

The Implementation Path of "1+x" Certificate System Based on the Integration of Industry and Education

Rui Shi

School of Foreign Language, Jilin Business and Technology College, No.1666 Kalunhu Street, Changchun City, Jilin Province, China

853427205@qq.com

Keywords: Integration of industry and education, "1+x" certificate system, Implementation path

Abstract: The implementation of the "1+x" certificate system can promote internal updates of majors, drive internal innovation of majors, and cultivate the comprehensive abilities of every student. At the same time, from the perspective of employment guidance, it triggers students to think about their future careers and helps them build mature career goals. This article mainly discusses the significance of implementing the "1+x" certificate system for English majors, the impact of industry education integration on the implementation of the "1+x" certificate system for English majors, and the implementation path of the "1+x" certificate system for English majors based on the integration of industry and education. It emphasizes the reform of English majors' resource, practice, and assessment sections through the application of the industry education integration model, and closely following the "1+x" certificate system of Ministry of Education of our country, so that the work related to the "1+x" certificate system is truly implemented.

1. Introduction

In the process of implementing the "1+x" certificate system, English major teachers face various problems, such as "insufficient vocational education resources", "dispersed interdisciplinary resources", "outdated practical projects", "incomplete practical conditions", "single educational subject", "assessment mechanism not suitable for actual situations"... After applying the integration model of industry and education, various forces begin to flow towards the English major, and teachers can rely on external forces to explore and innovate, successfully promoting the implementation of the "1+x" certificate system. The implementation path of the "1+x" certificate system for English majors under the integration of industry and education is explored, aiming to deeply analyze the advantages of relevant industries, and form a more comprehensive resource library, a more perfect practical system, and a more advanced assessment mechanism, so as to deeply integrate English majors with the "1+x" certificate system and cultivate English professionals with "multiple skills", "multiple strengths", and "multiple development".

2. The Significance of Implementing the "1+x" Certificate System

The comprehensive implementation of the "1+x" certificate system in English majors can guide students from multiple levels. At the knowledge level, students are increasingly valuing knowledge expansion and accumulation. At the ability level, students are committed to developing comprehensive abilities. At the development level, students closely monitor the operations of various industries and pay attention to the employment and entrepreneurial environment.

2.1. Promoting the construction of the English major

After the implementation of the "1+x" certificate system, English teachers should integrate diverse educational resources from an "X" perspective, including "other professional resources", "quality education resources", "innovation and entrepreneurship resources", "social news resources", etc., with a focus on highlighting the richness and progress of the English major. From this perspective, the "1+x" certificate system can promote resource updates and integration, and affect

the internal construction of the entire English major. In addition, through the "1+x" certificate system, there is no longer a state of alienation between English major teachers and other educational subjects. For example, guided by the "1+x" certificate system, schools need to create some conditions[1], such as "inter professional teacher exchange meetings", "multi subject joint innovation studios", "long-term mechanism of school enterprise cooperation", "industry-university-research education platform", etc. The cooperation and collision between different educational subjects can generate good ideas and methods, further improve the English major, promote professional construction and development.

2.2. Cultivating students' comprehensive vocational abilities

The active implementation of the "1+x" certificate system in the English major is conducive to the personal development of students and the cultivation of their comprehensive professional abilities. For example, by combining the "1+x" certificate system, integrated practical training projects are carried out. By setting up "integrated practical training programs" to combine English professional skills with skills in other fields, we aim to enhance students' comprehensive application abilities, encourage them to focus on both foundation and expansion, and strive to become applied talents with strong comprehensive abilities, better serving society. On the other hand, by combining the "1+x" certificate system, "X" direction competition activities will be carried out. By carefully studying the connotation of the "1+x" certificate system, English competition activities in the "X" direction will be planned, such as "English Accounting Knowledge Competition", "English Computer Skills Competition", "English Art Performance Competition", etc. [2]. During the activity, teachers can permeate the learning requirements and scope of the "X" direction, inspire students' thinking in a relaxed and natural way, remind English major students to continuously strengthen their professional comprehensive abilities, and actively adapt to social development.

2.3. Strengthen students' professional awareness

In order to better convey the "1+x" certificate system, English major teachers need to deeply analyze the various professions behind "x" and provide systematic vocational education for students. In this process, teachers can focus on various dimensions such as "career psychology", "career habits", "career abilities", "career achievements", etc., guide students to think about the future, help students understand the meaning of career, make students realize the impact of career on their entire life, encourage students to establish career ideals as soon as possible, and prepare step by step. In addition, under the guidance of the "1+x" certificate system, the development of English majors is becoming increasingly open, and external forces are beginning to emerge. On campus teachers and students are starting to go out, and students are becoming more familiar with English related industries, professions, and positions. Taking "school enterprise cooperation" as an example, in various platforms provided by enterprises, students can access complex English materials and tasks. From the perspective of "employers", they can accurately position their personal abilities and use their "shortcomings" as a driving force. Through personal efforts, they continuously make up for the "shortcomings" and adapt to the workplace environment and interpersonal relationships[3]. From this, it can be seen that the "1+x" certificate system not only points to English majors on campus, but also to English related industries outside of campus, thereby promoting the connection between English majors on campus and enterprises off campus, infiltrating real career information to students, and strengthening their professional awareness.

3. The Impact of Industry Education Integration on the Implementation of the "1+x" Certificate System

The English major implements a "1+x" certificate system, which has certain requirements for resources and environment. Actively building a model of integrating industry and education can highlight industry information, enrich practical teaching, and invite different educational subjects to form a pattern of "multi subject cooperation and supervision", fully supporting the "1+x" certificate system.

3.1 Highlighting industry information

After applying the industry education integration model, the impact of industry information on English majors becomes more prominent. For example, enterprises with English business as their characteristic have begun to connect with English majors, hoping to discover and cultivate more outstanding talents. In this process, enterprises can provide core and detailed industry information, form resources in the "x" direction, assist English professional teachers, and promote the comprehensive implementation of the "1+x" certificate system[4]. In addition, under the influence of the integration model of industry and education, enterprises from different fields can unite and transmit industry information to English majors in the form of an "educational community", laying the foundation for the "1+x" certificate system and supporting schools in implementing the "1+x" certificate system. Moreover, the formation of an educational community can quickly establish a "1+x" education base. In this base, industry information plays an important role, and every educational work needs to be related to industry information. In other words, students can timely learn about industry information and perceive industry trends.

3.2 Enriching practical teaching

Driven by the integration of industry and education, the practical teaching of English majors has undergone a series of changes, which are more in line with the requirements of the "1+x" certificate system. For example, it is necessary to carry out practical projects with different levels of difficulty. After various enterprises participate, they can base themselves on the market environment and put forward higher requirements for the difficulty of English professional practice projects. Relevant teachers need to step out of their comfort zone, rebuild practical projects, and adopt a progressive approach to highlight the difficulty level, in order to meet the requirements of various enterprises. At the same time, combining the "X" skills in the "1+x" certificate system, we have carried out school enterprise cooperation and industry education integration with relevant industry enterprises, enriching practical teaching content and improving practical teaching conditions. The participation of numerous enterprises can achieve "intelligence collision" and "resource sharing", and provide a series of conditions to support the practical teaching of English majors. Moreover, during the integration of industry and education, teachers are not the only educators and are no longer in a state of isolated exploration. Teachers can assign practical teaching tasks based on the "1+x" certificate system[5], reform the traditional practical teaching system, make the goals of practical teaching clearer, the content truly rich, and have a certain degree of extension, which is more in line with social needs.

3.3 Increasing the subject of education

The integration model of industry and education is not a collaboration between a single enterprise and a school, but rather a collaboration between multiple enterprises and fields, as well as interdisciplinary and cross-professional cooperation. From this perspective, English majors can leverage the integration of industry and education to invite different educational entities to jointly promote the "1+x" certificate system. For example, based on the integration of industry and education, we invite outstanding employees from various enterprises, relevant disciplines, and professional teachers to participate in the entire education process, forming a comprehensive education system of "enterprise personnel+full-time teachers+counselors", and uniting educational forces both on and off campus to jointly educate people. In the process of education, by specifically studying market and customer needs, a "'1+x' English major education plan" is formulated to guide students in correctly consolidating professional knowledge and effectively expanding interdisciplinary and cross-professional related knowledge. For example, under the call of the industry education integration model, university English teachers may visit the management of various enterprises, draw on the thinking and management experience of managers, and create an advanced "enterprise management+teacher team" working group[6]. Enterprise management can focus on sharing "how to manage talent", while teacher teams can focus on explaining "how to cultivate talent". Both parties can offer "English major '1+x' guidance courses" based on the

learning situation of students, to help them obtain accurate "X" information. At the same time, both parties can create conditions together to motivate students to participate in expanding learning, respond to the educational philosophy in the "1+x" certificate system, and exercise and improve the "X" skills in the "1+x" certificate system.

4. Implementation Path of "1+x" Certificate System Based on the Integration of Industry and Education

Based on the integration of industry and education, the execution of the "1+x" certificate system in English majors is stronger. Relevant teachers can create a resource library under the "1+x" certificate system, establish a practical teaching system under the "1+x" certificate system, set up an assessment mechanism under the "1+x" certificate system, and integrate the "1+x" certificate system into various educational processes.

4.1 Building a teaching resource library under the "1+x" certificate system

In the context of integrating industry and education, schools can create an English resource library under the "1+x" certificate system. For example, according to the mechanism of integrating industry and education, regular "diversified education subject exchange meetings" are held, with the "1+x" certificate system as the core, to carry out "high-quality resource docking", "common resource classification", and "important resource storage". Education resources with strong relevance and timeliness are included in the resource library of the English major, providing sufficient and suitable educational resources for the implementation of the "1+x" certificate system. For example, following the mechanism of integrating industry and education, establishing a "resource centralized docking platform" between different educational entities based on the "1+x" certificate system, handling the following tasks like A. daily used resources; B. Daily unused resources; C. Daily required resources; D. Daily addition of resources [7] and so on. Through this platform, teachers can centrally process educational and teaching resources related to "X" skills, update the English professional resource library in real time, and expand students' knowledge related to "X" skills.

4.2 Establishing a practical teaching system under the "1+x" certificate system

Using the integration model of industry and education, a practical teaching system for English majors will be established under the "1+x" certificate system. Different industries often master skills with different characteristics, treating English skills as "1" and other skills as "x", constructing a practical teaching system of trinity that combines practical teaching activities in class with those out of class, on campus with off campus, at home and abroad, reflecting the international characteristics of English major education. By adopting a model of integrating industry and education, deepening school enterprise cooperation, establishing on-campus training platforms and off-campus internship training bases that match the "1+x" certificate system, designing and carrying out multi-dimensional practical training activities, students are allowed to be exposed to real and complex business content, and test their performance at the "X" level [8]. At the same time, we will carry out paid internship programs in English speaking countries to improve students' practical English language skills. By establishing a comprehensive practical teaching system with its own characteristics, it not only enhances students' professional abilities, but also satisfies their curiosity and learning needs in the field of "X", and exercises and improves their "X" skills. The "1+x" certificate system emphasizes the integration of one's own profession and vocational skills, therefore students should not only obtain the certificate, but also engage in society and apply what they have learned. From this perspective, a practical teaching system is constructed through school enterprise cooperation and integration of industry and education, utilizing the internal environment and business of the enterprise to enable students to apply what they have learned and truly achieve a "1+x" level of ability.

4.3 Setting up an assessment mechanism under the "1+x" certificate system

The assessment methods for English majors will be reformed through the integration of industry and education. An assessment mechanism will be established under the "1+x" certificate system, enterprise assessment content incorporated into the assessment process for English major students, and enterprises involved in the assessment of students. In terms of assessment content, enterprises can provide classic cases as a speculative test, highlighting the "X" characteristics of English majors. For example, a test question is set- "When consulting business contracts in English, some staff members may interpret them casually due to unfamiliarity with some proprietary terms, while others may refuse to consult. If it were you, how would you handle this situation?"... Students can contact their personal life experiences and answer such questions seriously, with a focus on assessing their professional abilities and qualities, rather than pursuing standardized answers. In terms of assessment forms, enterprises can build some situational examination rooms according to the assessment requirements of the school, such as "office situation", "production workshop situation", "customer dispute situation", "sales situation", "training situation"... Students should pay special attention to: (1) understanding the characteristics of the situation and quickly entering the story situation; (2) Find their own roles and exert their subjective initiative reasonably; (3) Collaborate with their classmates to drive the story context. This situational assessment can achieve "two more". Firstly, it assesses more students simultaneously, and secondly, it assesses more aspects of students. After observing the situation, English teachers can quickly discover the strengths of students, and students can immediately realize their shortcomings in professional abilities by being personally on the scene.

5. Conclusion

In summary, the integration of industry and education brings many convenient conditions and opportunities for the implementation of "1+X" certificate system, based on which to implement the "1+x" certificate system can help improve students' professional awareness, quality, and ability, and promote the construction of English majors in the new era and stage. In this process, English major teachers should actively participate in building a resource library under the "1+x" certificate system, ensure the richness of English major educational resources, pay attention to the updating mechanism of educational resources. They should also build a practical teaching system under the "1+x" certificate system and conducting multi-dimensional practical training, set up an assessment mechanism under the "1+x" certificate system, highlight the speculative nature of the assessment content, emphasize the contextualization of the assessment form, and highlight the assessment of the mastery of "X" skills. It should be noted that the significance of implementing the "1+x" certificate system is not to force students, but to motivate them. In the process of implementing the "1+x" certificate system through the integration of industry and education, it is also necessary to consider the wishes of students, involve them in the planning process, fully tap into their subjective initiative, and better enhance their professional abilities and qualities.

Acknowledgement

2021 Jilin Province Vocational Education Research Project "Research on the Difficulties and Countermeasures of Implementing the "1+x" Certificate System for English Majors in Applied Universities in Jilin Province - Taking Jilin Business and Technology College as an Example", Project Number: 2021XHZ037.

References

[1] Yang Kunyan. Research on student education management strategies for Sino foreign cooperative education projects from a cross-cultural perspective [J]. Education and Teaching Forum, 2020 (40): 11-12

- [2] Sun Weilin. Research on the Curriculum Construction of Business English Majors in Local Applied Universities under the Guidance of the Business English Standards[J]. Teaching and Research of Business English, 2019, 16 (2): 241-242
- [3] Zhang Dapeng. Innovation in the training mode of business English professionals in the era of "Internet plus" [J]. Teaching in Forest Areas, 2019 (06): 74-75
- [4] Dai Jianhua, Mao Li. Research on the Construction of Industry Education Integration Training Base from the Perspective of Professional Groups - Taking Digital Business Professional Groups as an Example [J]. Industrial and Information Education, 2021 (07): 90-94
- [5] Long Zhiyong, Qian Mengyu. Exploration of English Speaking Teaching in Vocational Colleges under the Background of "'1+x'" Certificate [J]. Modern Commerce and Industry, 2020 (17): 174-176
- [6] Chen Biling. Research on the Optimization of Talent Training Model for Business English Majors in Higher Vocational Education under the Background of the "'1+x'" Certificate System [J]. Modern English, 2020 (21): 112-114
- [7] Ren Ruina. Research and Practice on the Integrated Teaching Model of Vocational College English "Job Course Certificate Competition": Taking Yuncheng Vocational and Technical University as an Example [J]. Western Journal, 2020 (20): 86-88
- [8] Wu Haiyan. Training Strategies for Business English Majors in Higher Vocational Education under the "'1+x'" Certificate System [J]. Chinese Journal of Multimedia and Online Teaching, 2019 (32): 144-145