

Practical Exploration of Talent Training Mode of Modern Apprenticeship in Colleges of Applied Technology

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Abstract: Nowadays, modern apprenticeship has become a developing training trend of colleges of applied technology. However, in the process, some enterprises show little interest in it, colleges lack adequate experiences, and students show less enthusiasm, which makes it face a real dilemma. In view of the current practice, this paper puts forward the practical path of implementing the modern apprenticeship system in colleges of applied technology, and probes into the long-term mechanism of implementing modern apprenticeship.

1. Introduction

Modern vocational education has entered a new stage of deep development. It has made many innovations in the practice of building a talent training model with its own characteristics in colleges of applied technology. Especially in 2014, Since the State Council proposed the task of accelerating the development of modern vocational education. Many colleges have carried out pilot projects of modern apprenticeships in which college-enterprise joint enrollment and cultivation. Modern apprenticeship is a modern vocational education system which integrates modern school vocational education with traditional teacher-apprentice training. On the basis of absorbing the essence of traditional apprenticeship training mode and combining the characteristics of modern higher education and vocational education, it gradually forms a modern talent training mode. Exploring a modern apprenticeship training path suitable for the characteristics of vocational education and the needs of economic development in China, and improving the quality of professional personnel training, It is of strategic significance to promote China's industrial upgrading, achieve the goal of "supply-side" reform and support connotative economic development.

2. The Dilemma of Trial Modern Apprenticeship in China

The introduction of modern apprenticeship in China meets the needs of modern vocational education, social and economic development, and the development of colleges of applied technology, because foreign practice proves that modern apprenticeship is an effective identity conversion mechanism between "student-to-business employees". Since the current domestic professional talent training system basically copies the undergraduate talent training program, the application of technical education talents lacks professional characteristics, and the transition from school to enterprise is lacking. In particular, a form of "school & enterprise" vocational education and training is needed. Social resources make up for the lack of school education. However, in the practice of experimenting with modern apprenticeships, colleges of applied technology basically face some common difficulties.

2.1. Insufficient training mechanism of school-enterprise cooperation talents, low willingness of the participating of enterprises

The key to the success of modern apprenticeship talent training mode lies in the deep integration of schools and enterprises. On the basis of co-cultivating apprentices, both schools and enterprises

communicate to build a talent training system that focuses on the professional growth of students. But in practice, because of the contradiction between the core interests of both sides, it is difficult to build a school-enterprise cooperation mechanism.

2.1.1. The interests of enterprises are difficult to protect

The rewards of the main interests of enterprises participating in the cultivation of modern apprenticeships are limited, such as human resources efficiency, economic benefits, corporate image and so on, at the same time, it also needs to bear the risks associated with the implementation of the apprenticeship system, which restricts the enthusiasm of enterprises. China's labor employment has entered a mature stage of marketization, with frequent flow of talents and the increasing cost of retaining talents in enterprises. Apprentices often need to pay a lot of costs to cultivate. A large number of apprentices do not bring benefits to enterprises, a large number of apprentices left their jobs without bringing benefits to the enterprises, which has caused great harm to the management of enterprises; another key driving force for modern enterprises to participate in modern apprenticeship is to enhance the soft power of corporate image, and the implementation of modern apprenticeship has little benefit to the promotion of corporate image. At the same time, in the process of apprenticeship training, some employment safety, labor security and other issues have brought a lot of business burden to enterprises. All of the above have caused the subjective willingness of enterprises to participate in the modern apprenticeship.

2.1.2. The school system restricts the depth of school-enterprise cooperation

There is a lack of historical accumulation in applied technology education in China, and it has been difficult to solve the problems of “partial theory, light practice” and “serious disconnection between vocational education and enterprise practice” in school education management and talent training mode. Some colleges are not clear about their orientation of talent training, which results in the lack of management system suitable for modern apprenticeship in talent training organization and the lack of high-quality talent with solid theory, rich industry experience and strong professional practice ability to support the practice of the modern apprenticeship in the faculty. The lack of practical ability of schools in modern apprenticeship makes it difficult to win the trust of enterprises, which further limits the depth and breadth of cooperation between schools and enterprises.

2.2. Unclear orientation of career development, low initiative of students' participation

Affected by economic development, social environment and other aspects, college students in China generally lack a clear understanding and planning of their careers. The modern apprenticeship training mode, which combines theory with practice, is a very good way of career guidance, but in the trial process, students' initiative to participate in the modern apprenticeship is not strong, and even conflict with it. The reasons is not only the practical interests in the practice of modern apprenticeship, but more importantly, the unclear orientation of students' career development and the lack of effective guidance.

2.2.1. Uncertain career development prospect and limited professional capacity improvement

As mentioned above, the talent training mechanism of school-enterprise cooperation is not perfect enough, which results in unclear orientation in talent training objectives and levels, inadequate depth in curriculum setting and practical training, unclear talent training context, inadequate “transmission and assistance” of enterprise teachers, modern apprenticeship has limited promotion of students' professional theory and practical ability, resulting in students' strong uncertainty about the career development prospects, thus having great doubts about the future career development, and reducing the enthusiasm of participating in apprenticeship.

2.2.2. No guarantee of students' realistic interests

To participate in apprenticeship, many students need to give up other opportunities of study and work, and the quality of enterprises participating in apprenticeship is uneven. Once students do not

recognize the prospects for the development of internship enterprises, they are unwilling to participate in the cultivation of talents in modern apprenticeship, so as to avoid the waste of time and energy. On the other hand, students who participate in the modern apprenticeship need to participate in the production and practice activities of enterprises as apprentices, but the wages of apprentices, labor insurance and other aspects of treatment are not guaranteed, further weakening the enthusiasm to participate in the modern apprenticeship.

2.3. The cooperative guarantee system of industry, government, school and so on has not been formed

In practice, modern apprenticeship is a professional and skilled talent training system with the participation of many parties, such as industry, government, school and so on. The key to the system is the cooperation of all participants, although the development of the modern apprenticeship has been emphasized at the national level in recent years, there is still a lack of system including all participants in law and practice. There is no resultant force in all aspects of personnel training, such as enterprises, schools, governments, and students. Each participant carries out practical exploration on their own, resulting in the insufficient security institutions for the development of modern apprenticeship, limiting the function of modern apprenticeships in the training of skilled personnel, such as the absence of industry alliances, most companies are reluctant to invest in the training of talents in apprenticeship, to avoid possible sunk costs.

3. Practical Path of Trial Implementation of Modern Apprenticeship Talents Training Mode in Colleges of Applied Technology

3.1. Promote apprenticeship-related work with modern apprenticeship talents training programs

In view of modern apprenticeship talent training mode, it is advisable to promote relevant work in the form of project management, and to set up a project team with joint participation of schools and enterprises, across units, departments and knowledge structures, led by the project team, and coordinated by the relevant functional departments at the two levels of the department. The mechanism will give full play to the advantages of the team's diversified background and timely deal with the bottlenecks in the implementation of the modern apprenticeship system. Through efficient and flat vertical communication channels, ensuring the "work-and-learning" talent training model has become the consensus and tacit understanding between the school and the enterprise, laying a foundation for vertical and enterprise cooperation and education.

3.2. Open-running school, the faculty must be "bring in go out"

In the construction of teaching resources and teaching staff, schools should be more open and adhere to the strategy of "bring in go out". It not only make good use of the existing production and management resources of enterprises, but also moderately open the resources of school to introduce the production environment of enterprises into the campus. On one hand, teachers in enterprises should be guided into the teaching system; on the other hand, professional teachers in schools should regularly walk out of the school door and strengthen practical training. There should be close cooperation between enterprise teachers and school teachers, which can carry out various modes of cooperative education, such as joint teaching and curriculum standard compilation. Schools should not only train school teachers, but also strengthen the training of enterprise tutors to improve the classroom teaching ability and teaching effect of enterprise tutors. School teachers should regularly quit their posts and enter enterprises for on-the-job training to improve their professional practice ability. The establishment of a two-way communication platform for teachers in schools with an open attitude can not only improve the professional practice ability of teachers, but also enhance the sense of belonging and identity of corporate mentors, so as to improve the quality and effect of practical teaching. Through benign two-way interaction and communication, the quality of teachers under the modern apprenticeship training mode can be improved effectively.

3.3. Adhere to the dual-oriented talent training goal of “competency-based” and “human-oriented” and strengthen professional culture construction

“Competency-based” emphasizes the training of professional skills to serve social and economic development and meet the needs of the labor market; “human-oriented” is the value orientation of applied technology talents. It advocates that applied technology education should achieve the unity of ability and quality education. In modern apprenticeship talents training mode, the cultivation of professional talents should focus on the success of the career of talents, rather than simply inculcating professional skills. The key to successful career lies in the implicit qualities such as self-image, personality, values, attitudes and internal driving forces, which have become the consensus of applied technology education. Therefore, in the modern apprenticeship talents training mode, while adhering to the “competency-based”, we should strengthen the construction of professional culture, deeply integrate industry culture, introduce modern enterprise management system, enrich professional connotation, enhance the professional cultural of teaching staff, take teachers as an example to guide the development of recessive professional quality, promote the reform of curriculum and teaching mode, and strengthen professional culture. We should cultivate the key ability of career development, encourage and guide students to participate in logistics-related competitions and innovative entrepreneurship projects, enrich the connotation of professional culture and cultivate pioneering qualities.

3.4. Establish a cooperative evaluation mechanism, select high-quality enterprises and carry out deep integration of school-enterprise cooperation

The uneven quality of cooperative enterprises is the key bottleneck for modern apprenticeship to achieve the desired results. Therefore, schools, governments and other relevant regulatory bodies should establish and improve a selection mechanism to carry out in-depth cooperation with high-quality enterprises. The selection mechanism should focus on the scale of enterprise operation, operating efficiency, talent team building system, social influence, school-enterprise cooperation and other aspects. Through the selection of cooperative units, we should strengthen two-way interaction, strengthen in-depth cooperation in joint education, cooperative education and joint enrollment, establish a joint management platform, improve the communication and consultation mechanism, constantly seek benefit-matching point in the long-term in-depth cooperation, and enhance the stability and effectiveness of school-enterprise cooperation driven by interests.

3.5. Establishing a dynamic evaluation system of multi-party participation in talent training

The core goal of modern apprenticeship in applied technology colleges is to improve the quality of talent training, not to train “student workers”. Therefore, it is necessary to construct a dynamic evaluation system with multi-participation to ensure the quality of talent training. The participants in the talent training evaluation system should be the main body of apprenticeship activities such as industry, enterprises, third-party institutions, governments, schools, and students. The evaluation content of the evaluation system should cover both theory and practice.

3.6. Co-construction of practice and training base by school-enterprise cooperation

In the practice of modern apprenticeship, both schools and enterprises can carry out in-depth cooperation by co-constructing practice bases. We should make full use of the advantages of human resources, management technology and enterprises in higher vocational colleges in terms of capital and management, and achieve complementary advantages. Practice training base is built and managed by schools and enterprises. It can undertake both practical teaching tasks and production tasks of some enterprises, so as to achieve win-win cooperation between schools and enterprises.

4. Long-Term Development Mechanism of Applying Modern Apprenticeship Talent Training Mode in Colleges of Applied Technology

4.1. Constructing the framework system of national modern apprenticeship development

Modern apprenticeship not only pays attention to the cultivation of current post skills, but also to the cultivation of post migration ability and comprehensive quality. It is necessary to strengthen the cultivation of students' recessive professional qualities in their own image, personality, values, attitudes and internal driving forces through theoretical and practical teaching. The modern apprenticeship talent training mode with the strength of enterprises and schools alone can hardly support a high-level professional talent training system. Therefore, the modern apprenticeship system must rise to the strategic height of the key way of national human resources development. Implementing modern apprenticeship as a national development strategy requires not only the incorporation of modern apprenticeship into applied technology-based education system, but also the establishment of a set of national professional standards and curriculum standards system for related majors to fundamentally standardize the talent training mode of modern apprenticeship, so as to avoid all kinds of bad speculative behavior in the process of apprenticeship training by enterprises and improve modern apprenticeship. Quality and benefit of personnel training.

4.2. The qualification standard of modern apprenticeship training enterprises and the recognition Procedure of talents training

As the main stakeholders in the modern apprenticeship system, the qualifications of enterprises directly affect the quality of personnel training in the modern apprenticeship system. However, in practice, all applied technology-oriented colleges and universities have signed cooperation agreements with enterprises by themselves, and there is no standardized enterprise qualification standards and identification procedures. Through standardized enterprise qualification certification standards, shielding some enterprises with weak qualifications from entering the personnel training team can effectively improve the stability of school-enterprise cooperation and avoid enterprise speculation to the greatest extent. Enterprise qualification standards can be promulgated in the form of industry standards or laws and regulations on the basis of the successful practical experience of modern apprenticeship, providing guidance for the selection of applied technology-oriented colleges.

4.3. Explore the interests of all parties and build a long-term driving mechanism

Schools, enterprises and students are the main participants in the modern apprenticeship system, as well as the most intense participants in the interest game. At present, the school's interest appeal is to promote the reform of talent training mode through the modern apprenticeship system to improve the quality of talent training; the enterprise's interest appeal is to obtain human resources that meet its needs and positive social influence; the core interest of students is to get high-quality professional training and practical opportunities, improve professional ability and professional quality, so as to achieve high-quality employment. The demands of the tripartite interests of schools, enterprises and students are both contradictory and unified. The key is that the tripartite can continuously explore the joint points of the interests of all parties in the process of long-term cooperative exploration, and construct a long-term cooperative mechanism driven by interests. In the process of building a long-term cooperative mechanism, the social environment and the government can be guided with a more positive attitude. For example, the government can enhance the enthusiasm of enterprises to participate in apprenticeship through incentives such as policies and tax incentives. Schools can make use of their talents and human resources to provide intellectual and technical guidance and human support for the development of enterprises so as to effectively promote the modern apprenticeship system's development.

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