

Macro Thinking on 1+X Certificate System under the Background of Major Construction

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ABSTRACT

The policy of 1+X certificate system has pointed out the way for the development of vocational education from the perspective of top-level design. Nowadays, the 1+X certificate system construction still exists the main organization construction and the communication mechanism is not perfect, which leads to many problems in the current 1+X certificate system pilot work. There are some problems in the construction of 1+X certificate system, such as the main organization construction and communication mechanism are not perfect. This paper starts with the national 1+X certificate system, elaborates the background of the certificate, the relationship between the construction of the certificate system and the existing problems in the promotion of the certificate system, so as to play a reference and direction guidance role for the personnel training and curriculum system construction of vocational schools in the later period.

Keywords: *1+X certificate construction, Specialty construction, Macro thinking*

1. THE BACKGROUND OF 1+X CERTIFICATE SYSTEM

1.1 The requirement of social and economic development to vocational education reform

Current vocational education does not match supply and demand, It is prominently reflected as the development degree and level of vocational education do not meet and lag behind the requirements of social and economic development. The specific reflection is that the higher vocational education is less, the system vocational education is lesser. According to the current level of industrial development in China, Senior workers who have received higher vocational education above junior college and technicians who have received systematic vocational education should account for more than 60%.

The current structure of labor force culture and technology obviously can't adapt to the development needs of high-tech industries. The coming of the Internet age, these factors such as simplicity and optimization of production organization, the upgrading of production technology and Diversified consumption structure, All of these contribute to impels the industrial structure to produce the qualitative change. With the industrial structure of the chain and flat development, The blurring of boundaries between different professions not only promotes the integration and change of traditional occupations, but also gives birth to many

new occupations. All the above factors put forward new requirements for the development of vocational education

1.2 Internal needs for the development of vocational education.

Long-term class and hierarchy, the college entrance examination lifetime system, light competition heavy mean, light weight collective. These misunderstandings lead to the late start and slow development of vocational education in China.

With the development of society and economy, the scale, speed and quality of vocational education are constantly rising. Vocational education is in the transition period from scale expansion to connotation development. China's vocational education has long paid attention to its own internal development rather than external social needs. This way cannot meet the needs of structural changes in social and economic development. Vocational education starts from organizational construction, development rules and trends, which will improve the general principles, mechanisms and standards of the vocational education system, finally vocational education appears qualitative leap

The introduction of 1+X certificate system not only meets the basic requirements of social and economic development for academic qualifications, but also meets the needs of internal organizational construction, which is not only a kind of self-innovation of vocational education, but also meets the self-needs of connotation development and structural qualitative change of vocational education.

2. 1+X CERTIFICATE SYSTEM CONSTRUCTION RELATIONSHIP

2.1 1+X certificate system builder, implementer and supervisor

The state-issued "Plan on the Pilot Implementation of the System of Educational Certificate + Certain Vocational Skilled Grade Certificate in Colleges and Universities" It is clearly pointed out that the evaluation organization of social vocational education is the main body of the construction of 1+X certificate, responsible for the establishment of certificate standards, the development of training resources, the construction of evaluation base, the organization of assessment, the issuance of certificates and other systematic work.

All kinds of vocational colleges are the main body of 1+X certificate system. which will responsible for the integration of vocational skill level standards with professional teaching standards, through the introduction of teachers, teaching resources, teaching methods and other aspects of the in-depth reform, the certificate training content reflected in the talent training program, responsible for the construction of industry-university-research comprehensive training base. The administrative departments of education at all levels and the Vocational Guidance Advisory Committee are the supervisory bodies of the 1+X certificate system. The above subjects are responsible for the business guidance, quality evaluation, procedure supervision, process monitoring and other work related to 1+X certificate.

2.2 Influencers and beneficiaries of the 1+X certification system.

The 1+X certificate system is mainly targeted at students from vocational colleges, supplemented by students from applied majors in undergraduate schools and secondary vocational schools. Some social workers can also participate in it, but the participation of social workers is not high at present.

The obvious group characteristics of students are as follows: low self-evaluation, lack of confidence and inferiority complex, which affects their social development in school; In addition, students' learning purpose is not clear, utilitarian, severe employment situation and employment pressure, resulting in employment as the final and only purpose of learning, do not combine individual interests and hobbies with the choice of major, do not combine professional learning with social needs.

2.3 Recipients of 1+X certificate system.

Under the 1+X certificate system, the graduates of various vocational colleges and social workers with skill grade certificates will eventually enter the society and market, serve the economic and social development, and the employers in the industries of social division of labor and market competition will be the final recipients of skill grade certificates.

2.4 1+ X certificate system dual certificate relationship.

1 + X certificate system of "1" is mainly refers to the degree certificate, "X" refers to the professional skill level certificate, it possesses the attribute of education certificate and the certificate, and the traditional short-term social training of vocational qualification certificate and training certificate issued by the distinction that having essence, X certificate reflects the educatees accumulation of professional knowledge and professional skills to improve process, not only can provide opportunities for the diverse industry career choice of educatees, but also professional development for labourers can provide security ^[2].

3. PROBLEMS EXISTING IN THE PROMOTION OF 1+X CERTIFICATE SYSTEM

3.1 each construction organization docking is not smooth

Each function main body does, issued by the certificate examination, evaluation of power by the society organization to implement, implement the system of 1 + X certificate of market-oriented operation, all kinds of vocational colleges at all levels shall be responsible for the organization of the certificate of teaching and training, to ensure that the separation of teaching and assessment, and the competent department of state regulation certificate by setting standards and richer in macroeconomic regulation and control personnel training mode and level of vocational colleges, reduce the administrative intervention. At present, there is no efficient leadership and organizational structure among the builders, implementors and supervisors involved in the 1+X certificate system. They have different responsibilities and different interest demands. They all want to pursue the maximization of interests, that is, there is interest correlation and game.

If there is no scientific benefit distribution policy, the promotion of the certificate system is bound to lag behind. Talent training is of long-term nature. In today's society,

the industrial structure, production organization mode and production concept are adjusted and upgraded at a fast pace. All interested parties lack long-term unified planning and attach importance to catering to the short-term needs of the society, which leads to the serious lag behind the social needs of the cultivated talents. Therefore, the promotion of the certificate system requires the construction of an efficient leadership, coordination and promotion system among the organizers, implementers and supervisors.

3.2. Confusion among influencers and beneficiaries of the 1+X certificate system.

Students in vocational colleges at all levels lack channels to know about vocational skill level certificates, and various subjects have no effective guidance for students to obtain certificates. As a result, when students choose the types of certificates, they are arbitrary and fail to combine them with their interests and social needs.

Even some universities and institutions will pass judgment school development and the quality of teaching the core indicators, a concentrated counselling, assault intense training, brush against law of teaching, such as utilitarian behavior, ignoring the students core professionalism and core competition ability, teaching will be turned into a vocational training, causes students to obtain a certificate after cannot improve competitiveness, also cannot get social recognition.

3.3. The recipients of the +X certificate system are out of touch with society.

Social and market is the ultimate recipient of 1 + X certificate system, market and talent supply and demand is the non-linear relationship, affected by many factors, the dynamic change is the norm, some emerging industry development soon, if the certificate the lack of the understanding of industry development and demand, the supplier will wait or docking blindly, also show the certificate of "X" type does not match with the talent market dynamics.

Traditional industry with the adjustment of economic structure and development of the fusion and the changes of professional qualification certificate need to match the traditional industry industry gradually delisted or cancelled, but now there is still a certain market value of professional qualification certificate, and in some places or industry exit speed is slow, still flooding the market, supply exceeds demand, reducing the effectiveness and the development space of X "certificate, the market competitiveness of X certificate holders do not meet expectations, also failed to fill the blank of the industry demand for talent and disconnect phenomenon, need the certificate of the organizers and implementers macro grasp industry development trend, To plan the promotion of X

Certificate according to the needs of social market and industry development.

3.3.1 The cognitive disorder of the relationship between the two certificates in the certificate system

The relationship between 1 and X in certificate system should be understand as: students transform the theoretical knowledge they have learned into skills and operational abilities, truly reflect the two certificates to students' comprehensive professional quality and core competitive ability, and realize the cultivation effect of the integration of theory and practice. Certificate only some unit exists, one-sided pursuit of student X certificate examination pass rate, reduces the position and value of the degree certificate, or even replace degree education with various professional training, no corresponding professional skills and professional level certificate system, The national will embodied in the 1+X certificate system has not been implemented.

3.3.2. There is no clear understanding between X Certificate and Professional Qualification Certificate

Professional qualification certificate refers to the qualification certificate of admission or occupation, which is divided into technician, senior technician, etc. Secondly, they are obtained in different ways. Vocational skill certificates need both theoretical and practical assessment. After they are qualified, corresponding certificates will be given according to the results. Professional qualification certificate is obtained through formal schooling direct affirmation or the way of theoretical examination, the actual operation is rarely involved, the examination is qualified to prove that there is a job qualification, the actual operation ability can not be reflected.

X certificate is the certificate of reform measures in this situation, it is a professional skill level certificate issued by the industry, enterprise, how high the value of it, and whether the students' employment, employment quality, compensation to realize correlation, can enhance students' comprehensive quality and core competition ability, can quickly accepted by social industry, this is X certificate system promote the primary issue to consider. As the change of economic structure, mode and development philosophy, national authorities to reduce strength of professional qualification certificate is more and more big, the class level evaluation phase out professional qualification certificate, bring up professional qualifications directory, access class left a few professional qualification certificate, expanding the scope and coverage of the professional skills certificate, will gradually transform, instead of the professional qualification certificate.

4. THERE IS A MISUNDERSTANDING IN THE CONSTRUCTION OF "DOUBLE DIVISION" TEAM

It is generally believed that double-qualified teachers are divided into "double-professional title type" and "double-quality type". The "double-professional title type" means that teachers need to obtain professional titles recognized by other industries in addition to professional and technical positions in the school, while the "double-professional title type" means that teachers have both theoretical teaching quality and practical skills training quality. At present, there is a misunderstanding in the construction of double-division team in vocational colleges at all levels.

Equate "double certificate" with "double teacher". In order to be rated as "Double Teacher", some teachers often obtain other professional qualification certificates in addition to their professional and technical positions, without considering whether the professional qualification certificate is corresponding to the specialty they teach. For example, the teachers with auditor qualification certificate talk about the biopharmaceutical course.

4.1 The certificate does not reflect the practical skill element.

Many professional certificates are obtained by examining theoretical knowledge without reflecting any practical elements. Such as auditor, registered fire engineer certificate, the acquisition of the certificate does not represent the holder of the practical ability and experience.

4.2. The certificate source is cluttered.

Some higher vocational colleges take teachers' "double certificates" as a condition for promotion. As a result, some teachers blindly obtain some vocational qualification certificates which have nothing to do with their major and are of low value, and even cheat to get the certificates.

4.3 "Double division" team succession construction is not smooth.

"Double teachers' basic task is to master the professional industry development dynamic, professional skills training and cultivating students' professional and core ability, make the students to meet the needs of the job as soon as possible, some schools in the process of the construction of double artificially set rules, such as the intermediate professional title above can apply for as double, exclude primary, directly affect the double teachers long-term change in construction.

5. CONCLUSION

The country started the 1+X certificate system, standardizing the vocational qualification certificate at the same time for the future vocational education certification system pointed out the direction, the implementation process encountered some problems, how to solve these problems, need to continue to explore.

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