

Students' Practical Ability, Vocational Skill Training and Certificate Education

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Abstract: Vocational Education Has Made Some Progress in Promoting the Integration of “Double Certificates”, But There Are Still Many Problems Worthy of Investigation. Professor Yang Jinmei of Tianjin University of Technology Points out That There is No Organic Connection between the Two Certificates. in the Aspect of School Education, the College Mainly Adopts the Training Method of Double Certificate, Which is Still in a State of Separation. as for the System, Students' Skill Evaluation Cannot Be Combined with School Education Evaluation. for the System, the Two Certificates Cannot Communicate with Each Other and Have Not Formed a Real “Cross Zone”. She, the National Qualification Certificate Should Be Formulated as Soon as Possible - I Believe, as Well as the Implementation of the Vocational Qualification Certificate System, Especially the Upgrading of the Level of Legislation, Which Must Be Incorporated into the Legal System Management. Special Regulations Include: Nature, Meaning, Post Access, Professional Standards, Vocational Skills Evaluation, Mutual Certification, Certificate, Incentive Measures, Responsibility, Certificate System to Realize the Rights, Obligations, Capital Sources, Etc. of Related Entities. in Addition, Further Research and Experiments Are Needed on the Organic Integration, Connection and Transformation of the “Two Certificates”, as Well as the Development System of the Special Qualification System. from the Perspective of the Current Situation of Our Country, to Realize the Integration of “Double Certificates” Requires the Reform and Exploration within the School, Such as the Detailed Study and Adjustment of the Education System and Operation Mechanism. in Addition, It is Necessary to Study the Methods and Methods to Realize Mutual Communication and to Formulate Specific Communication. Establish the System and Policy, the Corresponding Evaluation Standard System, and Establish the System and Mechanism That Can Be Effectively Identified in the Actual Work.

1. Introduction

Yang Liming, Researcher of Institute of Vocational Education of Maritime College: the Current Problem of the Conversion of “Two Certificates” is - I Think: the Policy Level is Complex, Proven, and the Advantage is Driven, and the Rules Are Incomplete; the Technical Level is Defined by a Wide Range of Qualification Scope[1]. the Scope of Qualification Certificate is Narrow, So the Difficulty of Obtaining Qualification Certificate is Relatively Balanced, the Difficulty of Obtaining Qualification Certificate and Qualification Rate Are Unbalanced, But the Possibility of Conversion between the Two is: the Same Part between the Two Vocational Education and the Corresponding National Qualification Certificate. the Main Points of a Curriculum Standard Are Different. Qualification Certificate is Based on Knowledge Supplemented by Knowledge; Qualification Certificate is Based on Knowledge Supplemented Technology (Including Attitude). the Qualification Certificate Includes Several Qualification Certificates as Well as Qualification Certificates. the Implementation Condition of the Exchange is to Append Some Linker, and the Transformation Should Be Bidirectional. the Exchange Framework Model between the Five Level Certificate and the Second Level Vocational Education Certificate; the Cross Relationship between the Fourth Level Certificate and the Second Level Vocational Education Certificate; the Same Relationship between the Fourth Level Certificate and the Higher Vocational Education Certificate (Major) - General Relationship; the Same Relationship between the Third Level Certificate and the

Higher Level Vocational Education Certificate (Junior College); the Horizontal Relationship between the Second Level Certificate and the Higher Level Vocational Education Certificate (Undergraduate) Department. an Important Prerequisite for the Mutual Conversion of Such Certificates is the Simultaneous Reform of Existing Certificate Courses and National Qualification Courses[2]. the Emphasis is on the Appropriate Increase of Skill Requirements of Diploma Courses and the Knowledge Requirements of Vocational Qualification Courses. Curriculum Standards and Mutual Conversion Need to Be Completed through the Combination of Bridge Curriculum, Credit System and Modules.

2. This is a Combination of Two Types of Systems and Two Systems.

Professor Shi weiping, director of the Institute of vocational education of East China Normal University, said that the unity of the two types of certificates of “Dual Certificate integration” could not be interpreted as a narrow education system. For a broader scope of qualification, it covers. Then, it's for dedicated groups, and then, credentials are for specific positions. That content is narrow and deeper. Academic certificate is an inevitable product to extend professional qualification[3]. Accommodation facilities are two-way, the key lies in the mutual understanding of the route. The key point is to develop authoritative and organized national professional ability standards. The important problem of the integration of double evidence is to establish the standard and legal status. The establishment of this system should be a national policy for the development of vocational education. The operation level focuses on curriculum reform. It is necessary to reform the curriculum of junior college and vocational qualification certificate. The integration based on curriculum reform is not simply based on docking, but on ability level. When developing courses, the most important thing is to define the tasks and requirements corresponding to the work location for each professional, and select knowledge and skills training based on them[4]. When thinking about the professional direction of vocational education, which position is defined according to the specific occupation, the relevant authoritative qualification certification system of these positions is analyzed and screened, and it is necessary to fill in the research of that knowledge and skill point. Only on the basis of common reform and two coordinated governance can it be built into a dual licensing shelter. This work is not operated by schools or specific departments. It is a systematic project. It mobilizes various systems related to it and coordinates them at the national level. Its significance lies in the effective combination of the two systems, playing an important role in the construction of lifelong education system, opening up a complete market for vocational education and training, and improving the utilization rate of vocational education.

3. Certificate Education: Problems and Trends

Dr. Wen Yimin of Hunan University of technology believes that we must pay attention to the implementation of vocational qualification education in Colleges and universities. First of all, we need to establish a responsive talent demand survey system. Secondly, the interface between academic education and vocational qualification certificate system must be designed scientifically. According to the knowledge and ability of vocational qualification certificate, determine the corresponding relationship between curriculum and vocational qualification certificate, and carry out effective curriculum integration[5]. The third is the organic combination of teacher training and professional qualification. Fourth, establish an experimental system conducive to the implementation of the professional qualification system. Fifth, please develop a series of teaching materials to provide academic and professional qualifications. The sixth is to innovate the evaluation model and establish a sound evaluation system for high-level talents. The seventh is to further improve the social recognition of professional qualifications. The further ideas about the implementation of certificate training are as follows: first, create a local (local) professional qualification certificate brand together with industry enterprises. Many private enterprises do not recognize formal certificates and usually have independent evaluation systems. Many students just want to work in such enterprises after graduation. In the case of order system, in order to build local

platform, we can use specific professional qualification certificate to combine order point[6]. The second is to strengthen the participation of education departments in the construction of vocational qualification certificate system. The existing qualification criteria are set by workers and personnel departments, and the school rarely invites participants. The third is to build the link between the vocational qualification certificate system and academic education. According to the corresponding schema between British diploma and general education diploma, workers with intermediate vocational qualification certificate have the opportunity to pass some necessary cultural tests and receive higher level diploma education.

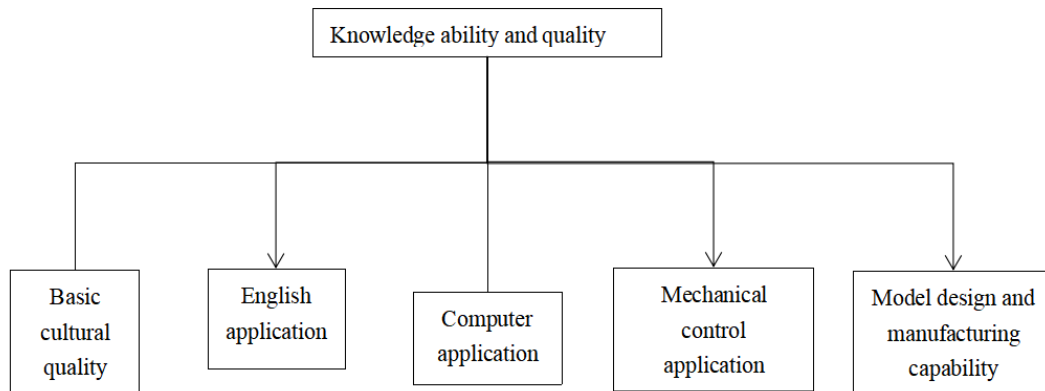


Fig.1 Skill Development Approach

4. Include Qualification Certificate in Teaching Plan

Tianjin No.1 commercial school has implemented “one book and multiple certificates” education since 1995. The school's practice is to replace the examination with certificate and incorporate the vocational qualification certificate into the teaching plan. After application, the school's training center reached an agreement with the China Society of business technicians, and the school was authorized as the national vocational training and qualification workstation to identify more than 60 specialties. At present, six kinds of professional qualification certificates, such as computerized accounting certificate, accounting certificate, e-commerce certificate and international business officer certificate, are included in the teaching plan. In order to ensure the quality of the test, the school has done a lot of supporting work: first, reform the curriculum system and adjust the teaching plan according to the post requirements. The second is to integrate the teaching contents of the existing vocational qualification certificate education and academic education[7]. The third is to establish a dual teacher team. The fourth is to update teaching facilities and build a complete training base inside and outside the school. In the implementation of “one book, many certificates” education, the school realized that, first of all, we should strengthen the government's behavior and provide policy and financial support. Secondly, actively play the role of industry participation and supervision. Third, strengthen teaching management. The certificate education of credit system and flexible learning system will be included in the overall plan of teaching reform, adhering to “people-oriented, service first”, changing “class management” into “personal management”, changing “static management” into “dynamic management”.

5. College Students' Vocational Qualification Certificate: Gaozhi County as the Object

The representative of the Higher Education Office of Shanghai Municipal Education Commission pointed out that after two years of training, many vocational school students in Shanghai entered the labor and employment levels, improving the overall education level of the labor market. However, in the scope of higher education, many professional graduates have been in a low position, and the employment of graduates has been lack of a specific standardized enrollment system. At present, the evaluation standard of the labor department is mainly suitable for skilled operation work formulated by the national labor department, which is divided into five levels:

junior technical personnel, middle and senior technical personnel and senior technical personnel[8]. All work of technology and management is not included. Skill evaluation generally meets the needs of a single job, and there is no method to evaluate the composite skill type certificate. In order to solve this contradiction, the Ministry of labor and the Ministry of social security, in addition to the five qualification certificates mentioned above, have also developed the only certificate issued at present - "College Students' vocational qualification certificate". Certificate issued by the Ministry of security. The evaluation scope is generally aimed at the group of professional positions, and students must have basic, general and proficient professional skills in this professional position. The functions that can not be achieved by the specific, narrow caliber vocational skill evaluation can be realized by the new "College Students' vocational skill evaluation". At present, there are about 20 kinds of "Vocational and technical qualification certificates" for students. It is gradually promoted on the existing basis, and, in the end, all graduates of higher vocational colleges will be recognized. There are still many problems to be solved in the implementation of "university vocational skill evaluation system". For example, the Department of labor is the manager of training providers and certification systems. Many assessment stations are located in training institutions, education departments and other institutions and are managed by the Ministry of labor itself. There are few evaluation institutions organized by the college. The education department will strengthen the contact with relevant departments, set up a qualification Bureau in the qualification schools, and sort out the evaluation plan according to the educational characteristics of the schools. Then, school education and vocational qualification evaluation are organically linked.

6. Building an Open Vocational Training System

Wang Guoqiang, Secretary General of Technical Committee of technical secondary school and Ji Yaqing, principal of railway transportation school, pointed out that there are four forms of construction of vocational training system at present[9]. The second is individual business (the school is registered as a market-oriented company with independent legal nature). The first is the joint construction of school and enterprise. The first type relies on the company's seasonal training form (off-season school learning, company peak business training). Each mode has its own strengths and weaknesses, which need to be selected according to the situation. The work of the railway transport school is to establish a vocational training mechanism for communication with the society, establish a "joint enterprise management committee" and various specialized education operation committees. We will work together to formulate the school's professional enrollment plan, research and revise the professional teaching plan, and solve the major problems of school enterprise cooperation. It is attached to the classified tutorship. For the purpose of determining the construction mode of the system for different specialized vocational and technical training, as the production of specialized materials and products, the school in the front and rear factories conducts an investigation on the mode, and the zero distance between production and training is realized by connecting; simulating the actions of enterprises. Students who do not have the ability to operate independently can choose the learning combination of internal and external schools. Please increase investment and strive to improve the level of training equipment for important majors. Provide games for all kinds of skills based on training, and build a platform to actively play students' skills.

7. Conclusion

It is emphasized that skill education is the key to the success of vocational education. Practical training is not the assistance of classroom teaching, but an important part of teaching. The training cannot be freely chosen by the trainees, and the enterprise shall not cancel the trainees' training rights for any reason. Training needs to strengthen education. At the same time, a software and hardware platform is established to highlight skills education.

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