

# **Innovation and Practice of Talent Cultivation Mode of Modern Apprenticeship in Higher Vocational Technical College**

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**Keywords:** modern apprenticeship; talent cultivation; innovation; practice

**Abstract:** The modern apprenticeship is in fully implementing stage in the current talent training mode of higher vocational education. Combined with the practice of dual-subject talents cultivating model by Hubei Transportation Vocational and Technical College and Wuhan Red Star Macalline expo household square development Co., Ltd, this paper analyzes the connotation and current situation of talent cultivation of modern apprenticeship, and puts forward deep-cooperation and common training between enterprise and school as the key to the cultivation mode of modern apprenticeship, which reflects the advantage of dual-subject talents cultivating model.

## **1. Introduction**

Higher vocational technology education has already entered a gold period, how higher vocational colleges to grasp the current opportunity, effectively build modern apprenticeship training mode, and train Specialized- technology talent who can adapt to the need to production, construction, management and service.

## **2. The Connotation of Modern Apprenticeship**

### **2.1 The difference between modern apprenticeship and traditional apprenticeship**

Modern apprenticeship has become the dominant mode after World War II, which originated in the Federal Republic of Germany vocational education. Essentially, modern apprenticeship is inheritance of traditional apprenticeships, both participants are master and apprentice, master trains disciple directly, emphasize “learn in practice” and “practice in learn”. But modern apprenticeship is based on innovation of traditional apprenticeship in personal relationship, and has some significant change compared with the traditional apprenticeship, such as the background of being formation, and value of education, the body and system of the apprenticeship, as well as the relationship between teachers and students.

### **2.2 Background and connotation of modern apprenticeship**

The adjustment of China's industrial structure puts forward new requirements for the construction of talent cultivation mode in higher vocational colleges.

The industrial structure also evolved with the following main performance:(1) in the whole industry structure, the advantage industry has turned gradually from first industry to the second and third industries; (2) from the basic industry to the new and high technology industries;(3) from labor-intensive industries to knowledge, technology and capital-intensive industries that represented by telecommunications and internet.

Increasingly serious employment conflicts poses a new challenge to the construction of talent training mode in higher vocational colleges

Higher vocational colleges is to train practical, technical and skilled talents. These talents have professional theoretical knowledge and practical skills, and will serve for the first line of production and management in the grass-roots level. The higher vocational colleges, although constantly improve the training mode, but still not yet get rid of the planned economy color, and doesn't solve the employment problem due to the expansion of enrollment and separation of teaching and

practice.

### **3. The Present Situation of Talent Cultivation of Modern Apprenticeship**

Although modern apprenticeship pilot work has obtained certain results, but there still is a big gap compared with developed countries in many area such as, modern apprenticeship education system has not yet established and still exists many problems in concrete operation and implement effect. some higher vocational colleges doesn't think and under modern apprenticeship enough and implement well. not to implement modern apprenticeships; Some vocational colleges did cooperate with enterprise well enough, the cooperation mechanism is not sound and unattractive to enterprise. In addition to the relevant supporting measures of modern apprenticeship are inadequate. So the enterprise are unwilling to participate fully.

### **4. The Practice of Talent Cultivation of Modern Apprenticeship**

The basis of the pilot of modern apprenticeship system in our college, take environmental art design major as an example.

The environmental art design major of our college belongs to the major construction of the school, and has successively cooperated with many listed companies in such area hiring talent to be mentor, establishing full-time and part-time teacher database of school and enterprise. This major has established more than 10 after-school training base in enterprises in Hubei province, signed strategic cooperation agreement with a listed company, and build a partnership with three companies to cultivate professional talents in order, to explore the talent training model of joint-recruiting students by college and enterprise together, as well as of co-managing in training, internship and employment.

The relevant measures of the modern apprenticeship system in our college, taking the major of environmental art design as an example.

Clear target of talent training. Environmental art design have three years of professional education, aim to cultivate all-round and sustainable development, high-qualified and high-skilled talents, those who have spirit of innovation, master the basic theoretical knowledge of environmental art design, have integrated practice ability and overall-design ability in art, engineering and design area for architecture, urban planning, landscape design, interior design, etc.

Joint enrollment of college and enterprises. In modern apprenticeship training mode, joint-recruiting by college and enterprise, which making the school's admissions and company's recruitment organic fusion can maximize the common interests of both parties and at the same time can better realize the dual-identity of the apprentice, lay a solid foundation for college-enterprise joint management. Based on the school enrollment situation, the school research and communicates with enterprise about students demand admissions every year, makes and carries out admissions plan with enterprise together, as well as in conducting admissions propaganda and interviewing. In order to further clear the student's dual-identity of apprentice and student, students, schools and enterprises will sign a tripartite agreement in accordance with the principle of two-way choice, in which the rights and interests of all parties and the jobs, teaching content, rights and interests safeguard, award compensation of apprentice are clear in which.

### **5. Conclusion**

Joint management and comprehensive evaluation of school and enterprise. Due to the dual identity, modern apprenticeship apprentice undertake the double task of learning and apprentice at the same time. In enterprise, they are enterprise employees and undertake the responsibility of the enterprise development and at the same time enjoy the rights and interests of enterprise employees. They need to abide by the management system and accept the post appraisal of enterprise. Therefore, the joint management and comprehensive evaluation of both college and enterprise is inevitable, in which there are two work to do: The first one is to sign two contracts, that are the

contract between apprentice and enterprise, as well as the contract between college and enterprise. The second one is to jointly develop a common teaching management system, dual mentor appointment, training system and apprenticeship assessment system, etc., and implement joint management.

## **References**

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