Operational Mechanism of "Industry-University-Research"

Actively explore the operation mechanism of the combination of production, teaching and scientific research, explore the system of mechanism construction of productive training bases in higher vocational schools, and fully rely on enterprises to carry out on-campus practice and training base transformation [6].

In the process of building a school-enterprise community, the two sides of the school and enterprise have achieved a sustainable and stable cooperative through active negotiation, including relevant resources, benefit sharing, system connection, implementation of cooperation methods, and division of responsibilities and rights. It is particularly important to emphasize that we must pay attention to "higher education, vocational education, and locality" to ensure the dominant position of students in the process of cooperation, and students to participate in the entire production process and the entire work link to achieve zero distance between the classroom and the job, and promote capability been substantially improved.

The construction of a school-enterprise community needs to take into account their respective interests, especially the enthusiasm of the enterprise side in the process. Explore the multiple ways of investment entities and the operation mechanism of sustainable development. This mechanism

enables graduates to rapidly develop their ability to find and solve problems in the front line of production after taking up their posts, which is recognized by employers and is conducive to the verification of the accumulation of technical skills. The school-enterprise or school-government-enterprise tripartite should explore the form of mixed ownership, strengthen the degree of integration between vocational education and economic and social development, mix multi-party property rights, and build school-enterprise cooperation in accordance with the principles of mutual employment of teachers, resource sharing, and clear property rights [7] .

The above operating mechanism promotes the in-depth cooperation between schools and enterprises, promotes the deep integration of production and education, and jointly promotes the development of applied technology and the accumulation of technical skills under the balance of their respective interests, realizes the accumulation of technical skills in school-enterprise collaboration, and enables the production of enterprises and the teaching of schools. And the cultivation of talent, the progress of enterprise technology, the accumulation of technical skills of teachers and students, and the level of scientific research have been effectively improved.

(2)Implement the technical skill elite training plan.

Stimulate students' awareness and ability of independent learning, and are more willing to host or participate in the development or innovation of new products or new technologies. Students are required to have the spirit of not being afraid of difficulties, perseverance and perseverance in their personality, actively participate in the scientific research projects of school teachers and the production tasks of corporate mentors in daily learning, be willing to put forward their own opinions, and be able to propose ideas for problem solving, and can be put into practice. Fully recognize the supporting role of technical skills accumulation in higher vocational schools for majors and schools, truly put technical skills accumulation in the primary position of professional brand building, and carry out practical teaching and accumulation of technical skills. Such students can go to work after leaving school, and even play a key role in some key technical positions (new product development, process improvement, technical projects, patent declaration, etc.) The practicability of the school promotes the "seamless connection" between the school's talent training and the enterprise, achieves qualitative improvement, and realizes the accumulation of technical skills and the play of their role.

(3)Multi-agent feedback mechanism

The performance evaluation of technical skills accumulation of school-enterprise collaboration plays an important role in guaranteeing the realization of the deep integration of school-enterprise and improving the quality of cooperation. The level of cooperation plays a key role in the evaluation process and explores the establishment of an effective evaluation system .

In the process of accumulating technical skills, both sides of the school and enterprise compete, learn from each other's strengths and complement their weaknesses, and seek "win-win". According to the established cooperation quality standards, the society monitors the technical skills accumulation, process and effect of school-enterprise collaboration in educational and teaching activities in higher vocational colleges. On the basis of evaluation, colleges and universities take corrective measures to achieve the expected goals and improve teaching quality.

The evaluation index system of the technical skills accumulation mechanism of school-enterprise collaboration mainly considers factors such as the construction of a school-enterprise interest community, the importance of enterprises and institutions, the degree of technical skills accumulation of students and teachers, the quality of talent training, social satisfaction, and employment rate. Under the promotion of all parties, we focus on assessing the talent training goals and the requirements of occupational positions or job groups, matching degree of ability requirements of occupational positions and the ability level of students, co-constructing equipment and facilities, and strengthening school-enterprise skills in the accumulation of technical skills

Cooperation and teacher sharing and interactive exchanges promote the connection between majors and industries, and the connection between technical and skilled talents and local economies and enterprises, as shown in Figure 1.

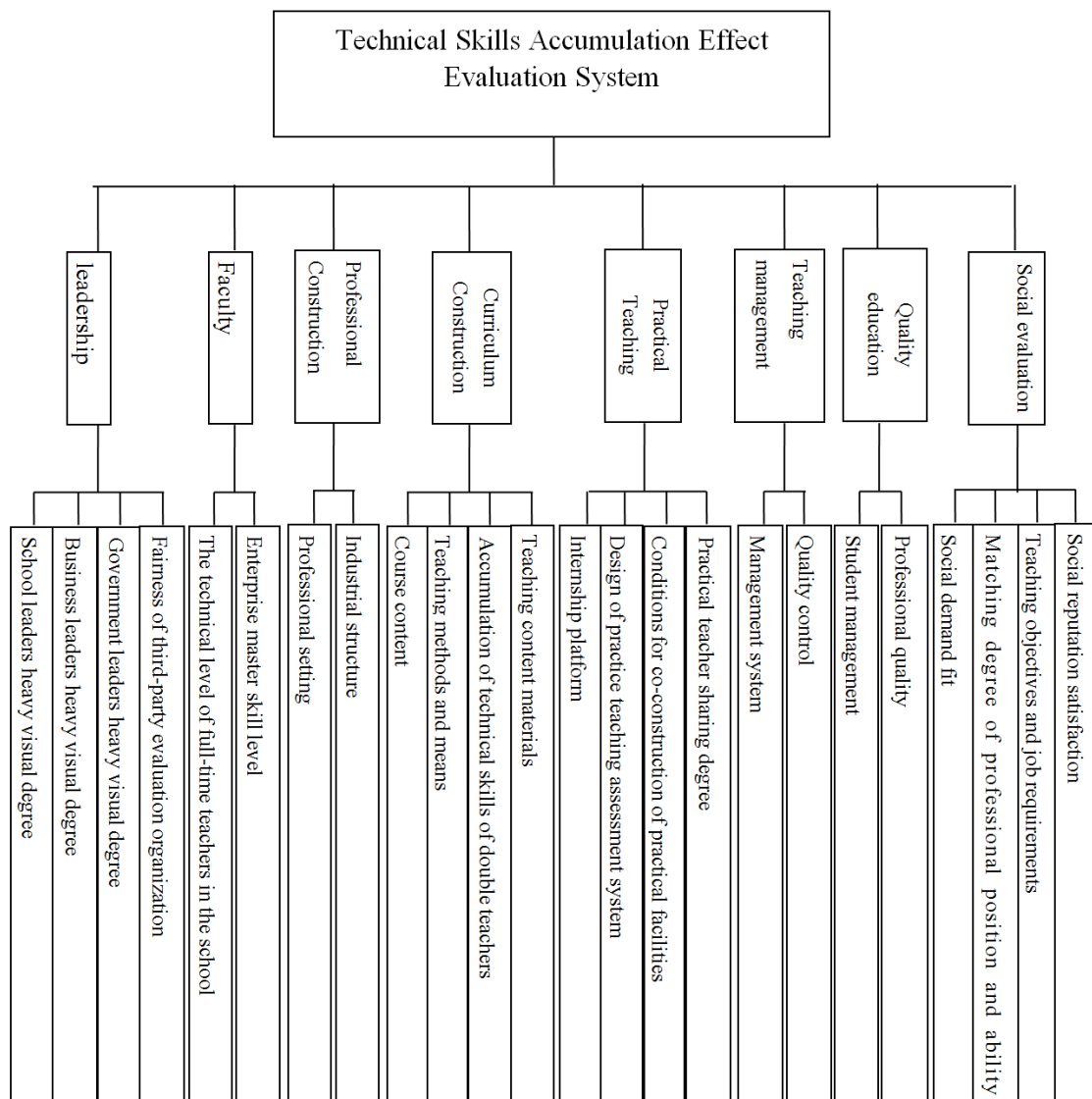


Figure 1: Technical Skills Accumulation Effect Evaluation System

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