

Analysis on the Current Status and Path of Major Groups Construction in Higher Vocational Colleges

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Abstract. Currently, the major groups construction in higher vocational colleges gets growing attention. The related studies about conception, content and mechanism of major groups construction are springing up. This paper analyzes the current status of major groups development in higher vocational colleges, which finds that there exist a series of problems like unsound mechanism of major groups construction, the loose connection between major groups and regional industry development, and lack of blending of majors in major groups. On this basis, the corresponding measures are proposed like the construction of scientific mechanism, building the major groups based on regional industry development and the feature of college, constructing the major groups around core courses, improving the assessment system of major groups play great role in promoting the major groups construction in higher vocational colleges Introduction.

Keywords: higher vocational colleges, major groups construction, current status and path.

1. Introduction

The MOE proposed “constructing the major groups which take key majors as leading major, and related majors as support” in 2006 and proposed “constructing the major groups which can adapt to needs and have clear feature and apparent efficiency around all kinds of economical belt, industrial belt and groups” in 2015[1]. The major groups construction in higher vocational colleges refers to a group of majors which are similar in foundation, close in techniques, related in profession and mutual sharing in resources and are built by vocational colleges according to their service objects and feature of college around the industry chain or certain field and based on the key majors [2]. Major construction is the crucial part of the teaching work in higher vocational colleges. With the development of vocational teaching and learning reform, changes from major construction to major group construction have become a tendency. Major group construction is the crucial part for forming the competitive ability. This paper elaborates the current status and path of constructing the mechanism, key courses, assessment system of major groups in vocational colleges.

2. The Current Status of Major Groups Construction in Higher Vocational Colleges

2.1 The Unsound Mechanism of Major Groups Construction in Vocational Colleges

As seen from the current status of major groups construction in higher vocational colleges, under the motivation of national policy, vocational colleges speed up to optimize, integrate and construct the major groups construction. In the constructing process, vocational colleges are always passive though as the subject of construction. Some colleges don't take it seriously by only combining the existing majors together. These major groups are lack of scientific design, don't have close connection with majors and cannot match the regional development and profession needs. Currently, there is no scientific assessment mechanism to the outcomes of major group construction. Vocational colleges always assess if the construction meets the expected outcomes and if it adapts the enterprises and industrial development by themselves.

2.2 The Loose Connection between Major Groups in Vocational Colleges and Regional Industry Development

Vocational education serves to cultivate the technical and skilled talents with high qualities in the front-line and has close connection with regional economy and industry, which is major oriented. The construction of major groups should take the industry needs as guide and comply with the rules of industrial development and vocational education. It should link up the enterprises' needs for talents, serve the regional economy and social development. However, the social needs are dynamic. The construction of major groups must adapt to the social needs and adjust to the economic and social development to enhance the ability to serve the society. Currently, some vocational colleges' major group construction is just classifying the current majors in the college, and getting together the similar majors for administration management. It forms the major groups based on the similar majors. The degree of major integration in courses, faculty and practical training is not enough, leading to the unmatched major groups with regional industry development, the skills of students not meeting the practical need of regional industry development, and the regional industry not promoting the construction of major groups.

2.3 The Insufficient Integration of Different Majors in the Major Groups of Vocational Colleges

In the process of major group construction, the teaching resources and faculty resources for public courses in major group cannot be optimized, which cannot raise the teaching level of basic course and students' basic skills. The lack of integration in teaching facilities leads to the waste of teaching resources. The lack of holistic plan, the disunity of major construction plan in the major group and holistic plan of the major group lead to the insignificant support between different majors in major group. This is not helpful for raising the teaching level of different majors especially the key majors. This is also averse to build the nation-class or world-famous major brand, to establish the major group's position by brand majors with features, to establish the first-class higher vocational college's image, and to raise the holistic level of major construction.

3. The Path Exploration of Major Group Construction in Higher Vocational Colleges

3.1 Build the Scientific and Perfect Mechanism of Major Group Construction

Promote the cooperation and communication of vocational colleges, government and industry or enterprises in terms of the principle of mutual benefit and mutual sharing and make the government, enterprises and industry really join in the construction of major group. The enterprises can guide the colleges to know the industry development and the direction of region industry development and make the college know the needs change of enterprises to technician, adjust and optimize the major layout in major groups, construct the major group based on the regional industry development, and make the major group adjustment change simultaneously with the industry development. The construction of major groups in higher vocational colleges need a great number of capitals. The involvement of government and enterprises is the capital guarantee and guide to major group construction. In the building process, vocational colleges should emphasize the subject position of major group construction, and start the construction by the features of major and college. Build the college with specialty, form the guide committee of major group construction, exert its role in major group construction, apply the advanced ideology and experience of guide committee into major group construction [4], establish a set of assessment system which adapts to the development of enterprises, industry and region development. This system assesses the outcomes and guide the development of major group construction.

3.2 Construct the Major Group based on the Regional Industry Development and College Feature

Construct the major group by taking regional industry development as goal

The construction and adjustment of major group should take the regional industry service as its goal. The major group system identical to industry need should be built by analysis on the skilled talent needs in regional industry chain. The industry structure tendency should firstly be well known, and then the future developing direction and key point, especially the industry with large needs, and deep potential, should be fixed to support the major group construction.

Construct the major groups in terms of the brand major in college

The construction of major groups should both consider the connection with regional industry and with the specialty of college and the characteristics of major, which is more favorable for the formation of group advantage of majors in vocational college and can improve the capacity of cultivating well-skilled technician, which is also helpful for the formation of the teaching advantage in practical training, and the integration of scattered practical training resources into training base or training center to decrease the cost of training construction and realize the mutual sharing resources. It is also helpful for exerting the advantages of faculty, forming the professional faculty team, strengthening the capacity of major, and raising the fame of college.

3.3 Construct the Major Group based on the Core Courses

The course construction in the major group is the basic unit for cultivating students' competence. The course construction serves the cultivation of students' core skill which conversely meets the needs of industry and enterprise. Before establishing the major group, the cultivation of competence is inadequate because of the limited resources which constrain the cultivation of professional competence, the outdated courses, the backward facilities which cannot follow the needs of industry. After the construction of major groups, according to the needs of enterprise and industry, and the important position, the resources with high quality are collected to construct the courses in the major group. The course system is also formed based on the core courses and professional courses.

3.3.1 Core Courses

Core courses are composed of several courses, whose contents are identical to the cultivation goal of major group talent and is also match the industry development needs. The courses have rich teaching resources, brilliant teachers and advanced training facilities. It also contains the necessary basic knowledge and skills for student's development and is set by both the techniques development and characteristics of disciplines. By the core courses, students can systematically learn the basic theory and acquire the basic knowledge, master the fundamental skills, laying foundation for the further study of the professional courses and practice.

3.3.2 Fundamental Courses

The construction of professional courses is set around core courses in terms of the features of majors in major group and specific position needs. Students confirm their major and specific courses by their own goal, interests and scores. Professional courses are the necessary professional theory and skill around certain work according to the work task and work process.

3.4 Perfect the Assessment System of Major Group in Vocational College

The assessment system of major group in vocational college should include the major group development guarantee mechanism, faculty construction, teaching and learning reform and innovation, teaching facility construction, talent cultivation quality improvement and construction outcomes. [3]

3.4.1 Major Group Development Guarantee Mechanism

The assessment of major group development guarantee mechanism should consider five aspects. Whether the construction scheme is reasonable. Whether the major resources in the group are well configured. Whether the mechanism of school-enterprises cooperation is sound. Whether the

employment of students has high quality. In the assessment process, the student's employment quality should gain more attention. The meaning of vocational college major group construction is to raise the quality of talent cultivation and highly skilled talents. Based on employment quality data in major group, colleges can track, analyze and compare the indicators, then find the changing tendency in regional industry development, and judge the talent cultivation quality from the qualitative and quantitative perspective, to provide evidence for the adjustment and set of major.

3.4.2 Construction of Faculty

The assessment of faculty construction contains the basic quality of leading talent in major, core teacher and full time and part time teacher inside and outside of college. The assessment system should guide the introduction of highly skilled talent and raise the whole level of faculty group and meet the practical needs of vocational education.

3.4.3 Teaching Reform and Innovation

The assessment of teaching reform and innovation includes the talent cultivation mode, courses assessment system, course teaching method and practical teaching system. The talent cultivation mode should comply with four blending including education and industry, school and enterprise, teaching and production, learning and employment. The construction of courses should introduce the standard of industry, emphasize the core course and adjust the content by the practice of industrial development. In the process of teaching, multiple teaching method are taken to raise the outcomes of teaching and to assess the whole process of students' learning efficiency and outcomes.

3.4.4 Teaching Facility Construction

The assessment of teaching facility construction involves in teaching resources and practical training condition. Choosing the teaching materials conforming to regional industry development and constructing informational and digital teaching resources are favorable for raising teaching effects. Practical training condition construction should match the regional industry development and practical training base construction should also be stressed.

3.4.5 Talent Cultivation Quality Raising

Talent cultivation quality raising includes the teaching and research outcomes, the professional certification and award.

3.4.6 Construction Outcomes

Construction outcomes contains the social service, communication and cooperation, leading and demonstration, specialty and innovation. The construction of major group should also serve the society, innovate, strengthen the communication and cooperation in its process of talent cultivation to play the leading and demonstration role in major group construction of colleges and regional industry development.

Acknowledgements

This study is supported by the 2018 research program of XAPI (18XHGX-01).

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