

# Research and Practice of Modern Apprenticeship in the Teaching at Higher Vocational Colleges

Gong Pijuan, Zhang Liping, Tian Jing

Weifang Vocational College, Weifang Shandong, 261041

**Keywords:** modern apprenticeship; higher vocational colleges; education and teaching; practical application.

**Abstract:** With the reform of China's economic structure and the development of the times, higher vocational education is playing an increasingly important role in China's higher education system. As a new concept and model of professional talent training, "modern apprenticeship" has become an important direction of the current educational reform of higher vocational colleges in China. From the specific practice in teaching in recent years, it has brought a strong impetus to the overall development of higher vocational education. However, the combination of modern apprenticeship and higher vocational education is still only a stage of trial. There is still no mature theoretical system and application model. At this stage, there are still many development bottlenecks that need to be broken. This paper first analyzes the necessity of introducing modern apprenticeship in higher vocational education, and then further studies the dilemma faced by modern apprenticeship implementation. Finally, it focuses on the construction strategy of modern apprenticeship training mode.

## 1. Introduction

With the progress and development of society, the popularization of higher education in our country is getting higher and higher. Higher vocational colleges, as the main position for training vocational talents in the front line of society, play an increasingly prominent role in the whole higher education system. However, higher vocational colleges are relatively backward compared with ordinary colleges in teaching resources, teachers, school-running conditions and so on, so their development has been facing many difficulties for a long time, and the emergence of modern apprenticeship has brought a new direction for the development of higher vocational education. In recent years, higher vocational colleges all over the country have begun to try to apply the modern apprenticeship training mode in teaching, and have achieved quite good practical results, which has made great breakthroughs in the overall development of higher vocational education in China. However, there are also difficulties and bottlenecks in the practicing process of higher vocational education talent training mode based on the modern apprenticeship, which requires more in-depth analysis and research on it, so as to find a better practical application of modern apprenticeship in higher vocational education and teaching.

## 2. Analysis on necessity of introducing modern apprenticeship into higher vocational education and teaching

### 2.1 The traditional mechanism of higher vocational education has fettered the renewal of teaching ideas.

In China's traditional higher education mechanism, the status of higher vocational colleges is relatively low, and there is no relatively clear social orientation for it. With the rapid development of China's economy, the demand for talents is becoming more and more diversified. Especially for the front-line professional talents, the demand is increasing. This puts forward higher requirements for higher vocational colleges, which must undertake their own social mission entrusted by the historical development. However, due to the long-term constraints of traditional education

mechanism, the teaching concept of higher vocational colleges is difficult to keep up with the speed of social and economic development, which seriously restricts the overall improvement of the quality of higher vocational education in China. "Modern apprenticeship" is not only a new talent model, but also a brand-new concept of education and teaching for higher vocational colleges. Through the application and practice of talent training model, modern apprenticeship can greatly broaden the vision of higher vocational education practitioners, and drive the promotion of the self-reform activities of the whole higher vocational education circle, so as to enhance the ability of higher vocational education and teaching, and cultivate more qualified professionals.

## **2.2 The insufficiency of teaching resources and teachers limits the improvement of teaching level.**

For higher vocational colleges, the guarantee of teaching quality and the improvement of teaching level should be based on the necessary teaching hardware. The so-called teaching hardware includes two important aspects such as all kinds of teaching resources and teachers. Due to the restraint of the system, higher vocational colleges have limited teaching hardware resources in the whole field of higher education, which directly leads to their poor conditions of running schools, and then they cannot form enough attractions to excellent teachers. The shortage of teaching hardware and teachers directly leads to the shortage of students in higher vocational colleges, and the shortage of students will lead to the further shortage of teaching resources and teachers. There are many higher vocational colleges trapped in such a vicious circle. Modern apprenticeship talent training mode requires higher vocational colleges to actively cooperate with enterprises to bring "teachers" in enterprises with excellent vocational and technical abilities into teaching, and let students really jump out of the stereotype of "emphasizing theory, neglecting practice" to follow "teachers" as "apprentices" to learn more practical technologies or techniques or vocational knowledge, so as to comprehensively improve the overall teaching level of higher vocational education.

## **3. Analysis on the Difficulties in the Implementation of Modern Apprenticeship**

### **3.1 Professional course setting is out of line with enterprise demand**

At present, there is no clear and unified standard for professional curriculum design in higher vocational Colleges in China. Teachers of related specialties usually study and set up the curriculum and the specific teaching content and teaching objectives are also formulated by the college according to the relevant professional development requirements. Through the practice of modern apprenticeship system, it is found that the professional curriculum system set up by the teachers' team is somewhat disconnected from the actual needs of enterprises, and cannot really achieve the goal of training qualified talents for social enterprises, resulting in the embarrassing situation of "useless learning" for students and "unavailable use" for enterprises. "School-enterprise cooperation" is a modern apprenticeship talent training mechanism commonly used in higher vocational colleges. Although "teachers" from enterprises have participated in the teaching process of students formally, they have not participated in the process of setting professional courses, which results in the over formalization of combination of theory and practice in daily teaching, and "teachers" are difficult to assess "apprenticeship" according to the actual needs of the enterprise, according to the technical or professional standards of the industry.

### **3.2 Deep cooperation between schools and enterprises is difficult.**

As an important form of modern apprenticeship talent training mode, "school-enterprise cooperation" needs the full investment and integration of both schools and enterprises in order to truly play its value in vocational and technical talent training. However, at present, due to the constraints of educational system, market environment and many other factors, the cooperation between the two sides still stays at a relatively shallow stage. Modern apprenticeship is undoubtedly of great benefit to the education and teaching of higher vocational colleges, whether in concept or in

form, but without the premise of deep cooperation between schools and enterprises, I am afraid it can only be a castle in the air. The reasons for this dilemma of not deep cooperation between schools and enterprises are as follows: firstly, as an important part of the national education system, higher vocational colleges are restricted by the education system. Although they have a lot of autonomy and self-determination in the current wave of education reform, the renewal of its concept and the innovation of its mode need a certain time to explore. Secondly, as the main body of society, although enterprises have a large-scale demand for vocational and technical talents in their daily operation and management, it is not the only way to invest manpower and energy in campus training, so the enthusiasm of its cooperation with schools is often not very high.

### **3.3 The management standard of teaching quality evaluation is difficult to unify.**

Vocational colleges take training front-line technical and vocational talents for social production as the basic teaching objective, so whether the talents are qualified or not needs a set of evaluation criteria to assess. As we all know, for a long time in our educational system, the teaching quality evaluation and management system mainly based on theoretical examination is not fully applicable to higher vocational colleges. Especially, the modern apprenticeship talent training mode requires students to master not only enough professional theoretical knowledge, but also own strong vocational practice abilities, so the evaluation and management standards in the traditional education system cannot meet the current needs of higher vocational education reform and innovation. In the practice of modern apprenticeship system, many higher vocational colleges have begun to reform and innovate the teaching quality evaluation management system. However, it is difficult for college teachers and enterprise "teachers" to form a unified standard. It is difficult for schools to effectively evaluate the quality of training teaching from enterprise "teachers", while "teachers", in the teaching process, are also difficult to evaluate and manage students according to the requirements of enterprises, which leads to the impossibility of the situation that "emphasis on classroom rather than practice" and "emphasis on knowledge rather than inheritance" to be substantially changed.

## **4. Exploration and analysis on the construction strategy of modern apprenticeship talents training Model**

### **4.1 Stimulate the vitality of institutional innovation**

Create an environment for institutional innovation

The practice of modern apprenticeship in the field of higher vocational education is essentially an attempt of institutional innovation. Its innovation efficiency and effect depend on the support of macro-educational environment, which requires relevant educational management departments to create a good macro-environment for institutional innovation in higher vocational colleges. Firstly, guide and organize relevant practitioners to set up professional curriculum system, and formulate teaching syllabus matching modern apprenticeship, so that professional curriculum and teaching objectives can be more scientific and reasonable; secondly, support and encourage institutions systematically to carry out characteristic series of courses according to their own characteristics, so as to enable cooperation of higher vocational colleges with enterprises to be more purposeful. Thirdly, actively carry out deep cooperation with relevant industry associations in society and jointly formulate relevant teaching quality evaluation management system, so that it can truly meet the requirements of modern apprenticeship higher vocational talent training mode.

The construction of modern apprenticeship higher vocational talents training mode cannot be separated from the two basic subjects of school and enterprise, in which the motivation of enterprise participation is very decisive to the teaching effect. As the direct managers of higher vocational colleges and local enterprises, local governments should fully mobilize various social resources to stimulate enterprises to participate in the construction of modern apprenticeship system. Firstly, enterprises should be encouraged to participate in the system construction of modern apprenticeship deeply and in an all-round way, break down the system barriers, so that enterprises can open their

hands and feet to give full play to their strong practical abilities in talent training; secondly, they should make rational use of financial leverage to guide enterprises to carry out socialized investment on the system construction and innovation of modern apprenticeship, so as to enhance the enthusiasm of enterprises to participate.

## **4.2 Strengthen the construction of teachers**

### **4.2.1 Establish a market-oriented training concept**

Higher vocational colleges should build a market-oriented teacher training system, because the competitiveness of higher vocational graduates in the human resources market itself is not enough, so we must consider the actual needs of the market in teaching, in order to become the actual needs of relevant enterprises in the field of counterpart industries. The so-called market orientation means that teachers should be clear about the real needs of the relevant counterpart enterprises for the types and abilities of talents. This is also the latest requirement of modern apprenticeship higher vocational training mode for teachers. Teachers' knowledge and skills must keep abreast of the times in order to improve teaching quality in an all-round way. Teachers themselves should often go out to participate in various training activities related to professional skills and professional abilities, so as to broaden teachers' visions, enhance their own market awareness, so as to timely update their professional knowledge guided by market demand, and constantly hone their own practical skills.

### **4.2.2 Create a teaching team of "double qualification"**

"Double qualification" refers to the type of teachers who have both high theoretical knowledge and practical skills, which is very in line with the requirements of the training mode of modern apprenticeship higher vocational talents. Colleges should focus on building the training system of "double-qualified" teachers so as to speed up the promotion of the system construction of modern apprenticeship system. The "double-qualified" teaching team should be composed of college teachers and enterprise teachers. Firstly, the school should select young and middle-aged teachers with strong professional ability internally and send them regularly to their counterparts in the relevant cooperative enterprises for training, so as to fundamentally improve their practical teaching skills and make them achieve the standard requirement of "double qualification" through continuous practice and refinement. Secondly, enterprises should actively cooperate with schools to select "teachers" who have strong practical skills and teaching ability from inside to go to schools to teach and train relevant professional courses, so as to enrich the team size of "double-qualified" teachers.

## **4.3 Optimize the organization of school-running resources**

### **4.3.1 Optimize the allocation of teaching resources**

The allocation of teaching resources in higher vocational colleges is restricted to a large extent by the competent educational departments. With the comprehensive development of modern apprenticeship higher vocational education activities, the traditional allocation of teaching resources has not met the needs of the development of the times, and to a certain extent, has restricted the development and innovation of higher vocational education. In order to better construct the training mechanism of modern apprenticeship higher vocational talents, the education authorities must give the school full autonomous authority, so that the school can be fully market-oriented to better allocate its own teaching resources. As the most important system form of the training mode of modern apprenticeship higher vocational talents, school-enterprise cooperation is of great significance to the construction of modern apprenticeship mode in higher vocational colleges. Schools should fully allocate all kinds of teaching resources based on the needs of enterprises and attract enterprises to carry out more in-depth cooperation, so as to cause the value of modern apprenticeship to be maximized.

### **4.3.2 Fully mobilize social resources**

Education is a top priority for the country and shoulders the important mission of training all kinds of talents for the society. Therefore, it is not only a matter for the school, but also the common

concern of the whole society. While optimizing the allocation of teaching resources, higher vocational colleges also need to actively raise various social resources to participate in the construction activity of modern apprenticeship higher vocational talents training mode, so as to enhance their own energy and accelerate the process of system construction and innovation. Practice teaching occupies a large proportion in the daily teaching of higher vocational education, and many higher vocational colleges are very lack of necessary training teaching resources. It is often very difficult to solve problems through the school itself, and active mobilization of available social resources in many cases can make the problem become solved. Of course, it is important for schools to mobilize social forces to support school-running activities. The policy guidance and support of relevant government departments are equally important. Especially, local governments should actively provide supports for the implementation of modern apprenticeship.

#### **4.4 Improve the teaching quality management system**

##### **4.4.1 Diversification of teaching quality evaluation system**

Modern apprenticeship is a highly flexible training mode for higher vocational talents, but the traditional teaching quality evaluation system is relatively mechanical and single, which cannot meet the requirements of teaching quality evaluation under the current teaching background of modern apprenticeship. It is necessary to establish a more diversified evaluation system to better keep up with the development pace of higher vocational education. From the practical teaching effect of the modern apprenticeship system, the evaluation results are easily influenced by the subjective consciousness of the evaluators. Some of the subjective evaluation results are too extreme to objectively reflect the real teaching effect. Colleges should adopt diversified teaching quality evaluation systems such as periodic evaluation, random evaluation and directional evaluation, and encourage teachers and students to increase interaction in teaching, to flexibly adopt a composite and diversified evaluation system combining multiple evaluation methods according to the actual situation.

##### **4.4.2 Comprehensiveness of evaluation system of teaching quality**

As an educational institution, higher vocational colleges are not the main body of the market after all, so the evaluation system of teaching quality built by themselves is inevitably one-sided, and may not meet the needs of enterprises, factories and other market subjects, which makes the evaluation of teaching effect become meaningless. Therefore, colleges should actively introduce the participation of market participants in the evaluation process of teaching effect, so as to build a more comprehensive evaluation system. Educational authorities should actively cooperate with various local trade associations or leading enterprises to establish a comprehensive system to evaluate the teaching effect with both professional theoretical knowledge and practical skills, so as to improve the construction of modern apprenticeship talent training mode. In addition, the education management department can implement the "double certificate system" for higher vocational students, that is, the traditional diploma issued by the education department, but also vocational skills certificates responsible by the social department for examining and issuing vocational skills certificates, so as to provide institutional guarantee for the practice of modern apprenticeship.

## **5. Conclusion**

"Modern apprenticeship" is an important weapon for higher vocational colleges to break through the bottleneck of traditional education system and conform to the development trend of the times. It points out the direction for the development of higher vocational education in China and injects innovative impetus. However, the training mode of higher vocational talents Based on the modern apprenticeship system is still imperfect, and it needs higher vocational education practitioners to actively explore the construction and development path of apprenticeship mode. In addition to schools, the forces of all sectors of society should actively pay attention to and participate in the



activities of running modern apprenticeship. Especially the relevant counterpart enterprises should actively cooperate with higher vocational colleges and explore a set of modern apprenticeship training modes for training more professional talents for society.

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