

Research on "Two Targeted Tasks" Training Mode for Higher Vocational Talents

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Abstract—In higher vocational colleges, students' job positions scarcely match their professions, the career competence of graduates does not meet the requirements of enterprises, and these students are facing heavy pressure of employment. In view of these problems, this article analyzes the characteristics of training mode in vocational colleges, and explores "two targeted tasks", a new model which refers to school-enterprise targeted connection and targeted education. By making specialty setup connected with industry development, curriculum reform connected with career competence, teaching process connected with the producing process, and technological service connected with the enterprise requirement, the four aspects of connection are obtained, and the aforementioned "two targeted tasks" are achieved.

Keywords—*targeted education, connection, training objective, teaching process*

Under the current Internet boom, new technologies such as artificial intelligence, big data, and blockchain are affecting the in-depth development of education, and making a considerable impact on the reform of vocational education. Guangzhou Nanyang College attaches great importance on the all-round development of students, thus actively promote this reform.

China's higher vocational education development has gone through more than 30 years, and has already explored a set of reform methods and approaches. In particular, after the past ten years of hard work and exploration, considerable strides were made in school-enterprise cooperation and integration of production and education, progress were achieved in collaborative education and development. However, the gap remains. Most of the schools and enterprises are merely willing to accept interns and provide internship for higher vocational students, instead of cooperate more extensively. Since there are few students whose positions match their specialties, and the career competence of graduate does not meet the requirements of the company, most companies become chargeable trainers. The knowledge gained from school can hardly applied to the workplace, enterprises and colleges can't share teachers, leading failure in joint education between two sides[1].

In the conference to convey, study and thoroughly implement the spirit of the 19th National Congress of the Communist Party of China, the director of the Department of Education of Guangdong Province, Jing Li Hu proposed that "higher education should rise based on accumulated strength, vocational education should get instant effect, and basic education should be developed in all-round manner." The best

way to gain instant effect in vocational education is to conduct targeted connection between school and enterprise as well as profound integration of production and education. We should focus on targeted education, take ourselves as part of the enterprises, take their thoughts, needs and standards seriously, and apply for employment actively and humbly, so as to open the channel for higher vocational talents, and put the targeted connection and education into practice, including colleges and enterprises.

I. "THREE DIFFICULTIES" IN THE PROCESS OF TRAINING HIGHER VOCATIONAL STUDENTS

"Three difficulties" refers to problems occur in the process of training higher vocational students recent years. On the one hand, schools think highly of cooperation and actively seek mutual assistance from enterprises, while some enterprises hope interns can immediately start to work, or deal with graduates by training. This "one being active, one being calm" relation causes employment pressure to graduates. On the other hand, the inadequate interaction with enterprises and limited work experience on site make it difficult to develop double-position teachers, making the training direction, quality and level of students not able to adapt the needs of society. What's more, schools lack places for practical training, thus teachers can hardly make full use of practical resource.

In the face of these problems, through the pilot of the School of Information, we studied the "two targeted tasks" training model (school-enterprise targeted connection and targeted education).

II. THE ANALYSIS OF KEY CONTENT OF TARGETED CONNECTION

In the 1980s, from vocational colleges to the integration of three types of education (general education, vocational education, and adult education), in terms of training objective of higher vocational talents, the answers among different stages are basically the same: to cultivate application-oriented, practical or specialized talent that work in the front line of production, service, construction and management. In the 1990s, education has been constantly adjusting in accordance with economic development, social change and technological progress, and always on the road of reform. The education objectives are clear, and gradually become profound and complete, more and more mature. Thus form the modern talent training objectives in the current vocational education system, that is, develop high-quality and highly skilled personnel.

The target of high-quality and highly skilled personnel is set in consideration of two aspects. One is the skill: they should be at the top of the skilled talents, with the exquisite skills that the general skilled talents do not have, and the ability to solve complex, critical and unconventional problems which are greatly technical. The second is the comprehensive quality: they can propose strategic solutions for their work and organize the implementation of this technical capability. They must also have a human spirit, scientific spirit and innovative spirit, as well as strong organization capability and ability to comprehensively apply various knowledge to solve practical problems[5].

In different periods, the state has different requirements for talents, and the training objectives of higher vocational talents should be set in line with that of the nation. The exploration of the content of targeted connection can be conducted through the following three aspects.

A. Targeted Connection with Talent Training Objective

From the 1980s when train talents to be application-oriented, practical talents and expertise, to a period when train for high-quality and highly skilled professionals to today's high-quality and highly skilled personnel[3]. Clarify the training objectives at the current stage and the correct development direction of the colleges.

B. Targeted Connection with Career Competence Standard and Continue to Deepen the Integration of Production and Education

According to the talent training objectives that have been set, connect the human resource of enterprise with career competence standard, and continue to deepen the integration of production and education, so as to achieve the transition from a one-way talent chain of supply-demand to the ecosystem model of collaborative education supply-demand-supply. "Promote innovation and entrepreneurship in high-level universities talent training, and provide students with diverse growth paths" [6].

The college aims to cultivate the spirit of craftsmen, professional ethics, vocational skills, employment ability and entrepreneurship in accordance with its own orientation and actual needs, and start with the formulation of training programs for specialized personnel, attach importance to tapping the important role of enterprises as the main body, adequately absorb enterprises' professional standards, and give full consideration to schools' software and hardware facilities, actively listen to the views and suggestions of all parties to develop professional training programs.

C. Connect Talent Training Scale and Strive to Be a "Four High" Teacher

"Four high" teacher refers to high-quality, highly skilled, highly qualified and highly educated. Quality is combination of innate and acquired moralities and abilities, including ideological and political, cultural, professional, physical and mental qualities. On the macro level, it means to guide student well, and strive to be a good teacher. In practice, it requires teachers to regard themselves as a member of the school, make

personal development connected with that of the school, and get a sense of gain through development.

In holidays, teachers complete business practice and social services, enhance professional knowledge, solve practical problems, and acquire familiar skills.

They constantly improve their academic qualifications and work titles. The higher their academic qualifications are, the longer they study, the higher the level of knowledge they will acquire, the greater their ability will be to engage in advanced technology, the greater their space for improvement will grow.

In 2017, the college successively introduced 17 institutions, including the "subsidy scheme for high-level talents" and the "Interim Procedures on the selection and management of professional leaders and core teachers." They turn out to be effective instantly: 21 teachers were introduced within titles above vice-senior, 31 above master's degree. The structure of teachers has been gradually optimized. The reform has created a broad developing platform for the growth, success and achievements of all teachers, and formed a good atmosphere for further development of Guangzhou Nanyang College in pursuit of "four high".

III. SPECIFIC IMPLEMENTATION OF THE "TWO TARGETED TASKS"

The college introduces the key content of connecting from three aspects: training objectives, talent training scales and competence standards. There are different connecting contents for different colleges. The School of Information, for example, connect from four aspect: specialty setup, curriculum reform, teaching process and technological service, so as to achieve the training objective of school-enterprise targeted connection and targeted education.

A. Specialty Setup Connects with Industry Development

The college actively adapted to national strategies such as "Internet Plus", "Artificial Intelligence" and "New Urbanization Construction" as well as the needs of regional economic and social development in the Pearl River Delta, and then established specialized developing landscape of "centering on the computer application as a brand, extend growth space of animation, and develop of the Internet of Things". For those specialties that are easily connected to the target job, and with strong industry support, huge social demand, high success rate for first preference, and good employment prospect, the number of enrollment should be increased as appropriate; for those where the production and education is hard to integrate, and both the enrollment and employment are poor, dynamic optimization and adjustment should be conducted. In recent years, electrical automation specialty was merged into mechanical and electrical major, the application specialty was adjusted to mobile Internet of things specialty.

B. Curriculum Reform Connects with Career Competence

This curriculum reform makes the animation producing technology and the digital media specialty as pilots, which features and centers on application. Connect the standard of career competence, and construct the curriculum system and teaching content. set courses in a targeted way according to the

ability elements needed for the professional post (group), and at the same time create new teaching content in light of modern application technology, so as to promote and enhance the students' ability to adapt to the post, the ability to develop sustainably and the core competence of employment.

In the course of curriculum reform, the post standards of enterprise are deemed as the talent training objectives of comic major of cartoon specialty. We take care of professional knowledge and skills, and meanwhile take it as the technological standards for comic students the generality that the industry dominates enterprises. At the same time, we also pay great attention to the cultivation of professional attitude and quality, which will lay a solid foundation for the career realization and personal development of the lives of the graduates.

C. The Teaching Process Connects with Producing Process

At the end of the 2017, with the help of many leaders and enterprises, our School of Information signed contracts with four cooperative units: Guangdong Jinghao Information Technology Co., Ltd., Guangzhou Branch of Guangdong Kenfor Technology Co., Ltd., Guangzhou Branch of Beijing Digital China Instant Technology Service Co., Ltd., and Guangzhou Manyuanhuadao Computer Technology Co., Ltd. Among the four companies, Guangzhou Manyuanhuadao Computer Technology Co., Ltd. carried out ordered class project with students major in animation production technology and digital media, focusing on fostering students' original painting skills.

Schools and cooperating enterprises have constructed a long-term mechanism of collaborative education and innovation, which is of resource sharing and mutual benefit. In the sophomore year ordered class instruction was carried out, and in junior, students directly start internship in the enterprise.

D. Technological Services Connect with Enterprise Requirement

In connection with the actual or potential production needs of the cooperating enterprises, the college adopted relevant technology and appropriate method, and screened out the difficult problems that must be solved and carried out technological consultation and service. By jointly applying for national authorized patent, or make innovative effort together to tackle difficulties, to develop new types, new technologies and new services that meet the market needs. In addition, we

can also apply for research project together with enterprises through study and research platform.

IV. SUMMARY

Through connecting the four key links of "specialty Setup, curriculum reform, teaching process and Technological Service", the school-enterprise targeted connection and targeted education were realized. According to the new normal of industrial transformation and upgrading in Guangdong province, and in line with the developing requirements to targeted connection of specialties, we will deepen the school-enterprise cooperation, specify the training objective and orientation of specialty training, adjust and optimize specialty structure, give priority to setting up the related specialties of provincial key industries in Conghua City, strengthen the spirit construction, deepen the education and teaching reform, and improve the level of targeted education[4].

We will meet the 2.0 era of integration of industry and education with more active action, more open attitude and more advanced technology, and the make road of targeted education wider, brighter and farther.

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