

Research on the Professional Internship by Refined Management

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ABSTRACT: In this paper, the refined management idea of enterprises and corresponding management measures are transplanted to the professional practice management of college students. Research is carried out from the aspects of practice content refinement, practice process refinement, practice evaluation refinement and so on. It aims to promote professional internship's quality and efficiency, and to strengthen the talent training characteristics of paying attention to practical skills.

KEYWORD: Professional practice; Refined management; Mode; Post ability

1 INTRODUCTION

Refined management is a kind of idea and management technology in modern enterprise management[1-2]. Porting it to the college students for professional practice management can realize the training skill practice professional institutions consistent with the post requirements, and let the student experience and gradually adapt to the requirements of the post management. At the same time, through the implementation of professional practice's fine management, it could improve students' working ability and occupation accomplishment effectively.

Professional practice has its own characteristics and rules[3], it aims to train the first-line repair personnel, so the research and practice of professional practice's fine management, should be carried out in the aspects of choosing practice content, organizing practice process and building the practice evaluation system, though the actual work.

2 THE FINE MANAGEMENT OF PRACTICE CONTENT

According to the requirements of talent training plan and curriculum standard, the fine management of practice content should cover the content of practice subject, practice content, practice requirements, practice objectives, training methods and assessment standards. They must be described scientifically, standardized and quantitatively. So it could become the standards and guidelines, and has good operability.

2.1 The core post skills and literacy are determined according to post requirements

The fundamental purpose of professional education is to meet the job requirements[4], so when constructing the post skills training system, we should be based on post characteristics to analyze the typical tasks, and further point out the knowledge, skills and attitudes required to complete the typical tasks. We can select several master skills as the core skills of professional practice, and integrate the necessary knowledge and attitude into the core skills to construct the core content of the professional training, so we will carry out a focused training. For example, the basic requirements in the operation skills is that the trainer must master the basic operation skill on sheet riveting, fitter, welding, machinery processing etc, and can use and maintenance the repair equipment properly.

2.2 The training contents and methods are made clear by featuring the practicum

In the process of training, the aim is to stand out the ability cultivation and the technology reappearance ability. According to the personnel training programs and the curriculum standard, we can analyze the skills required in the professional skill cultivation to determine the practice subject, practice content, practice requirements, practice goals and training methods. So we can get a normative and systematic internship program as the standard and basis of practical skills training. Then we realize the fine practice content. The main practicum covers sheet metal forming, welding, riveting process,

sawing, chisel, file, tap, screw turning, milling, grinding, internship, adhesive, damage detection, and so on.

3 THE FINE MANAGEMENT OF PRACTICE ORGANIZATION PROCESS

The fine management of practice organization process is the core link to carry out the fine management of professional practice, it can effectively improve the training quality and efficiency[5]. Organization of practice process consists of three stages, as shown below:

Preparation→Implementation→Assess

3.1 Practice preparation refinement

First is teaching design refinement. According to the teaching implementation plan, teachers should plan and organize the daily practice content, task, aims and requirements carefully, and write the practice implementation plan to make specific arrangements for practice subject. The knowledge and skills needed in the practice should be carefully set, which can not only guarantee the realization of curriculum objectives, but also has very good feasibility; carefully accounting for the practice material consumption and the required tools in practice to ensure the practice teaching material needs, and minimize the consumption; In the design of the organization and teaching methods during the practice process, we must ensure the completion of training objectives and tasks within the prescribed period of time.

Second is practice equipment and tools preparation refinement. During each round of training, teachers must fully prepare site, equipments, tools, materials etc. During each practice, the equipments, tools and material must be prepared for each student by quantify accounting allocation. do equipment positioning to the person (or group), measuring tool specifications quantity corresponds to the people (or groups), supplies quantitative to the person (or group).

Third is practice mobilization refinement. The teachers must organize practice mobilization before students entering the internship. The main content of practice mobilization covers teachers' self introduction, preaching curriculum standards, curriculum overview, curriculum goal, practice requirements, improving safety education targeted, organizing the students to learn the safety regulations and relevant internship equipment using regulations.

3.2 Practice process refinement

The fine professional practice teaching process means that we must be strictly according to training design requirements to standardize the practice process. Though teachers' implementation teaching process, we aim to training students to master the correct working process, equipment operation method and developing a good style of work. The process management concept is used during the teaching process. The teaching practice process will be though standardization and streamlined design. The teaching practice process is divided into nine stages, as shown below:

Preparation for class→Ask the taught questions
→Receive students→Issued subject→Interpretation and demonstration→Practice guidance→Recovery area→Evaluation→Class over

Professional practice process refinement requires that the teachers must be strict to obey the implement plans to organize the teaching, earnestly implement each training session, do the specific work such as demonstration, on-site guidance and on-site assessment, after the end of internship, the teachers should evaluate timely, though the details of teaching implement to improve the efficiency and quality of practice.

3.3 Work style cultivation refinement

The internship process is also the students' work style cultivation training process. We should focus on repair security, style discipline, quality awareness, occupation morals, environmental protection, health protection and other aspects to be strict with the students. Teachers should give timely guidance to students, and be strict to check the implementation inspection, and make a record at last which will be an important content of the practice assessment. Though this way, it can make students develop a good style of work form the process of practice gradually.

3.4 The fine management of practice supplies

Practice supplies can use the way of planned management. According to the teaching design various training shall be determined specifications, quantity, supplies brands to do the supplies plan at least half a month in advance. Submit the unified purchase and led by the plan.

The recipient of practice supplies must obey examination approval system strictly, according to the teaching schedule, do consumables records, statistics. The practice supplies needed in the design practice must be taken full account of material recycling to maximize the reduction of material consumption. The system of classification recovery must be carried out to minimize the waste.

During the recovery, we should accord the material property classification to respect differently to make full use of the practice supplies.

4 THE FINE MANAGEMENT OF PRACTICE EFFECT EVALUATION

The fine management of practice effect evaluation should be focused on the following several aspects to implement.

4.1 *Clear evaluation criteria, strong maneuverability*

Practice evaluation standard must meet the requirement of clear and concise, and be corresponded to the training goals and the easy operation requirements. Only on this way, can we achieve the implementation, or is empty.

4.2 *Practice evaluation on students*

The practice evaluation on students should be basic on the students' site practice mainly. It is carried out mainly from the effect of practice task completion, work discipline, teamwork, communication, security, health civilization and other aspects. Pay more attention to the assessment of practice process and the assessment standards of subjects, timely record at the scene. So we can make that the evaluation results can reflect the actual situation of the students. According to the students' situation of each completed practice subjects, teacher can give an evaluation every day. Students practice after the completion of a wheel, the cumulative daily evaluation practice assessment results can be obtained.

4.3 *The evaluation on teacher working process*

In order to improve the effect of practice, we should make a clear, standardized assessment rules for the teachers. According to the assessment rules, the

tracking check and the teaching effect of teaching process will be carried out in strict. Tracking check of the teaching process can be carried out using the way of combination the spot check and evaluation by students. The teaching process can be checked by the department chair, director of the teaching research office, teaching supervision group, and make the records. The evaluation by students can use the way of questionnaire, the questionnaire statistical results will be an important content of teacher teaching assessment.

5 CONCLUSION

In short, implementation fine management should be comprehensive in professional practice process, we must focus on the general requirements about 'close to the post demand, close to the equipment type, close to the practical work'. We will use the fine management concept of enterprise to perfect the corresponding management system and measures to enable students to complete the specialized practice process in a scientific and orderly management environment. Thus, we can train professional talents to adapt to the requirements of professional post.

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