

Exploration and Practice of Practice Teaching System of Vocational Undergraduate Education

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ABSTRACT

Vocational undergraduate education is a higher level of vocational education than higher vocational education, and it is a supplement to the undergraduate level of vocational education in our country. Since the establishment of vocational undergraduate education is relatively short, its practical teaching system is often based on higher vocational education or applied undergraduate colleges, which is still far from perfect. Starting from the connotation of undergraduate vocational education, this article expounds the characteristics of system, cross-border, comprehensive and scientific. After analysing its main problems, the strategy of constructing a practical teaching system for undergraduate vocational education is proposed.

Keywords: Vocational education, Undergraduate education, Practical teaching

1. INTRODUCTION

Practical teaching plays a vital role in cultivating students' practical ability and innovation ability, and has become an important part of vocational undergraduate education. However, most vocational undergraduate education in my country is mainly developed on the basis of higher vocational education and applied undergraduate colleges. Due to the short establishment time, a scientific and complete practical teaching system has not yet been established. There are still many problems in practical teaching. Only by establishing a practical teaching system with vocational ability training as the core element can the construction and perfection of the practical teaching system of vocational undergraduate education be realized.

2. THE CONNOTATION OF VOCATIONAL UNDERGRADUATE EDUCATION

Vocational undergraduate education is an education that extends from vocational education. It is a higher vocational education at the undergraduate level above the junior college level. It is an undergraduate education held in full accordance with the rules of vocational education talent training, and it is also the higher education level in the vocational education system. Vocational undergraduate education is practical and

professional in nature. It is an education deeply rooted in professional practice to cultivate talents. The logical starting point for talent cultivation is the professional ability requirements of the industry.

Undergraduate-level vocational education talent training is an important form of lifelong education, which not only equips the educated with the skills required for the job, but also lays a solid foundation for future career development. In the undergraduate-level vocational education talent training, it is necessary to construct a reasonable structure of knowledge, ability, quality and other elements, coordinate development, and jointly form a good comprehensive quality of the educated. Knowledge is the basis of ability, ability is the embodiment of the specific application of knowledge, and quality is the organic combination of knowledge and ability embodied in professional activities and social activities.

3. THE MAIN CHARACTERISTICS OF PRACTICAL TEACHING OF VOCATIONAL UNDERGRADUATE EDUCATION

Vocational undergraduate education practice teaching should be developed on the basis of higher vocational education and undergraduate education practice teaching, combining the advantages of the two, but in practice, it is more imitating. Vocational

undergraduate education practice teaching has problems such as lack of innovation and lack of system. In the design of the practical teaching system, it is necessary to strengthen the four characteristics of practical teaching according to the specifications of undergraduate vocational education.

3.1. The Systematic Nature of Practical Training

The system is an organic whole with clear functions composed of many elements, and it has structural and hierarchical characteristics. The practice teaching system is mainly composed of three elements: practice subject, practice object, and practice carrier. The practice process should be a process of self-organization, self-regulation, and self-development, and constantly tends to value goals. As an undergraduate vocational education, the conformity of the subject of practice, the object of practice, and the carrier of practice determines that the value orientation of practice teaching is not to master a certain single technology or skill, but to strengthen the solution of complex engineering problems and the comprehensive application of multidisciplinary knowledge, which requires that we must pay attention to the systematic nature of practical teaching, and form a system with clear levels, close cohesion, gradual progress, and advanced capabilities.

3.2. The Cross-border Nature of Practical Content

With the development and changes of society, interdisciplinary and in-depth integration have become the basic requirements of industrial development. Modern engineering projects require the integration of multidisciplinary knowledge to complete. The goal of vocational undergraduate education is to strengthen the comprehensive application of multidisciplinary knowledge and the scientific integration of multiple methods by cultivating strong analytical ability, rich practical experience, certain creative ability, necessary social ability, and lifelong learning ability, so as to promote the development of industry.

3.3. Comprehensiveness of the Practical Carrier

When constructing the curriculum system, it is often constructed according to the level of public courses, professional basic courses, and professional courses, and the practical teaching design attached to the curriculum has led to the verification of practical teaching and the virtualization of graduation design. To reform the practical teaching of vocational undergraduate education, we must first change the teaching concept, transfer the value orientation to

promote the development of the industry, and change the teaching basis from the subject knowledge system to the ability target system. According to the actual working process and the requirements of professional ability, according to the complete cycle of conception, design, realization and operation, following the practice law from simple to medium to complex, integrating the traditional fragmented practice links, thus practice teaching carrier with a multi-disciplinary integration is formed.

3.4. The Scientific Nature of Teaching Evaluation

Teaching evaluation plays an important role in guiding teaching and learning. Practical teaching evaluation is always a difficult point compared with theoretical teaching evaluation. As far as the current situation is concerned, although the transitional colleges and universities claim to attach importance to practical teaching, in terms of learning evaluation, the traditional practice report leads to a mere formality of evaluation. A single evaluation standard restricts application innovation, and a one-way evaluation mechanism is difficult to achieve mutual benefit in teaching and affects practice improvement of teaching quality. For undergraduate vocational education, in order to improve the quality of practical teaching, the following reforms need to be implemented: First, the evaluation function should be turned to promote the development of teachers and students and improve teaching practice, so as to solve the problem of "why evaluation". The second is to change the teacher's unitary subject into the subject of multiple subjects in terms of the subject of evaluation, so as to solve the problem of "who will evaluate". The third is to evaluate the content, not only to evaluate the results of practical training, but also to evaluate the knowledge application ability, innovative application ability, teamwork ability, etc., in order to solve the problem of "what to evaluate". Finally, in the evaluation method, the unified standard becomes a multi-dimensional standard, which stimulates the initiative and innovation of students and solves the problem of "how to evaluate".

4. THE MAIN PROBLEMS EXISTING IN THE PRACTICE TEACHING SYSTEM OF VOCATIONAL UNDERGRADUATE EDUCATION

4.1. Low Target Level Requirements

With the rapid development of my country's economy, the acceleration of the upgrading of facilities and equipment, the substitutability of labour positions, the emergence of new management mechanisms and jobs, higher requirements are placed on the capabilities

of labourers. At present, undergraduate vocational education in my country is more of a transformation from higher vocational education and applied undergraduate education. The goal of practical teaching is still stagnating in the cultivation of students' basic vocational abilities, and the basic vocational abilities of students cannot meet social development requirements. Socio-economic development calls for workers to have a higher level of ability, that is, systematic and comprehensive professional ability.

4.2. Difficult to Reflect the Requirements of Professional Competence

The current practical teaching can hardly reflect the requirements of professional competence. First of all, practical teaching is separated from theoretical teaching. Although undergraduate vocational education attaches great importance to practical teaching, the emphasis still remains at the superficial level of investment in laboratory construction and the increase of experimental class hours. The content of practical teaching is often understood as internship. As a result, practical teaching is decoupled from theoretical teaching. Secondly, practical teaching methods are still relatively simple, often focusing on simple imitation and repeated tasks. The interaction between teachers and students is relatively small, and it is difficult to reflect the requirements of professional ability training. Third, the existing textbooks used by undergraduate vocational education can hardly meet the needs of undergraduate vocational education to cultivate students' vocational ability. Many textbooks lack the characteristics of practical textbooks for undergraduate vocational education.

3.3. The Guarantee System is Difficult to Provide Guarantee for Professional Ability Training

The current guarantee system of vocational undergraduate education is difficult to meet the requirements of vocational ability training, which is mainly manifested in the lack of dual-qualified teachers and limited practical teaching equipment. First of all, a dual-qualified teacher refers to a teacher who has solid theoretical foundation knowledge and professional knowledge, but also a strong practical ability, a teacher with certain teaching experience, and can acquire cutting-edge technology and management. However, the number and quality of double-qualified undergraduate vocational teachers are still difficult to meet the practical teaching needs of vocational ability training at present. Secondly, objective factors such as backward practical teaching equipment and limited practical sites restrict the development of practical teaching, which directly affects students' practical ability and the cultivation of students' professional qualities.

3.4. Lack of Evaluation Standards that Reflect Professional Ability Training

At present, the primary problem of the practical teaching evaluation system of vocational undergraduate education is to focus on result evaluation and neglect process evaluation. The current practical teaching evaluation of vocational undergraduate education is mainly based on the evaluation method of students' practical results. There is a lack of continuous evaluation of the process, and the results of the evaluation are difficult to reflect the comprehensive practical ability of students; secondly, the evaluation subject is relatively single. The current evaluation subject is mostly school practical teachers, but lacks from enterprises, industries and students. The third is that the content system of evaluation is not perfect. At present, the content of practical teaching evaluation often focuses on measuring students' operation and application of general knowledge and skills, and lacks a comprehensive evaluation of students' comprehensive professional quality.

4. CONSTRUCTION OF PRACTICE TEACHING SYSTEM OF VOCATIONAL UNDERGRADUATE EDUCATION

4.1. Construct a Clear Goal System for Practical Teaching

The establishment of training goals is the starting point for the design of talent training programs and is at the core of the practical teaching system. The training target system consists of a theoretical teaching target system and a practical teaching target system. For vocational undergraduates, the practical teaching target system is particularly important. The practical teaching objective system is composed of general objectives and sub-objectives. The general objectives are often related to the talent training specifications. There are different classification methods for sub-objectives according to different classification standards. For example, they are divided into professional ability goals, application ability goals, and social ability goals according to the characteristics of the application type.

4.2. Construct a Sound Practical Teaching Content System

According to the characteristics of teaching content, the practical teaching system includes the first classroom, the second classroom, and the third classroom. The first classroom is based on professional practice courses, mainly including experiments and training courses. Students are required to learn during the activities of experimental training, which is mainly the orientation of activity courses. As an extension of

the first classroom, the second classroom is mainly based on extended practical courses, including group activities, skills training, club activities, various professional skills competitions, innovation and entrepreneurship activities, etc. They are carried out in the form of extracurricular activities, which is the curriculum orientation of learning activities. The third classroom is mainly based on practical courses, including internships, social practice, graduation design (thesis), etc. It mainly provides experience through social workplaces, and conducts independent learning and improvement. It is the curriculum orientation of learning activities and learning experience. Practical courses pay more attention to the cultivation of students' abilities, and cannot rely solely on the in-class teaching in the first classroom. Instead, they should link the first, second, and third classrooms to complete the curriculum implementation and achieve the curriculum goals.

4.3. Build a Perfect System of Practical Teaching Methods

The content of the practice link is diverse. In order to mobilize the enthusiasm of students to participate, the teaching methods should be changed according to the teaching content and teaching objects, so as to achieve the goal of practical teaching. Any kind of teaching method contains theoretical and practical factors, but the proportions included are different. The teaching method is close to pure theoretical teaching, and the practice method is close to pure practical teaching. Other methods are in the middle position and should be used flexibly. In the practice link, teachers should use appropriate methods to inspire students to create enthusiasm. In order to exercise the students' various abilities, the instructor should say as little as possible in the practice session, and let the students think by themselves or discuss in a team to achieve the purpose of training. But at the same time, we must also pay attention to not too little guidance, so as to avoid the phenomenon that students are at a loss in the face of practical problems and affect the training effect.

4.4. Construct a Scientific Practical Teaching Assessment System

In order to implement practical teaching, it is necessary to construct a scientific practical teaching assessment system and strengthen the assessment management of the teaching process. The first is to compile and set up a practice teaching syllabus according to the content and requirements of the practice teaching link, and set up the assessment indicators for this link at the same time to ensure that the assessment has a basis and eliminate randomness. The second is to strengthen the process management and turn the end assessment into the whole process assessment to improve the effect of practical teaching.

4.5. Construct an Effective Practical Teaching Guarantee System

First, strengthen the guarantee of the teaching staff. Without a team of high-quality practical teaching teachers, it is difficult to achieve the goal of practical teaching. Therefore, in order to ensure the quality of practical teaching, it is necessary to build a strong team of teachers. We can start from the following aspects: improve the salary guarantee system and improve the treatment of experimental teachers; use a variety of methods, channels, and forms to train teachers and implement certification; encourage teachers to go out, go to the front line of the company for training, and understand the actual situation of the company status; actively introduce some teachers with rich experience in social practice to improve the structure of the practice teacher team. Second, strengthen material security. Practical teaching funds should be allocated in a certain proportion according to the number of professional students every year to ensure the development of daily practical teaching. Schools should withdraw a certain percentage of the experimental teaching provident fund every year in order to improve the experimental conditions in the school and purchase related simulation software in the future. When you need to purchase, you can apply for this fund.

5. CONCLUSION

This article briefly analyses the connotation of undergraduate level vocational education and the characteristics of its practical teaching system, and focuses on the construction of undergraduate level vocational education practical teaching system, which provides reference for the cultivation of applied talents. However, the research in this article is more from a theoretical perspective, which needs to be verified in future practice. This is also the direction of the author's further research in the future, looking forward to contributing to the development of vocational education at the undergraduate level.

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