

Research on the Vocational Standard Internalization Path of Higher Vocational Students

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Abstract—The research on vocational standard internalization path of higher vocational students refers to a fixed practice mode in which school and enterprise determine talent cultivation objectives, optimize cultivation process and establish quality assurance system according to the educational purpose.

Keywords—higher vocational students; vocational internalization; cultivation

I. INTRODUCTION

The research on internalization path of vocational standards for students in higher vocational colleges is a mode adopted by higher vocational colleges to substantiate the content of vocational internalization improvement research and fully show the vocational characteristics, taking integrity and dedication as the core and taking applicable industrial enterprise's characteristics and industrial moral norm as the content, in combination with the key tasks and objectives of vocational quality education for higher vocational students.

II. THEORETICAL CONSTRUCTION OF THE RESEARCH ON VOCATIONAL STANDARD INTERNALIZATION PATH

The so-called internalization path research refers to an organizational form and operational mechanism adopted by various levels and categories of education institutions to realize specific cultivation objectives according to different educational tasks, under the guidance of certain educational thoughts, theories and policies. The internalization path research simply reflects the regular connection between the basic elements of educational activities: cultivation objectives, cultivation specifications, cultivation processes, and evaluation. It is a unity of the complicated dialectical relationship between those basic elements. Lacking any of the elements, it would be unavailable to completely express the research.

From the theoretical research perspective, the research on vocational internalization path for higher vocational college students refers to a fixed practice mode in which school and enterprise determine talent cultivation objectives, optimize cultivation process and establish quality assurance system according to the educational purpose. Its connotation should include three levels of content. The first level of content is the internalized cultivation target positioning system and mainly includes cultivation direction (i.e., the type of talents

to be cultivated), basic requirements (i.e., the knowledge, ability and quality requirements for the cultivated talents), and service orientation (i.e., indicating the adaptability to employment standard of enterprise). The second level of content is the internalized cultivation process operation system and mainly contains the cultivation ideas, cultivation manner, and cultivation approaches. The third level of content is the internalized cultivation quality assurance system and mainly involves the construction of basic teaching system, the construction of teaching staff, the construction of practice base, the construction of style of study, and the construction of quality monitoring and control system.

From the practical perspective, the research on vocational internalization path of higher vocational college students is a mode adopted by higher vocational colleges to substantiate the content of vocational internalization improvement research and fully show the vocational characteristics, taking integrity and dedication as the core and taking applicable industrial enterprise's characteristics and industrial moral norm as the content, in combination with the key tasks and objectives of vocational quality education for higher vocational students. It is a research project for improving college students' vocational internalization extent, has clear orientation, distinct theme, specific contents and diversified forms, and is under a careful organization and planning on the basis of further making clear the combination of teaching in classroom and guidance by enterprise activities, and optimizing the new ideas for higher vocational students' vocational education that combines personality structure and vocational internalization.

III. THEORETICAL CONSTRUCTION OF THE RESEARCH ON VOCATIONAL EDUCATION INTERNALIZATION PATH

A. Establishing a Penetration Mode of Education System

The main line of vocational internalization of higher vocational college students is “to improve their vocational internalization behaviors”. Its educational point should be to investigate the status quo of current students' vocational internalization, and to help students knowing about different industry's requirement for vocational internalization on the basis of situational activities.

B. Establishing an Operational Guarantee System

First, it is needed to set up institutional guarantees and put into practice the starting point of behavior improvement research. School should formulate sound rules and regulations such as "Guidance for Vocational Internalization Research" and "Implementation Plan for Vocational Internalization Research". Through the institutional construction, it is possible to specify the steps and indicate the direction of behavior improvement research. Secondly, it is needed to improve the organizational security, put into practice the operation institutions making behavior improvement research, form a working mechanism detailed to school teachers, class tutors, and enterprise guidance teachers who work both jointly and separately, and finally form an all-staff education pattern.

C. Establishing a Clear Objective System

In freshmen year, it is needed to focus on understanding the industry, helping students knowing about the characteristics of the profession and industry, learning to learn, living together with others, cultivating the style of obeying rules, and smoothly going on the correct track of college study and life. In sophomore year, it is needed to focus on improving students' cognition of applicable posts in the field, guiding students to go to enterprise to receive real situational education and practical exercises, especially guiding students to realize vocational internalization through situational activities. The industrial norms should be penetrated into the first classroom, and be further internalized into students' conscious ethical behaviors, enabling students to have the spirits of dedication, hard work, modesty, and cooperation with others. In senior year, it is needed to focus on improving students' vocational pursuit and vocational ideal behavior, professionalizing students' behaviors in hunting a job, standardizing their behaviors in taking an offer, normalizing their behaviors in doing a job, and perfecting their behaviors for maintaining on the post.

D. Establishing an All-round Quality Improvement System

First, students should establish a life-long learning concept, improve their learning habit starting from improving the learning ability, and improve their ability of adapting to the situations of applicable post. Second, it is also needed to focus on cultivating students' ability learn to seek knowledge, do things, live together with others, and the ability of co-existing and development. Third, it is needed to cultivate students' quality of integrity on the principle of "sincerely abide by integrity, be consistent in words and deeds, and be practical". Fourth, it is further needed to help students improving their spirit of dedication on the principle of "be responsible and dedicated".

IV. DESIGNING AN EVALUATION MODE FOR THE RESEARCH ON VOCATIONAL INTERNALIZATION PATH

Educational evaluation is a qualitative and quantitative value judgment made on the status and performance of activities, personnel, management and conditions in educational work by taking scientific attitude and method and on the basis of certain educational purpose and standards,

so as to promote the improvement and development of education.

The evaluation of research on vocational internalization path is a process that the evaluation body formulates scientific evaluation index system in accordance with the basic theories, objectives and evaluation standards of vocational quality and internalization under the guidance of educational policy and the view of educational value, and make evaluation and judgment on the value and effect of the research on vocational internalization path. This evaluation usually abides by the following principles:

First, to be demand oriented and forecasted: The selected evaluation content, the formulated evaluation criteria, and the applied evaluation method must be able to reflect the development trend of the industry, reflect the actual job requirements of enterprise, and can guide the vocational internalization of students from the perspective of development.

Second, to be applicable: In the determination of evaluation indicators, the selected evaluation points should be clear and observable; in the selection of evaluation methods, the selected methods should be applicable and realizable under the existing conditions; at the same time, the evaluation on soft elements should try the best to be standardized by virtue of practical carrier to avoid the subjective randomness of the evaluation.

Third, to be jointly evaluated by diversified subjects: The evaluation should be guided by the "work and study combined" educational concept, and implemented by diversified subjects such as school, enterprise and students by virtue of the school-enterprise cooperation platform; the priority of different evaluation subject should be determined by different evaluation content; the integrated evaluation result of the subjects should form the final evaluation on students' extent of vocational internalization.

Fourth, to combine process evaluation with result evaluation: Process evaluation method should be used for making node-based value judgment on students' participation, application, practice, cooperation and innovation made in the process of professional learning and vocational internalization; result evaluation method should be used for making the final result value judgment on student's extent of vocational internalization.

Fifth, to combine quantitative evaluation with qualitative evaluation: Measurable evaluation indicators should form a quantifiable evaluation standard to avoid the randomness and inconsistency of the evaluation standard.

From the perspective of the complete process of vocational internalization path research, higher vocational colleges' main tasks of the evaluation on vocational internalization path research in are as follows: in order to make correct decision for vocational internalization improvement research, it is needed to make feasibility evaluation on the implementation scheme for relevant vocational internalization path research, make timely insights on any problem in the research work, and make judgmental evaluation; in order to timely obtain information feedback, it

is necessary to conduct formative evaluation; in order to acquire the complete status of students' vocational internalization, it is necessary to make a summary evaluation on all the research works.

V. CONSTRUCTING AN EVALUATION MODE FOR THE RESEARCH ON VOCATIONAL INTERNALIZATION IMPROVEMENT

The evaluation on the vocational internalization improvement research on higher vocational students is mainly to make educational evaluation on the vocational internalization improvement research made on the first classroom, as well as the vocational internalization path research in real post. The evaluation mode is mainly composed of two parts: guarantee evaluation, and implementation evaluation. The evaluation subjects should be enterprise, school, and students. Guarantee evaluation mainly includes five aspects: curriculum construction, teaching content, teaching design, teaching environment selection, and teacher team allocation; implementation evaluation mainly includes four aspects: evaluation process, evaluation index, evaluation standard, and evaluation method.

First, guarantee evaluation: This evaluation mainly includes five aspects: curriculum construction, teaching content, teaching design, teaching environment selection, and teacher team allocation. The five aspects are the main factors affecting students in the teaching process. The specific content involved in each aspect is the basis for formulating the evaluation criteria and selecting the evaluation method, and is also corresponding to the selection of evaluation content to some extent. The guarantee of the elements is provided on the basis of an investigation on the industrial and enterprise status and development demand and is jointly designed and completed by full-time teachers in school and industrial experts. Thereby, this evaluation is objective, effective and scientific.

Second, implementation evaluation: This evaluation mainly includes four aspects: evaluation process, evaluation index, evaluation standard, and evaluation method. Implementation evaluation mainly contains process evaluation and result evaluation.

- Taking the vocational internalization training process as the evaluation process: the main purpose of the evaluation is to guide, motivate and improve habits. Therefore, the evaluation on students' vocational internalization training must be conducted at the same time as that on students' vocational internalization improvement. The evaluation process consists of two parts: semester process, and teaching process. Wherein, semester process is from semesters I to VI and, in the process, the on-campus and off-campus combined education contents can be arranged on the basis of the talent cultivation objectives, professional learning and skill training laws and the industrial demands. The teaching process is oriented to the work process. In the vocational internalization evaluation process, semester process and teaching

process are conducted in a synchronous and integrated manner.

- Determining the evaluation indicators on the basis of the vocational internalization research and training objective and determining the evaluation standard based on the industrial and enterprise demands: the so-called evaluation indicators refer to the specific key points to be observed in making educational evaluation. Whether the evaluation indicators are scientific and operable is directly related to the objectivity and accuracy of the evaluation results, and is also related to the quality of personnel training in higher vocational colleges. Especially, enterprise's evaluation on students' vocational internalization extent is very important. The evaluation results obtained by enterprise based on its unique vocational sensitivity and judgment are more authoritative and credible. This research must be made on the basis of cooperation between enterprise and school and be conducted by enterprise and school based on the industries requirement for employees' vocational quality, in combination with the individual characteristics of the enterprise and taking the vocational internalization of key abilities as the main line.

VI. CONCLUSION

The project of vocational internalization path research on higher vocational college students of "the generation after 2000s" is confronting with new research topics. In this regard, higher vocational colleges need to attach importance to the optimum combination and unified allocation of research power and resources, and gradually form a theoretical research work pattern of "combination up and down, part-time and full-time work combination, complementing each other's advantages and disadvantages and working together to overcome difficulties" between the major and enterprise. By linking vocational standards with professional teaching activities, and realizing the situational experience of course content through real post education, students can better understand and master the industrial norms and requirements, and well digest what they have learnt. This way can result in a good education effect.

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