

Research on the Reform of Teaching of Occupation Competence Orientation Higher Occupation Education

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Abstract. With the development of economic globalization, increasing competition market, the enterprise also had higher requirements to talent quality. The enterprise demands a new kind of compound talents with occupation competitiveness. The higher occupation education how to reform the current teaching mode, cultivate compound talents occupation competitiveness, has become the higher occupation education important problems need to be explored, Starting from the higher occupation education existing problems, the author put forward the reform in education and teaching from the corresponding to strengthen students' ability to adapt to the occupation, occupation skill, creativity training.

Introduction

Mention of education minister Guiren Yuan speech in 2014 National Conference on Education: the development of education reform in China has achieved remarkable results, this is mainly due to the improvement of education management way and the management level, but the current education, there are still many problems: the practical ability and the spirit of innovation of the students are also insufficient, the connection of education and economic and social development is not tight, the international competition ability is not strong. Management way is single, accustomed to the use of fractional tube students, restricting the students' and teachers' creativity. The 18th CPC National Congress clearly put forward that basic realization modernization of education in 2020. While to achieve education modernization in 2020, we must start from now on to cultivate the students to become high quality talents. As the higher occupation education, compared with ordinary higher education, higher occupation education aims to cultivate the production, construction, management, services in areas such as the senior applied talents. This requires the higher vocational colleges should attach importance to cultivate students' occupation quality, but also attach importance to students' operation skills, so as to enhance the students' occupation competitiveness, promote student into a qualified person "occupation"^[1].

1, the Connotation of the Professional Competitiveness

Career competitiveness refers to a career in some of the professional requirements of professional quality, basic vocational skills, professional and personal growth speed, learning, learning ability and professional pressure to bear ability and response capacity.

Career competitiveness including professional adaptability and creativity, for students, vocational competitiveness contains good ideological and moral quality, solid, scientific and cultural quality, professional knowledge and professional skills, strong learning ability and innovation ability. The core of career competitiveness is professional knowledge and professional skills^[2]. And from the point of today's era of development needs, social need is competitive "professionals" on career, so in the process of cultivating students in higher vocational colleges should not only focus on the cultivation of vocational skills, but also strengthen the cultivation of students' personality, learning ability, innovation ability and entrepreneurial ability.

2, the Current Main Problems of Higher Vocational Education Teaching

(1) Lack of personality education influence Student's occupation adaptation

Nowadays many college students face ideal and reality, physical development and psychological development lag in advance, the employment pressure is increased, such as contradiction, So that students have many problems in the aspect of personality. At the same time, students are at a critical period of personality and values formation, in the growth process will encounter various difficulties and ideological conflicts, resulting in a large number of problems and conflicts, if these problems aren't solved well or not timely, it may cause the students personality the fission and distorted, there is an urgent need to improve the university students' personality education ^[3]. At present, many higher vocational colleges is to train students to pay attention to the knowledge and ability, and no attention to students' healthy development of personality, also did not consider how to improve the students' ability to adapt to the occupation, causes the partial students appeared in the later employment posts unhappy like hopping, encountered a setback on the heart, in the work the spirit of cooperation is not enough, the team consciousness is not strong phenomenon.

(2) The curriculum practice setting in the lack of scientific nature

At present many professional courses in the curriculum in higher vocational colleges lack of scientific practice, performance is Firstly practice of class number is less. The second, theory teaching but failed to used in practice, lead to the students can not combine theory to practice, but to just simple operation according to the operating requirement. Third, the evaluation and assessment of practice has no fixed standard, the achievement of practice is difficult to evaluate, Finally is the practice is most trainee is given priority to, mainly to the enterprise, the factory to see, can't for the specific operation, even able to field work, is only in some job skills relatively simple jobs for a simple job, for those involved in the enterprise core skills job has no chance of field work. Such as accounting professional, practical training base can only be done in the school, it is difficult to have the opportunity to business units for field work. So it is difficult to improve the students' professional competition, unable to make the transition to become a "professional".

(3) Teaching practice become a mere formality

At present, many professional courses teaching in Higher Vocational College in the prevalence of the disconnection between theory and practice, the phenomenon, mainly because of the most professional teachers in higher vocational colleges are not from the enterprise line of senior technical talent, but directly from the normal students graduated from universities, their theoretical knowledge is profound, but to the front-line to training opportunity seldom, so in guiding the students training is also very difficult to combine theory with practice, they can't teach students to work in the enterprise operation skills, practice is the most simple skills, so most of the practice more than a mere formality, so students can only learn a lot of knowledge specific, practical skills learn less, not to mention to invention, innovation of science and technology, so it is difficult to improve students' occupation competitiveness.

3, the Reform of Education and Teaching Methods to Enhance Students' Occupation Competitiveness

The connotation of professional competitive requirement in the process of cultivating students in higher vocational colleges should not only focus on the cultivation of vocational skills, but also to strengthen students' vocational adaptability, learning ability, innovation ability and entrepreneurial ability. To achieve this goal, the author thinks that can from the following several aspects to reform.

(1) The cultivation of students' vocational adaptability ability from the socialist core values

Personality is the human beings, man and society, man and nature interact exhibit the characteristics of stable. As the talents of enterprise core competitiveness of enterprises, must be a perfect personality, responsible, dare to bear. In 2013 December, the CPC Central Committee

General Office issued "on cultivating and Practicing Socialist Core Values of opinions", to the socialist core values of 24 words is divided into 3 levels: a prosperous, democratic, civilized, harmonious, is the value goal of national level; freedom, equality, justice, rule of law, is the value orientation of social level; patriotism, dedication, honesty, kindness, is the value criterion of citizen individual level. The university stage is the key period for students' healthy personality, higher vocational colleges should be based on the implementation of cultivating and practicing socialist core values as a whole, to strengthen the school culture and school moral education curriculum construction, and guide students in understanding to build a prosperous, democratic, civilized, harmonious country is everyone's responsibility, to create a free, equal, justice, the rule of law society, begin from me, keep practicing patriotism, dedication, integrity, friendly behavior criterion in the usual work, from the cultivation of students' positive healthy personality cultivation of students ability to adapt to the occupation^[4].

(2)Based on wide, heavy capacity of the principles of science curriculum standards, improve the students' basic vocational skills

At present a lot of courses in higher vocational colleges of the lack of updates, many professional curriculum standards unchanged for many years, lead to cultivate the students to master the knowledge and skills is backward, from the employer's requirements and gaps. From the perspective of unit of choose and employ persons, students need to develop a solid professional basic and professional skills, students as long as meet the two conditions can be up to the future work. Therefore, higher vocational colleges should be on the professional curriculum based on wide and heavy ability for the principle, to the science curriculum standards, to delete some outdated knowledge, increasing the latest professional knowledge, improve professional training class, the practice fusion in the process of theory teaching, such as the mode of project teaching, through the teacher imparting theoretical knowledge to complete one project, or through the knowledge to solve a technical problem. Through such learning - do loop - to learn - and then do the theory of contact at the same time, improve the students' basic vocational skills^[5].

(3) Establish a diversified evaluation system, promote the all-round development of students' vocational ability

Because of the higher vocational colleges in China started late, many teaching evaluation methods are used in colleges and universities evaluation way, appeared the tendency of heavy light practice, do not accord with the requirement of higher vocational colleges. Students of higher vocational colleges and universities is applied talents, and into the higher vocational college students themselves in the aspect of theory, it is not strong, which requires the school to student's evaluation should not only pay attention to the appraisal theory knowledge, students should also establish a diversified evaluation system of comprehensive evaluation, from the beginning of personal professional ability ego development goals set, due to objective to completion of the (from the learning ability, practical ability, innovation ability, entrepreneurship, etc to evaluate), to the theoretical knowledge of final exam, diversified to evaluate students, promote the all-round development of students' vocational ability.

(4) Ability oriented to change the traditional teaching methods, improve the students' practical ability to innovate.

In current higher vocational colleges, traditional teaching methods is used, teachers' teaching and the main development of higher vocational colleges is the senior applied and skilled talents, so as teachers in higher vocational colleges should change ideas, positive practice ability oriented, with issues and the project as the main line of teaching model reform, increase the cultivation of the students' ability of practice and innovation. Tutor system applied talents "in such as implementing" teaching mode, is the main approach by schools in teachers to participate in the training practice base tracking service, enterprise in the process of students' training practice on the basis of the training content will need to provide a certain number of teachers to participate in the post instruction and demonstration teaching. Students in the real and complex environment, to learn the theoretical knowledge and practical books, master professional skills, better inspire innovative thinking, growing for comprehensive quality and ability of higher professional talent ^[6]. Through such

co-operative to break the traditional closed higher vocational education teaching content, make it become a kind of open, and practice of the dynamic system of a benign interaction, fundamentally solve the teaching goal, teaching requirements, teaching methods and appropriate to the problem, the present social demand, keep the professional course teaching contents moderate advanced, maintain advanced teaching methods, to achieve professional teaching and the seamless joint between talent demand.

(5) Establish a flexible credit system, and create the opportunity to promote entrepreneurial employment for the students

Now most of the higher vocational colleges are carrying out the credit system of unified, mainly is to require students to have completed the corresponding credits within the stipulated time, was allowed to graduate. But for higher vocational students, complete the development of credit limits the application ability of students to a certain extent, in the specified period of time. "The CPC Central Committee, State Council" on the further strengthening and improving ideological and political education pointed out: "we should adhere to the combination of political and theoretical education and social practice. Both the classroom education, and pay attention to guide the university students into society, understand society, service society." So as the higher vocational colleges aims to cultivate advanced talents should establish a flexible credit system, encourage students to participate more in the practice of enterprise. Because the students as long as the required credits, you can according to their own situation to the enterprise practice, this provides to enhance their ability of practical application opportunities for students, but also through practice and enterprises to establish a good relationship of employment, improve the students' employment opportunity.

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