

Research and Practice on the Construction of "Three-tutor" Teaching Team in Modern Apprenticeship of Logistics Major in Higher Vocational College

Bo Wei

Hunan Modern Logistics College
Changsha, China

Abstract—The construction of teaching staff is the key to the implementation of modern apprenticeship. This paper analyses the main problems existing in the construction of the "double-tutor" teaching team. Combining with the characteristics of the modern apprenticeship project of logistics specialty in Hunan Modern Logistics College, it has established a school-enterprise "three-tutor" teaching team led by professional tutors. Through the establishment and improvement of the selection, training, assessment and incentive system of mentors, the management mechanism of mutual employment and sharing between schools and enterprises, and the flexible talent flow mechanism have effectively guaranteed the quality of modern apprenticeship personnel training.

Keywords—logistics major; modern apprenticeship system; "three-tutor" teaching team; professional tutor

I. INTRODUCTION

Modern apprenticeship is an effective form and system carrier for the integration of teaching and production. It is also the main trend and dominant mode of the development of international vocational education in recent years. Modern apprenticeship is a modern talent training mode, which aims at training students' professional skills through the deep connection between schools and enterprises, and the joint teaching of college teachers and enterprise tutors. In 2014, the Ministry of Education issued the Opinions of the Ministry of Education on the Pilot Work of Modern Apprenticeship, pointing out that "the important task of the pilot work of modern apprenticeship is to build the teaching staff jointly by schools and enterprises. The teaching task of modern apprenticeship must be shared by both school teachers and enterprise masters, thus forming a dual tutorial system." In order to promote the implementation of modern apprenticeship system in higher vocational colleges in China, the government should promote close cooperation between schools and enterprises, break the restrictions of the existing teacher establishment and employment system, and further strengthen the mutual employment and sharing of personnel between schools and enterprises, joint technology development, two-way exchange training and professional construction. Against this background of policy, how to construct the "double-tutor" teaching team of modern

apprenticeship system in higher vocational education is a top priority issue for the government, functional departments and higher vocational colleges.

Hunan Modern Logistics College has been exploring the modern apprenticeship system since 2013. The major of logistics engineering technology is taken as a pilot specialty to accurately dock with the field of automobile inbound logistics, which has complex production logistics process and high technical requirements. Hunan Modern Logistics College signed a school-enterprise cooperation agreement with Shanghai Anji-Ceva Logistics Co., Ltd. to jointly carry out the apprenticeship training project of automobile inbound logistics. In 2017, it was successfully selected into the second batch of pilot projects of modern apprenticeship of the Ministry of Education. Through years of practice of school-enterprise cooperation modern apprenticeship talents training, and combining with industry characteristics and enterprise reality, it changed the traditional construction mode of "double-tutor" teaching team in schools and enterprises, explored and carried out the practice of "three-tutor" teaching team construction.

II. THE CURRENT SITUATION AND ANALYSIS OF "DOUBLE-TUTOR" TEACHING TEAM CONSTRUCTION UNDER THE CONTEXT OF MODERN APPRENTICESHIP IN HIGHER VOCATIONAL COLLEGES

A. Lack of the Construction Standards of School Teachers and Enterprise Tutors

Under the modern apprenticeship system, the standard and requirement of "double-tutor" teaching team construction should be slightly higher than that of teachers in the general sense. In addition to the requirements of knowledge, emotion, will and action in the sense of pedagogy, professional theoretical knowledge and certain practical operation skills are also required. Due to the insufficient attention paid by the government, relevant functional departments and industries, and the lack of clear and feasible systems and supporting policies, there has been no unified standard for modern apprenticeship "double-tutor" construction. The college teachers of higher vocational colleges are easy to form unified standard on the basis of professional teacher standards, but it is very difficult to form

unified standard for enterprise tutors from different industries and enterprises. The construction standard is the premise and yardstick of the quality of "double-tutor" teaching team. If there is no unified standard for "double-tutor" construction in modern apprenticeship system, higher vocational colleges will blindly form different construction standards according to their own conditions, which is not conducive to the construction of "double-tutor" teaching team against the background of modern apprenticeship system.

B. Separation of Responsibilities of Two Tutors

The number of double tutors in higher vocational colleges is not large. Many teachers come to work in colleges and universities just after graduation. They basically do not have the actual working experience and experience of industrial enterprises. They cannot meet the practical teaching needs of professional courses related to front-line jobs. From the perspective of higher vocational colleges, they obviously lack the "vocational teaching ability" of higher vocational education. Many higher vocational colleges have issued enterprise training assessment methods for teachers, and stipulate that the teachers should have at least one semester of enterprise training. The purpose is to make full-time teachers fully contact with enterprises, jobs and production processes, so as to promote the improvement of practical teaching skills, and in turn promote the deep integration of teaching process and production process. In fact, it is a common problem that practice training links become merely formality, and the role of enterprise training links in improving teachers' practical teaching skills is negligible.

Enterprise tutors selected by industry enterprises basically have abundant practical working experience in front-line positions of industry enterprises, but they lack relevant knowledge of education and teaching, experience of teaching and educating people, and cannot use standardized professional and technical language to impart invisible practical working experience to students of higher vocational colleges in their own way. From the perspective of higher vocational colleges, they clearly lack the "teaching ability" of higher vocational education.

Full-time teachers in colleges have abundant theoretical knowledge and lack practical experience in enterprises. Teachers in enterprises are specialized in practical operation skills and lack theoretical knowledge. At present, they undertake teaching and practice respectively, which are two separate links and cannot effectively link up. Under the modern apprenticeship system, "double tutors" as a teacher community, need to exchange needs, learn from each other's strengths, complement each other's weaknesses, deeply integrate, and educate people together.

C. The Role of Tutors Has Not Been Fully Played

Higher vocational colleges require the in-school tutors to have professional knowledge and practical ability, and out-of-school tutors to have morality and talent, teaching ability, and management and organizational ability. However, the practical ability of in-school tutors is insufficient, and the

teaching task is heavy. The practical ability of out-of-school tutors is strong, but the theoretical knowledge and practical teaching ability cannot meet the requirements. Loose tutorial system is not easy for school management, and cannot stimulate students' motivation for practice. If the students meet irresponsible enterprise tutors, they cannot guarantee the effect of guidance. Especially, there is a great difference in apprenticeship management between enterprise and school. Many apprentices are difficult to accept the change of the identity. In addition, the decentralized practice makes it impossible for in-school tutors to visit students' internship enterprises and to communicate with out-of-school tutors. Many apprentices have ideological burdens and even psychological problems in the process of working, leading to a certain rate of apprenticeship loss.

D. The Apprentices Are Confused About Their Dual Identities, and Lack Guidance in the Whole Process

There is a certain gap in the learning ability and comprehensive quality between the students who can be admitted by higher vocational colleges and undergraduate students, and the cognitive ability and psychological quality of the students of higher vocational colleges are generally not high. As an apprentice trained in the modern apprenticeship program, they are confused about the dual identity. Especially in the process of enterprise internship and on-the-job practice, employees' identity is not clear, which makes it difficult to adapt to the strict management constraints, and there is no professional mentor to guide their career planning and psychological health throughout the process. The students lack the motivation for learning, and the professional learning is not in-depth. They are confused about the future.

III. PRACTICE OF "THREE-TUTOR" TEACHING TEAM CONSTRUCTION

According to the connotation and requirement of modern apprenticeship, it is necessary to establish a teaching team of school-enterprise cooperation and combination of full-time tutors and part-time tutors, so as to ensure the quality of modern apprenticeship personnel training. In the process of training modern apprenticeship talents, Hunan Modern Logistics College has built a school-enterprise "three-tutor" teaching team led by professional tutors. That is to say, compared with the conventional "double-tutor" system, the "three-tutor" system consisted of school professional skills tutors, enterprise tutors and professional tutors who lead the whole process of apprenticeship training, has increased the professional tutors. By establishing and perfecting the system of selecting, training, examining and encouraging tutors, the management mechanism of mutual employment and sharing between schools and enterprises and the flexible mechanism of talent flow are formed, which effectively guarantees the quality of modern apprenticeship personnel training.

A. Increasing the Professional Tutors and Improving the Tutor Selection System

As soon as students enter the school, they are equipped with professional tutors, which are different from those

counselors and general professional skills training teachers. Professional tutors should be selected from the backbone of double tutors. They should not only possess strong professional skills and rich practical experience, but also have the sense of responsibility in guiding students' career planning and career growth, caring for students' individual development, and cultivating a sense of advance and professional accomplishment for students to enter vocational posts as soon as possible. In the whole process of apprenticeship training, the tutors should provide guidance and training in professional skills and psychological quality. At the same time, professional tutors act as the link in the process of school-enterprise cooperation, and coordinate school-enterprise communication in curriculum design, teaching organization and practice management.

Professional skill tutors focus on the teaching and practical training of a professional skill module in the professional field. Professional skill tutors are those who have worked in enterprises (or practiced) for more than three years, or who have passed relevant vocational skill examinations and obtained corresponding certificates. The enterprise tutors are senior technical engineers mainly from the enterprise management or front-line technical positions.

B. Strengthening the Training of Enterprise Tutor Team

In the process of training modern apprenticeship talents, the cultivation of enterprise tutors is the key of the "three-tutor" team. Enterprise tutors not only provide training and guidance for the apprentices in enterprises, but also often give lectures and training to the apprentices in schools. In the process of training enterprise tutors, through establishing the selection and optimization mechanism of enterprise tutors, the college should formulate the professional standards and assessment methods of tutors, incorporate the performance of enterprise tutors in the process of personnel training into individual performance appraisal, and build an excellent team of enterprise tutors.

C. Perfecting the Assessment and Encouragement of the "Three-tutor" System

The assessment of the three tutors is divided into three parts.

1) *Self-education and training*: School tutors should spend a certain amount of training hours per semester on the training courses jointly developed by schools and enterprises. The trainers are sent by enterprises to train school tutors in new technologies, new methods and new technologies in the field of specialty, so that they can familiarize themselves with and master new knowledge of modern logistics business. Similarly, enterprise tutors must also pass the training courses, have adequate training hours, learn theoretical knowledge of pedagogy and psychology, and improve the education level.

2) *Business assessment*: Business assessment should be conducted by both schools and enterprises, focusing on the degree of completion of teaching tasks and the analysis of

the improvement of students' professional abilities, and the scores should be included in the final assessment.

3) *Student rating*: The training object objectively scored the school and enterprise tutors, and quantitatively scored the degree of their participation, the integrity of knowledge points, the reception of business processes, the frequency of interaction between school-enterprise tutors and students, and humanistic care.

The final quantitative score of school tutors will be included in the final performance appraisal, which is linked with the evaluation of teachers' professional titles and the declaration and evaluation of scientific research projects. The evaluation results of enterprise tutors are one of the important reference factors for individual annual performance appraisal, job promotion and grade of business salary.

D. Promoting Interaction Between School Tutors and Enterprise Tutors

Implementing two-way on-the-job training for school and enterprise managers will improve the practical ability and teaching level of professional teachers. The "Research Center of Automobile Logistics Technology" has been established by the school and the enterprise, aiming at further promoting the joint development of technology by professional school teachers and enterprises, and timely improving and updating the relevant theoretical knowledge.

Through formulating the "Implementation Measures of Interactive Exchange between School and Enterprise Tutors", it promotes the mutual exchange among enterprise tutors, school career tutors and professional skill tutors to be encouraged and guaranteed in terms of system and policy. This kind of benign exchange has greatly made up for the lack of practical experience of school tutors and the lack of training ability of enterprise tutors.

The construction of "three-tutor" team in schools and enterprises has greatly guaranteed the training quality of modern apprenticeship talents. Especially, the guidance of professional tutors ensures that students (apprentices) can plan their careers scientifically, accurately locate themselves, and base themselves on their positions to grow rapidly.

IV. CONCLUSION

The construction of teacher staff is the key to implement modern apprenticeship. To establish a "three-tutor" teaching team with modern teachers' quality and innovative spirit, it is necessary to make systematic plans from the aspects of standard system construction, selection and cultivation, guarantee mechanism, evaluation and assessment, and formulate corresponding management methods, so as to form a "three-tutor" teaching team construction mechanism jointly cultivated, managed and shared by the school and the enterprise. In addition, the government and industry management departments should jointly promulgate relevant policies to stipulate the qualification, employment and promotion of professional teachers in vocational colleges, so

as to ensure the high quality and high standard requirements of modern apprenticeship personnel training.

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