

The Construction of Practical Teaching System in Higher Vocational Colleges from the Perspective of School-enterprise Cooperation

Fuyong Huang

Liaoning Jianzhu Vocational College, Liaoyang 111000, China

Keywords: school-enterprise cooperation, higher vocational colleges, Practical teaching system, Construction

Abstract: Today, as the education industry continues to develop in depth, how to promote students' ability to translate theory into practice has gradually become the focus of educators. After exploration, school-enterprise cooperation is a more effective form. It cannot only help students accumulate social experience, but also effectively improve students' practical ability. Higher vocational colleges should introduce it as a favorable means to teaching. In the system. This paper will discuss the construction of practical teaching system in higher vocational colleges from the perspective of school-enterprise cooperation.

1. Research background

Today, in the rapid development of higher vocational colleges, higher vocational colleges should re-position themselves. Higher vocational colleges are different from undergraduate colleges in that they aim to deliver applied talents with high practical ability to the society. Therefore, higher vocational colleges should establish a teaching system based on cultivating students' practical ability. Only in this way can the teaching objectives be achieved. However, in actual work, some higher vocational colleges have not established a correct understanding of their own teaching objectives. They still prefer theoretical knowledge in the opening of the classroom, and the proportion of practical teaching is small, which makes the teaching purpose difficult. Realization, even if some higher vocational colleges give high priority to practical teaching, but its construction of practical teaching system is not perfect enough, students not only have difficulty in getting more effective practical teaching classrooms, but also the lack of practical venues It hinders the development of practical teaching [1]. The "National Medium- and Long-Term Education Reform and Development Plan" also puts forward specific requirements for higher education institutions in China, requiring higher education institutions to strengthen the improvement of the quality of talents, whether it is the construction of laboratories or internship bases inside and outside the school. As a key link, we will promote the cultivation of practical ability of talents. Higher vocational colleges should follow the requirements of the education department and strengthen the construction of internship bases inside and outside the school [2]. In order to promote students' practical ability and let students get good practical teaching, higher vocational colleges should not only focus on the campus, but should diverge their eyes outside the school and implement them in society. At present, there are many enterprises or well-known enterprises with strong potential in the society. Higher vocational colleges should give them great attention and cooperate with these enterprises to realize the practice teaching system [3].

2. The importance of constructing a practical teaching system in higher vocational colleges under the cooperation of schools and enterprises

2.1 Enhance the basic quality and professional quality of students and strengthen their social competitiveness

The rapid development of the current society is increasingly demanding talents. The competition of the society is essentially the competition of talents. Therefore, if higher vocational colleges want

to enhance the social competitiveness of students, they can be in a fierce society. To occupy a place in the competition, students should be allowed to go deep into the society, and gradually improve their basic qualities and professionalism in practice. The construction of practical teaching system can effectively help higher vocational colleges achieve their goals. Students participating in practical teaching cannot only accumulate social experience, but also learn a lot of knowledge that cannot be learned in textbooks, but also can form a deeper understanding of themselves, understand their own knowledge level and the lack of skills application, and thus continue to carry out more in-depth Learn. Higher vocational colleges should cooperate with enterprises in the society so that students can provide a better and better learning platform [4]. Students can actually develop their independent thinking skills by actually operating in the enterprise. Due to the large difference between actual work and teaching, students will inevitably encounter many technical problems when they practice in the enterprise. Therefore, this practical teaching method can effectively cultivate students' ability to find problems, think about problems and solve problems. Students become talents with sustainable development capabilities. In addition, students' participation in practical teaching can also enable them to improve their ability to communicate and communicate with others, and achieve basic quality and professional quality improvement.

2.2 Enhancing teachers' professional quality and practical teaching ability

In higher vocational colleges, teachers should not only have a high level of theoretical knowledge, but also should have strong practical teaching ability, but limited by the teaching conditions, teachers' practical teaching ability is often difficult to effectively improve the room for growth is extremely limited. As an educator who is directly oriented to students, teachers should constantly improve their professionalism. Only in this way can they bring more effective practical teaching to students. Higher vocational colleges should clarify that the quality of the teaching staff determines the success or failure of practical teaching, and through the various ways to achieve the training of the teaching staff, to ensure that the teaching staff can have a good professional level and professional quality, so as to achieve effective development of practical teaching. The cooperation between higher vocational colleges and enterprises can also provide a broader space for teachers to carry out practical teaching. Teachers can realize their own vision in practical teaching, thus promoting their practical teaching ability [5].

2.3 Improving the quality of running a higher vocational college itself

Higher vocational colleges and enterprises cooperate with each other to establish a practical teaching system, which can also effectively promote the quality of their own schools. As enterprises can provide a platform for higher vocational colleges to provide education, higher vocational colleges can no longer be limited by their own teaching conditions, and they also regard enterprises as part of teaching and carry out more educational activities. The cooperation between higher vocational colleges and enterprises can also realize the integration and optimization of teaching resources, thus promoting the educational innovation of higher vocational colleges. As enterprises can provide educational platforms for higher vocational colleges, higher vocational colleges should pay attention to the rational application of enterprise resources, and optimize and allocate internal resources and enterprise resources to ensure that enterprise resources can be reasonably applied [6].

3. The construction strategy of practical teaching system in higher vocational colleges from the perspective of school-enterprise cooperation

3.1 Reasonable design practice teaching course

If higher vocational colleges want to carry out efficient cooperation with enterprises and give full play to the role of practical teaching system, then they should reasonably design practical teaching courses. Since this paper mainly discusses the practical teaching system from the perspective of school-enterprise cooperation, higher vocational colleges should listen to the opinions of enterprises when designing practical teaching courses, and let enterprises also join the setting of practical

teaching courses. Schools and enterprises should jointly develop practical teaching plans according to the actual needs of students, specifically including the arrangement stage and the concentration stage, so that students can obtain basic skills and comprehensive reinforcement of professional skills [7]. In order to make the practice teaching better, higher vocational colleges should publicize the idea of Enterprise as a Teacher, so that teachers and students can shift their eyes from the classroom to the enterprise, which can not only improve the effectiveness of the practice classroom. It also makes students more engaged, which is a more reliable way. Because students in higher vocational colleges have different abilities, teachers should also arrange practical courses into three categories according to the differences in students' abilities, and then organize students with corresponding abilities to participate in practical courses. This kind of teaching method is not only highly targeted, but also enables students to better enhance their abilities in the course and create value for the company.

3.2 Construction of the training base in the school

The cooperation between higher vocational colleges and enterprises cannot only improve the effectiveness of practical teaching, but also strengthen the construction of the school. The Outline of the National Medium- and Long-Term Education Reform and Development Plan requires higher vocational colleges to speed up the construction of training bases inside and outside the school. Therefore, higher vocational colleges should list this content as the focus of work and rely on school-enterprise cooperation to accelerate Construction of it. Higher vocational colleges should cooperate with well-known enterprises and gradually improve the on-campus training base for different jobs. The construction of the campus training base should be centered on the enterprise, which puts higher requirements on higher vocational colleges. Higher vocational colleges should go deep into the enterprise, investigate the talent needs of their jobs, and introduce them into the construction of the campus training base, which can help teachers to better carry out practical teaching, thus making students meet the needs of enterprises. Talent ^[8]. Since higher vocational colleges have enrolled more and more students in recent years, higher vocational colleges should expand the scale of on-campus training bases to ensure that each student can participate in it, thus ensuring the overall ability of students. The construction of the school's training base should include not only the creation of jobs, but also the creation of a working atmosphere. The actual work is different from the teaching. Its atmosphere is more unique and serious. If students want to give full play to their abilities in their work, they should improve their adaptability and ensure that they can adapt to different working atmospheres. Only in this way can they ensure the effectiveness of the work. The construction of the school's training base is not a one-off event, but a long-term process. During the construction process, the social situation may change. Therefore, higher vocational colleges should also keep up with the social trend and establish a sense of advancing with the times. Higher vocational colleges should constantly change their practical teaching system according to the changes in the actual talent demand of enterprises. Only in this way can we ensure the advanced nature of practical teaching and thus enhance the professional ability of students. Since the on-campus training base has the meaning of closed doors, higher vocational colleges should also pay attention to the introduction of new elements, hire high-paying talents with practical ability in the society to the training base, and provide students with higher quality classrooms. Doing not only promotes the effectiveness of practical teaching, but also enables students to get close to the industry and let them focus their attention quickly on the classroom to achieve effective teaching.

3.3 Construction of off-campus training base

Higher vocational colleges can also use the power of enterprises to create an off-campus training base. Teachers should combine the professional needs and establish teaching objectives based on cultivating practical talents. Only in this way can the construction of off-campus training bases be realized. In order to ensure that the off-campus training base can have a strong comprehensiveness, higher vocational colleges should not only cooperate with one enterprise, but should cooperate with many enterprises to jointly build an off-campus training base. Higher vocational colleges should

require teachers to participate in the work of these enterprises when they are internships, so that they cannot only fully realize the goal of internship, but also provide security for students. In order to enable students to get better exercise in the off-campus training base, teachers can inform some enterprises about the information of the students, so that the company can transfer the students to different positions according to their own needs, so that students can better improve. Create yourself and create value for the company [9]. In addition, higher vocational colleges should also establish and improve the practical teaching evaluation system, but the teaching evaluation cannot only come from the school, but also should come from the enterprise. Only in this way can the teaching evaluation result fully reflect the actual situation of the students, and then let the students pass the evaluation. The result is a clearer perception of oneself. At the same time, because this article relies on school-enterprise cooperation, the teaching evaluation should also be based on enterprises, and give enterprises certain rights, which will enable students to better achieve professional ability and comprehensive quality improvement. Higher vocational colleges can also establish more diversified forms of assessment, such as skill competitions, skill identification, etc. These forms can effectively examine the actual ability of students, thus providing a realistic and reliable data basis for teaching evaluation.

4. Conclusion

Higher vocational colleges should clarify their own responsibilities, and cooperate with enterprises in the society to realize the construction of a practical teaching system. Only in this way can a more comprehensive talent training system be created. Enterprises should also play their active role in this process, provide a platform for higher vocational colleges, and assess and effectively evaluate students' work so that students can grow better.

References

- [1] Gu Zehui, Zhang jingqiu. Construction of practical teaching system in vocational colleges under the background of school-enterprise dual main body. Vocational technology education, Vol. 11 (2017) No.38, p. 21 - 23.
- [2] Fu Wei, Jiang Daoxia. Practical teaching system of network specialty based on school-enterprise cooperation. Laboratory research and exploration, Vol. 9 (2016) No.35, p. 235 - 238.
- [3] Jiang Hua, Jiang Rui. Construction and implementation of school-enterprise cooperative practical teaching system for hotel management major in vocational colleges. Literature and education materials, Vol. 1 (2015) No.25, p. 176 - 177.
- [4] Wang Honglei. Construction of practical teaching system for mold major in higher vocational colleges based on the concept of "school-enterprise cooperation, work-study integration". Mold manufacturing, Vol. 7 (2016) No.16, p. 87 - 90.
- [5] Lei Cuiling, Li Xianling, Liu Tao et al. Exploration and construction of practical teaching system of e-commerce specialty in vocational colleges. E-commerce, Vol. 5 (2016) No.28, p. 78 - 80.
- [6] Ruan Lingyun. Analysis on the construction of practical teaching system of "enterprise order-type" talent training mode in vocational colleges. Guangxi education (career and higher education edition), Vol. 2 (2015) No.15, p. 172 - 175.
- [7] Xu Fei. Discussion on the construction of practical teaching platform for aviation maintenance majors in higher vocational colleges. Journal of Tianjin vocational university, Vol. 3 (2008) No.27, p. 63 - 66.

[8] Yan Ming. Construction of practical teaching system for electronic majors in higher vocational colleges under the school-enterprise cooperation mode. *Fujian quality management*, Vol. 3 (2016) No.15, p. 250 - 250.

[9] Zhao Lihao. Conception of practical teaching system of tourism management major in vocational colleges. *Silk Road vision*, Vol. 1 (2016) No.22, p. 59 - 60.