



# An Analysis on the Training Mode of Specialized and Integrated Talents in Vocational Normal Colleges

Hanlei Li, Ligang Yang\*

Guangxi Vocational Normal University, Nanning, China

704446017@qq.com, \*752247900@qq.com

**Abstract.** Under the current reform wave of the characteristic development of higher education, vocational normal colleges must have their own unique requirements for talent training. The traditional teaching mode is difficult to realize the local, applied and teacher-oriented talent training. To achieve the goal of talents training with the integration of three characteristics, it is necessary to build a broader curriculum platform, more open learning classrooms and more diverse teaching subjects, including the "three curriculum teaching platforms" of discipline majors, vocational skills and educational technology, the "three classrooms" of discipline specialized courses, enterprise practice courses and vocational school education courses, and the formation of college teachers, vocational school teachers and enterprise teachers. The teaching team of the three subjects should jointly promote the reform of vocational teachers' curriculum groups. Its purpose is to explore and practice the construction of specialized innovation and integration personnel training mode and curriculum system under the current application-oriented undergraduate education and teaching system and mechanism, which includes professional integration, production-education integration and science-education integration.

**Keywords:** vocational teachers, specialized innovation and integration of personnel training.

## 1 Introduction

This paper focuses on the few vocational teacher colleges in China. Exploring how to strengthen the exploration and practice of the reform of curriculum groups of "three platforms", "three classrooms" and "three subjects" in the training of vocational and technical teachers is helpful to optimize the structure of personnel training, enhance practical teaching links, promote the diversification of teachers, strengthen school-enterprise cooperation and the integration of production and education, and promote the reform and development of vocational teacher education. The value of reference.

Since "mass entrepreneurship and innovation" was written into the Chinese government Work report in 2015, China's higher education sector has set off a wave of innovation and entrepreneurship across the board. How to strengthen the exploration and practice of the curriculum reform of "three platforms", "three classrooms" and "three

subjects" in the training of vocational and technical teachers, which will help optimize the structure of personnel training, enhance practical teaching links, promote the diversification of teachers, strengthen school-enterprise cooperation and the integration of production and education, and promote the reform and development of vocational normal education teaching, which has strong practical significance and reference Value.

## **1.1 Teaching Reform Theory**

### **German "Dual System" Education.**

In an effort to digest esoteric theories into practical application and enhance students' interest in learning, it generally adopts a large number of teaching models combining work with study, learning while working.

### **British "Sandwich Education".**

It combines subject education with practical work to provide students with more comprehensive education and career development opportunities. These include the academic stage, the work internship stage and the reacademic stage. Sandwich education model closely combines academic knowledge with practical work. Students can learn about the development of industries and enterprises through internship, and cultivate students' problem-solving ability and teamwork spirit.

### **"Cooperative Education" in the United States.**

Through the direct integration of school learning and practice outside of school, it emphasizes timely feedback, constantly promotes the updating and improvement of teaching content, and promotes the development of teaching.

### **Vocational Education in our Country.**

A hundred flowers are blooming, all in exploration. From the perspective of talent training mode, the emphasis is on the setting and exploration of talent training program, emphasizing the work process as the center of the Chinese characteristics of the integration of production and education training mode[1]; From the level of curriculum construction, teaching is an integrated teaching mode, professional standards are connected with the course content, and the teaching process is connected with the production process is a hot exploration; From the perspective of integration mode, the school government, the bank and the enterprise have formed a variety of modes, such as two + three + four.

## **1.2 Analysis of the Main Problems Existing in Personnel Training in Vocational Normal Colleges**

### **It is Difficult to Embody and Highlight the "Local" Characteristics.**

In terms of service orientation of talent training, local colleges and universities should first cultivate students' consciousness of taking root in the local area, deeply

cultivating the local area, serving the local area, and serving the local economic and social development. Schools must closely serve the local condensing their own school-running characteristics. However, in the real work, "local" education is often weakened and diluted, no matter in the use of textbooks, teaching concepts, teaching content, teaching methods, means and methods of teaching, "local" characteristics are difficult to reflect and highlight, the result is that students do not understand the local environment, unfamiliar with local industries and local enterprises, students' employment is not strong, employers are suitable for graduates The degree of satisfaction of students is not high.

### **" Professional "Characteristics are often Overlooked and Forgotten.**

In terms of the application of professional technical skills, most of the vocational normal colleges in China are application-oriented ordinary undergraduate colleges, and bear the heavy responsibility of training teachers for vocational colleges. This determines that compared with ordinary undergraduate colleges, vocational normal colleges have certain particularity, and have a strong connection with vocational colleges. The specific performance is in the training of vocational teachers, we should consider not only the training goal of application-oriented talents in ordinary undergraduate colleges, but also the "vocational" requirements of vocational education. In practical teaching, based on the orientation of application-oriented education, in terms of talent training objectives, it is usually to consider the requirements of application-oriented talent training and ignore the vocational characteristics.

### **Lack and Insufficiency of "Educational" Skills Training.**

In terms of highlighting vocational teaching ability, China's vocational normal colleges bear the responsibility of training professional teachers for middle and higher vocational colleges, and graduates should be able to "do, learn, teach, manage, educate and develop". They should have professional theoretical knowledge, vocational skills and be familiar with education and teaching technology. Obviously, the traditional application-oriented personnel training model is difficult to adapt to the requirements of vocational teacher training.

## **1.3 The Reform Measures of Talent Training Mode**

### **Building "Three Platforms".**

① Building teaching platforms for specialized courses. The subject professional course platform is the basis of normal university students' training. It covers the subject knowledge and theory that normal university students must master, and ensures that normal university students can learn the latest subject knowledge and theory. At the same time, combining the local characteristics and the characteristics of vocational normal teaching, some courses are set up that are closely related to the local economic and social development, so that normal students can better serve the local economic and social development.

②Build a teaching platform for vocational skills courses. Vocational skills course platform is the key to the training of normal university students, and an important way to cultivate their practical ability and professional quality. Provide more practical opportunities for normal students through school-enterprise cooperation, and set up courses closely related to the future career development of normal students in combination with professional standards and industry requirements.

③Build a teaching platform for educational technology courses. The educational technology course platform is an important supplement to the training of normal university students, aiming at cultivating their educational technology ability and information literacy. Pay attention to the grasp and application of modern educational technology, and improve the educational technology ability of normal university students[2]. At the same time, according to the development trend and application prospect of educational technology, the course content will be updated and optimized to promote the deep integration of information technology and education and teaching.

In the process of "three platforms" integration, emphasis is placed on the connection and cooperation between courses to ensure that normal students can learn from and promote each other in different course platforms.

### **Focusing on the "Three Classes".**

①College classes. College classroom, as a theoretical learning position for training vocational teachers, should pay attention to the cultivation of students' theoretical basis and professional quality[3]. By optimizing the curriculum, integrating educational resources and building a systematic theoretical learning platform, students can fully master the basic theoretical knowledge of professional courses, vocational education courses and normal education, and cultivate their ability to discover, analyze and solve problems.

②Vocational school classroom: Vocational school class-room is an important practice base for the training of vocational teachers. Through close cooperation with vocational schools, combining theoretical knowledge with practical teaching, students can have a deep understanding of the practical work of secondary vocational teaching in practice and improve vocational teaching skills[4]. At the same time, vocational school classroom can also provide normal students with opportunities to contact with secondary vocational students, so as to better adapt to the future teaching work.

③Enterprise classroom. Enterprise classroom is an important expansion platform for vocational teacher training. Through the cooperation with enterprises, the introduction of industry resources and development horizons, so that normal students can better understand the latest trends and trends of the industry, improve the vocational adaptability and comprehensive quality. At the same time, enterprise classes can also provide normal students with opportunities to communicate with entrepreneurs and industry experts, and expand their career development horizons and interpersonal networks.

### **Integration of the "Three Main Bodies".**

① College teachers. College teachers are the core link of curriculum cluster construction. They are responsible for the construction of the theoretical framework of the

course and the imparting of the academic content, ensuring the academic and forward-looking nature of the course group, and providing systematic theoretical teaching and practical guidance for normal university students.

② Teachers in vocational schools are an important supplement to the construction of curriculum clusters. With rich experience in vocational education and access to practical teaching resources, vocational school teachers participate in the design of practical content and the implementation of curriculum clusters to ensure the professionalism and practicality of these clusters.

③ Enterprise teachers. Enterprise teachers are an important force in the construction of curriculum clusters. Relying on industry experience and work requirements, enterprise teachers jointly formulate curriculum standards [5], jointly develop curriculum resources, jointly implement curriculum teaching, and establish evaluation and feedback mechanisms, this collaboration provides a real career environment and practical opportunities for normal students and promotes their career growth.

Curriculum group construction based on "three platforms, three classes, three subjects" focuses on the development of professional and vocational majors, four undergraduate majors [6], including financial accounting education, tourism management and service education, marketing education and applied electronic technology education, are taken as examples.

Three modular curriculum groups, namely, disciplinary specialized courses, vocational skills courses and vocational education courses, have been established. According to the professional construction objectives and personnel training requirements, each major has developed a curriculum teaching model and personnel training mechanism of "three platforms, three classes and three subjects", aiming to improve the quality and level of personnel training in vocational normal education.

In short, the "three platforms, three classes, three subjects" curriculum reform exploration and practice project based on vocational teacher talent training, its important innovation point is to form a vocational teacher education curriculum system and education model of "platform integration, classroom integration, and diversified subjects" through integration, integration and collaborative education.

## 2 Conclusion

To sum up, the talent training of vocational normal colleges with ability first and characteristics training is fundamentally based on the requirement of specialty and innovation integration, which requires the characteristics of the Times, international vision, Chinese characteristics and the innovative concept of "integration" to be rooted in the training of applied talents, the building and construction of social services and platforms. It will effectively promote the further integration and innovation of the professional construction oriented to the development of science and technology and the needs of industrial upgrading, and continue to develop and improve with the progress of The Times.

## Acknowledgment

The special project of the "14th Five-Year Plan" of Guangxi Education Science in 2022, named "Research on the Integration of Innovation and Entrepreneurship Education and Professional Education in Guangxi Applied Undergraduate Universities", number: 2022ZJY2780 phased results.

## Reference

1. Xie Zhiping, Ying Jianmin. A review of research on production-education integration in vocational education in China in recent ten years [J]. *Exploration of Higher Vocational Education*, 2018 (6).
2. Pan Bai, Liu Qinhua, Sun Huiting. Research on Practical problems and improvement Paths of Innovation and Entrepreneurship education in applied undergraduate universities [J]. *University*, 2022(19).
3. Liu Yufei, Kuang Zhijian, Li Yajuan. An empirical study on the relationship between professional identity, innovation efficacy and entrepreneurial intention of college students under the background of specialization and innovation integration [J]. *Innovation and Entrepreneurship Education*, 2020(06).
4. Wang Zhixue, Liao Junjie. How to integrate Innovation and Entrepreneurship Education with professional Education [J]. *Journal of Southern Vocational Education*, 2022(02).
5. Fan Luhua. Curriculum Standards and construction approaches of Applied undergraduate universities [J]. *Journal of Jilin University of Agricultural Science and Technology*, 2020(6).
6. Integrate ideological and political elements to deepen innovation and entrepreneurship education for college students. Turn from China education news web site <https://finance.sina.com.cn/jjxw/2023-01-04/doc-imxyyrat5856042.shtml>.

**Open Access** This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

