

C. The Technological Line of Teaching Plan Revision

There are six key factors affecting the quality of talents, that is, a solid one top post of course, productive practice and training, internships, faculty, teaching and learning conditions, mechanisms and systems. The six elements have inherent logical relationship, as shown in Table 1.

Table 1 "Three Longitudinal and Three Transverse Model " of System Structure and Logical Relationships among the Six Elements of the Matrix Relation

	Teaching team	Teaching conditions	Mechanism and system
Integration of theory and practice of curriculum	Full-time and part-time	Integration of theory and practice professional classroom	Process management
Productive training	Full-time and part-time	Production type teaching workshop	The operation of enterprises, dual identity
Internship	Part-time and full-time	The integration of engineering cooperation enterprise learning position	Flexible management, staff management

The "Three Longitudinal and Three Transverse Model" is the basis of the logical relations among the six elements of the matrix, based on requirements of talent training process and enterprise implementation. A detailed revision of teaching plan is based on the professional reality, bringing it more in line with the requirements of the talent training and more practical; so as to improve the relevance and applicability of talent training, upgrade the quality of talents.

4. Basic Requirements for Formulating Work-integrated Talent Training Program

A. Precisely Positioning Professional Training Objectives

We should carry out full of industry research and analyze in-depth professional industrial base, development-orientation and job characteristics. Taking changes in market demand as the direction, we identify the professional position, which fully reflects the characteristics of higher vocational education.

B. Constructing Course System of Working Process Systematization

We should build courses system based on work process thought and release the control of discipline courses of thought. Training students integrated career capacity and promoting students career development as target, we carry out overall of career analysis, and arrange professional positioning of career growth course and typical work task, which is the basis for transformation into courses. "From completing simple work task to completing complex work task" of capacity development process as the basis for courses sort, we provide students learning opportunities of full work process, and achieve progressive realization of the learner to a worker role.

C. Organizing Course Content " on the Basis of Working "

The core element of the course is "how to work". We take effective occupational task analysis, make clear work

tasks of the course corresponds to professional research, such as "objects", "tools", "method", "organization of work" and "work requirements". We comb work process knowledge, and make clear learning content combined with teaching requires.

D. Selecting the Appropriate Carrier Design Teaching

According to the reality series, we design learning tasks to meet the professional development, from lower ability students stage an orderly, efficient strip into a higher stage of development. The carrier selection should take into account typical, coverage, feasible, activities design to meet the student's ability level and teaching needs.

E. Referring to the Requirements for Professional Skills Identification

We select a high degree of social recognition, well for student employment vocational qualifications. After specific analysis of their content and requirements, we optimize the curriculum system and teaching content, which enable students to obtain qualifications and at the same time to obtain the appropriate professional qualification certificate successfully.

F. Strengthening Cooperation between Schools and Enterprises to Increase Openness and Systemic Training Programs

Through cooperation between schools and enterprises, we make enterprises full participation in the development and implementation of training programs, which increase the practicality, openness and profession of teaching process. We gradually increase the proportion of outside top-post practice productive practice and training. Following the law of progressive increase, practice course, productive training and post attachment system should be arranged systematically at all stages.

G. Students ' Comprehensive and Sustainable Development

We insist moral first in education. We put Socialist core value system, and modern enterprise excellent culture concept into full talent training process, which enhance students' ethics and career spirit training. We advocate teaching of students for main, teachers for led, training students' self-study capacity, improving social adaptation capacity, and educating students with lifelong learning concept. Our goal is to train students' integrity quality, dedicated spirit, and responsibility consciousness, and compliance consciousness, that is, full development of high-end skills specifically talents.

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