

# ”1+X” certificate system and integration strategy of secondary vocational automobile majors

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**Abstract:** In the context of the reform of vocational and technical education, the pilot work of the “1+X” certificate system has been constantly promoted. The “1+X” certificate system conforms to the characteristics of vocational education, is one of the important ways to promote the reform of vocational education, and is of great significance to the teaching of automotive majors in vocational colleges. This paper explores the application path of “1+X” certificate system in the teaching of automobile majors in vocational schools.

**Keywords:** “1+X” certificate system; Automobile specialty; Implementation path

In the “1+X” certificate system, “1” refers to the academic certificate, and “X” represents several skill certificates. This teaching system is intended to solve the problem that students only pay attention to their academic qualifications and lack of consideration of vocational skills when learning. The “1+X” certificate system is conducive to promoting the development of vocational education and training high-quality skilled talents. In 2021, the Ministry of Human Resources and Social Security will print and distribute the Notice of the “Fourteenth Five Year Plan” for technician education, which clearly puts forward the requirements for improving the training ability of highly skilled talents, emphasizes improving the training system of highly skilled talents in vocational colleges, comprehensively carries out vocational skills training, implements the enterprise’s new apprenticeship training plan, and promotes the identification of vocational skills. All these provide a basis and guarantee for the further improvement of the talent training mode of “1+X” certificate integration. The “20 Rules of Vocational Education” clearly points out that we should combine the “1+X” concept with the training of talents in vocational colleges, and realize the efficient development of secondary vocational education by optimizing the professional curriculum system, integrating teaching institutions, and exploring the effective path of secondary vocational education reform. The “1+X” system can enable students to define their learning objectives, consolidate their professional foundation, promote themselves to constantly improve their professional skills, and more actively adapt to the needs of the society, so as to enhance their competitive advantage.

## 1. Analysis of Problems in the Implementation of “1+X” Certificate System

Through the analysis of the current situation of automobile inspection and maintenance in secondary vocational schools, it can be seen that many schools are beginning to realize the role of the “1+X” certification system in secondary vocational education and actively promote the “1+X” certification system. However, in practice, there are still many problems

### 1.1 Incomplete professional curriculum system

When some colleges and universities implement the “1+X” certificate system, the certificate requirements and professional teaching requirements are scattered, which directly leads to the ineffectiveness of the “1+X” certificate system. In particular, the curriculum system of many colleges and universities shows the characteristics of fragmentation. The knowledge structure is relatively scattered and fragmented, leading to the “1+X” certificate system can not really play a role, resulting in poor student learning results. Therefore, the key to implementing the “1+X” certificate system is how to build a scientific and perfect curriculum system.

### 1.2 “1+X” certificate system supporting services are not perfect

In the process of implementing the “1+X” certificate system, some secondary vocational schools have imperfect operating mechanisms, especially the relatively weak problem of resource system construction, which directly affects the organization and implementation of the “1+X” certificate system. At the same time, education, guidance, services and other aspects are not in place, which is not conducive to the implementation of the “1+X” certificate system in secondary vocational schools. Vocational colleges should pay enough attention to these problems and take effective measures to solve them.

### 1.3 Incomplete course assessment system

When some vocational colleges implement the X certificate system, they do not attach importance to the construction of the curriculum system, especially the ability and quality of teachers are relatively poor. Some colleges and universities have insufficient and weak teachers, which is insufficient to support the “1+X” certificate system. Some colleges and universities do not provide teachers to participate in relevant skills training, nor encourage teachers to participate in skill level examinations, and even the construction of the learning system is relatively weak. The contents, methods, requirements, examiners and other aspects of the certificate assessment are not in place. At the same time, they do not attach importance to the effective connection with enterprises. They attach equal importance to “training” and “teaching”. The implementation of the “1+X” certificate system for automotive technology majors in secondary vocational schools is still an important content.

## 1.4 Lack of collaboration between schools and enterprises

School enterprise cooperation is an important supplement to school enterprise cooperation and an important foundation of the “1+X” certificate system. However, the goals of schools and enterprises are different. In order to improve the input and output profit margins of enterprises, enterprises are willing to invest a lot of manpower and material resources to research and develop new technologies, new processes and new materials and pursue economic benefits; Secondary vocational schools pay attention to talent training and improve the quality of talent training. The difference in school and enterprise concepts will affect the quality of “course certificate integration”, which will lead to the disharmony between the quality of talent training in secondary vocational schools and industrial development.

## 2. Reform of “1+X” Certificate Courses for Automobile Majors

### 2.1 Define training objectives

Secondary vocational schools should formulate corresponding talent training objectives based on the actual situation of their own schools, school running objectives, local economic development and the needs of local enterprises for talents. When training the professionals of automobile inspection and maintenance, colleges and universities should make clear what kind of talents should be trained by the “1+X” certificate system according to the post demand analysis. The “1+X” certification system is based on “X”, so the training of secondary vocational talents should strengthen the connection with professional qualification certificates, improve the accuracy of the work, so as to achieve the training goal of the “1+X” certificate system. Secondary vocational schools should strengthen the contact and communication with relevant departments, determine the examination requirements, adjust the curriculum system, and make the curriculum more closely connected. The automobile specialty of secondary vocational schools is to cultivate specialized talents who can meet the needs of automobile assembly, inspection and maintenance technical posts, strengthen the connection between the embedded level of courses and the vocational qualification certificate examination, standardize the specialty construction with professional examination standards, and combine with the development goal of vocational education, which is conducive to cultivating automobile talents with solid professional skills. Vocational schools can contact local enterprises, integrate practical teaching resources and play the role of “X” according to talent training objectives. Colleges and universities can introduce modern apprenticeship and order based talent training mode to improve the utilization efficiency of enterprise resources and improve the quality of practical training and teaching. In a word, secondary vocational schools should strengthen the implementation of the “1+X” certificate system, improve the utilization efficiency of existing teaching resources, and combine regional economic development and talent demand to enrich the content of practical courses, giving full play to the advantages of education and industrial integration. This can also improve the employment rate of the school and enrich students’ practical experience.

### 2.2 Optimize the curriculum system

According to the “1+X” certificate system, colleges and universities need to adjust the curriculum system, incorporate the examination content into the curriculum system, and strengthen the connection between vocational school teaching and vocational standards. In order to ensure the implementation effect of the “1+X” certificate system, the Outline of Automotive Vocational and Technical Qualification Examination and its related contents can also be incorporated into the curriculum construction. The school should carry out in-depth exchanges around the combination of production, teaching and research, absorb opinions from all parties, improve students’ quality and enhance their adaptability. For example, the school can set up a special examination research group to investigate the examination system, adjust the curriculum according to the market demand, and thus improve the students’ acquisition rate of vocational qualification certificates.

The “1+X” certificate system makes the theory and practice teaching more closely combined, and the advantages of automobile majors in vocational colleges immediately appear. At present, the curriculum system should also strengthen the setting of compulsory courses and elective course modules, enhance the richness and flexibility of course content, so that students have more choice opportunities. Vocational education should be flexible, and students should be given some free choices to play an irreplaceable role in their future work. The important idea of modern education concept is to give the educated a certain space of free choice. With the development of education concept, people have higher and higher requirements for learning enthusiasm and lifelong learning ability. Therefore, under the “1+X” certification system, secondary vocational schools should pay attention to cultivating students’ diversified employability, so that students can truly obtain the right to choose independent learning. When offering elective courses, the proportion of elective courses and compulsory courses should be reasonably determined to provide students with basic skills training and basis for selecting courses. This will not lead to the school cultivating students’ ability tendency, nor affect the development of students’ professional skills cognitive level. In addition, the school should provide rich vocational training courses, introduce various training methods, strengthen skills training, and improve students’ employment adaptability with flexible and diverse curriculum system.

### 2.3 Promoting the accommodation of courses and certificates

“Course certificate integration” is a new generalization and summary of the “four in one” of vocational education. In the new era, China’s industrial structure is constantly upgrading, and the quality of talent construction is constantly improving. The secondary vocational education must take effective measures to promote the integration of industry and education, and the construction of the curriculum and

certificate integration system, so as to improve the adaptability of secondary vocational education. Secondary vocational schools should take the construction of vocational education as a powerful starting point, and deepen the integration of industry and education as a starting point to explore an all-round, whole process, and all elements of the curriculum card integration mechanism.

“Course certificate integration” is an effective summary of long-term practical experience of vocational education. The core of the reform of “course certificate integration” is “course”, “classroom revolution” is an important means to promote the reform, “certificate” is a professional certificate, and “course certificate integration” further strengthens the connection between teaching standards and post standards, teaching processes and production processes. In a word, the course certificate financing is based on the post skill standards of the industry, combining production and education, with the goal of cultivating high-quality skilled talents and strengthening the training of post talents.

In 2018, the Research Institute of the Vocational and Technical Education Center of the Ministry of Education, entrusted by the Department of Vocational Education and Adult Education of the Ministry of Education, released the Announcement on Recruitment of Vocational Skills Training Organizations. After demonstration by professional institutions in relevant fields and relevant social units, in March 2019, the first batch of vocational education training institutions and vocational skills grade certificates and standards to carry out the pilot work of the “1+X” certificate system were selected and published from more than 500 effective applications, In July of the same year, the second batch of vocational education training evaluation organizations and the vocational skill grade certificates and standards developed by them were published. The formulation of the above vocational skill grade certificates and standards has pointed out the direction for course certificate financing, and also provided a strong guarantee for the formulation of the “1+X” certificate system talent training program. Therefore, the school should strictly control the entrance. It is necessary to “invite in” highly recognized certificates in the industry, and really use certificates to improve students’ professional skills, so that these certificates become the standard to measure students’ learning ability. At the same time, the school should strengthen quality monitoring, collect feedback information, and constantly optimize and adjust talent training.

## 2.4 Improve the evaluation system

Under the “1+X” certificate system, the teaching evaluation should integrate the requirements of professional skills standards, and strengthen the contact with automobile repair enterprises, industry associations, etc. and improve the assessment standards based on the situation that students have obtained the professional technical qualification certificates of automobile. The final examination should also be changed to a phased examination, which should be carried out in stages, focusing on the learning process and creating a good learning atmosphere. The assessment forms should be diversified, and the examination papers, special reports, practical project operations and other forms should be flexibly selected. In the assessment, it should be noted that because “1” is the basis of the “1+X” system, the school must strengthen the quality evaluation of students’ professional courses, improve the certification effect of graduation certificates on professional ability, and do a good job in the academic level test. Students who pass the test will not be able to obtain the graduation certificate. Secondly, when choosing “X”, we should comprehensively consider the value of the certificate, and choose a certificate that meets the vocational school students’ ability and high quality standards, so as to improve the recognition of employers. Vocational schools can subdivide students majoring in automobile in secondary vocational schools according to the above certificates related to automobile industry, in combination with factors such as students’ actual learning ability and future employment intention.

## 2.5 Strengthening teachers’ ability to build teaching reform team

In order to improve the quality of secondary vocational education and highlight the characteristics of secondary vocational education, the key is to build a team of “double teachers”. Under the “1+X” certification system, the training objectives of secondary vocational schools are similar to the requirements of vocational qualification examination, requiring students to have certain professional practice experience, and building a “double qualified” teaching team is an important factor to promote the effective implementation of the “1+X” certification system. Secondary vocational schools should strengthen the construction of teachers’ teams, enhance teachers’ sense of teamwork, and establish a structured team of teachers with “integrated functions, reasonable structure and clear tasks”. To this end, secondary vocational schools should first strengthen school enterprise cooperation to achieve two-way flow of school enterprise talent resources; We will explore and implement the system of rotation training for full-time and part-time teachers, strengthen teacher training, fill in the weaknesses of full-time and part-time teachers, and promote the collaboration of full-time and part-time teachers in professional construction, textbook development, technical innovation, project services, etc. As part-time teachers, senior technicians of automobile maintenance enterprises provide vocational skills training for students. This can not only introduce the practical knowledge of the industry into the campus, but also strengthen the practical atmosphere of the school and solve the problem of teachers’ lack of practical ability. They can also use extra-curricular knowledge to broaden students’ horizons. Students can also learn about industry development information from front-line technicians, master the employment situation, and prepare for future career development. Focusing on the quality cultivation of “double qualified” teachers, the training and evaluation system for “double qualified” teachers at the senior, intermediate and primary levels should be established; Establish the “double teacher” technical assessment indicators for school enterprise cooperation; Relax the educational standards of teachers; It is an important part of “1+X” teaching to open up the training channels for senior technicians, provincial chief technicians and other professional and technical personnel, and form a “full-time and part-time” and “reasonably structured” teaching team.

# Research on the path of College Counselors' integration into the "great ideological and political course"

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**Abstract:** Ideological and political education for college students is an important responsibility of counselors, and counselors' integration into the "big ideological and political course" is an important measure to improve the quality of higher education personnel training. In order to further achieve the established development goals, colleges and universities need to explore the educational responsibilities of counselors in the process of development, and explore the important value of College Counselors' integration into the "big ideological and political course", and then combined with the practical problems existing in the current work of counselors, implement effective improvement measures, so as to play the educational value of counselors and improve the quality of talent training. This paper explores the path of College Counselors' integration into the "great ideological and political course", and puts forward corresponding views.

**Key words:** college counselors; "Great ideological and political course"; Integration path

## 1 Responsibilities of College Counselors

Under the current educational background, college counselors are the backbone of Ideological and political education. They are also the organizers of guiding students' life and employment, and also an important part of college teachers and management team. In order to effectively improve the quality of talent training and help the diversified development of college students, college counselors need to make practical work plans according to the unified deployment of the higher authorities, combined with the actual situation and development

## 2.6 Optimize credit management

Because the "1+X" certificate system integrates a variety of vocational qualification certificates and is more complex in curriculum system, assessment system and other aspects, secondary vocational schools should also strengthen student management and try to promote the implementation of the "1+X" certificate system with credit management. Secondary vocational schools may also set up credit banks. As an incentive mechanism, credit bank can promote students to achieve their own learning goals according to their own actual conditions, and can enhance their sense of participation and initiative. The credit bank is a credit management mode based on the virtual currency bank. Students obtain credits after completing their own professional skills, theoretical knowledge, work experience, learning progress and learning tasks, and save the credits in the entrance sub library as their own skills reserve. Vocational education usually requires graduation within three years. When the credits reach a certain level, the corresponding academic or professional qualifications can be obtained. The credit construction under the "1+X" certification system is a very complex project involving a wide range of areas, and a quality assurance system with internal and external linkage must be established. From the perspective of professional curriculum construction, vocational schools should constantly reflect on the professional technology system, analyze whether the credit system conforms to the current education system, and whether it fully reflects the core competence contained in vocational skill grade certificates.

## 3. Conclusion

In a word, under the "1+X" certificate system, vocational colleges strive to cultivate more compound technical and skilled talents recognized by enterprises. Secondary vocational schools should seize the opportunity to actively respond to a new round of major changes in vocational education, deeply understand the internal logic, policy connotation and basic tasks of the "1+X" certification system and "documentary integration", take it as a powerful tool to solve the problems existing in vocational schools at present, and regard it as the thinking concept and transformation paradigm to promote the reform and innovation of vocational schools' curriculum system, Make it the core support and realization carrier of modern vocational education system, and promote the high-quality development of talent cultivation.

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