

Research on the Training Mode of Modern Apprenticeship Based on 'Internet +'

Wei Ni

Nantong Vocational & Technical Shipping College, Nantong, 226010, China

Niwei@Ntsc.Edu.Cn

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Abstract: “Internet +” and Modern Probation Vocational Education Mode Point out the Direction for the Future Development of Social Economy and Vocational Education. the Effective Way to Solve the Bottleneck in the Reform of Higher Vocational Education in China is to Promote the Effective Integration between the Two. This Paper Expounds the Existing Problems of the Training Mode, Curriculum, Management Mechanism, Guidance Quality and Evaluation Mechanism in the Process of the Implementation of Modern Internship. as an Example, “Network +” and Information Are Combined to Put Forward Countermeasures to Provide Reference for Universities, Modern Study of Drivers, and Reference for Implementation.

1. Introduction

Modern Internship is a New Type of Talent Training Mode. It Focuses on Professional and Technical Training for Students through in-Depth Cooperation between Schools and Enterprises and Joint Training between Teachers and Students[1]. the Establishment of Modern Apprenticeship System is a Strategic Choice of Vocational Education, Which Will Actively Provide Conditions for the Current Economic and Social Development, Promote the Interactive Development of Vocational Education System and Labor Employment System, and Promote the Construction of Modern Vocational Education System. Modern Personnel Training Mode, to Establish the Whole Process of Learning Vocational Education Personnel Training to Promote the Participation of Industry and Enterprises, the Connection between Professional Setting and Industrial Development, the Connection between Curriculum Standards and the Realization of Professional Standards -- the Connection between Teaching and Manufacturing Process, and the Connection between Graduation Certificate and Professional Qualification Bat. the Implementation of Modern Internship Pilot Work is an Important Measure to Cultivate Students' Sense of Social Responsibility, Innovative Spirit, Practical Application Ability, Technical and Technical Personnel Training Ability and Level Comprehensive Improvement. in 2014, the Main Argument of the Ministry of Culture and Culture Clearly Proposed That We Should Accelerate the Establishment of Modern Vocational Education System. One of the Important Contents is to Comprehensively Promote the Pilot of Modern Probation System. Since Then, in 2015, Premier Li Kiqang Put Forward the “Internet +” Action Plan in the Government Work Report, Expecting the Internet to Change Various Traditional Industries, Including Education[2]. “Internet +” and Modern Internship Vocational Education Mode Respectively Point out the Direction for the Development of Social Economy and Vocational Education in the Future. Vocational Education Itself is to Provide High-Quality Professionals for the Development of Social Economy. the Effective Integration of Education Mode is an Effective Way to Solve the Bottleneck of Higher Vocational Education Reform in China

2. An Analysis of the Current Situation of the Training Mode of Modern Apprenticeship Talents in China

In February 2014, Premier Li kiqang put forward a proposal at the board of directors of the national conference. The special school has started the demonstration project of modern probation system reform. In August 2014, the Ministry of culture and culture of the people's Republic of China proposed in the working principle of the formal modern pilot learning program that the

modern pilot learning program is that the modern pilot learning program has entered the stage of substantial progress, showing the “opinions on the work and learning of modern pilots” published. Since then, the Ministry of culture and culture selected 165 units as the first batch of modern internship demonstration units and industry demonstration units in 2015. The Ministry of education has determined the second batch of 203 modern demonstration work units in 2017[3]. At the level of national strategy, the reform of modern and active learning and training mode of higher vocational universities has been carried out, but China has not yet established a complete management system and support of national standards, as well as support policies and guarantee mechanisms for schools and enterprises that are not level, which are encapsulated in sound training mechanisms of several universities and colleges, reasonable curriculum settings, comprehensive management mechanisms and high-quality schools Lack of business leaders. Moreover, in the context of “Internet +”, it is rare for us to reform the scientific evaluation mechanism of modern internship training mode. The exploration and implementation of modern apprentices in China is still in its infancy, which needs further exploration and reform.

3. Problems in the Training Mode of Modern Apprenticeship Talents

3.1 Imperfect Training Mode and Lack of Communication

Many colleges and universities have implemented modern internship demonstration works, but the training mode is not sound. In the implementation process of most schools, the school is still the main one. In the first two years, they received professional theoretical knowledge and skills education in school, and then, in the third year, they joined the enterprise in order to participate in the president's training. There is little communication and cooperation between schools and enterprises. After signing the agreement, they did their own thing. There are no special internship training programs or classes. Many Pilates are also in the table. There are great differences in the methods of talent training in schools.

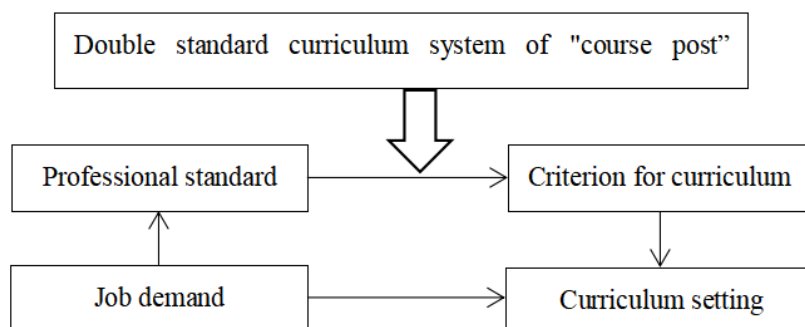


Fig.1 Double Standard Curriculum System of “Course Post Connection”

3.2 Unreasonable Course Setting and Off Post

At present, in the implementation of the “modern tutor system” talent training mode, many colleges and universities, the prevalence of improper courses, enterprise positions and courses is not as highly consistent as the dislocation phenomenon. There are still many traditional personnel training modes in the curriculum system[4]. For example, according to the traditional discipline system, the curriculum arrangement of professional courses is similar to that of ordinary classes. Although some courses are divided into “practice” and “operation”, the teaching contents are still based on theoretical knowledge and lack of practical teaching contents. The curriculum and education are late. Professional ability and backward teaching content are out of line with the corresponding work requirements and cannot meet the needs of new technology, new technology and new technology of enterprises. It is very difficult for graduates to obtain job qualifications and meet the requirements of enterprises.

3.3 The Management Mechanism is Not Perfect and Only in Form

“Apprentice” is different from laborer in general sense, contract laborer and emigrant laborer. The key to the success of the apprentice is to manage it effectively. However, although many universities and enterprises have set up relevant management institutions, they lack overall coordination and coordination to some extent[5]. There is a bad phenomenon of “mutual respect, cleaning the door in front of each other”. Most are formal. As far as schools are concerned, although some schools have sent special teachers to these enterprises, these teachers have not been able to truly integrate with enterprise management and “disciples”. Most of them are like dragonflies, avoiding and avoiding things. Go deep into the enterprise and help the company to manage the internship. With regard to enterprises, some enterprises appoint managers in specific management positions, but these so-called “operators” are not trained in organized operation, some are temporarily assigned, or part-time, operation and sense of responsibility, which are not understood. Some people think that “students are only temporary workers, without the value of consuming too much energy.” In addition, deal with students' business and problems. Nothing left.

3.4 The Quality of School Enterprise Mentors is Not High, and the Management and Practice Are Divorced

The implementation of the modern apprenticeship training mode can not be separated from the active cooperation and sincere cooperation between the school and the enterprise, nor can it be separated from the careful training and careful teaching of the apprentices by the school and enterprise tutors[6]. Although many colleges and universities have set up the school enterprise tutor team which is composed of school teachers and enterprise masters, the overall quality is not high. As far as the school teachers are concerned, many of them do not have the quality of “Double Teachers” and have no enterprise experience. Most of them talk on paper and pay more attention to theory than practice in teaching. Although some of them have the quality of “Double Teachers”, they are not familiar with the latest development situation of the industry and the latest technology and process of the enterprise due to their long absence from the work position of the enterprise, which is difficult to achieve in the teaching process. Keeping pace with the times leads to the disconnection between theory and practice. As far as the enterprise master is concerned, although he has strong operation ability and rich working experience, he lacks certain theoretical knowledge and vocational education ability, and has a poor grasp of teaching rules[7]. Many masters will not say whether they are able to do so, lack certain ability to express and impart knowledge, and also grope for the content of post skill training. At this stage, there is no unified industry standard and training program.

4. On the Innovation of Modern Apprenticeship Training Mode

4.1 Personnel Co Training and Establishment of “Double Main Body” Training Mode

“Modern” learning is a simple school enterprise cooperative training mode. In addition, it is a school-based talent training mode. However, it is a “dual theme” training mode for the school enterprise to co education. In order to highlight the characteristics of “the unity of production and education, the unity of knowledge and action” in vocational education, the matching of docking, professional setting, industrial development, curriculum setting and job demand. In order to better reflect the characteristics of “talent co education” of modern internship schools and enterprises, schools and enterprises can train students at different stages, so as to realize the natural transformation of students, apprentices and potential employees[8]. “And” staff said: the first year of school education is mainly as “students” to complete the school's professional general education and professional basic education. In this stage, teachers mainly use the education mode of “combining reality with reality” to teach the knowledge of improving students' human nature and professional quality. The first semester is “knowledge mailbox”. Through entrance education and general education, you can know the position of professional positions in advance. Position, more understanding and professional basic knowledge learning. In the second academic year, the school

enterprise double headed athletes will carry out practical training as “disciples”, and the third semester is the “follower” stage. In addition, the school adopts the teaching mode of “combination of work and study” supplemented by the boss and the enterprise. The school teacher said: “Apprentice” on-site training room, special simulation training, allocation of part-time teachers in the school, “factory” schools to implement technical training special position, from the students' special technology, in order to improve the enterprise to start the real project introduction; the fourth semester is the “golden post” stage, facing the enterprise, but also the school support method using vocational training, specialized teacher professional Assisted by knowledge, the “learning” position was appointed for the fifth semester as the “rotation” stage of “quasi employees”. The sixth semester is “fixed position” and “stage”. According to the actual performance of different internships, determine the position suitable for their development. Internships and companies are two-way choices. If both parties are satisfied, they can sign the relevant employment contract or labor contract

4.2 Linking Courses and Posts to Build a “Double Standard” Curriculum System

School, CSI, industrial company and interface, the trend of industrial development and the requirement of enterprise's professional ability are based on the curriculum setting system of “match” and “double standard”, and the construction of curriculum system with unified professional standard and curriculum standard[9]. In addition, the content of the course should be aligned with the requirements of the assignment. In order to achieve the ideal effect of “zero distance between teaching point and school enterprise seamless connection”. The international economics and trade major of our university is based on the expert standard of foreign trade, the professional ability in foreign trade industry, the working process of foreign enterprises, and the cooperation between universities and enterprises. The practical education system needed by the knowledge-based platform and the students' professional ability training systematically designs the professional ability standards of foreign trade majors, which are determined by the common core enterprises and positions, and jointly develops “e-commerce operation practices”. “Import and export business activities”, “manipulation of foreign trade documents”, “manipulation of foreign trade documents”, “customs declaration and inspection implementation”, trade agents, foreign trade document staff, customs investigators match the task of “double standard database system”.

5. Conclusion

Modern internship navigation is an effective way to deepen the combination of production, learning and research in higher vocational schools. School enterprise cooperation promotes the combination of work and learning, and promotes the combination of knowledge and action. We will improve the quality of personnel training and cultivate professionals suitable for industrial development and enterprise work. In the process of encapsulating the training mode of modern talent learning, all kinds of universities are closely related to the needs of the “network +” era and the needs of the economic and social development of the development area. It is necessary to integrate. In the context of the “network +” era, modern training can be an effective learning method. At the same time, the reform of talent training mode has set up a team for the training mode of talents, the establishment of a unified curriculum system of routes and positions, the establishment of the management mode of the enterprise's joint management school, and the improvement of the combination of schools, universities and enterprises. In addition, in order to ensure a modern internship, please establish a variety of evaluation mechanisms. The successful implementation of the demonstration system has effectively integrated production education, vocational training and academic education, improved the qualifications of schools and enterprises, and improved the quality of talents.

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