

Prominent vocational characteristics are the core of higher vocational education teaching reform

Nan Xu

Tianjin Modern Vocational Technology College, Tianjin, 300350, China

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Abstract: The orientation of higher vocational education is service-oriented, employment-oriented, and Industry-University-Research-based development. With the rapid development of sci & tech, enterprises constantly put forward new requirements for the professional ability of modern skilled workers, and the demand for senior skilled workers in Chinese enterprises is increasing year by year. Vocational education must take the cultivation of advanced technical application talents needed by the front line of enterprise production, operation and service as the fundamental task, and pay attention to the cultivation of students' practical ability. Graduates of higher vocational education will mainly be engaged in the application of mature technology in the future. It is different from ordinary higher education, and should not focus on the study of professional theoretical knowledge. Taking vocational characteristics as the core, it brings students a good vocational learning environment through various methods such as vocational curriculum arrangement and setting, vocational curriculum teaching innovation and vocational teaching scientific evaluation. However, under the restriction of traditional teaching concept, teaching reform is difficult, which seriously affects the healthy development of higher education. Combined with the significance of vocational characteristics in teaching, the article explores and analyzes the problems existing in teaching reform, and proposes education and teaching reform strategies that highlight the characteristics of higher vocational education.

1. Introduction

Vocational education belongs to higher vocational education, and its essential characteristics should be reflected in the training objectives and training modes. It should be oriented to the grass-roots level and the front line of production to cultivate practical talents, meet the needs of the society, and make timely adjustments according to the development and changes of social needs [1]. The development of economy and society and the development of education itself have put forward urgent requirements for higher vocational education, and also provided the environment and conditions for its development. In order to better meet the basic requirements of future jobs, we should actively promote the process of teaching reform with professional characteristics. Under the planned economic system, the single talent training model formed by ordinary colleges and universities for a long time can no longer meet the needs of economic construction and social development. We must emancipate our minds, change our educational concepts, and blaze a new path that is different from traditional education. Talents with professional characteristics are the goal.

2. The background of higher vocational education reform in the direction of vocational characteristics

2.1 Problems existing in current vocational education teaching

In the past, the most widely used teaching method in China is that the teacher imparts knowledge and the students accept it passively, so that the students' subjective initiative in learning cannot be well exerted. It is impossible to promote students' personal exploration, ignore the application of knowledge, and students lack practical ability. The education and teaching of vocational colleges are in trouble, and vocational teaching and personnel training have been out of touch for a long time, and

their drawbacks have gradually been exposed [2].

Influenced by the traditional teaching concept, there are still serious problems in vocational instructional mode, teaching methods and teaching contents. For example, the spoon-feeding instructional mode is adopted, and the teaching focuses on the completion of specific tasks. It is difficult to carry out targeted instructional mode according to students' professional characteristics and needs, lacking practical and exploratory teaching activities, and ignoring students' subjective consciousness and initiative. Teachers don't put professional characteristics in professional teaching situations, which is not conducive to students' full and comprehensive understanding of professional knowledge. Moreover, the traditional teaching work blurs the theoretical connotation of professional characteristics, resulting in the lack of teaching focus [3]. At the same time, the evaluation system of teaching reform is seriously absent, which makes it difficult for the actual teaching reform work to be fully carried out and promoted, it is difficult for teachers to clarify the effectiveness and effectiveness of the reform results, and it is difficult to balance the dialectical relationship between vocational teaching objectives and Vocational characteristic development objectives. Higher vocational colleges cannot evaluate the effect of vocational teaching reform according to students' career development [4]. For vocational college students, the first focus is employment. However, from the feedback of a large number of vocational college graduates, although they can meet the basic needs of the post in terms of skills, there are some deficiencies in professionalism.

2.2 The significance of vocational characteristic education and teaching

China's economic and social development and rejuvenating the country through science and education not only need to cultivate discipline talents, but also need to cultivate a large number of practical talents with strong practical ability and practical ability. Vocational education is a new type of higher education in traditional higher education. It should be vigorously developed to cultivate a group of professionals with necessary theoretical knowledge and strong practical ability, who are in the forefront of production, construction, management and service and urgently needed in rural areas. The development of higher vocational education should first pay attention to cognitive problems, for example, some management departments don't pay attention to higher vocational education, and think that higher vocational education is not formal, which leads to social prejudice and contempt for higher vocational education, resulting in some places not allowing higher vocational graduates to enter the talent market, which has become the main obstacle to actively developing higher vocational education [5].

With the opening-up to the outside world, the accelerated pace of urban modernization and the continuous improvement of the level of demand for talents in the tertiary industry, it is necessary to have both professional talents skilled in the application of technology and management talents proficient in enterprise operation. Therefore, cultivating applied talents with professional characteristics has become the core task of Higher Vocational Education Teaching Reform [6]. After graduating from university, some vocational students usually engage in grass-roots work such as service, production, and construction, and have strong professional skills and practical ability. The combination of vocational theoretical knowledge and comprehensive quality should be regarded as the core competitiveness of students' employment development, and the success rate of students' employment and entrepreneurship will be improved.

3. The ways of reforming higher vocational education in the direction of vocational characteristics

3.1 Reform the curriculum system and teaching content

Teaching reform is the core of all school reforms, and the key of teaching reform is the reform of curriculum system and teaching content. Each major must get rid of the shackles of the undergraduate curriculum system that systematically organizes teaching contents according to disciplines. According to the needs of cultivating applied talents, the curriculum system should have its own characteristics [7].

The teaching plans and curriculum settings of each major are not arranged according to the requirements of the discipline, but are determined according to the professional ability requirements of the occupational post group. The basic courses are based on the professional learning requirements, and the practical training for on-the-job training is completed during the school period, focusing on the close integration of the school and the enterprise. Take the basic knowledge structure and basic skill structure as the wings, and take the comprehensive application ability structure as the main body. The basic knowledge structure includes three aspects: first, the basic theoretical knowledge of "necessary and sufficient", second, the solid and broad basic technical knowledge, and third, the extensive and practical knowledge of Humanities and social sciences. The basic skill structure includes two aspects: the basic skills related to the specialty and the basic skills necessary for the cultivation of professional comprehensive application ability. The structure of comprehensive application ability is the main embodiment of the overall ability of professional talents and the main standard for evaluating the quality of talents. It includes three aspects: one is the development ability, that is, the self-study ability and continuous innovation ability of knowledge renewal and self-development; the other is the basic ability of communication, cooperation and computer application; the third is the professional application ability, and the professional application ability of each specialty has its own characteristics. In addition to professional application ability, cross-century talents must also have the quality of modern people, and have the concept and ability to connect with the international economy [8].

3.2 Enrich professional characteristics and instructional modes

Under the background of informatization, if higher vocational colleges continue to adopt the traditional instructional mode, it will affect students' career development, which is not conducive to the implementation and promotion of the talent training system. It is necessary to study and understand the application of information technology in vocational characteristic education, and to form and formulate a instructional mode that can meet the requirements of vocational characteristic education reform.

The preparation of teaching plan and syllabus shall include professional talent specifications, curriculum system, teaching content, etc., and clarify the expected employment position of professional graduates, the responsibilities and tasks of each position, the professional knowledge and skill index system required to perform the post responsibilities and complete the work tasks, the curriculum system and practical teaching links required to master the above professional knowledge and skills [9].

In the specific teaching process, special emphasis is placed on strengthening the cultivation of students' ability, quality and operation ability, such as engineering drawing skills and machine tool operation skills of mechanical manufacturing technology and equipment specialty, word processing skills and transformation skills of computer application and maintenance specialty, and skills of using software and hardware, etc.

According to the professional characteristics of different colleges and universities, we should formulate personalized curriculum evaluation schemes according to the actual situation of different majors. This kind of evaluation is different from the traditional evaluation model. It not only takes into account the performance of students in the classroom, but also measures the role of the content of vocational-specific learning in assisting their professional development, comprehensively examines the effectiveness of vocational-specific teaching reform, and provides information for the follow-up. The reform and innovation provide new ideas [10]. Whether the evaluation is scientific and effective is a content worthy of in-depth consideration and should be improved through continuous optimization.

Combining the existing teaching equipment of the school with the practical conditions of the enterprise, or negotiating with the municipal labor bureau and other relevant departments, the establishment of various post vocational skill appraisal stations and vocational skill training bases can not only exercise students' professional technical operation ability, but also give full play to their professional advantages [11]. Students can not only grasp the knowledge system, but also realize the

practical value. Let students realize the importance of the nature of their work, hold a positive attitude towards the development direction of their work, work hard, hone their will and improve their technical level in the process of work. It is beneficial to improve the comprehensive quality of higher vocational graduates and enhance their social adaptability and competitiveness. The instructional model is shown in Figure 1:

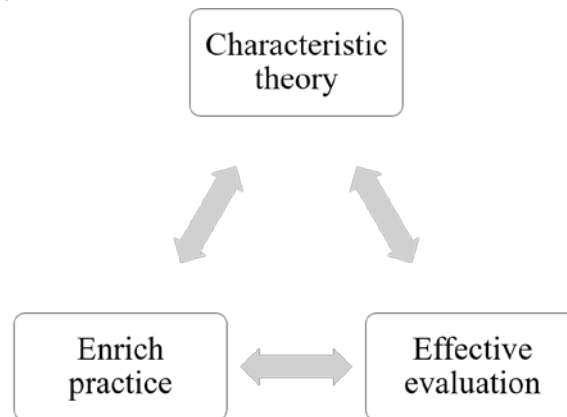


Figure 1 Teaching model

4. Conclusions

In recent years, to meet the needs of social and economic development, the situation of simplification of educational structure has changed, and vocational education has made great development. Facing the needs of new vocational talents, vocational colleges should take vocational characteristic teaching as the basis, change the concept of education, enrich the teaching content and shape a new teaching pattern. Based on the development trend of vocational reform and the needs of the times, we should carefully select the teaching contents with vocational characteristics, effectively improve students' comprehensive quality, and comprehensively enhance their employment competitiveness. The primary task of vocational education is to cultivate applied talents with professional characteristics for social and economic construction, so it is a kind of education with ability training as the main line and employment as the orientation. By integrating professional characteristics into teaching and carrying out targeted teaching reforms, students of different majors can grow healthily and adapt to future job needs. Starting from transforming teaching learning, innovating teaching methods, optimizing experimental teaching, improving assessment methods, etc., actively guide students to learn, strengthen the cultivation of students' comprehensive ability and innovative thinking, realize teaching and learning, and achieve an ideal state of consensus, sharing and progress. Only in this way can we promote the progress of teaching with vocational characteristics and improve the quality of teaching, so as to meet the needs of cultivating talents with professional characteristics across the century.

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