



# Strategies to Improve the Effectiveness of Training Mode of On-the-Job Internship Taking Secondary Vocational Students as an Example

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**Abstract.** The “2 + 1” education model in the “Decision of the State Council on vigorously developing vocational education” refers to students studying in schools for two years and taking part in paid internships in enterprises for one year in the third year, the school then arranges the employment uniformly. This article mainly from the secondary vocational students on-the-job internship significance, has analyzed the secondary vocational students on-the-job practice problems, and proposed the solution.

**Keywords:** Secondary Vocational Students · On-the-job internship · Have problems · Countermeasures

## 1 Introduction

Nowadays, the employment situation is more and more serious, and the compound talents with comprehensive quality and ability have the chance to get high-quality job opportunities, which puts forward higher requirements for the talents training in secondary vocational schools [1]. Secondary vocational school students to enterprises to participate in the internship, can effectively learn the school of professional theory and practice of the combination of production, to achieve a smooth transition of secondary vocational school students from school to enterprise, it provides a good opportunity for the training of the comprehensive vocational ability of secondary vocational school students.

## 2 The Significance of Post Practice for Secondary Vocational School Students

It is of great significance to promote the vocational quality and ability of secondary vocational school students, increase the reserve of talents and deepen the cooperation between schools and enterprises. Therefore, in secondary vocational colleges to carry out on-the-job internship is an essential part of education [2].

- (1) **Improve students' professional quality and ability**  
 Secondary vocational students on-the-job internship, students can quickly master the job should be engaged in the professional quality and ability. First, professional quality. Secondary vocational school graduates enter the enterprise after graduation, most of them are engaged in front-line work, to advance to their own work, can form the correct work concept in advance, cultivate a good work attitude, enhance the sense of innovation, develop team spirit. At the same time, Hone and enhance the students' post awareness and post responsibility. Second, professional skills. Secondary vocational school graduates enter the enterprise after graduation, the use of real production sites and facilities, direct contact with the production process and flow of products, can quickly master the professional knowledge and skills required to engage in this job. Third, social skills. Enterprises not only pay attention to the degree of mastery of professional skills, but also pay attention to students' social skills, and even more inclined to students' social skills. Such as People skills, communication and co-ordination, and responsiveness.
- (2) **Increase the reserve of talents**  
 Times are changing, enterprises are developing, technology needs to be updated, step by step can not be separated from talent. Talent is the most valuable resource in the world, especially in the era of talent competition, the serious shortage of technical talent in China's enterprises has become a "Bottleneck" restricting the development of enterprises. Facing the fierce talent market, it is not easy for enterprises to select the technical talents that meet their needs, and retaining talents has become the most difficult thing for enterprises [3]. Secondary vocational school graduates to participate in the internship, students to ease the shortage of talent for enterprises, enterprises for students to provide practical training opportunities, at the same time, select outstanding interns to stay in the enterprise, optimize the human resources structure, ensure the sustainable development of the enterprise, the long-term development strategy of the enterprise.
- (3) **Deepen school-enterprise cooperation**  
 Secondary vocational students on-the-job internship is conducive to the exchange of resources between enterprises and schools, to learn from each other, sharing resources and common development of a good situation. According to the needs of enterprises, the school adjusts the major, teaching goal, teaching mode and teaching concept, and makes continuous reform and innovation to further improve the overall resource level of school education. Therefore, school education plays an important role in social development. Enterprises for secondary vocational students to provide real production sites and facilities and equipment, the rapid transfer of theoretical knowledge into practical applications to provide more opportunities and platforms for their future work to lay a good foundation, at the same time, also greatly improve the professional skills of students and the quality of personnel training [4].

### **3 Characteristics and Practice of Training Mode of On-the-Job Internship for Secondary Vocational Students**

Secondary vocational students on-the-job internship can not only make students closer to the actual work earlier, but also can make students more skilled and future work into

one [5]. At present, there are three common training modes of post practice: order type talent training mode, apprenticeship talent training mode and alternating training mode of work and study [6].

(1) Order type talent training mode

The order type talent training mode is a kind of school-enterprise cooperation training mode, which refers to the enterprise according to its own talent needs and specifications to the school personnel training orders, after receiving orders from enterprises, enterprises and schools work together to formulate talent training programs, and jointly carry out specific talent training to ensure that students can master the knowledge and skills of the major, improve the quality of employment of students. The advantages of the order type talent training mode: first, order type talent training mode can effectively strengthen student management, promote students' comprehensive ability, self-learning ability and creativity. Secondly, the order type talent training mode can make the corresponding talent training plan according to the market demand, optimize the distribution of enterprise talent resources, and effectively meet the needs of enterprises. Third, the order type talent training mode is conducive to improving the quality of teaching, promoting students to master professional knowledge and skills, to ensure that students successfully graduate and employment [7, 8].

(2) Apprenticeship talent training mode

The modern apprenticeship talents training mode adopts the thought of "Enterprise-school double system, work-study integration", and emphasizes on training apprentices on the post in the actual work of the enterprise, giving full play to the main role of the enterprise in cultivating talents, to practice the educational idea of the integration of industry and education in vocational education, and lead to the deep integration of education and industry [9]. In the first academic year, students complete the study of basic cultural and professional knowledge in the school, and the cooperative enterprise will also send experts to undertake the teaching of a professional course, teaching enterprise production process, safety requirements, quality control, technical norms and corporate culture and other knowledge, so that students understand the enterprise as a whole. In the second academic year, students not only learn the theoretical knowledge and skills of the professional core courses from teachers, but also go to the enterprise training base to experience the practical life. Establish teacher and master "Double Tutor" guidance interaction, to post-based training, to achieve the combination of work and study. In the third school year, students can choose to enter the school corporate internship, the school will arrange full-time teachers to assess the management of students and their own skills learning, while the enterprise apprenticeship post practice arrangements. During the internship, students can according to their own interests on the different work direction of intensive training, and then lay a good foundation for future employment.

(3) Alternating training mode of work and study

Work-study alternation is an educational model that combines study and work, it is a talent cultivation plan jointly formulated by schools and enterprises, and it is an alternation between students' production practice in enterprises and their study in

schools, learn to use the close combination of cooperative education model [10]. It is a career-oriented, classroom-oriented school education and direct access to practical experience of the school work organic combination, throughout the training process of students. Work-study alternation fully embodies the aim of education by school and Enterprise. Practice teaching is interspersed in the process of theory teaching, which makes theory and practice integrate and promote each other. Practice is the easiest process to acquire new knowledge. Practice teaching can also promote the renewal of theoretical teaching content and train students with both professional knowledge and professional skills.

#### **4 The Strategy of Improving the Effect of Training Mode of On-the-Job Internship**

##### **(1) Students strengthen self-management**

First, prepare for the on-the-job internship, the development of internship plan. Students should take part in the mobilization meeting of internship arranged by the school, make clear the aim, task and significance of internship, and fully understand the important role of internship for personal growth [11]. Do a preliminary survey and understanding of the enterprises to practice, collect relevant information, understand the status quo. Make internship plan, after internship want to achieve what is the personal goals, their career planning is what. Second, actively participate in the post internship. Students entering the internship enterprise should quickly complete the role change, establish the awareness of enterprise employees, understand the enterprise culture and rules and regulations, actively integrate into the enterprise working environment, strengthen the training of basic knowledge and basic skills. Third, do a good job practice reflection. In the process of internship, students should constantly self-evaluation of their own work, actively sum up the various problems that appear in the work, reflect, and improve the shortcomings, so as to constantly improve their ability [12].

##### **(2) Schools should strengthen the management of practice**

First, strengthen the management of inter-departmental collaboration. The school shall set up a leading group for the management of on-the-job internships, determine the main persons in charge of the group, coordinate the teaching and management of on-the-job internships throughout the school, and formulate the management system and implementation measures for on-the-job internships, and carry out supervision and evaluation. Each department should have a clear division of labor, do their job, highlight their management focus, do their job responsibilities, do not cross no gap, the work of students on-the-job internship to carry out the actual. Second, strengthen the practice of guidance and follow-up. The school should choose experienced and responsible teachers to do the internship guidance teacher, if necessary, according to the actual situation of the guidance teacher with students resident in the enterprise. In this way, we can not only understand the students' practice situation, pay attention to the students' practice dynamics, understand the students' practice experience, and solve the difficulties students encounter in practice in a timely manner, but also students can follow up the internship and report to the school, to help the school

timely grasp the intern dynamics, the smooth completion of the internship [13]. Third, the establishment of a scientific assessment and evaluation mechanism. Some students' practice attitude is not correct, practice effect is not good, the main reason is that the school does not have a clear practice assessment system. The examination and evaluation of students can directly regulate students' behavior in post practice, whether they can complete their study and work tasks on time, and whether they can meet the requirements of post and finish post work independently. The results of students' assessment and evaluation can also directly reflect the situation of education and teaching, and can find out whether it is carried out according to the internship plan and whether it has achieved the goal of internship. According to the results of the evaluation of the work on the post during the time of unreasonable adjustment, to promote the healthy growth of student work on the post.

(3) Enterprises will strengthen educational guidance

First, set up the correct concept of students on-the-job internship. Enterprises should change the old concept, correctly understand the long-term significance of on-the-job internship to the development of enterprises, formulate on-the-job internship plan pertinently, and provide students with corresponding on-the-job internship positions, the intern as a real staff of their own enterprises, entrusted with a certain responsibility to meet the expectations of students, for the enterprise reserve talent. Second, increase the intensity of student internship training [14]. The schools are generally theoretical knowledge, even if there are relevant training courses have been practical operation training, but this is far from enough to let them in the actual work of the enterprise face to face quickly. Therefore, enterprises should arrange pre-job training, understand the enterprise management system and culture, and carry out simple job skills training to help interns adapt to the job as soon as possible. Third, the development of support programs. Enterprises can arrange experienced, high-level skills of the staff as an internship teacher or master, in the form of a mentor and apprentice to help students in the process of learning and work problems encountered in the internship, to improve the technical skills of students. Enterprises can also carry out regular lectures on knowledge and skills, the selection of senior enterprise technicians to guide students education. Can also use their spare time to carry out a variety of skills competition activities, so that students more quickly master the post required technical skills, faster adaptation to the post [15].

## 5 Conclusions

The systems engineering of on-the-job internships for secondary vocational school students requires students, schools and enterprises to put forward solutions to the problems existing in the practice, in order to ensure the smooth implementation of internship work and effective implementation. For example, in Guangdong Polytechnic of Science and Technology, about 8,000 students have taken part in on-the-job internships every year in recent years. In the past two years, the failure rate of students in on-the-job internships has dropped by 467%, the number of Internship Records has increased from 2 majors to 44 majors. According to the practice of the university, student internship is beneficial to the improvement of students' professional skills and the quality of personnel training.

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