

Exploring the Mechanism of Applying Modern Apprenticeship to Higher Vocational Management of Economics and Management Majors

Huang Xin¹, Li Zihan²

¹Henan Quality Engineering Vocational College, Pingdingshan, Henan, China

²Hong Kong Baptist University, Hong Kong, China

Keywords: Economics and Management Major, Modern Apprenticeship, Benign Operation, Mechanism, Exploration

Abstract: the Modern Apprenticeship Mode is an Important Form to Deepen the Cooperation between Schools and Enterprises, the Integration of Production and Education, and Further Promote the Innovation and Reform of Vocational Education. Many Western Countries Have Studied and Practiced Modern Apprenticeships and Have Now Formed Their Own Developments. At Present, Modern Apprenticeship Has Become an Important Means of Training Professional and Technical Personnel in China. However, in the Actual Operation Process, There Are Still Many Problems. Therefore, This Paper Deeply Analyzes the Necessity of Applying Modern Apprenticeship in Higher Vocational and Economics Majors, and Proposes a Series of Countermeasures to Strengthen Practical Teaching in Higher Vocational Colleges and Deepen School-Enterprise Cooperation in View of the Problems Existing At Present.

1. Introduction

1.1 Literature Review

Gao Fang and Zhou Peiqiu studied the teaching mode of the urban rail transit majors under the modern apprenticeship system. Through research, they proposed that in the actual teaching, the application of modern apprenticeship can realize double teacher education and real-time education, and then deliver high-quality talents that meet the actual production needs for enterprises (Gao and Zhou, 2015). Based on the modern apprenticeship system, Hou Xiaoxia has carried out the construction of a long-term operational mechanism for school-enterprise collaborative education. From the perspective of establishing a modern apprenticeship incentive mechanism and introducing corresponding laws and regulations, a series of countermeasures are proposed (Hou, 2017). Wang Tai established the actual talent demand of Chinese enterprises, combined with the current modern apprenticeship professional talent training mode, carried out the model innovation and reform exploration of modern apprenticeship talents in IT majors in higher vocational colleges. At the same time, active teaching practice was carried out from the aspects of dual main sports people, joint enrollment group, and school-enterprise resource integration (Wang, 2017). From the practical application of the modern apprenticeship system of digital media in higher vocational education, Zhan Feng conducted in-depth research on the talent training mode and professional construction of higher vocational colleges. Moreover, the problems of the modern apprenticeship training model are discussed (Zhan, 2018).

1.2 Research Purposes

For the exploration of the training model of vocational skills, many Western countries started earlier. And, as the research continues to deepen, a variety of genres have been formed. In recent years, some Western countries have begun to develop a new talent training model. This new model combines the cultivation of modern professional talents with the traditional apprenticeship model, which is now known as the modern apprenticeship model. At this stage, the modern apprenticeship model has been promoted globally. China has also begun to practice and study modern apprenticeships. However, in the process of concrete practice and research, there are still many

problems in the benign operation of the modern apprenticeship in higher vocational and economics majors, which hinders the promotion and application of modern apprenticeship in China. Based on this, this paper is based on the concept of modern apprenticeship and its necessity, and deeply explores the mechanism of the application of modern apprenticeship in vocational colleges and universities, in order to provide a sound reference for the operation of modern apprenticeship in higher vocational colleges.

2. Overview of Relevant Theory

Analysis of the concept of modern apprenticeship. In the late 1980s, relevant scholars proposed the concept of modern apprenticeship. At the same time, many countries have begun to establish a modern apprenticeship education and teaching model. For example, the United States has established a “cooperative apprenticeship system” based on its own national conditions. The United Kingdom has established a “modern apprenticeship system” based on its actual conditions. Germany has established a “dual system” based on its actual conditions. Australia has established a “new apprenticeship” based on its national conditions. system”. Modern apprenticeship is a new model combining modern vocational education with traditional apprenticeship training (Zhang and He, 2018). The main mode of implementation of this model thinking includes schools and enterprises. The main mode of operation is to alternate between off-the-job learning and on-the-job training. For the students, they spend part of their time studying theoretical knowledge in the school, and part of the time is to follow the master's practice in the enterprise. Compared with general vocational education, modern apprenticeship has four prominent features. First, the modern apprenticeship system mainly adopts the dual education subject. The main subjects of education are enterprises and schools. Second, the modern apprenticeship system adopts dual-teachers, and the masters of the enterprise and the teachers of the school are the implementers of the teaching. Third, the assessment mechanism of the modern apprenticeship system is a dual assessment mechanism. Under this mechanism, students not only need to pass the school's academic examination, but also pass the corporate professional examination. Only after passing these two exams and obtaining the corresponding certificates will the students be able to graduate successfully and enter the company to participate in the work. Fourth, the modern apprenticeship system not only pays attention to the improvement of students' professional skills and basic ability in a short period of time, but also pays attention to students' long-term sustainable development and job change.

Analysis of necessity. At present, the employment problem of college students has been widely concerned by all walks of life. Because the employment rate of college students is an important manifestation of a country's comprehensive production capacity (Lu and Huang, 2015). At this stage, the employment rate of graduates of higher vocational colleges plays a very important role in the overall employment rate of college students. In the actual recruitment process of enterprises, enterprises are more inclined to students who have been trained through modern apprenticeship. Because students who have been trained in the modern apprenticeship system will have a higher job-based ability, and relevant professional qualification certificates are already in place. In this case, such students are more able to complete the work of the enterprise. Therefore, the employment rate of higher vocational students trained by the modern apprenticeship system is relatively high. In addition, with the rapid development of China's economy and the aging of the population, the Chinese labor force has shown a downward trend. Many small and medium-sized enterprises with large labor intensity have experienced difficulties in recruiting workers. If the modern apprenticeship system is used to train professional talents, it can solve the problem of large current labor gap and provide strong human support for production and operation.

3. Problems in the Benign Operation of Modern Apprenticeship in Higher Vocational and Economics Majors

The curriculum is not practical. According to the survey, the current professional courses of economics and management in China's higher vocational colleges mainly include professional

elective courses, professional compulsory courses and basic courses. The corresponding practical courses are very few. The curriculum reform of higher vocational colleges based on modern apprenticeship requires universities to focus on the cultivation of students' vocational skills. However, there is a very large gap between the teaching content of most universities and the actual needs of related companies. Although some college students have accepted some of their job skills, they still need to re-learn relevant vocational skills in the actual work process. On the one hand, this model wastes a lot of time and energy for students and teachers. On the other hand, students who are trained in this model have poor adaptability to jobs after work and lack of personal work skills. The satisfaction of enterprises with this type of talent is also gradually decreasing. This is not conducive to the improvement of the school's employment rate and the improvement of students' individual abilities, and it is also difficult to meet the actual employment needs of enterprises.

The goal of talent development is not clear. At this stage, the academic orientation of higher vocational education is to cultivate technical application talents. However, according to the actual teaching results of current vocational colleges, talent training has not met the requirements. Different vocational colleges have different goals for talent training. The talent training target of some higher vocational colleges is high-quality technical skills talents. The talent training target of some higher vocational colleges is high-quality skill-based talents, and the talent training target of some higher vocational colleges is high-skilled applied talents. . It can be seen from this situation that the goal of talent training in higher vocational colleges is different. The target orientation of some institutions is at the operational level, and the target orientation of some institutions is at the design level. Therefore, the different orientations and goals of talent training in higher vocational colleges will lead to a large gap in the quality of talent training.

Lack of corresponding talent training standards. For higher vocational and economics majors, the process of talent cultivation is a dynamic process. For a long time, higher vocational colleges have followed the process of teacher teaching. This kind of talent training model is difficult to stimulate students' creativity and initiative. Moreover, in the actual teaching process, there are differences in the attitudes, abilities, and knowledge reserves of the company's masters and school teachers. This has led to a large gap between the skills of different masters and different teachers. Although some colleges and universities have already established relatively strict standards for personnel training, due to the limitations of actual resources, the programs and models for talent training in higher vocational colleges have not been implemented.

4. The Promotion Path of the Benign Operation of Modern Apprenticeship in Higher Vocational and Economic Management Majors

Strengthen practical teaching in higher vocational colleges. Specifically, strengthening practical teaching needs to be carried out in three ways. First, higher vocational colleges should establish specialized practice teaching venues. As a training ground for professional talents, higher vocational colleges should obtain funds, facilities and other resources from multiple sources. While doing the construction of time and space on campus, higher vocational colleges should also actively expand and introduce social resources to create a perfect and stable campus training base. The second is to divide enough practical teaching time. From the perspective of advanced foreign education models, the time ratio between practical teaching and theoretical teaching is generally 7:3. Taking into account the actual situation of education in China, the Ministry of Education also clearly stipulates that the time for practical teaching in higher vocational colleges should exceed 40% of the total teaching time. Higher vocational colleges should strictly divide the teaching time according to the regulations. The third is to build a modern master education team. Under the modern apprenticeship mode, higher vocational colleges should create a corresponding modern master education team to better train the management of professional talents.

Deepen school-enterprise cooperation. Higher vocational colleges should actively cooperate with enterprises in the cultivation of school-enterprise talents. Starting from the enrollment of schools, higher vocational colleges and enterprises can jointly enroll students. Specifically, before the school enrolls students, the students are interviewed according to the employer's criteria, and then the

school selects the appropriate students to enter the school according to the interview results. In the actual talent training process, school teachers can carry out the development of “teaching and doing” integrated curriculum projects with enterprise professionals, and integrate professional ethics and corporate culture into practical teaching. In the process of student learning, colleges and universities should combine practical experience with theoretical knowledge to teach. In the course of student internship, enterprises should strengthen the application and practice of students' theoretical knowledge. In addition, for the assessment of students, the assessment team should be transferred from the industry or enterprise management personnel, enterprise masters, and school teachers to conduct a comprehensive assessment of students' theoretical knowledge and practical application. The form of assessment should include written examinations, on-site operations, and oral examinations.

Identify the talent development goals. At present, higher vocational colleges in some regions are carrying out pilot work on the modern apprenticeship training model. In this process, colleges and universities should jointly develop talent training plans with enterprises and clarify the goals of talent training. In specific practice, colleges and universities should do a good job in curriculum system design and talent training programs according to the corresponding standards. Moreover, colleges and universities should create a good working content and learning situation for students, and reduce the difference in learning effects produced by different masters and school teachers. Schools should make full use of social resources and campus resources to ensure that talent development programs are carried out as scheduled.

References

- [1] Gao F., Zhou P.Q. (2015). Teaching Operation Management Practice of Modern Apprenticeship in Urban Rail Transit Specialty in Higher Vocational Education, *Education and Vocation*, 99 (3), 46-47.
- [2] Hou X.X. (2017). Exploration and Practice of Talent Appraisal Mode of Modern Apprenticeship in Higher Vocational Education--Taking the Service and Management of the Aged as an Example, *Vocational and Technical Education*, 38 (11), 32-35.
- [3] Wang T.C. (2017). The Practice and Exploration of Modern Apprenticeship for the “Alliance + Rotation Training” of IT Professionals in Small and Medium-sized Enterprises, *Chinese Vocational and Technical Education*, 25 (14), 88-91.
- [4] Zhan F. (2018). Exploration and Innovation of the Cultivation Mode of Modern Apprentices in Higher Vocational Colleges--Taking the Digital Media Application Technology of Shenzhen Institute of Information Technology as an Example, *Journal of Vocational Education*, 34 (11), 118-122 .
- [5] Zhang Y.X., He Y.Y. (2018). Analysis of Key Issues in the Construction of Modern Apprenticeship System in Vocational Education in China, *China Higher Education Research*, 34 (07), 104-107.
- [6] Lu A.G., Huang H.B. (2015). Target Positioning, System Design and Operation Mechanism of Social Work Professional Practice Teaching Model, *Education Review*, 31 (5), 111-113.