

Discussion on Management Reform of Practice Training in Vocational Schools

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Keywords: Vocational schools; Training base; Operating mechanism

Abstract: With the growth of tertiary vocational education and the continuous expansion of the scale of running a school, the quantity of instruments and equipment required for corresponding practical teaching is also increasing, and the level of facilities is also gradually improving, while the original management mode of training room has not adapted to the requirements of the new situation. Students organically combine professional theory with basic skills in the training base to comprehensively improve their comprehensive professional ability. The construction of management operation mechanism is the institutional guarantee to realize the scientific management and sustainable growth of training base in vocational schools. The internal management mode and operation mechanism of training base in vocational schools are largely influenced by the characteristics of disciplines and specialties in vocational schools, the investment and construction mode of training base, the demand of local labor force and the school's own school-running characteristics. This article analyzes the problems existing in the construction and management of practical training bases in vocational schools, points out the importance of the management mechanism of practical training bases for talent training in vocational schools, and studies the management and operation mechanism of practical training bases in vocational schools under the guidance of collaborative management theory and stakeholder theory.

1. Introduction

With the continuous acceleration of industrial transformation and upgrading and economic restructuring in China, the demand for high-quality technical and skilled personnel from all walks of life is becoming more and more urgent [1]. Practice training base is an important platform for tertiary vocational students to carry out vocational skills training and cultivate their professional quality, and it is also an essential infrastructure for vocational schools to improve the quality of running schools and highlight their characteristics [2]. Constantly strengthening the connotation construction of the training room and carrying out the reform and innovation of the management system and mode are important paths to improve the training quality of technical and skilled talents in vocational schools and improve the utilization efficiency of teaching resources [3]. The construction of training base involves many problems such as construction mode, curriculum system, teaching mode, management mechanism and talent evaluation [4]. The internal management mode and operation mechanism of training base in vocational schools are largely influenced by the characteristics of disciplines and specialties in vocational schools, the investment and construction mode of training base, the demand of local labor force and the school's own school-running characteristics [5]. Because the relationship between school and enterprise is not straightened out at present, most of students' practical activities can't be completed in enterprises. In order to implement practical teaching tasks, all vocational schools have established their own training rooms. Studying the construction mode and management mode of training base in vocational schools is an important basic work to build and run the training base in tertiary vocational schools.

Tertiary vocational education shoulders the mission of cultivating high-tech applied talents facing the front line of production and serving the needs of local economic construction and management. The most prominent feature of its training process is practicality and openness, highlighting the cultivation of practical ability [6]. With the growth of tertiary vocational education and the continuous expansion of the scale of running a school, the quantity of instruments and

equipment required for corresponding practical teaching is also increasing, and the level of facilities is gradually improving, while the original management mode of training room has not adapted to the requirements of the new situation [7]. In order to cultivate high-skilled talents to meet the needs of the Industry 4.0 era, vocational schools must rely on the teaching platform of training base to meet the needs of talent transformation, strengthen school-enterprise cooperation around the development needs of "internet plus" and promote the construction of intelligent manufacturing training base [8]. The practice room is one of the important conditions to realize the training goal, an important channel to combine theory with practice, and a place for students to learn operation techniques and exercise their practical ability. Vocational schools need to reform the management and operation mechanism of training bases and optimize the structure of training teachers to improve teachers' practical teaching level [9]. This article analyzes the problems existing in the construction and management of practical training bases in vocational schools, points out the importance of the management mechanism of practical training bases for talent training in vocational schools, and studies the management and operation mechanism of practical training bases in vocational schools under the guidance of collaborative management theory and stakeholder theory.

2. Present situation of operation mechanism and management mode of training base construction

In recent years, some joint enterprises of vocational schools have built training bases, but they mainly focus on infrastructure, and the management mode is out of touch with the market, which is difficult to adapt to the development and changes of science and technology, technology and economy and society, which has become a bottleneck restricting the role of training bases and seriously affecting the quality of personnel training in vocational education. Training center teaching is a characteristic mode of training market professionals in vocational schools, but at this stage, the traditional training center still stays on the basis of theoretical teaching, which can not better adapt to the demand for talents in the market [10]. As can be seen from the construction mode of training base, each subject plays different roles. For example, schools need to carry out daily management, provide basic production training conditions, and make the personnel training specifications match the market demand. In vocational schools, the main purpose of establishing training centers is to cultivate more talents to adapt to social changes and realize the sharing of educational resources, so as to make up for the defects existing in practical teaching at this stage. The practical teaching is given by the teacher, and the experimenter is responsible for the preparation before class, cooperating with the teacher to guide the students, and being responsible for the daily management of the practical training room. This management method can effectively reduce the pressure of professional teachers and is conducive to the overall management of the training base.

In establishing the management mode of training center, vocational schools mainly manage some talents in the school and open talents to the outside world, so as to gain more popularity. In terms of personnel management, the practical teaching and training base should be equipped with part-time teachers, full-time managers and production workers engaged in practical teaching, vocational skill appraisal, vocational technical training and scientific research, which can fully exercise the functions of the practical teaching and training base. As an important department of practical teaching, the school must ensure the smooth progress of the training base, and the key to its operation is to have a good operating mechanism and a proper management model. Vocational schools themselves are training talents with professional knowledge and skills for the society, which also shows that vocational schools need to rely on their professional training equipment and resources, which highlights the importance of funds. In order to ensure and improve the quality of practical teaching, vocational schools should study the function and orientation of practical teaching training base, strengthen the reform of practical teaching assessment methods, formulate assessment methods for practical teaching achievements, promote the improvement of students' practical ability and technical application ability through scientific evaluation system, and form a systematic and

standardized management system. The management mode of training center is equivalent to setting up a professional training company, which is trained by professional teachers and attaches great importance to the management of internal operation mechanism. The construction and operation of these links will be affected by market changes, which requires vocational schools to keep abreast of market changes.

3. Innovation of management and operation mechanism of practice training base in vocational schools

3.1. Cooperative operation mechanism

Vocational schools must change the investment concept of training base construction, attract more enterprise entities to participate in the construction of school training base, and make full use of the mature production technology and management experience of enterprises. This can not only broaden the channels for raising funds for the construction of training bases, but also effectively avoid capital risks. For enterprises, as economic interests, they have strong economic strength and resources and equipment, which can provide material and equipment support for vocational undergraduate teachers and students. In specific cooperation, they combine two different investment systems, namely, software investment from schools and hardware investment from enterprises, and the two sides develop each other, thus forming a rich diversified and multi-channel investment mechanism [11]. Under the background of "internet plus", efforts should be made to build a training management platform for tertiary vocational schools, including training base management, training resource sharing, training project research and development, skill training and appraisal, and to build a multi-party collaborative participation mechanism, thus forming a training system integrating online training management platform and offline sharing training base. The professional competence structure of undergraduate vocational education teachers is shown in Figure 1.

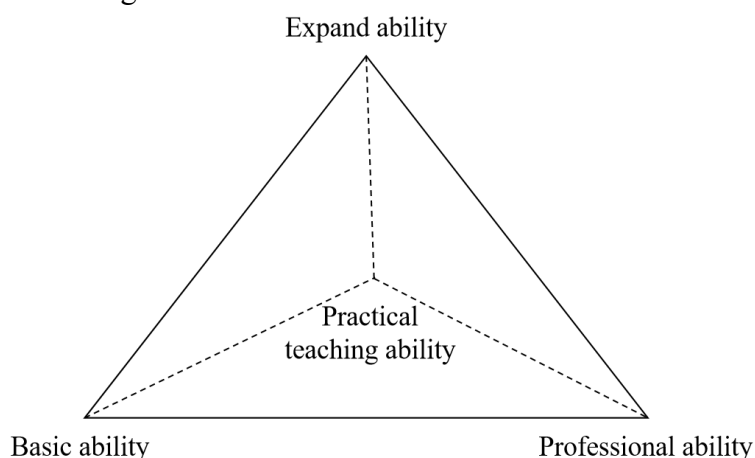


Figure 1 Structure of teachers' professional competence

Tertiary vocational education students at the undergraduate level have the dual advantages of vocational education students and undergraduate students, so they can avoid the dual problems of lack of theoretical knowledge and poor technical hands-on ability. If schools and enterprises can "cultivate students' entrepreneurship" in a targeted manner, they will gain obvious advantages in entrepreneurship. The change of enterprise's demand for professional talents is becoming a powerful driving force for the continuous innovation of talent training mode in tertiary vocational education. By establishing and perfecting the management process and operation mechanism of the training base, the talent training mode can be fully integrated with the talent demand specifications. In the specific process of cooperation, schools and enterprises can first recommend representatives and set up professional committees such as the board of directors and the board of directors, relying on this Committee to jointly make decisions and manage cooperation matters; On the other hand, one party can also take the lead and the other party can take part in the management.

3.2. Management mode

In the management mode, the training room managed by departments is coordinated by the Academic Affairs Office according to the teaching needs, managed in blocks by specialty, and the shared training room at the professional group level is operated and managed by the professional group platform course mode of "department management, resource co-construction and intra-group sharing". The training base in vocational schools is set up to cooperate with theoretical teaching in vocational education, which provides practical teaching for students and training and experiment places for teachers in scientific research. It is an important carrier and platform for teachers in vocational schools to cultivate high-end skilled talents in scientific research, production, management and service. The connotation of professional spirit of vocational education teachers is shown in Figure 2.

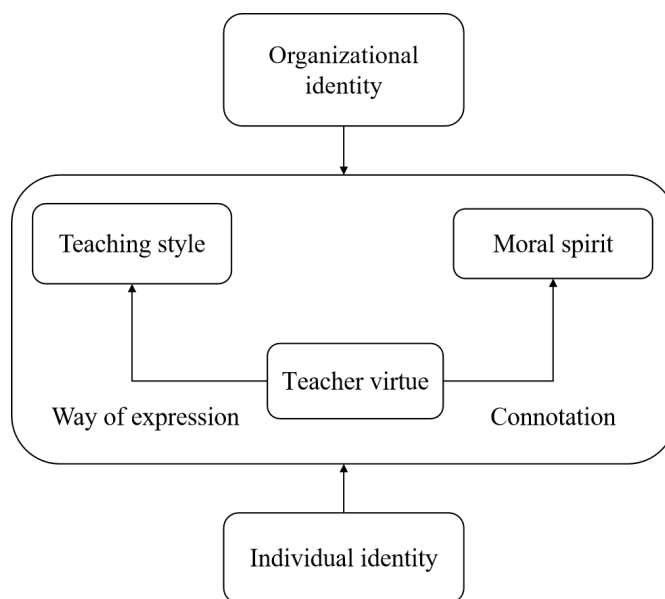


Figure 2 Connotation construction of teachers' professionalism

The construction of standardized management system in tertiary vocational training base further improves the norms and procedures of training work and the quality of training teaching. The construction of practical teaching teachers with modern educational concept, entrepreneurial spirit and professional quality is the necessary software foundation for building and sharing practical training bases and the key to cultivating high-end skilled talents. Compared with enterprises, teachers and students in vocational schools have obvious advantages in knowledge education, so they have technologies that can develop intellectual property rights, and their products can also be designed into technical achievements. These achievements can be priced into shares in enterprises according to law in the specific operation, thus mobilizing the enthusiasm and work enthusiasm of teachers and students in the school.

4. Conclusions

Tertiary vocational undergraduate education has the dual attributes of tertiary vocational and vocational education. Compared with the vocational education at the junior college level in the traditional sense, it has the views of talents with multiple intelligences, competence-based education, professionalism with professional attributes and curriculum with practical operation. Vocational schools need to intensify the new curriculum reform and practice, make overall planning and construction of practice training places and the management reform of practice training places, and improve the technical level of practice training teachers and the professional management level of engineering and technical personnel. Practice training base is an indispensable and irreplaceable basic platform in practice teaching. To build a training base on campus in vocational schools, we must weigh all aspects of resources, make overall planning, make overall arrangements for training

teaching plans, and realize optimal allocation and sharing of resources. Only by changing the concept of understanding and realizing that skilled talents are the fundamental driving force for their own development and the core element to enhance the competitiveness of enterprises can enterprises attach importance to cooperation with schools and jointly build training bases. Schools should make full use of the principles and methods of system theory and modern management science, increase the research and practice of training room management, strengthen the construction of management mechanism and operation system of integration of production and education, and change the concept of focusing only on the construction of hardware conditions such as training room equipment, while ignoring the improvement of education quality and efficiency.

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