

Study on the Status Analysis of Position Ability Training in Vocational Education

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Abstract—The core and focus of vocational education is to train highly skilled personnel and send them to enterprises. Talent is the key factor for an enterprise to realize its strategic goal. The quality of talents determines the success or failure of an enterprise. Therefore, the position ability of employees must be built on the actual needs of enterprise development, and the students cultivated by schools should also be connected with the needs of enterprise post talents. Based on the cultivation of position ability, this paper analyzes the problems existing in vocational education, such as those in training conditions, assessment and evaluation, and tutor level. The purpose is to explore the multi-dimensional school-enterprise cooperation through analysis, establish a long-term and effective education model, and explore various ways of position ability cultivation in vocational education.

Keywords: *vocational education, position ability, school-enterprise cooperation, training*

I. INTRODUCTION

Vocational education plays a great role in the whole education system, and it is more inclined to be a practical education which pays attention to the cultivation of practical ability. Its purpose is to enhance students' awareness of the occupation, so that they can master the various abilities in the post tasks, and thus adapt to the needs of the enterprise. With the continuous development of science and technology, the concept of practical teaching and ability training has been infiltrating into vocational education.

Vocational education and position ability training are education and training activities that directly meet the needs of economic and social development and require employment and on-the-job workers to aim at improving their vocational education level and position ability. It can be interpreted as, first, a kind of labor resources development activities for specific objects, second, a kind of oriented position ability cultivation aiming at directly meeting the needs of a specific occupation in social and economic development, and third, normative training usually in accordance with the national occupational classification and vocational skills standards.

II. THE CONNOTATION OF VOCATIONAL EDUCATION AND ON-THE-JOB TRAINING

Vocational education refers to the education that enables students to obtain the professional knowledge, skills and professional ethics required by a certain occupation or production of labor. The purpose of vocational education is to train applied talents and laborers with a certain level of education and professional knowledge and skills. Compared with general education and adult education, it focuses on the cultivation of practical skills and practical working ability. The practical reason of vocational education pays attention to educational methods, techniques and experience, values the benefits of vocational education (including economic benefits, social benefits, etc.), highlights the actual existence of individual students and bases itself on and returns to the real life.

On-the-job training refers to the system of combining training, examination and application according to the requirements of the post as stipulated by the national, local or industrial competent departments, enterprises and institutions. The "Decision on the Reform and Development of Adult Education" issued by the national education commission of China in June 1987 proposed that the training for major positions should be gradually standardized and institutionalized. It is an educational process in which educators standardize their words and deeds through purposeful, planned and organized educational practice activities. In short, on-the-job training is an educational practice process that enables students to acquire the core competence required by the occupation and form good professional behavior habits through the training of various vocational abilities.

The training of position ability should be completed by professional, systematic and standard training according to different occupational characteristics, and the best way to achieve this goal is vocational education. Vocational education refers to the education and training activities aimed at cultivating and improving workers' vocational skills according to social occupational demand and the adjustment of workers' employment according to certain standards. Externally, skills can be acquired through systematic learning and training. However, professional ethics, professional consciousness and behavior habits tend to be in

a deeper category, reflecting the world view, outlook on life and values of practitioners, which cannot be improved overnight and requires long-term improvement and perfection of practitioners. The high level of professional skills does not necessarily mean that practitioners have higher professional ethics, professional consciousness and behavior habits. From the perspective of the enterprise, if an employee lacks the most basic professional quality, and for example, is found disloyal to the enterprise and procrastinating in work, however high skill level of him or her is of little value to the enterprise. Only when the individual's deep quality is improved, can the expressed ability be promoted. Therefore, the practical significance of position ability training includes professional skills and professional quality, as well as all external and internal capabilities required by the enterprise and post.

III. STATUS QUO OF POSITION ABILITY TRAINING IN VOCATIONAL EDUCATION

A. *The condition of position ability training is not perfect*

1) *Insufficient conditions for practical training:* The quality of practical training conditions is an important link to verify the level of students' position ability training. At present, vocational colleges are generally deficient in practical training, and most of them are not perfect in practical training conditions, which cannot meet the specific needs of vocational training environment. Due to the different majors of students, the required position ability is also different, and the position ability training conditions provided by schools are also greatly different. A small number of schools invest a lot, and have quite complete experimental training facilities and equipment, which can provide the basic conditions for training ability cultivating required by vocational posts. However, due to limited funds or different cognition of training conditions, some schools provide training facilities and equipment that do not meet the requirements of vocational position ability training, and the whole training process is based on the system of theory teaching. As a result, there is a big gap between students' actual working ability and their understanding of occupation and the actual job requirements of enterprises, which not only seriously affects students' employment, but also undermines the training quality and delays practice opportunities.

2) *The curriculum system is out of touch with vocational tasks:* Although schools continue to improve in vocational education, there still exists the phenomenon that the curriculum system and teaching methods are inconsistent with the actual job requirements and procedures of enterprises. Most schools place the focus of curriculum setting on theoretical teaching, with ideological education and theoretical knowledge as the main process of training, ignoring the principle and policy of vocational education that focuses on cultivating practical talents with strong

abilities, high skills and practical talents. In addition, the lack of sufficient training conditions leads to the result that students with acceptable theories, poor abilities, and weak skills are not competent for the work tasks of enterprises, which is mainly rooted in the practical operation links in the curriculum setting. In fact, vocational education and position ability training should be based on the theoretical guidance of production and practical ability training, and the strength of position ability is also a weathervane to verify the success or failure of vocational education.

B. *Evaluation and assessment in substituted post exercitation*

Many college scatter students in different internship units, and jobs to work and study. Due to the long practice time and scattered practice places, it is difficult for instructors in school to follow up and supervise the students when they are not at the practice site. They can only assess students by checking the internship diary, summary, graduation project and other methods after the end of the internship, or through the evaluation of the enterprise. Although they make occasionally random spot check of students' internship situation, these methods cannot fully grasp students' internship status nor solve students' problems in real time. At the same time, due to lack of management throughout the process, there are various the phenomena of plagiarism and duplication, and the phenomenon of requesting other students' results or directly downloading relevant content from the Internet to deal with the assessment in the end is common occurrence. As a result, the instructor cannot accurately and objectively find the real problems existing in the substituted post exercitation.

C. *The level of teachers varies*

Both vocational education and position ability training require the participation of professional and highly skilled teachers, and the cultivation of students' vocational ability comes from the instruction of teachers. At present, the professional teachers in various vocational colleges are obviously deficient in their professional position ability. Teachers in most schools haven't worked in a real enterprise and do not have the professional experience. The self-taught major of some even does not belong to the same field at all with the major of the students, and they enter the link of the professor just after some superficial theoretical learning and understanding in the later stage. As a result, during the whole training period, misunderstandings were caused constantly in the theoretical and practical work tasks. Therefore, students naturally find their professional ability disjointed with the position ability required by the enterprise.

IV. MEASURES TO IMPROVE POSITION ABILITY TRAINING

A. *Establishing a long-term mechanism for school-enterprise cooperation*

From post group of ability training, following the spirit of "Several Opinions of the General Office of the State Council on Deepening the Integration of Industry and Education"

(promulgated by the General Office of the State Council [2017] No. 95), it is necessary to widen and intensify the efforts of school-enterprise cooperation, strengthen the communication with local related companies, realize the school-enterprise cooperation, introduce enterprise culture, and involve industry experts in the discussion over teaching and personnel training mode, so as to further build school-enterprise cooperative teaching team and characteristic practice teaching mode and fully implement school-enterprise collaborative education. It is also necessary to establish the integration base of off-campus production and teaching, and focus on strengthening vocational position ability training and practical teaching link construction meeting the needs of the industry. It is also important to build a high-level job employment platform, to achieve high-quality employment featuring outstanding job ability, and promote the synchronous process of school professional construction and enterprise development.

B. Carrying out integrated teaching and optimizing the cooperation between teachers and master workers

The teaching model and curriculum system should be optimized. In the aspect of position ability training, dual teaching guidance is implemented, which is jointly conducted by school professional teachers and enterprise master workers to guide students to complete various post tasks and improve vocational ability shaping. A feedback mechanism should be set up between school teachers and enterprise master workers, to ensure the timely communication about the various problems students meet. They have a clear division of labor and cooperate with each other. Professional teachers are not only the advocates of students' position ability training, but also the managers and organizers. And the ability training of students during in-post internship is led by the enterprise master workers. Teachers in the school are responsible for visiting students regularly, coordinating and solving students' difficulties and psychological problems, urging students to complete the post assignment, correcting students' summaries and grades, etc. The master workers of the enterprise are responsible for the specific guidance of the students' post tasks, checking the progress and quality of the completion and introducing the enterprise's production process, product and service requirements, evaluation, etc.

In addition, the school and the enterprise jointly carry out scientific and systematic teaching design for the position ability training, dock the curriculum system with the enterprise post work content, and improve the training mode that the teaching content is consistent with the vocational ability. According to the characteristics and needs of the position, the professional teachers and enterprise master workers work together to develop students' internship plans and specific tasks. They should compile the "Internship assignment" jointly, clarifying the vocational ability objectives, knowledge objectives, work tasks and assessment methods in post training, and combining the teaching objectives of position ability and post work objectives organically.

C. Improving the construction of experimental and practical training facilities and equipment

The cultivation of position ability is inseparable from the support and assistance of experimental training facilities and equipment. It is an effective way to rapidly improve students' vocational ability to provide necessary training conditions and create a real working scene. Due to different occupational characteristics, it is difficult for many vocational schools to establish the training environment and conditions required for all positions. However, schools can rely on modern VR and other high-tech simulation technologies to build a variety of simulation environments to enhance the visual effects of students' work scenes and post tasks during training, which is conducive to the development of students' comprehensive practical ability and innovation ability. Through the establishment of the virtual simulation experiment teaching center, schools can use some of the existing facilities and equipment plus simulation equipment, CBT and VR systems to create a virtual simulation environment for various jobs, so as to improve students' position ability and vocational cognition level. In this way, the organic combination and connection between in-school experimental environment and off-campus in-post practice can be realized, and the level of vocational education and outstanding position ability can be comprehensively improved.

V. CONCLUSION

The core content of vocational education is the cultivation of job-oriented position ability. To improve the level of vocational education, position ability must run through the whole process of enterprise production and meet the needs of production posts. Vocational education is a personnel training mode that takes employment as the goal, position ability as the standard, focuses on the teaching of the vocational requirements of production enterprises and highlights practical ability training to achieve the seamless joint of production, teaching, and learning.

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