

# A New Approach to the Teaching Reform of “1+X” Combination of Education and Training in Higher Vocational Colleges -- Taking Health Management Major as an Example

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**Abstract:** Taking the health management major as an example, this paper has deeply studied the new idea of teaching reform of “1+X” combination of education and training in higher vocational colleges, focusing on implementing the new situation of “1+X” combination of education and training from three aspects of curriculum system, talent training mode and teaching measures, hoping to provide reference for colleges to enhance the quality of education and teaching.

## 1. Introduction

The “1+X” certificate system is the focus of China’s vocational education construction in recent years, mainly referring to the graduation certificate+multiple vocational skill level certificates<sup>[1]</sup>. Owing to the extensive popularization of quality education in China, the requirements and demands of the society for talents are increasing, and the competition in the talent market is becoming increasingly fierce. The “1+X” certificate system can effectively enhance the professional skills and level of vocational college students, which is greatly crucial to enhance their employment competitiveness. The author will take the health management major as an example to share the new ideas of “1+X” education and training combined with teaching reform.

## 2. Construct the Curriculum System of Combining Education with Training

### 2.1 Build the Curriculum Framework

Whether the curriculum framework is reasonable or not determines the construction effect of the curriculum system and the teaching quality to a certain degree. As the basis for the construction of the teaching system and the scientific guide for teaching activities, the curriculum framework should fully play the advantages of the “1+X” certificate system, be based on the educational goal of fostering application-oriented talents, and then build a scientific and reasonable curriculum framework<sup>[2]</sup>. Based on this, the curriculum framework has been combined with the professional characteristics of health management to build a curriculum system framework for teaching, practice and competition through school-enterprise cooperation. That is, teachers give theoretical explanations and professional demonstrations, students learn theoretical knowledge, and develop practical drills. Then teachers organize students to participate in various professional skill competitions to enhance their practical ability. Moreover, in the course of curriculum construction, teachers should focus on the progressive nature, constantly optimize the difficulty and content of the curriculum, and then help students consolidate the theoretical foundation and enhance professional skills.

### 2.2 Perfect the Theoretical Curriculum System

As the basis of any teaching activity, the theoretical curriculum system mainly arms the students’ practical mind through theoretical knowledge to lay a solid foundation for students’ practical behavior. Therefore, while developing the “1+X” education and training combined teaching, colleges should effectively combine and perfect the modules of educational knowledge,

professional technology, and comprehensive professional skills. Among them, the educational knowledge module should include practical English courses, Mao Zedong Thought and Introduction to Socialism with Chinese Characteristics courses, college Chinese courses, applied composition writing courses, career planning guidance courses, employment planning courses, innovation and entrepreneurship courses for health management majors. The professional technology module should include the elderly care knowledge, health rehabilitation health care knowledge, nutrition and other courses. The comprehensive professional skills module should include such courses as psychology, etiquette, health management and service introduction.

### **2.3 Innovate Practice Curriculum System**

In the teaching reform of “1+X” combination of education and training, the curriculum system can be mainly divided into two parts: theoretical curriculum and practical curriculum. The theoretical curriculum and the practical curriculum are interdependent. The theoretical curriculum can provide an action guide for the practical curriculum, and the practical curriculum can enrich the content of the theoretical curriculum. Therefore, colleges should innovate the practical curriculum system on the basis of perfecting the theoretical curriculum system<sup>[3]</sup>. First, build professional basic skill modules, and add courses such as health management care, nutrition and diet, mental health and rehabilitation consultation and massage. Secondly, build professional comprehensive skill modules, including health management practice, industrial management and operation, social work, psychological communication and other practical courses. In this way, it can provide a platform for students to internalize theoretical knowledge and enhance professional skills, thereby strengthening the comprehensive ability of health management students.

### **2.4 Create Skill Competitions**

Skill competitions can not only effectively exercise students’ professional skills, but also inspire students’ sense of competition and enthusiasm for learning. Based on this, the health management specialty should develop professional skills competition in combination with students’ future career progress direction, job skills, knowledge, literacy needs, etc.<sup>[4]</sup>. In this process, students can recognize their own shortcomings through competitions and make targeted improvements, while also enhancing their professional practical skills and level. Therefore, colleges should actively organize and develop campus internal health management professional skills competition, and attach credits as rewards to inspire students’ enthusiasm for participation and effectively enhance students’ professional practice ability. Moreover, colleges should also guide students to participate in a larger stage of competition, such as the health management skills of higher vocational groups in the National Vocational College Skills Competition, so as to broaden students’ horizons.

## **3. Improve the Training Mode of Training and Gathering Talents**

### **3.1 Innovate the Training Mode of Professional Talents**

Health management specialty should adhere to the core of “1+X” education and training, and innovate the professional talent training mode in strict accordance with the order of “1” first, then “X”. That is, first build a student status system for students, and then build a teaching system based on professional needs and industry development prospects<sup>[5]</sup>. First of all, in actual teaching, colleges should not only focus on training and enhancing students’ professional skills, but also focus on strengthening students’ professional ethics and comprehensive quality. According to the survey, many employers pay more attention to the comprehensive quality of talents and believe that professional skills can be learned in the follow-up work, but the comprehensive quality determines their work attitude and behavior, which is difficult to correct and train in the follow-up work. Therefore, colleges should foster students’ professional quality of loving their jobs and keeping improving in teaching. Secondly, colleges should also take the industry as a crucial subject to foster students, to achieve the integration of professional courses and industry post needs, professional teachers and post talents, curriculum content and professional standards, teaching process and work

practice, and graduation certificates and multiple professional certificates.

### **3.2 Perfect the Teaching Mode of Professional Talents**

First of all, colleges should build a professional cognitive ability training link, with the teaching goal of fostering and consolidating students' professional foundation in the first semester. Secondly, we should build a professional core competence training link, and develop "X+Y" class hour teaching in the second semester based on training and enhancing students' core professional skills. The X class hour is mainly used to learn theoretical knowledge in the school, while the Y class hour is used to guide students to go deep into their work posts for professional practice and transform the knowledge they have learned into professional skills. Finally, we can build a link to enhance professional skills. In the second half of the second academic year, we will build task-driven and project cooperative teaching with students as the main body and teachers as the guide, gradually implement the "1+X" certificate system, encourage students to enhance their personal ability and obtain more professional certificates related to their professional knowledge, so as to enhance their professional ability.

## **4. Implement the Teaching Measures of Combining Education with Training**

### **4.1 Strengthen the Construction of Teachers**

Teachers are the leaders and guides of teaching activities. Their teaching level and ability directly determine the teaching quality and students' studying thinking. Therefore, the health management specialty in colleges should strengthen the construction of the teaching staff, and focus on training and building a "double qualified" teaching staff<sup>[6]</sup>. First of all, colleges should strengthen the training of current teacher groups, actively organize education and teaching training activities, cooperate with enterprises, guide teachers to go deep into their jobs, and enhance teaching professionalism and effectiveness. Secondly, colleges should also strengthen the talent reserve, broaden the recruitment channels, hire backbone talents from enterprises as teachers, and enhance the teaching quality of health management specialty. Finally, colleges should also build a teacher ability assessment mechanism, guide teachers to obtain a variety of professional qualification certificates, and build a teacher ability training system through vocational skills competition, professional grade evaluation and other activities.

### **4.2 Build Practice Base**

Only when students transform their theoretical knowledge into practical skills can they be regarded as the completion of teaching activities. Therefore, colleges should combine the characteristics of the health management specialty and the industry progress trend to build nursing, rehabilitation and other practice bases, cooperate with health management service enterprises, promote the coordinated progress of school education and enterprises, thus forming a chain for enterprises to participate in student practice, and provide professional talents for enterprises. In the practice base, colleges should strengthen the information construction, organically integrate the health management specialty with artificial intelligence technology, big data, the Internet, etc., so as to enhance the service level, build a national practice base for integration of production and education, thus laying a good practice foundation for promoting the "1+X" education and training combined with teaching reform, and providing support for the society to provide high-quality health management talents<sup>[7]</sup>.

### **4.3 Promote the Certification System**

In the teaching reform of "1+X" combination of education and training, colleges should also promote the multi certificate system. First of all, it is a crucial condition for vocational college students to obtain vocational skill grade certificates. Secondly, colleges can exempt students from the cost of training and examination, and inspire students' enthusiasm for examination. Finally, in the teaching reform of "1+X" combination of education and training, colleges should build a skill certificate system with the characteristics of health management, integrate the knowledge, skills and

accomplishments of students in their future jobs into the corresponding courses, and develop targeted assessment and vocational skills assessment. In this way, students can enhance their professional skills and professionalism in the specific learning and assessment process, which is greatly crucial for promoting students' better progress.

## 5. Conclusion

To sum up, it is very crucial for colleges to develop the “1+X” education and training teaching reform. This is not only an inevitable trend to comply with the deepening reform in the field of education in China, but also a crucial way and strategy to enhance the employment competitiveness of vocational college students. Therefore, colleges should focus more on the “1+X” combination of education and training teaching mode, and have the courage to break the traditional teaching mode, develop teaching reform from the three aspects of curriculum system, talent training mode and teaching strategies, so as to enhance the quality of higher vocational education, enhance the professional ability and comprehensive quality of students, and provide more high-quality health management talents for the society.

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