

Quality Monitoring of English Learning Achievements of International Cruise Students in the Background of "Integration of Production and Education"

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Abstract: The teaching reform of the "English Learning Achievements of International Cruise students" must achieve good results. It is necessary to establish and continuously improve the quality monitoring system that meets the teaching characteristics and needs of "integration of production and education": First, the quality control mechanism of "dualization" of schools and enterprises; On-site teaching project (task) system; third is the teaching quality assessment mechanism.

Recently, the General Office of the State Council issued the "Several Opinions on Deepening the Integration of Production and Education" (hereinafter referred to as "Opinions"), which has raised the integration of production and education to the overall institutional arrangement of national education reform and talent development, and built the "four in one" production. Teach and integrate the development of the pattern, and promote the integration of production and education to a new stage. The "Opinions" is the first policy document issued after the 19th National Congress of the Communist Party of China to promote comprehensive education reform. It is also the first programmatic document on the integration of production and education issued in the name of the General Office of the State Council. The integration of production and education has become an important guideline for promoting the development of vocational education and higher education in recent years, strengthening the cultivation of innovative talents and technical skills, and is an important institutional arrangement for the overall promotion of comprehensive education reform.

The entry of industry English first requires the corresponding amount of teachers, that is, teachers are required to teach basic English knowledge and develop students' basic English language skills, and at the same time, have certain relevant industry expertise. Professional teachers are often unable to accurately teach professional knowledge in English. Under normal circumstances, the English foundation courses of higher vocational colleges are all teachers who graduated from English majors. Most of these teachers go directly to teaching posts after graduating from college. They lack social practice experience and have a single knowledge structure, which cannot meet the requirements of English teaching and higher vocational education. The need for education to develop talents. With the deepening of higher vocational education reform, the integration of production and education and the introduction of school-enterprise cooperation mode have made it a top priority for foreign language teachers with certain relevant industry knowledge.

1. Research Status at Home and Abroad

The research on the integration of production and education has a high academic value. From the existing literature, the research content of academia is mainly concentrated on the cooperation mode and its choice. For example, Yuan Changhong divides the mode of cooperation between industry, university and research into a technology based on contractual relationship. Four types of transfer type, joint development type, commissioned development type and co-constructed entity type; Xie Kefan et al. summarized the production-study-research cooperation mode into three traditional modes of achievement transformation, project entrustment and talent cultivation, as well as

cooperative R&D, strategic alliance and platform. Four modern modes of operation and talent flow; Zhang Qianfan explored the choice and evolution path of cooperative innovation model by constructing a complete information dynamic game model. Some scholars have also analyzed the factors affecting the integration of production and education. For example, Cui Xu and Xing Li started from the cooperation model of production, education and research, pointing out that the cooperation mechanism and system, the willingness to cooperate, and the distribution of interests are the main factors restricting cooperation. Li Zhengwei pointed out that poor communication channels, weak cooperation ability, large cultural differences and insufficient policy support are important factors affecting school-enterprise cooperation.

Foreign scholars have carried out many empirical studies on the mode of integration of production and education. For example, D'Este and Patel believe that the frequency of integration of production and education is relatively high, such as joint research, patent licensing, consulting and contract research, training, and derivative companies; Wright The application of the cooperation mode is discussed separately from the stage of technology. It is considered that the joint research and development model should be adopted when the technology is in the invention stage, and the entrusted development mode should be adopted when the market is in the stage of marketization. It can be seen that scholars at home and abroad have achieved fruitful research results in the integration of production and education. However, domestically, qualitative analysis is the main focus, and there is no empirical research.

At present, there are very few studies on the English teaching and evaluation of the international cruise crew of international navigation ships, which are only mentioned in two references. The first is Wang Tao's article "World Shipping" in November 2010, "Exploration of English Training and Examination Mode for International Navigation Ship Crew". The article mainly proposes examination methods, examination outlines, teachers and teaching; second, Yang Zhen in 2015 The first issue of "Professional Education" published an article "Analysis of English Test Results for International Navigation Ship Crews and Coping Strategies--Taking International Cruise Service as an Example". This article focuses on improving teaching and improving the passing rate of oral exams. The above literature does not cover the cooperation between schools and enterprises and the participation of cruise companies.

2. Specific Monitoring Measures

2.1 Establishing a Dual-Quality Quality Monitoring Mechanism for Schools and Enterprises.

Schools and enterprises collaborate to carry out quality monitoring of "integration of production and education" teaching, which is the core link and solid foundation for deepening the teaching reform of "integration of production and education" and achieving good results. Therefore, from the very beginning, it is necessary to establish and improve the long-term mechanism of school-enterprise cooperation and education, including the "dualization quality monitoring mechanism", in order to promote the smooth transition of "production and education integration". Develop and gradually deepen. In terms of the "dualization" quality monitoring mechanism, the first is to establish a combination of school teaching experts, professional teachers, enterprise field experts and business backbones.

The "Arts and Education Integration" teaching team with complementary advantages focuses on ensuring that the on-site experts and business backbones are deeply involved in the whole process of teaching. The second is to establish and gradually optimize the operating system, clarify the responsibilities of each party, and clarify the rights and obligations of schools, enterprises and students. The third is to establish and continuously improve the "continuous improvement" promotion mechanism to improve the synergy effect and efficiency. The core is to establish and improve the normal communication mechanism of school and enterprise, including regular communication and instant communication. Regular communication mainly refers to the "integration of production and education" teaching team to carry out regular activities, exchanges, seminars,

Arrange the "integration of production and education" work, find and solve related problems, especially after the end of a "production and education integration" activity (stage, cycle), to conduct a comprehensive assessment, find problems, exchange opinions and suggestions, and propose corrective measures. Optimize the implementation plan to promote the "integration of production and education" to better carry out; instant communication mainly refers to the real-time communication and exchange between the school-enterprise personnel and the students in the implementation process of "integration of production and education", and the timely interoperability, Information, opinions, suggestions, timely handling of emergencies and problems, and ensuring the smooth development of the specific work of "integration of production and education". In short, from beginning to end, school-enterprise should reform the teaching of "integration of production and education", jointly plan, implement and monitor together, so that it becomes a common "behavior" between the school and the enterprise, and truly integrate and interact.

2.2 Establish an on-site Teaching System that Adapts to the Characteristics of Integration of Production and Education.

The construction of the on-site teaching project (task) system for English learning outcomes of international cruise crews includes the following elements: 1 The determination of teaching content and curriculum standards should be based on the needs of professional positions (groups). According to the development status and professional standards of the international cruise industry, it is necessary to analyze and determine the capacity requirements of professional positions (groups), determine the teaching content and curriculum standards according to the needs of the capabilities, and then, based on the different levels of professional positions (groups) In respect, deconstructing the teaching content and curriculum standards, designing a number of individual teaching projects (tasks), and forming a complete on-site teaching project (task) system that is connected, supplemented, and progressive. Screening and selection. 2 It is necessary to clarify the implementation process and inspection standards. Each project (task) should establish an assessment and evaluation mechanism that adapts to the teaching characteristics of "integration of production and education". Training objectives, training content, training procedures, and assessment (evaluation) standards should be clearly defined to facilitate the full monitoring of teacher and student teaching and teaching quality. 3 It is necessary to pay attention to the construction of the dynamic adjustment mechanism of the on-site English teaching project (task) system. It is necessary to pay close attention to the development trend of the industry and the state of the new business. According to the changes in the occupational ability requirements or occupational standards of the post (group), the teaching content, assessment and evaluation, curriculum standards, training programs, etc. are dynamically adjusted in real time. 4 It is necessary to pay close attention to the needs of enterprises and the development of service industries. Schools and teachers must establish and strengthen service awareness. In the teaching reform of "integration of production and education", we should make full use of our own advantages, and carry out targeted application of technical services and research, innovation incubation, and integrate them into the field. In the teaching project (task) system, it promotes a win-win situation for both schools and enterprises. In this way, the "collaborative education" mechanism can play a substantial and long-term role.

2.3 Establish a Quality Assessment and Evaluation Mechanism that Adapts to the Characteristics of Integration of Production and Education.

The implementation of on-site teaching should implement the guidance and management of "dual yuan". Every English teaching project (task) should implement the "double-responsible person" system of school teachers and enterprise on-site experts. The "double-responsible person" has a relatively division of labor and close cooperation, jointly formulating the "Project Task Book" and determining the training objectives. , training content, training procedures, operational essentials and assessment (evaluation) standards and methods, jointly guide and monitor the implementation of the project (task), and jointly responsible for the quality of the project, in order to facilitate complementary advantages and mutual short-term. It is necessary to implement the

“double evaluation” system of school teachers and enterprise on-site experts, and appropriately introduce third-party evaluations according to actual conditions, such as evaluation of service targets. It is necessary to formulate the "Assessment and Evaluation Program" to specify the purpose, principle, content (project), method and method, proportion of each content (project), inspection standards, relevant requirements, etc. It has become an important teaching document for the quality control of “integration of production and education”. At the beginning of the teaching of "integration of production and education", the "Evaluation and Evaluation Program" should be sent to students to clarify relevant content to regulate and stimulate students' interest and motivation in learning.

3. Summary

Over the years, whether English majors teach in English or part-time in professional courses has always been a topic of debate. After the analysis of the questionnaires and the feedback of the students, it was found that the teaching by the compound teachers was more reasonable. First of all, language is the carrier of culture. It is taught by English professional teachers. Its standard and beautiful pronunciation can make students feel the beauty of English language, which is often impossible for professional part-time teachers. Secondly, simple language teachers have already met the needs of the development of non-higher vocational education. It is precisely because of this that English professional teachers should strengthen the "lifelong learning experience", consciously pay attention to the relevant knowledge of various industries in the teaching practice, and actively participate in social practice. To the professional teachers and industry experts humbly ask for advice, pay attention to the combination of language and industry, and try to become a "composite" teacher. Finally, English majors teaching industry English can promote teaching and learning. In the face of a new professional course, English teachers are first and foremost a learner. They must not only learn from professional teachers, but also make up for the lack of professionalism of English teachers. They must also change their concepts and roles in the classroom and seek advice from students with certain professional knowledge. This equal teacher-student relationship will further mobilize the enthusiasm of students to learn professional courses and truly realize the teaching and learning.

Industry English is to keep up with the changes in the market, closely meet the needs of students, closely focus on the requirements of language and skills of the industry and enterprises, strengthen the employment orientation and ability standard, to achieve the effective connection between vocational education talents and social needs, to meet the needs of serving the local economy. Industry English not only cultivates students' scientific and cultural qualities, but also provides professional services, laying the foundation for students' future development. How to scientifically integrate industry English teaching into the combination of engineering and learning under the limited school-enterprise cooperation conditions is an effective way to complete the important task of cultivating high-quality skilled personnel, and then achieve the goal of providing high-quality skilled personnel for local economic development.

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