

Construction of Professional Practice Teaching System in Higher Vocational Colleges Oriented to Innovation and Entrepreneurship

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Abstract—The cultivation of college students ‘innovative and entrepreneurial ability has become an important means for higher vocational colleges to display their own characteristics and improve their competitiveness. This study analyzes the problems and construction principles of professional practice teaching system in higher vocational colleges, focusing on the specific construction of professional practice teaching system for innovation and entrepreneurship training.

Keywords—*Innovation and entrepreneurship, Professional, Practical teaching system*

I. INTRODUCTION

Today, with the development of higher vocational Education in depth, with the increasing investment in laboratory and other infrastructure in higher vocational colleges, the conditions of running practical teaching have been improved. Under this condition, the higher vocational colleges have strengthened the reform of practical teaching from the mechanism, which has greatly enhanced the students ‘innovative and entrepreneurial ability, and has taken a decisive step to implement the national strategy of training applied talents. However, there are many problems in the exploration and implementation of higher vocational colleges.

Higher vocational colleges should enhance the understanding of the importance of professional practice teaching in the training strategy of applied talents. Under the bad guidance of many traditional teaching modes, many higher vocational education administrators still attach importance to theory and despise practice in education and teaching. Many higher vocational colleges have not promoted practice teaching to a strategic height and implemented it. In the current talent training strategy, many higher vocational colleges have more theoretical courses, few experimental and practical courses, or even no. It can be seen that the graduates trained by these higher vocational colleges are difficult to meet the current social needs for applied talents. Practical teaching and related teaching activities should be consistently carried out in all relevant professional courses in the specific teaching process. At the same time, it is of vital importance to enhance students ‘comprehensive ability and accomplishment of finding, analyzing and solving problems, which should be seriously reduced. No negligence can be found[1].

The administrators of higher vocational colleges have not made scientific and rational plans for the reform of professional practice teaching. Due to the lack of unified planning, many higher vocational college education managers will focus on a single practical teaching activities, and neglect the systematic construction of innovative education. At the same time, due to the lack of overall planning, many professional teaching experiments, training, practice and other work cannot be scientifically and rationally arranged, so that the whole teaching work into chaos. From a systematic point of view, practical teaching has its relatively complete system, and therefore has its relatively independent characteristics. Therefore, in implementing the reform of practical teaching, we should observe all kinds of work comprehensively and as a whole, and implement it concretely in combination with the training objectives of a certain specialty.

In the construction of professional practice teaching system, we should combine the actual situation of higher vocational colleges. First, the construction of professional practice teaching system needs a lot of manpower and material resources. The construction of this system needs not only the material conditions such as experimental equipment and experimental sites, but also the coordination of society and enterprises in ideology. Therefore, the construction of this system is relatively difficult. Two, whether the professional teachers with strong operational ability can be in place is also the key to the smooth construction of the system. Three, the success of the system is also closely related to the excellent teaching hardware facilities. Fourthly, professional teaching practice base is also very important, some vocational colleges do not have the most basic practice base, thus restricting the smooth development of professional practice teaching.

II. CONSTRUCTION PRINCIPLES OF PROFESSIONAL PRACTICE TEACHING SYSTEM FOR HIGHER VOCATIONAL COLLEGES ORIENTED TO INNOVATION AND ENTREPRENEURSHIP TRAINING

The effective cooperation of any system requires the cooperation of all parties in the system. The author digs deeply into the training system of innovative and entrepreneurial talents and the professional practice teaching system in higher vocational colleges, and then summarizes some rules that should be paid attention to in the construction of practical teaching system in higher vocational colleges.

College students' innovative and entrepreneurial ability is the fundamental motivation and goal of practical teaching. In the process of constructing practical teaching system in higher vocational colleges, this initial goal should be firmly grasped. Only in this way can we cultivate talents with strong theoretical level, outstanding innovative literacy and innovative entrepreneurial ability to meet the needs of the future society. At the same time, higher vocational colleges should construct the training system and target of professional practice teaching according to their own tradition of training talents, the characteristics of discipline advantages and the current social demand for talents[2].

When constructing the practical teaching system, higher vocational colleges should also follow the objective law of education and teaching, make overall planning and arrangement on the basis of respecting the subjectivity of the educates, combining the characteristics of subject teaching and the correlation between the teaching elements, and make the dialectical relationship between teaching and practice as well as possible. It is necessary to keep the rationality and scientificity of class time planning between theoretical education and practical teaching. Because they are mutually reinforcing, restricting each other and infiltrating each other. We must know that only by taking into account the whole can we get better development.

Innovation and entrepreneurship literacy development cannot be achieved overnight, to follow the objective law, not rash. In the process of shaping college students' innovative and practical ability, we should carry out the teaching objectives step by step, construct the practical teaching system step by step, and then carry it out thoroughly in combination with practical activities and work.

Practice is the rule of truth. The process of constructing the professional practice teaching system in higher vocational colleges depends on whether the students' innovative and entrepreneurial ability has been improved or not, and to test the effectiveness of classroom teaching. In addition, we should let professional college students actively out of the campus, to participate in a variety of useful social practice activities in society, so as to internalize the theory of innovation and entrepreneurship practice learned in the classroom their own ability.

The efficient operation of the practical teaching system must take account of the interaction among various elements. On the basis of synthesizing the training scope of innovative and entrepreneurial talents and the characteristics of practical teaching system, this study puts forward the general principles to be followed in the process of constructing practical teaching system.

The construction of practical teaching system in higher vocational colleges must be closely centered on the goal of cultivating students' innovative and entrepreneurial abilities. The starting point of practical teaching system is to train people with solid theoretical basis, high innovative literacy and great entrepreneurial potential. The goal of talent cultivation in practical teaching system should be set in accordance with the specifications of talent cultivation in Higher Vocational colleges, the characteristics of professional disciplines and the law of development, as well as the needs of society for talents.

The construction of practical teaching system in higher vocational colleges should be based on the rules of higher education, the characteristics of personnel training, the status, role and internal relations of various practical teaching links, and the use of systematic and scientific methods to make overall arrangements. The time arrangement of practical teaching should be continuous, the relationship between practical teaching and theoretical teaching should be well handled, the proportion of class hours should be reasonably allocated, and the whole teaching process should be kept systematic. Practice teaching and theory teaching connect and penetrate each other, so that all links in the system are coordinated and unified, and run through the whole process of higher education.

The development of College Students' ability is a gradual process. Following this objective law, the practical teaching system should be deepened step by step and at different levels. Its goal of practical teaching should be from easy to difficult, the link of time teaching should be from simple to complex, and the practical teaching method should be constructed step by step from single to comprehensive, with stages and levels[3].

Practice truth. Therefore, the construction of practical teaching system should be conducive to the cultivation of students' practical ability, mainly reflected in the practical teaching objectives to meet the needs of social development and talents, in addition to cultivating students' practical ability, but also pay attention to the cultivation of innovative and entrepreneurial ability to meet the needs of students' independent development. In terms of teaching content, we should highlight the requirement of knowledge updating, take practice and training activities as the leading role, and simulate the real environment to carry out practical teaching.

Practice teaching is a practice activity closely related to many fields of society. The construction of practice teaching system also involves various related elements. On the basis of a comprehensive investigation of the connotation of practical teaching, this study holds that practical teaching and learning theory are inseparable. They not only provide theoretical guidance for the design of practical teaching system, but also provide important theoretical basis for people to understand the essence of education, establish teaching objectives and select teaching content.

Scholars have never stopped exploring learning. Whether it is the stimulation-response learning theory created by behaviorist psychology or the cognitive psychologists' research on human cognitive process and its components, social and individual factors have become the focus of scholars' attention, especially constructivist learning. Theory has a great influence on educational thought.

Constructivist learning theory holds that knowledge and skills are not passively accumulated, but the result of learners' active practice. The construction of knowledge and skills must start from stimulating learners' learning motivation, while the

traditional education mode is always theory followed by practice, and students with weak practical ability lack core competitiveness in society. Therefore, it is necessary to establish the dominant position of practical teaching in the process of training innovative and entrepreneurial talents; learners 'learning process should pay attention to the coherence of knowledge, skills and the situational nature of teaching content. By using situational teaching method, the learning content can have authentic tasks, and the learning behavior can be generated in situations similar to the real situation. Practice teaching is in line with the requirements of situational teaching, so that students can actively construct their own understanding process and creative process through specific social practice, practical training, practice and other practical links in solving specific problems and situations.

III. CONSTRUCTION OF PROFESSIONAL PRACTICE TEACHING SYSTEM ORIENTED TO THE CULTIVATION OF INNOVATION AND ENTREPRENEURSHIP ABILITY

The shaping of practical teaching system is the first condition for the creation of innovative talents training system in higher vocational colleges. In this process, the smooth development of practical teaching activities is intuitively important. It is the actual implementation of practical teaching system in Higher Vocational colleges, and an organic part of school-based education. Facts have proved that in the construction of practical teaching system, many higher vocational colleges will be the school's professional characteristics, the school's students' ability to innovate and entrepreneurial teaching objectives, the school's practical teaching activities curriculum and the school has a variety of environmental resources closely linked. Only in this way can we establish a cohesive practice teaching system.

The construction of practical teaching system in higher vocational colleges is subordinate to its training objectives of innovation and entrepreneurship. It can be seen that the latter is the premise of the former, that is to say, how to improve the innovative and entrepreneurial literacy of college students is the core motivation and goal of training talents in higher vocational colleges when implementing the construction of practical teaching system. In the process of concrete teaching implementation, educational administrators should refine the overall goal of cultivating innovative and entrepreneurial talents, and implement it in various teaching activities of each subject; at the same time, they should carry out the promotion of students' innovative and practical ability in all school teaching activities, and in the long run, not only the practical teaching system will be able to be carried out. Built, and the strategic objective of cultivating innovative and entrepreneurial talents is naturally achieved.

First of all, combining theory with practice is a teaching and educational strategy that has been persisted and implemented. Only by combining hands with brains can college students not separate theoretical knowledge from practical activities, nor can they separate classroom teaching from social practice. Not only that, after students leave the higher vocational colleges and enter the society, but also in the work to consistently carry out this thinking habit, and form a very personal characteristics of innovative entrepreneurial thinking and consciousness.

After the employment of university students, it faces the performance evaluation and value evaluation of employers and employees. If the employee can't solve the problem timely and accurately, then the employee's ability to work is very poor. At the same time, in today's increasingly competitive society, with the ability of innovation and entrepreneurship staff, can undoubtedly greatly enhance the core competitiveness of companies or units.

Innovation is the eternal melody of mankind, and this urgency became more prominent in the twenty-first century. In today's world, the competition of talents is a comprehensive comparison across national boundaries. Whether a country can win the future competition or not, the quality of talents and high and low plays a core role. If higher vocational colleges can stimulate and shape students 'potential innovation and entrepreneurship ability, then it will erupt in the future a huge leading role.

Therefore, higher vocational colleges should proceed from the characteristics of the school, adjust scientifically according to the characteristics of students 'majors, and run innovation and entrepreneurship education through the whole process of professional learning. In time, students of this specialty can form innovative and entrepreneurial abilities that are characteristic of the school. By doing so, the school can not only ensure the smooth progress of teaching, but also create its unique campus innovation culture, forming a unique brand influence and appeal.

Higher vocational colleges should proceed from their established teaching objectives, from the practical teaching should also start from the easy-to-enter rules, and carry out the spirit of innovation into the three stages of basic practice, professional practice and comprehensive practice. Following this rule, higher vocational colleges can instill innovative consciousness into students 'minds scientifically and rationally, and steadily implement practical teaching content into classroom teaching, and finally shape the training system of professional innovation and entrepreneurship talents with school characteristics.

First of all, in the basic practice stage, the core of higher vocational colleges is to enable students to acquire professional competence in professional teaching. In this process, the teaching of theoretical knowledge will cost a lot of hours, but higher vocational colleges should combine practical teaching with theoretical teaching closely, and cannot forget their own established goal of practical teaching system construction. At this stage, curriculum experiment, social investigation and visiting probation are the teaching contents that higher vocational colleges must implement. As far as the teaching goal of curriculum experiment is concerned, theory teaching is the content that teaching has to teach. By knowing the inner theoretical relationship and then checking it from practice, students 'learning efficiency can be improved a lot. The so-called social survey is the students 'own investigation and research behavior, the verification and test of the knowledge they have learned. Visit internship is a more

leisurely and practical behavior of students, generally they have a certain level of theoretical knowledge and social practice experience, from a certain height to the relevant off-campus units and institutions of a rooftop-like practice.

Secondly, in the process of professional practice, students should closely combine their professional knowledge with scientific research activities, so as to cultivate their necessary practical ability. The teaching contents of this stage include curriculum design, project practice and professional training. The so-called curriculum design, is through the students themselves in the course of curriculum design learning, learn to ask questions, analyze problems and solve problems, while having the basic scientific research ability. Generally speaking, students can choose an interesting project from their own interests, study and explore the project in a group or independent way. In the arduous process of exploration, students will naturally have a strong ability to explore and solve problems.

Thirdly, the so-called comprehensive practice stage refers to professional scientific research competition, graduation practice and graduation design. In this stage, higher vocational colleges will take scientific research activities and competitions as teaching carriers, so that students can participate in various related activities independently, and then in various types of scientific research activities or social activities, learn how to do research, how to realize their interests, and put their potential innovation ability in specific practical activities. Landing and realizing. The purpose of this stage of teaching is to promote students to integrate theoretical knowledge and practical ability closely. This stage is the key for students to form their ultimate social viability and practical ability. If this stage is neglected, many of the theoretical knowledge or practical attempts they have learned will be lost. This will not only affect students' future employment and social practice, but also affect their long-term innovation and entrepreneurship ability to achieve and play.

Establishing and perfecting the practical teaching system requires not only the reserve of knowledge theory, but also the certain material conditions. Only if both of them are available, can the system be built smoothly. As far as the environmental resources constructed by this system are concerned, it includes many aspects, such as environmental protection, quality assurance and so on.

The construction of practice teaching management mechanism is the most important and irreplaceable core condition to establish and perfect practice teaching system. Generally speaking, its management mechanism must have the following aspects: first, the hierarchical organization and management. In other words, the school is mainly responsible for the practical teaching planning and formulation of the necessary management methods and means, and the colleges in the school is the main body to implement the school, it is the implementer and implementer of the practical teaching. Two is the management of teaching system.

IV. CONCLUSIONS

With the further development of the idea of running a school, higher vocational colleges will face the increasingly fierce competition in the social environment. In order to promote the professional practice teaching system of innovation and entrepreneurship ability cultivation in Higher Vocational colleges, we must take the combination of school and enterprise as the core, at the same time, we must strengthen the decentralization, and let the social forces with ability, such as enterprises and foundations, participate in the construction of the school practice teaching system. In the way of school-enterprise integration, students will be brought to the front line of the work scene, so that students feel the situation and learn how to work, prepare for the future social identity, and improve practical ability.

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