

The Construction and Reform of Higher Vocational Courses under the Mode of School-enterprise Cooperation - Take Document and File Management as an Example

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Abstract: School-enterprise cooperation refers to the establishment of a joint method between colleges and enterprises, which can not only achieve the sharing of talents between schools and enterprises, but also promote the connection of colleges and industries and help enterprises to cultivate more targeted. Taking the management of documents and archives in higher vocational colleges as an example, this paper analyzes the problems existing in the training of talents in school-enterprise cooperation, and proposes countermeasures for curriculum construction and reform, in order to provide reference for teaching workers.

1. Introduction

Document file management is one of the compulsory foundations for administrative management majors in higher vocational schools. The archives business is also an important part of the generalized secretarial business, but as a highly professional project, it has become independent in many departments, enterprises and institutions, and is managed by special staff; but there are still many grassroots the unit has not yet realized the importance of file management. In related work, the secretary is still responsible for this post. Administrative management majors carry out practical education in the form of school-enterprise cooperation, which can lay a solid foundation for carrying out document filing management projects.

2. The current disadvantages of higher vocational archives management teaching

2.1. The society does not pay attention to the management of documents and files

There are problems in the society that they are unfamiliar with and do not pay attention to the work of archives management. The status of archives workers is low and the welfare conditions are poor.[1] Many state organs, enterprises and institutions only provide archives management positions for retired employees or new recruits. Some are idlers. The investment in the archives management work is very small, neither can the archives management work be put to the corresponding height, and the necessity of archives management cannot be realized at all.

2.2. The curriculum construction in higher vocational colleges is not perfect

Some higher vocational colleges do not pay enough attention to the teaching of document management. Relevant teachers do not pay attention to the course of file management, and mistakenly think that file management is about sending and receiving documents, archiving documents, and checking documents regularly. In some higher vocational schools, although they have set up practical courses in the teaching plan, they are restricted by the practice base, and the time or funds are relatively tight, so that the practical courses cannot be carried out normally; The level has not improved.

2.3. Lack of construction of teaching staff

At present, many higher vocational school teaching document filing management majors are taught by teachers of Chinese, history, law and other disciplines. In addition, because the teachers mainly come from ordinary schools and lack specific teaching experience in educational files, the proportion of "double-qualified" teachers is not large, so the teaching content is not practical.

3. The current status of school-enterprise cooperation training methods

3.1. The school-enterprise cooperation model has not yet been perfected

The school pays attention to building a training platform through the enterprise, while the enterprise is guided by its own actual interests, which leads to the lack of effective management guarantee between the two, and finally causes the lack of motivation for the cooperation between the school and the enterprise, and the form is single, The combination of education and practice is limited to the simple involvement of businesses.

3.2. Curriculum system in which teaching and teaching are separated

At present, there are many problems in the teaching of higher vocational education in our country. Many college teachers pay less attention to higher vocational education and do not pay enough attention to the enterprise factor in higher vocational education teaching. In addition, the teachers of higher vocational education lack enough work experience and cannot summarize the work tasks in a timely manner.

3.3. Need to strengthen the teaching staff

At present, many colleges and universities have introduced a large number of part-time teachers from the company, but due to their own lack of work experience, teaching management and teaching design, etc., they are also restricted by the company's work; the investment in educational resources is limited. , so it is difficult to ensure its validity. Because most of the teaching staff of vocational and technical colleges come from vocational schools, they lack working experience in companies. Therefore, in project-based teaching, they cannot combine their theory with practice well, which makes it difficult for them to improve own professional skills.

4. Main measures for curriculum reform in higher vocational colleges under the school-enterprise cooperation model

4.1. Actively promote the reform of teachers, teaching materials and teaching methods

The "National Vocational Education Reform Plan" clearly puts forward the goal of reforming teachers, teaching materials and teaching methods ("three teachings"). In the transformation of "three teachings", teacher training is the foundation, and teaching methods are the foundation. Teachers should first improve their classroom teaching level, strive to achieve "the integration of theory and practice", and actively promote their transformation to "double-qualified" teachers, which will help to integrate theoretical knowledge and experience in teaching activities and improve the effectiveness of the class. Teachers in higher vocational colleges should first continue to pay attention to the development trends and strategies in the field of vocational education, and should frequently update theoretical knowledge and practical courses, continue to improve the level of theoretical knowledge in teaching and the technology of teaching methods in practical training classrooms, to ensure cutting-edge, Increase cooperation with related companies to make teaching more and more "grounded".

In terms of teacher training, local government departments also need to strengthen financial and policy support, especially to increase the government's guarantee of investment in enterprise training, so as to increase the level of attention of enterprises to cultivating high-quality skilled teachers. As for the compilation of teaching content, it is necessary to change the traditional way of using general college courses, to compile theoretical courses that are more in line with the characteristics of vocational education, and to change the traditional teaching method of separating theory and practice into a "integration of theory and practice" method. More suitable for local practical theoretical courses. In the process of compiling the textbook, in addition to hiring scholars in the vocational education field to be editor-in-chief, it is also possible to invite scientific and technological leaders from the manufacturing industry to participate, so that the teaching is close to actual teaching and enterprise practice, so that theory and practice can be combined.

The traditional teaching method means that the teacher teaches on the podium, which leads to the students being more passive. Therefore, the teacher's teaching method should improve the enthusiasm of students, combine theory with practical operation, and integrate various theoretical knowledge methods and practical operation techniques with a single project module. In addition, teachers should try their best to "return" students' experience to students in practical teaching, and attach importance to situational teaching and "flipped classroom". Teachers should use the actual teaching scene to carry out teaching and guide students to understand and solve problems from the actual scene.

4.2. Focus on improving students' job identity

Higher vocational colleges and enterprises should actively participate in improving students' "professional identity" and "professional self-confidence". In terms of schools, we must enhance our understanding of vocational education, further correct and change attitudes, see the government's confidence in improving the efficiency and level of vocational education, and enhance confidence in the construction of vocational schools. It turns to action thinking.

On the student side, for students who are admitted to higher education in the ordinary high school education model, they should take a good career guidance course to help them correct their learning attitude and let them have a general understanding of vocational education, which will help them grasp the direction and plan of their career prospects. It also helps them to independently plan the future career prospects of "senior technical talents", so that their negative emotions about professional learning can be alleviated or even eliminated, thereby increasing their academic support[2].

4.3. The government improves the mechanism and increases the participation of social enterprises

Government departments should improve relevant mechanisms. First of all, the basic normative mechanism and operational norms for local enterprises to participate in school-enterprise cooperative training should be formed, including project design, course selection, teaching plan setting, etc., so that local enterprises have examples and rules to follow in participating in the project training. , local enterprises should also do their own exploration and efforts to explore a curriculum system that is beneficial to enterprises. Then, for the school-enterprise cooperation training, various measures that local government departments can take in the initial implementation, such as formulating policy support measures, funding subsidies, etc., actively attract local enterprises to participate in the training of technical talents. In the later work, local government departments will gradually shift from a dominant position to follow-up support, in order to improve the initiative of local enterprises to actively participate in school-enterprise cooperation in running schools, guide local enterprises to actively cooperate with vocational colleges to carry out school-enterprise cooperation, and actively explore construction skills Demonstration platform for teaching practice, prompting them to further improve their skills, further enrich the content of their training and teaching, provide corresponding expenses for launching skills education projects that are not limited to enterprises themselves, and promote their cooperation with vocational colleges to establish standardized facilities and optimize teaching. Equipment conditions to improve the quality of education and management level, and at the same time give local outstanding enterprises participating in "school-enterprise cooperation" a greater say in the formulation of the skills education personnel training system in this field, so as to comprehensively promote the supervision system of the local skills education and teaching system. building. Only by following these principles can a perfect school-enterprise cooperation model be built.

4.4. Improve the construction of archives management teachers and their practical teaching ability

At present, universities and universities use archives rooms, enterprises and local archives as places for archives practice, but in the specific archives teaching, many new practice projects are not carried out on schedule. On the one hand, due to the professionalism and security of the paperwork work, such places cannot accommodate a large number of interns; on the other hand, the knowledge learned by students differ greatly from the needs of the specific work of archives. Therefore, learning and training is usually limited to centralized visits.[3] At a glance, even if a small number of students participate, it is just some trivial practical management, not the work of processing documents and files. As a result, students cannot obtain more professional knowledge and practical experience in the internship position, thus limiting their personal development.

In order to solve the problem that the current practical training content is too single, we can start with teachers. For the teaching process, teachers play an important role, and students' operation must be carried out with the help of teachers. In practical teaching, teachers need to carry out teaching analysis, demonstration and operation inspection specific guidance in practice, timely correct and explain the students' improper and operational problems. Therefore, to guide students to practice that teachers to have a "double-qualified" literacy, not only need to have a solid basic theoretical knowledge, but also need to have the operation process ability. Nowadays, many colleges and universities do not have professional teachers in the subject of Documents and Archives Management. Usually, the other teachers do part-time jobs. These teachers are engaged in the education of archives management courses, but they lack the experience of archives management, working practical experience and practical teaching ability.

The level of teachers' practical activity ability is directly related to the practical teaching effect. To get out of trouble, you need to start from two ways. The key is to arrange the instructor of the subject of Document and File Management to the archives. You can also work in the archives for a period of time, preferably for about half a year. Professional teachers who do not meet the requirements can be used to strengthen the archives (room) internship, but also can use the fragmented time to the archives (room) part-time internship. Only in archives management in practice, teachers can learn their own archives management ability and practical teaching ability. Second, hire experienced archivists as part-time teachers. Inviting experienced archivists and archivists to carry out practical demonstration activities, on the one hand, to fill in the specific work experience of full-time teachers, on the other hand, is also conducive to establish a good partnership with these archives (rooms). Can invite archivists with certain theoretical literacy to integrate practical work to teach students, if the conditions can allocate a certain class hours. As a part-time teacher, we can effectively improve the overall level of teachers and talent training mode.

5. Conclusion

To sum up, strengthen the construction of teachers' team, encourage cooperation with high-quality enterprises, promote enterprises and schools to train talents from the time students enter the school, integrate the advantages of enterprises to establish on-campus student training bases and information-based teaching resources, and improve professional social service capabilities. It can effectively build a school-enterprise cooperation model. Under the premise that the enterprise and the school are jointly running the school, the talent training model of the school-enterprise cooperation based on the integration of production and education will definitely achieve good results in nurturing the heart and achieve a win-win situation for all parties.

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