

Analysis on the implementation strategy of promoting the pilot of 1 + X certificate system in Higher Vocational Colleges

Caihua Kong

Yunnan Open University, Kunming 650599, China

Abstract: with the deepening of the reform of vocational education, higher vocational colleges should further optimize the implementation strategy of the 1 + X certificate system, so as to better arouse the interest of higher vocational students in participating in the learning of professional knowledge, improve their understanding and application level of the knowledge learned, and enhance the effect of education. As a popular education mode, the 1 + X certificate system can greatly enrich the content of higher vocational education, broaden the path of education, and greatly promote the comprehensive development of students. In view of this, this paper will analyze the pilot implementation of the 1 + X certificate system in higher vocational colleges, and put forward some strategies for your reference.

Key words: Higher Vocational Colleges; 1 + X certificate system; Pilot implementation; strategy

Introduction: at present, China's society is developing rapidly, and the traditional education model has been difficult to meet the market's demand for high-quality talents, which requires us to further optimize the form of education and implement further optimization of teaching work in combination with the corresponding policies. By introducing the 1 + X certificate system into the education activities of higher vocational colleges, the understanding and application level of Higher Vocational Students' knowledge can be greatly improved, and their professional ability and professional quality can be further developed.

1. Overview and analysis of "1 + X" certificate system

In the 1+x certificate system, "1" usually represents the academic certificate, "X" refers to the professional skill level certificate related to the major. The two certificates can complement and promote each other, and there is a free replacement relationship. By obtaining these two levels of certificates, higher vocational students can realize the assessment of their professional knowledge reserve, self-study ability, knowledge application ability, professional quality and other levels, and then get more comprehensive development.

Generally speaking, the pilot implementation of 1 + X certificate system in higher vocational colleges can be started from two levels, namely "1" and "X". Among them, "1" refers to that under the guidance of teachers, higher vocational students complete the professional knowledge learning of higher vocational colleges, master the basic professional skills, and complete the corresponding assessment, so as to obtain the education certificate. "X" means that higher vocational students learn skills through corresponding positions in different majors and obtain corresponding skill level certificates. In the "1+x" certificate system, "1" and "X" have a very strong correlation. In essence, "1" is a nationwide, systematic and popularized certificate acquisition path, and it is also the subject of "X". The characteristics of "X" are mainly reflected in its diverse forms, strong flexibility and high adaptability. It can effectively extend and supplement "1". This supplement is mainly reflected in the professional quality, professional knowledge, professional skills and other aspects of higher vocational students. At the same time, promoting the implementation of the 1 + X certificate system in higher vocational colleges can greatly enrich the form and connotation of talent training in higher vocational colleges, provide a richer career path for the follow-up development of higher vocational students, and continuously improve their employability and comprehensive quality, which also lays a solid foundation for the follow-up talent training activities in higher vocational colleges.

2. The value of promoting the pilot implementation of 1 + X certificate system in Higher Vocational Colleges

2.1 More rational allocation of existing resources

At present, the educational resources of many higher vocational colleges are limited, resulting in certain restrictions on Teachers' educational activities, which is not conducive to the improvement of the quality of professional talent training and hinders the generation of good learning interest of higher vocational students. By promoting the pilot implementation of the 1 + X certificate system, we can further optimize and innovate the talent training mode, make more efficient use of educational resources at the social, school, government and other levels, realize the centralization of educational forces, carry out more targeted educational activities, and rationally allocate resources. In this way, teachers' educational activities can get twice the result with half the effort, further develop the comprehensive ability of higher vocational students, and lay a solid foundation for their subsequent employment.

2.2 Conducive to enhancing students' core competitiveness

Under the previous education mode, the main factor for teachers to judge the learning level of higher vocational students is score. Such a judgment method has great one sidedness and limitations, which is not conducive to the selection of high-quality talents and is difficult to provide guidance for the subsequent education activities. By promoting the pilot implementation of the 1+x certificate system, we can combine the academic qualifications and skill level certificates of higher vocational students, so that employers can more intuitively understand the mastery and application level of Higher Vocational Students' professional knowledge and skills, and improve the core

competitiveness of higher vocational students.

2.3 Conducive to accumulating experience in innovation and Reform

According to the analysis of the current situation of China's economic development, higher vocational colleges should pay attention to the introduction of 1 + X certificate system when carrying out talent training, so as to cultivate more high-quality talents that meet the needs of the times and realize the common progress and development of talents and the market. However, there are great differences in the overall situation, capital allocation, infrastructure and faculty of Higher Vocational Colleges in different regions, which also leads to the different ways they adopt in carrying out talent training. In this context, by actively promoting the pilot implementation of the 1 + X certificate system, higher vocational colleges can effectively improve the comprehensive level of talent cultivation of the school, and provide reference for the talent cultivation of other schools. It can be seen from here that the introduction of the 1 + X certificate system into the education activities can largely make up for the shortcomings of the traditional professional talent training in higher vocational colleges, so as to effectively improve the efficiency of talent training and accumulate more experience of innovation and Reform for higher vocational colleges, which is of great significance to the long-term and stable development of the school.

3. Restrictive factors of promoting the pilot implementation of 1 + X certificate system in Higher Vocational Colleges

3.1 Outdated educational concepts and lagging teaching methods

As the guide, organizer and practitioner of higher vocational education, whether teachers' educational ideas are advanced and teaching forms are novel will largely affect the development level of higher vocational education. Based on the analysis of the current talent training activities in higher vocational colleges, we can find that many teachers do not pay enough attention to the 1 + X certificate system. They lack sufficient attention to the mode innovation, content expansion and path extension of professional teaching work. Many teachers prefer to spend time on the explanation of professional theoretical knowledge, It ignores the learning and updating of its own educational philosophy, which is extremely disadvantageous to the follow-up promotion of the pilot implementation of the 1+x certificate system.

In the past talent training work in higher vocational colleges, many teachers still use the traditional education method, and rarely optimize the education content and education form in time according to the development trend of the corresponding specialty. The purpose of teaching activities is to let higher vocational students pass the corresponding academic examination. Under the influence of this idea, higher vocational students often have to spend a long time adapting to the work content after entering the job, although they have mastered some professional theoretical knowledge. This will not only have a negative impact on the learning efficiency of higher vocational students, but also virtually reduce the employment rate of the school, which is not conducive to the long-term and orderly development of various majors.

3.2 Incomplete teaching innovation and immature talent mechanism

At present, when promoting the pilot implementation of the 1 + X certificate system, many higher vocational colleges fail to carry out a thorough reform of the current professional education content and education process. The reason is that the implementation of the 1 + X certificate system does not combine with the actual situation of higher vocational colleges, and many schools just copy the theories of other schools, This can easily lead to a gap between the learning needs and educational content of higher vocational students, which will greatly hinder the development and innovation of later educational activities. In addition, some higher vocational colleges lack corresponding educational innovation mechanisms. For example, some teachers do not have a correct understanding of the content of innovation when carrying out the innovative activities of professional talent training based on the 1+x certificate system. There is also a certain tendency of formalism in the actual talent training activities, and the dominant position of higher vocational students in the professional classroom is not highlighted, To a large extent, this has affected the improvement of the actual educational effect of higher vocational colleges.

4. Strategies for promoting the pilot implementation of 1 + X certificate system in Higher Vocational Colleges

4.1 Establish a sense of rational and objective teaching reform

In order to further improve the effect of the pilot implementation of the 1 + X certificate system in higher vocational colleges, teachers should take the initiative to innovate their talent training ideas, and gradually form a more scientific and systematic awareness of talent training innovation, so as to lay a solid foundation for the subsequent implementation of the 1 + x certificate system in higher vocational colleges. In the subsequent practice activities, we should first conduct in-depth analysis and Study on the connotation and significance of the 1+x certificate system, and then understand its core connotation. Then we can combine the two with the specific content of talent training in different majors, so as to ensure the consistency of education philosophy and teaching form. In this way, it can effectively avoid the waste of educational resources in the implementation of the 1 + X certificate system in higher vocational colleges, which plays an important role in improving the quality of talent training.

4.2 Expand the path of innovation and innovate the mode of Education

In the past, in the talent training activities in higher vocational colleges, teachers often focused on the explanation of theoretical knowledge and rarely led higher vocational students to carry out practice in combination with specific problems, cases and projects, which did not meet the working requirements of the implementation of the 1+x certificate system, and also greatly hindered the improvement of the efficiency of professional education activities. Therefore, when promoting the implementation of the 1 + X certificate system in higher vocational colleges, teachers should have the courage to break the previous education concept, break through the shackles of the traditional

education mode, and actively introduce information technology, big data technology, new media technology and other auxiliary technologies into the classroom, so as to further expand the education path. In addition, we should do a good job in the “new” scheme of the integration of class certificate and documentary evidence. The primary task of the pilot work is to do a good job in the docking of professional teaching standards and vocational skill level standards. In addition, teachers should carry out in-depth study and systematic research on the content, ability requirements and assessment methods of the vocational skill level standards, comprehensively sort out the key elements of talent training such as the training objectives, training specifications, career orientation and graduation requirements of the pilot majors, scientifically locate them, and actively explore the new concept of paying equal attention to talent training and skill training in vocational education. In addition, the pilot specialty should carry out the integrated design of teaching organization and certificate training, and reconstruct the learning and training process of students in combination with a variety of education modes, so as to improve their learning efficiency and training quality.

4.3 Deepening School enterprise cooperation route and curriculum model

Some higher vocational students need a long time to adapt to the work content and work form after entering the employment post, which is extremely unfavorable to their subsequent career development, which is also a clear manifestation of their lack of professional ability. In the past professional talent training activities in higher vocational colleges, some teachers often focused on theoretical knowledge, and lacked the attention and training of Higher Vocational Students’ professional ability. To solve this problem, higher vocational colleges should innovate the “new” path of school enterprise cooperation when promoting the pilot implementation of the 1 + X certificate system. The pilot majors should carry out in-depth school enterprise cooperation with training and evaluation organizations and influential industry leading enterprises, and then formulate better talent training programs, develop high-quality information resources, cultivate innovative teaching teams. Build open and shared internship and training bases, actively introduce high-quality enterprise training resources, first-class engineers and product R & D teams, learn from enterprises’ rich project development experience or training experience, and improve the teaching level and training quality of pilot majors. In addition, the school should take the initiative to cooperate with influential industry enterprises to jointly build a “1+x” certificate training school, and carry out the training and certification assessment of vocational skill level certificates in the form of vocational skills improvement, continuing education and training for non pilot professional students, social personnel and enterprise technicians, so as to broaden social services and improve the school’s social service ability.

4.4 Optimizing and perfecting the training mechanism of professional talents

By continuously deepening the pilot implementation of the 1 + X certificate system in higher vocational colleges, we can effectively realize the innovation of the education mechanism, so as to improve the education effect. In the process of implementation, we should actively build a “new” team with the combination of full-time and part-time work, and strengthen the training of professional leaders and professional backbone teachers. In addition, the professional leaders should strengthen the study of the new concept of the 1+x certificate system, accurately grasp the background and significance of the pilot work, the connotation and requirements of the vocational skill level certificate and standard, and do a good job in the revision of the talent training scheme, talent training, skill training mode design, etc. In addition, professional teachers should take the initiative to participate in the teacher quality improvement program, vocational skill level standard training, internship in enterprises or project research and development activities in enterprises, and strive to improve the teaching implementation, project practice guidance, certificate training and assessment ability of professional backbone teachers. In addition, the school should strengthen the employment of part-time teachers outside the school, further optimize the structure of the teaching staff through the introduction and training, and comprehensively improve the teaching organization and skill training ability of professional teachers and “double qualified” teaching teams.

Summary

To sum up, if we want to improve the effect of the pilot implementation of the 1+x certificate system in higher vocational colleges, we can establish a rational and objective awareness of teaching reform; Expand the path of innovation and innovate the way of education; Deepen the school enterprise cooperation route and curriculum mode; This paper analyzes the optimization and improvement of professional talent training mechanism, so as to promote the quality of higher vocational education to a new height.

References:

- [1] Shuai Zhang Research on the implementation path of course certificate integration of 1 + X certificate system in Higher Vocational Colleges [j]Journal of Hunan Post and Telecommunications vocational and technical college, 2022,21 (03): 72-75
- [2] Qi Qiao,Yihan Xu Research on the implementation path of “1 + X” certificate system of specialty groups in Higher Vocational Colleges [j]Science and technology horizon, 2022 (23): 173-175
- [3] Ouyangjie Research on the implementation path of 1 + X certificate system in Higher Vocational Colleges [j]Journal of Anhui Polytechnic, 2022,21 (02): 61-64
- [4] Guohua Zhou,Yanping Shen Progress and promotion strategy of the pilot project of 1 + X certificate system in Jiangsu Higher Vocational Colleges [j]Mechanical vocational education, 2022 (06): 1-6