

The Dilemma of Modern Apprenticeship System in China and Its Solution

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Abstract

The modern apprenticeship system is the fundamental trend and dominant pattern of the development of vocational education at home and abroad. Its connotation and mode keep pace with the times, and its implementation conforms to the basic rules and objective demand of the development of vocational education. At present, there are some problems in the implementation of modern apprenticeship system in higher vocational education in China, such as low enthusiasm of enterprise participation, lack of guarantee of education quality, and so on. We should draw lessons from the development mode of the western modern apprenticeship system, through perfecting the legal framework of the apprenticeship system, constructing the apprenticeship organization and management system, perfecting the national professional qualification standard, developing the modern apprenticeship system frame, doing well the quality control of the apprenticeship system, etc. Build a modern apprenticeship system with Chinese characteristics and promote the innovative development of higher vocational education in China.

Keywords

Modern apprenticeship, Chinese characteristics, Vocational education.

1. Introduction

Modern apprenticeship is the leading mode of international vocational education development and the basic trend of future vocational education development. Modern apprenticeship is a kind of deep cooperation between schools and enterprises, which is jointly taught by "double tutors" of schools and enterprises. It is a modern talent training mode focusing on skills training for students. The full participation of enterprises is the primary condition for the success of modern apprenticeship system. The enterprise master and the school tutor jointly guide and complete the apprenticeship training. The students have the "double identity" of both apprentices and students. It is a new form of vocational education that schools and enterprises profit from apprenticeship education.

The modern apprenticeship system is different from the traditional apprenticeship system before the industrial revolution, and the school-based vocational education and vocational training after the industrial revolution. It aims to meet the needs of large-scale cultivation of talents in industrialization and avoid the "technical waste" caused by the disconnection between vocational education and market demand. Moreover, the modern apprenticeship system belongs to the formal education system, and the educational level has a high level. Traditional apprenticeship mainly cultivates elementary craftsmen, and the skills of the apprentice are taught by the master. The apprentice gradually masters the skills of the master through careful observation and imitation, or through the actual operation under the guidance of the master. The beginning of apprenticeship means the end of learning. After the completion of the study, the apprentice fails to obtain the vocational qualification certificate, and cannot enter the higher education institutions. The aim of modern apprenticeship is to train high

quality technical and technical talents with craftsman spirit. The path to higher education is fully open, and the education process is lifelong.

2. The Dilemma of Modern Apprenticeship Development

2.1. The Phenomenon of "hot schools and cold schools" Urgently Needs to be Changed

The closeness, stability and harmony of school-enterprise cooperation are the key factors that influence the success of modern apprenticeship. In the process of the implementation of modern apprenticeship, vocational colleges have always been active, enterprises are not willing to cooperate, passive performance phenomenon.

One is because the implementation of modern apprenticeship training requires not only financial investment, but also high requirements for the management level of the enterprise. For apprentices who are not aware of safety and are not skilled enough, the possibility of encountering occupational injuries such as work-related injuries in the "learning by doing" and "learning in school" process will be significantly improved. How to prevent the safety risk in the process of apprenticeship; Once encounter a risk, how to deal with and bear, it is the thorny problem that the enterprise faces. Moreover, the determination of apprenticeship, the selection of "apprentice", the selection and employment of enterprise mentors, and the orderly development of apprenticeship learning during the period of the enterprise all put forward tests on the management ability of the enterprise. In the case of large turnover of enterprise personnel, it is extremely easy for the apprentice training program to run unsteady due to personnel changes. If the management is not good, it will not only achieve the expected results, but also affect the normal production process of the enterprise. Moreover, at this stage, the enterprise has become accustomed to the routine talent training and use system. The use of the modern apprenticeship model to train talents is costly, time-consuming and risky, and it is inevitable that the motivation is insufficient.

Second, because of the school-enterprise communication and collaboration in the implementation of the apprenticeship system. China's current vocational education and engineering combination norms appear mainly in the form of policy documents rather than legal provisions. It is usually only a principled proposal for the combination of work and study, but the specifics of how to operate, etc., the law does not clearly stipulate. The modern apprenticeship system lacks a framework, and the content of vocational training lacks standards. The two stakeholders, the school and the enterprise, are likely to have differences in terms of personnel training standards, teaching implementation arrangements, and course content selection.

In terms of talent training standards, enterprises usually expect to take their own needs as the only requirement, while schools will give more consideration to the needs of students' employment flexibility and sustainable career development. In terms of teaching arrangement, enterprises are more willing to arrange the production and practical training of apprentices in combination with production seasons, while the teaching plan of vocational colleges will avoid weekends, winter and summer holidays, which is obviously inconsistent. In terms of course content selection, enterprises pay more attention to practical operation skills training, while vocational colleges usually integrate theory with practice to lay a broader theoretical foundation for students' career development. However, some vocational colleges have lower levels of education and teaching. The content of the curriculum within the school is out of line with the needs of enterprises. The foundation of cooperation is weak and communication is difficult, which makes the company discouraged.

In the final analysis, the phenomenon of "school heat and cold" is a question of school-enterprise cooperation. If the employer is not effectively motivated to take the initiative to join

the modern apprenticeship system, to play the main role of enterprise education, and to ensure a win-win situation between schools and enterprises, the modern apprenticeship system must not function effectively.

2.2. The Quality of Modern Apprenticeship Education is not Guaranteed

Lack of uniform adaptation to the apprenticeship occupational classification and national professional standards, the rationality of the national occupational classification, the coverage of professional standards, authoritativeness, and real-time need to be further improved. Lack of uniform training standards and school teaching standards. At present, China only regulates the professional standards of secondary vocational schools and higher vocational colleges, and the standards for specific personnel training specifications are not unified. The school has autonomy and decision-making power for talent training programs. Given the key factors such as human, financial and energy, talent development programs developed solely by the school are often lacking in science and effectiveness. Although the implementation of the modern apprenticeship system is conducive to the role of enterprises in the role of leading enterprises, leading students to develop specific implementation programs, so that the skills needs of enterprises can be fully reflected, increasing the flexibility of corporate training. However, due to the lack of guidelines for uniform professional standards, the educational standards for the combination of vocational education and engineering are uneven, and they are independent of each other. It is difficult to ensure that enterprises provide high-quality training.

There is a lack of supervision in the apprenticeship training process. The teaching obligations of enterprises and schools are not clear and standardized, and the qualifications required for teachers responsible for teaching implementation are also not required. In the process of implementing apprenticeship engineering, there is usually a shortage of high-quality teachers in the training enterprise. The enterprise teachers are precisely the key factors affecting the apprenticeship failure. The teaching organization and implementation of the enterprise and the standardized management of the teaching process are inseparable from the leadership of the enterprise master. In the case of a shortage of teachers in the enterprise, there will often be a situation of "leading the sheep", that is, when the students are in the enterprise learning stage, the enterprise is unmanageable, and the school can't manage it. Or students will be disguised as cheap labor enterprises, students are fixed in a certain position for a long time repetitive work, not rotation internship.

3. Strategies and Suggestions for the Implementation of Modern Apprenticeship

3.1. Improve the Legal Framework of Modern Apprenticeship and Clarify the Rights and Responsibilities of All Parties

The lack of institutions is a major reason for the continuous advancement of modern apprenticeship. At this stage, the system of modern apprenticeship only stays at the operational level of vocational colleges, so it is necessary to improve the legal framework and standardize the operation of modern apprenticeship. While further clarifying the legal status of modern apprenticeship, it puts forward clear provisions and requirements on all aspects of the implementation of modern apprenticeship organization. From the institutional level to stimulate enterprises into the modern apprenticeship enthusiasm. In the modern apprenticeship system in the UK, the teaching part of the apprenticeship training program is jointly undertaken by enterprises and training institutions, while the required funds need to be supported by the government. The government provides funds to guarantee off-job training of apprentices and training of apprentices in enterprises. China can learn from the British experience, increase government intervention and guide enterprises to actively participate, and then use taxation or funding to solve the concerns of corporate economic factors.

3.2. Constructing the Organization and Management System of Modern Apprenticeship System Based on the Principle of "Interest Coordination"

Starting from the top-level design, scientifically construct the institutional system and organizational structure of the national and local governments, industrial enterprises and other levels, especially the organizational structure of the top-level government, so that it can play the role of macro-control and overall coordination in the modern apprenticeship construction stage. Education, economics, culture, industry associations, enterprises, vocational colleges and other departments share powers and responsibilities according to the plan: for example, the responsibility of policy formulation, development and evaluation of modern apprenticeship reform, the formulation of modern apprenticeship policy implementation guidelines, apprenticeship operation grants and management, the development of national professional standards, drafting and approving the framework of modern apprenticeships, and the subject of apprenticeship teaching. Relevant stakeholders at all levels share the responsibility of planning, implementing and improving the modern apprenticeship system, ensuring the steady operation of the modern apprenticeship system.

3.3. To improve the Rationality of National Occupational Classification and the Coverage, Authority and Timeliness of Occupational Standards

The classification of occupational standards in China is slightly rough, the coverage rate is less than 50%, the authority is insufficient, and the real-time nature needs to be improved. It is difficult to effectively guide the determination of professional talents. China should learn from the experience of the United Kingdom and the United States, improve the occupational classification system, and improve coverage. Establish a permanent establishment of national professional standards set by enterprises, and give full play to the strengths of the industry, enterprises, academia and other parties to jointly develop national professional standards. Develop a theoretical model for the formulation of national professional standards for China's national conditions, standardize the formulation process, and raise the level of national professional standards, thus making it authoritative and widely used in industry, enterprises and vocational colleges. With the current and future needs of the industry and enterprises, we will continue to do a good job in the analysis and research of professional standards, continuously strengthen the periodic assessment of national professional standards, and ensure the real-time of professional standards.

3.4. Developing a Modern Apprenticeship Framework Guided by National Professional Standards

Drawing on the construction model of the German and British apprenticeship framework, a modern apprenticeship framework with Chinese characteristics is formulated. Guided by national professional standards, the government, enterprises and research institutions jointly determine the modern apprenticeship framework, standardize the teaching content and training standards of apprenticeships, and protect the rights of apprentices. Avoid enterprises to set apprenticeship standards only based on their own interests, especially short-term technical needs. The apprentice's learning content must have a certain degree of advancement. The training standards must meet the requirements of industry and enterprise development, and also require the apprentice's personal career long-term development. Therefore, the modern apprenticeship framework contains three elements of competence, knowledge, and quality, corresponding to professional qualification certificates, technical certificates, and key skill certificates. According to the training framework, the enterprise first develops the training plan of the enterprise in combination with its own production practice, and then develops a training plan suitable for the apprentice according to the enterprise training plan and the actual situation of the apprentice, including the time, place, content, training instructor, etc. of the

training. Implement training. The teaching plans of vocational schools also need to be developed and organized according to the training framework.

3.5. Based on the Principle of Third-party Certification, Do a Good Job in Quality Control of Modern Apprenticeship

The quality control of modern apprenticeship system in Germany is mainly realized through action-oriented teaching, high-quality teachers and professional qualification certificate examination led by industry association. German professional qualification certificate examination is divided into intermediate examination and final examination, usually using practical operation, theory and professional conversation three types, practical operation generally more than 6 hours. The exam is organized by an examination board composed of multi-stakeholders, while the examination committee is organized by industry associations. Industry associations play a significant role in the quality control of apprenticeships.

The quality control of modern apprenticeship in the UK is realized through the establishment of training and school teaching standards, strict quality control of enterprise teachers, as well as the national vocational qualification, technical certificate and key skills qualification required in the apprenticeship framework, especially the certification plays a crucial role. The enterprise has set up a quality committee with a certificate examination committee, which is responsible for the development of certificate examination standards and the examination of student certificates. Project, theory and interview are adopted for examination, accounting for 6:3:1 respectively. The enterprise personnel is responsible for the project design, the school teacher is responsible for the theory examination question design, both sides designs the interview topic jointly. Corporate personnel are responsible for project design, school teachers are responsible for theoretical test design, and both parties jointly design interview questions.

Whether it is the German model or the British model, direct copying is impractical, but there are two key points that are worth learning. The first is the guarantee of the teacher in the implementation process of the apprenticeship system, and the second is the third-party certification of the quality of student training.

4. Conclusion

In recent years, China has made modern apprentices an important strategy to promote the construction of a modern vocational education system, and selected pilot projects for implementation throughout the country. Vocational education "modern apprenticeship" has triggered more and more thinking and practice in the vocational education sector. Under the condition that the system, framework and standards of modern apprenticeship are still not perfect, it is of great significance to learn from the Western experience and combine the characteristics of China's national conditions to actively explore the modern apprenticeship with Chinese characteristics. It is an effective way to promote the integration of production and education, and to close the distance between vocational education and labor and employment. It is also an effective way to deepen the reform of school-enterprise cooperation and work-study talent training mode.

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