

Research on the Connotation and Implementation Strategy of Major Construction Standards in Higher Vocational Colleges

Xinxin Li, Hongliang Lin

Shaanxi Transportation Vocational and Technical College Shanxi Xian 710018

Abstract: As the basis for the diagnosis and improvement of professional construction in higher vocational colleges, the professional construction standard can judge the degree of the process of professional construction and management in line with the standards and norms, and the performance of the results of professional construction and management. By discussing the connotation and significance of professional construction standards, this paper explores the strategies to promote the implementation of professional construction standards, that is, learning and publicity, understanding in place; Improve the system and form a system; Platform support, process trace and cultural construction, advocating quality, and laying the foundation for professional construction, diagnosis and improvement.

Keywords: Higher vocational colleges; Professional construction; Construction standards; Implementation strategy

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1. Meaning of professional construction standards

Professional construction standard is the vocational college professional construction of guidance, specification, diagnosis, evaluation and feedback programmatic document, put forward the professional talent training process should follow the specification and goals and requirements, guide and standardize the basic guidelines of professional construction practice, for professional construction and performance diagnosis and improve professional construction, standard, evaluation, to ensure that the professional construction and management work orderly, improve the quality of professional construction. Due to the different classification standards, the professional construction standards often appear in different classification forms. From the perspective of content, including professional teaching standards, professional construction, management and evaluation standards; formally, including performance standards, subject standards and time standards; from the whole life cycle of professional construction, including professional conditions and resources, including process, performance, and results standards, to follow national education laws and regulations, and considering the school development stage and accumulated characteristics, so professional construction standards have common, and its own characteristics and personality.

2. The necessity of the construction of internal professional construction standards

(1) The major is the basic unit and an important carrier of personnel training in higher vocational colleges, and the construction quality directly affects the quality of talent training. Due to the lack of specifications and guidelines for professional construction standards, Many higher vocational colleges have the following problems in the professional construction work: First, Professional development is more casual and blind, Lack of strict scientific demonstration and market research before the setting of new majors, There is no accurate understanding and grasp of the gap between the internal and external standards of professional development, However, it takes the value judgment and assessment and evaluation as the environment, Lack of SWOT analysis of professional development; second, Professional, purpose, Higher vocational colleges will deal with the passive psychology, The overall planning and design that cannot stimulate the development is not enough, Professional development goals are not clear enough, Its endogenous power and main role on the quality of professional construction, Insufficient ideas, measures and safeguard measures to continuously achieve the goal; third, The motivation of school and enterprise entry is insufficient. The cooperation mechanism is not sound, Not closely connected to the industry, business, and profession, The professional construction steering committee composed of senior professional title teachers, industry association (learning) association, experts of enterprises (affairs) units and technical backbone plays no obvious role, Professional positioning is vague, Talent training specifications are not clear, Not closely in line with professional posts; fourth, Professional construction stays on the surface, Only looking for quantity and scale, Lack of in-depth excavation of connotation promotion, The formulation or revision procedures of the talent training program are not standardized, The curriculum system is not highly targeted, The professional teaching team is weak, The construction of the experimental and practical training site lags behind, Lack of high-quality education resources, Educational concepts and educational methods are backward, Talent

training cannot meet the needs of the industry (enterprise); fifth, Lack of the operation rules of the professional construction system, Only some teaching routines or teaching systems that standardize the implementation links of professional construction, Professional construction and management process is random, Disorderly development of professional construction work; sixth, Lack of basic experience in the quality management of higher education, Emphasis on construction, light over management, Professional construction review, professional construction resource allocation and professional setting have a strong administrative color, Forms and methods are relatively extensive; seventh, The responsibility subject and authority of each key link are not clear, The autonomy consciousness of the professional teams of the secondary college and department is not strong, Lack of subjective initiative and creativity, It is difficult to form a strong cohesion and resultant force.^[1]

(2) Standard missing, need professional construction standards to make up for the existing education standards are mainly national or provincial standards, national standard is mainly the school construction standards, operation and management standards, teachers standards, discipline and curriculum system standards, directly related to professional construction in higher vocational colleges professional teaching standards, but it only stipulates the professional directory, professional ability standards and core curriculum standards, can not cover all the connotation and elements of professional construction. At present, the professional construction work of higher vocational colleges is mostly guided by various evaluations carried out at the provincial level, mainly for the management and dynamic adjustment of the major. For example, in order to improve the quality standards of professional talents and play the professional early warning function, Carry out the higher vocational professional certification; Chongqing has carried out the investigation of the professional development of universities to evaluate the professional competitiveness of universities, The Qualification Assessment Index System for New Majors of Higher Vocational Education was designed, To evaluate the new majors in higher vocational colleges; In order to improve the quality of talent training and improve the development ability of professional service industry, Carry out the evaluation of key majors of higher vocational colleges; In order to build a group of national leading brand majors with international influence, Carry out the professional brand evaluation... These assessments guide and promote the professional construction work to some extent, Help higher vocational colleges to find out the existing major construction and evaluation^[2]

3. The way to implement the professional construction standards

(1) As an important part of the internal quality assurance system, the internal professional construction standards of higher vocational colleges play a basic and fundamental role in the whole quality assurance system. Schools can carry out various forms of theoretical learning and publicity activities, learn from ISO9000 quality management concept, comprehensive quality management ideas, Sydney agreement in domestic and foreign vocational colleges professional construction quality assurance system, deep understanding the connotation of professional construction standards, value and construction principle, as professional construction and management process and performance diagnosis and improvement basis, establish the school internal quality assurance concept, improve the standard consciousness, specification and quality consciousness.

(2) Sound system, The formation of system professional construction standards is only some outline documents, To make the professional construction standards more guiding and directional, It is often necessary to formulate the corresponding professional construction norms to make it specific and detailed, For example, talent training plan formulation standards, curriculum standard formulation standards, classroom teaching implementation standards, school-based textbook development standards, network curriculum resource development standards, etc, This requires the need to sort out the existing professional construction and management system, What systems need to be improved, and what systems need to be newly built, According to the effectiveness of the system operation, the relevant responsibilities and rights of administrative functional departments and the secondary colleges (departments) resources are dynamically adjusted and allocated, And on the basis of the establishment of the professional construction of the diagnosis and improvement of the work system, Design of the corresponding diagnostic indicators and processes, Build a school-level professional construction, diagnosis and reform working group, To ensure the effective implementation of professional construction standards.

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About the author:

Xinyu Li (1990,11) sex:woman, nation:Han, the place of one's birth or origin:Shanxi Xianyang, professional ranks and titles:tutor, record of formal schooling:Master Degree Candidate , research area:The Application of Modern Educational Technology in Educational Teaching