

Study on the Present Situation and Countermeasures of Examination Mode in Higher Vocational Colleges

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Abstract: At higher vocational colleges in our country existing test purpose is not clear, the model of a single, backward evaluation system, examination management is not perfect, and many other issues, according to education target classification theory, education measurement theory and the theory of multiple intelligences, clear course exam properties of colleges and universities, scientific design of exam content and form, and attach importance to the test information feedback, the examination and evaluation promote each other, Exam content innovation, set up a corresponding test system of protection of the rights, to reform the courses examination system, building perfect course exam mode, explore “ the process evaluation + final exam style + assessment of style of study ” of the comprehensive evaluation model, adopt various kinds of evaluation methods, in stages, hierarchical application level of the students' ability of knowledge and the way of examination and evaluation. It is helpful to comprehensively reflect the students' learning situation and form a good dynamic feedback mechanism to study the causes of higher vocational education examination problems and give corresponding countermeasures.

1. Introduction

There are still many problems in the examination mode of higher vocational colleges: the misplacement of examination purpose, the single examination mode and the imperfection of examination management. It seriously affects the quality of vocational education. It is necessary to study the examination theory, analyze the problems of the examination mode in higher vocational colleges, and improve and optimize the examination mode^[1].

Throughout the domestic and foreign related literature, the researches of the examination mode in higher vocational colleges in China is less, Zhang evaluation in higher vocational colleges exam mode present situation and countermeasure^[2], Wen-bin li, this paper analyzes the reasons of higher vocational college students cheating in the exam and countermeasures, Xiaodan Zhai analysis of higher vocational students cheating in the exam questions and countermeasures research^[3], more than the literature research the problem of higher vocational colleges: The examination form of higher vocational colleges in China is single and the examination scope is limited to the key teaching materials. The test goal is misplaced, the test is just to complete the task, complete the credits, get the graduation certificate; Only care about the test scores, do not care about students' ability and so on.

Higher vocational colleges abroad have been established for a long time, and have relatively perfect examination system, which is easy, flexible and open, and mainly tests students' practical and innovative ability. The examination mode of most American colleges and universities is mainly multi-content combination mode. For example, the curriculum examination is mainly composed of five parts, including homework, exam, thesis defense, attendance and participation in teaching activities and attendance and participation in classroom discussion activities, which constitute the

final score in a certain proportion^[4-7].

Examination management refers to the rational use and distribution of examinee, curriculum, classroom and invigilator resources. Accurate and efficient examination management has great effect on improving the level of school office automation, reducing repetitive work and increasing students' satisfaction with school. This paper mainly analyzes the problems existing in the examination mode of colleges and universities at present, and combines the advantages of the examination mode of foreign colleges and universities to improve the examination mode of higher vocational colleges in China and explore the people-oriented examination mode.

2. Related Concepts and Theoretical Basis

2.1. The Basic Theory of Examination Mode in Higher Vocational Colleges

The basic theory analysis of the examination mode in higher vocational colleges mainly includes the examination content, examination mechanism and examination standard. The content of the examination is presented according to certain rules, and the knowledge content of the examination paper does not differ much, which is not conducive to the students' ability. The curriculum programs implemented by higher vocational colleges in China are unified, and the use of curriculum standards is serious. To be specific, the textbooks of students are the same, and the curriculum among schools is the same. The content of the examination in higher vocational colleges in China is almost the same, which is mainly based on the textbook content, or even all the content in the textbook, and rarely expands or deepens the examination content according to the reference materials and auxiliary textbooks. Make the assessment method one-sided, rigid, and only through an examination on the students' learning situation for evaluation, the formation of a test to determine the success of the examination mode, for students' initiative and enthusiasm has adverse effects.

The examination mechanism of higher vocational colleges mainly adopts two forms of single examination and unified examination, among which the most representative is the unified examination paper of the whole school, such as higher mathematics. The unified examination paper examination mode is too simple, which is not conducive to the objective evaluation of students' practical ability and comprehensive quality. The overall examination mechanism lacks scientific and flexible, and is not conducive to the selection of talents.

2.2. Understanding of Test Standards

Examination, is a kind of strict knowledge level appraisal method. Most higher vocational colleges also evaluate students' personal ability through the hundred-mark examination standard. As long as students reach the standard score, they can be rated as excellent and get the corresponding scholarship. The examination mode of evaluating students based on examination results exaggerates the role of examinations. As a result, many students ignore the cultivation of their comprehensive quality in order to reach the examination standards and get the diploma smoothly. Some students even break their own moral bottom line in order to pass the examination.

The examination standards of higher vocational colleges force students to study hard on book knowledge, hile their own social practice is almost ignored. The standard of examination has become the center of the teaching of higher vocational colleges, which deviates from the original intention of cultivating higher talents and loses the significance of the existence of higher vocational colleges. As a result, a series of undesirable social phenomena occur, such as attaching importance to knowledge but neglecting human behavior, attaching importance to intellectual training but neglecting moral education, attaching importance to examination results but neglecting the learning process. Although it pulls students to study hard to a certain extent, it forces students to have a desperate future. The education system of higher vocational colleges does not pay attention to the cultivation of students' emotional intelligence, and thoroughly shapes students' utilitarian values, which is the direct reason for cheating in examinations of higher vocational colleges.

3. Analysis of the Problems Existing in the Examination of Higher Vocational Colleges

3.1. Misalignment of Examination Purpose

Students generally believe that exams are for credits and graduation certificates. No matter the leaders, teachers or students of higher vocational colleges have a wrong understanding of the purpose of examination. Teachers in higher vocational colleges do not do their own work well. They hardly pay attention to students' daily learning, let alone evaluate students' test scores in combination with specific curriculum requirements, and students have not received any feedback on learning. For corresponding teaching administration of vocational colleges, too much emphasis on students' examination and the treatment of students admitted to the university, not on comprehensive analysis of the classes, course, as a result, many of the problems appeared in the process of teaching and pay attention to and solved, not so that higher vocational colleges not improving quality of teaching and examination mode.

3.2. Single Examination Mode

At present, the examination mode of higher vocational colleges in Our country is too single, which is basically a closed-book examination without corresponding practice, operation, skills and abilities as well as oral and defense tests. For students' academic performance, it is usually determined by a single examination, ignoring the comprehensive evaluation of various aspects. On the surface, this examination mode is simple, easy to operate, easy to manage, but the content of the examination is too single, almost all is the memory of some theoretical knowledge, for students' creative thinking, language expression ability, hands-on ability of the examination content is extremely lacking. This monotonous assessment method tends to affect students' thinking mode, is not conducive to the cultivation of students' innovation ability, inhibits students' learning initiative, and makes students' practical innovation ability and independent thinking and learning ability not better cultivated.

3.3. The Examination Evaluation System is Backward

The size of the higher vocational colleges in our country to the student ability to judge and evaluate rely mainly on the exam, and the present examination mode is too single, test the content of the one-sided, leans to book knowledge theory main memory and understanding, and in developing students ability to use knowledge to solve problems and evaluation too ignore, is not conducive to cultivate the students' comprehensive ability. In such an educational environment, students' comprehensive quality and ability are generally low, which is not conducive to the development of schools and students. Teachers' evaluation criteria for students are often the degree to which students master the knowledge of textbooks taught by teachers, and they pay little attention to students' abilities in other aspects, such as social skills and organizational skills.

3.4. The Examination Management is not Perfect

For the examination of higher vocational colleges, almost all examination arrangements may be suspected of violations, including non-standard examination arrangements, examination leakage, etc., while higher vocational colleges lack of punishment for these problems. Leaking questions before the phenomenon of colleges and universities have existed in our country, especially in the liberal arts test, the test in the teacher will test paper to inform the students of the content of the test, the author reviewed the relevant test leaking questions some of the data and video, found leaking questions of teachers are mostly young teachers, for psychological reasons, worried that students failed the exam, so informed in advance of the content of the exam students. It can be seen that the lack of teachers' understanding of the exam leads to the wrong positioning of the exam, which further affects the students and makes them feel that the most important thing is to pass the exam. If they fail, they will not get their diploma. Therefore, in order to get the diploma smoothly, many students cheat in every way, and the school did not punish after the discovery, the main reason is because of the interest relationship between the school and the students, that is, the survival of the school depends on the students, which makes the cheating problem of students in higher vocational

colleges more serious.

4. Study on Countermeasures of Curriculum Examination Problems

4.1. Draw Lessons From Foreign Examination Experience, Reform Examination Curriculum

Many foreign universities have independent decision-making power to decide what kind of curriculum examination mode their schools take. In China, schools should make their own curriculum examination mode suitable for their own situation. We can improve the curriculum examination mode of higher vocational schools in China from two aspects:

The examination content will be students of the subject curriculum examination content detailed introduction to students, clear students' learning objectives, and the evaluation of students is supervised by students, there are principles, standards, requirements, but also open and fair. Drawing lessons from the examination mode of Lincoln University and combining with the specific situation of the school, the corresponding proportion of curriculum examination content is formulated. Students' usual homework accounts for 10% of the total score, their usual exam score accounts for 20%, their attendance and participation in teaching activities account for 10%, and their thesis defense account for 50%. Students' attendance and participation in class discussion activities account for 10% of the students' grade. The course examination model of Lincoln University has been well applied for many years.

Higher vocational colleges at present the test form is very imperfect, embodied in students cheating phenomenon is serious, the examination evaluation system has been "hollowing out" mostly, low execution students, teachers, lax supervision, itself also has a lot of mistakes, such as cover students cheating in the collective, after discovering students cheating, but simply confiscated the students' papers, Instead of resending the exam, the student did not even fail. In terms of the reform of the examination form, we can learn from the advanced examination form model of Australian universities. Students' daily scores account for 70% to 90% of the total score of the students, almost accounting for all the shares of the students' scores, while students' examination scores only account for 10% to 30% of the total score of the students, a very low share. This greatly reduces the student test pressure test form, so that the students can make a robot to oneself to like course, learning things that oneself like, improve the comprehensive quality of students themselves, because the grades account for the lion's share of grade, as a result, the Australian university student attendance is very high, which greatly benefits students' learning.

4.2. Construct Perfect Curriculum Examination Mode

Higher vocational education is an independent education system, which is obviously different from ordinary higher education in career planning and curriculum system. It can only be considered that this small system can achieve its own dynamic balance in external or internal communication. The related topics of higher vocational education carry out related examination activities according to the law of course examination mode operation, which is beneficial for higher vocational education to achieve the optimization of course examination function under a specific goal.

Test standard specifies in higher vocational colleges students must study or employment quality and the lowest requirement, either a test, have their own standards, the fundamental goal of higher vocational colleges in our country examination standard, is through education to cultivate high-quality talents, examination itself has the specification of the guiding function and evaluation function, can guide the student to study direction, And it's an assessment of the student's learning ability. The standardized guidance function of examination can provide teaching basis for teaching workers, and the evaluation function enables teaching workers to understand the advantages and disadvantages of their own teaching, so as to improve teaching methods, improve teaching quality and better serve students. This is the nature of college examinations.

4.3. Design the Content and Form of the Test Scientifically

The current educational model of colleges and universities in Our country is basically the integration of examination and teaching or self-examination and self-teaching, which has no promotion effect on students' learning. Therefore, the proposition connotation of the examination must be expanded, the corresponding electronic examination database should be established, and the mode of separation of teaching and examination should be implemented. Can achieve this goal through the implementation of three-level examination management system, the specific operation is: by the school department in charge of teaching unified deployment, each department of teaching management department to supervise and urge, each teaching and research office to the teaching syllabus as the basis for the development of examination syllabus, so as to establish each course of electronic test question bank. The questions in the question bank should follow the following principles: the difficulty, validity and reliability of the test paper, the principle of combining knowledge, the integrity of the test paper and the independence of the test paper. In the process of establishing the question bank, we must determine the question proposition according to these three principles.

Through establishing the corresponding electronic examination question bank, it can prevent the teacher from missing the question before the examination, which is beneficial to finish the teaching task in advance. On the one hand, it improves the effectiveness of teaching, on the other hand, it puts an end to cheating in exams. This paper evaluates and analyzes the scientificity of examination papers by analyzing the results of students' examination, and adjusts the question bank to meet the needs of teaching reform. Or by the country accredit some organization, establish unified test question bank, and according to each district actual teaching situation, will make the test questions of corresponding level, specification, course. This can solve the problem of teachers setting questions at will.

4.4. Attach Importance to Feedback on Test Information

The ultimate goal of higher vocational college examination is to monitor students' learning situation through curriculum examination. Examinations can help teachers understand students' learning, facilitate teachers to help students, and improve teachers' teaching methods. In addition, it can also help students understand their own shortcomings in learning, so that students can realize their own level, so that students make up for their shortcomings. The feedback function of examination is undoubtedly important for the teaching of higher vocational colleges, which can improve the efficiency of teaching and guide the direction of students' learning and teachers' teaching.

Taking the examination as the only means to evaluate students' ability is not conducive to students' learning, but will restrict the development of students' thinking ability, so that students focus all their attention on the examination, only pay attention to the results of the examination, and ignore the role of the examination. The examination is regarded as the ultimate goal of study and the final destination of study. Therefore, it is necessary to establish a new concept of examination, based on the analysis of various characteristics of examination, choose the most suitable examination mode for students, in order to play the benign function of examination, guide students to study, independent thinking and put forward new questions, inspire students thinking, as an expert said: "Exams are designed to expand students' intellectual thinking and test their quality. Why not let students bring books into the exam room?"

4.5. Examination and Evaluation Reinforce Each Other

In the examination activities of higher vocational colleges, examination mainly focuses on the concluding evaluation of students, while educational evaluation focuses on value orientation and social value standard orientation, which are two different concepts. As mentioned above, examination is an intelligence test, while educational evaluation is aimed at the comprehensive development of students, specifically referring to the ability, skills and knowledge of students. It is a comprehensive evaluation of students, including physical health, interests and hobbies, ideological

and moral character, psychological quality and other comprehensive factors. Examinations are quantitative evaluations of students, focusing only on results, while educational evaluations focus on process. Examination is only a part of evaluation, but it is an indispensable part. Due to the historical reasons of our country, the only measure for me to evaluate students is the exam. Therefore, we can use the evaluation method to improve the examination mode and use the test data to launch the evaluation of students, which is the best combination point of the examination reform of higher vocational colleges in our country.

Examination mode must be reformed, must reform of our country's higher vocational education evaluation ideas and methods, pay attention to the students' ability, potential and learning ability evaluation, using the test data as auxiliary resources, reduce the test constraints, optimization of the test model, adopt the method of test education evaluation to evaluate the students.

4.6. Examination Mode Diversification

The examination mode mainly consists of the examination form and the examination content which directly affect the examination result. The examination content of higher vocational colleges in China is mainly composed of three aspects, the first is basic skills and basic knowledge; Second, the ability to analyze and solve problems independently; The third is to test students' ability of innovation and inquiry. Therefore, examination mode needs reform in higher vocational colleges, the single test mode to diversification mode, can according to the different requirements of different classes, different test ways, such as case analysis, classroom discussion, paper writing, operating practice, half open book, comparative economics, methods of decoiling, understand the students' comprehensive information from all directions. For students' performance evaluation, can be divided into three modules, specifically refers to the inquiry and innovation module, application module, basic module, and combined with the actual situation, determine the percentage of each module in the total performance evaluation, in order to fully reflect the students' learning ability, innovation ability and intelligence level.

Each scattered knowledge point and the whole knowledge point constitute the knowledge structure, the knowledge point here is interrelated and interactive. Therefore, in the comprehensive investigation of students, we should not be limited to the knowledge points of students, but to investigate the various connections between the knowledge points of students.

4.7. Innovative Test Content

The content of the examination should be innovated so as to highlight the examination of students' innovation ability and meet the requirements of thinking innovation and subject development. According to this, the rote memorization part of the test content can be appropriately reduced to reflect the foundation and comprehensiveness of knowledge and increase the operation of students

Skills, expression, judgment, understanding, analysis, etc. In addition, practical questions and comprehensive questions should be arranged appropriately in order to guide students to study critically and comprehensively, so that students with different learning abilities can achieve good results in the exam, so as to stimulate students' positive thinking confidence and desire to answer questions. Show students' expertise and innovation ability, the ability to analyze problems and solve problems with knowledge, so that the content of the test is no longer a mechanical memory process and the reproduction of basic knowledge.

The related construction of the administrative standards of the examination also lags behind the development of the examination management activities, and does not constitute a perfect institutional system. As many college exam regulations, only on the rules and regulations of the behavior of students examination, focuses on students should follow the rule and obligations that and must abide by the system, therefore, must now set up and test related laws and regulations, to standardize the corresponding examination, give students rights and the corresponding examination standards, So that students can safeguard their rights and dignity in the examination, protect their legitimate rights and interests, in order to achieve the purpose of higher vocational colleges to serve students, standardize the relevant behavior of higher vocational colleges, so that higher vocational

colleges can serve for education.

5. Conclusion

At present, the reform and construction of curriculum examination mode in higher vocational colleges is a huge systematic project, which must have the cooperation of relevant departments and relevant groups in order to achieve this goal.

The generalization and systematic innovation of curriculum examination in higher vocational colleges: to increase the education of curriculum examination, to perfect the system construction of curriculum examination in higher vocational colleges, and to give full play to the functional attributes of curriculum examination itself.

Compared with ordinary colleges and universities, higher vocational education has essential differences in career planning and curriculum system. The teaching methods and methods of higher vocational education, as well as students' evaluation and orientation, all form a system of their own.

Higher vocational education students in the education, the number of students, the concept of discipline control is relatively low, and higher vocational education teaching hardware and software resources are relatively insufficient, not enough to control the higher vocational college students cheating in the examination. A careful study of the reasons for cheating in higher vocational education found that:

Strengthen the punishment of higher vocational college students cheating in examination, perfect the corresponding examination norms and systems, and strictly implement;.

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