

# Teaching and Learning in the Teaching of Financial and Economic Vocational Education under the Modern Apprenticeship

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## Abstract

**With the wide application of the modern apprenticeship teaching mode in vocational education, the modern apprenticeship teaching mode has become an effective way for vocational colleges to train talents and enterprises to recruit talents. Based on the basic information of the modern apprenticeship, this paper analyzes the current situation and problems of the teaching and learning of finance and economics colleges under the modern apprenticeship, and puts forward some suggestions.**

## Keywords

**Finance and economics, vocational education, modern apprenticeship, teaching.**

## 1. Introduction

In recent years, with the rapid development of the economy, the industrial structure of China's economic development is constantly adjusting, in order to make the students of vocational schools keep up with the pace of modern economic development, the modern apprenticeship model emerge as the times require, it aims to improve the teaching quality in financial and economic colleges, effectively analyzes the learning situation of students in modern financial and economic colleges, and provides better theory and basis for exploring the development path of financial and economic colleges.

## 2. Connotation of Modern Apprenticeship

Modern apprenticeship is the basic system carrier and effective realization form of the industry and education integration, which is also the basic trend and leading mode of the development of vocational education in the world. The modern apprenticeship is the training mode of modern talents based on skills training through the deep cooperation between schools and enterprises, and the joint teaching of teachers and master. This model is designed to solve the difficulties of recruiting workers, in recent years, modern apprenticeship has been highly valued by some manufacturing countries in Europe, among which the UK has developed a plan to revitalize apprenticeship, Germany, Switzerland and other countries are also strengthening modern apprenticeship. Promoting modern apprenticeship is conducive to advance the whole process which industry and enterprises participate in talent training of vocational education, improve the quality and pertinence of talent training; establish a national technology accumulation system; help the construction of teaching staff, innovate vocational education enrollment system, management system and talent training mode; it is conducive to perfect the modern labor and employment system, solve the difficulty of recruiting workers, and has important strategic significance for improving China's modern vocational education system.

The modern apprenticeship is an educational model established by enterprises and schools, which mainly aims at students in vocational schools. The students can study in the school and work in the enterprise, in this way, students can also receive the corresponding salary in the enterprise. This education model is conducive to promote the participation of industry and enterprises in the training process of educational talents in vocational schools, achieve the connection between professional set and industry needs, the link between course contents and required professional standards, and the connection between the teaching process and the production process of enterprises, link between diploma and professional qualification certificate, effectively improve the quality of talent training. The establishment of modern apprenticeship is the current economic and social development requirement for vocational schools; it effectively promotes the interactive development of the vocational education system and the employment system, and promotes modern vocational education, it is an important way to train students' sense of social responsibility, innovation spirit and practical ability.

### **3. The Status of Modern Apprenticeship in Vocational Education in China**

At present, under the vocational education system in our country, although the students of vocational schools have mastered abundant theoretical knowledge, they lack practical experience; students cannot meet the requirements of enterprises, moreover, students in the practice, enterprises often seldom train students, students are often regarded as cheap labor by enterprises, they frequently change job, which restricts the training of new skilled talents. In recent years, China has implemented modern apprenticeship in vocational education, and the application of modern apprenticeship in the domestic vocational education has been gradually increased. Modern apprenticeship is the strategic choice for promoting the construction of modern vocational education system in our country, and it is an effective way to deepen the school-enterprise cooperation and reform talent training mode. However, from the actual situation, we still lack experience for modern apprenticeship, which leads to the alienation and distortion of modern apprenticeship in practice, and many problems appear.

#### **3.1. Part-Work and Part-Study Teaching Mode**

The part-work and part-study teaching mode combines the learning in the school classroom with the learning at work, the students apply the theoretical knowledge to the related work of the enterprise and obtain corresponding payment through the work in the enterprise, then bring the problems encountered in the actual work and acquired knowledge to the school's learning, and further analyze and think in the study. The education mode of part-work and part-study remedies the shortcomings of studying alone in school, and enables students to gain social experience and labor payment, it makes students become a powerful labor force for society and alleviates shortage of social labor, the students of vocational school can deepen the understanding of the enterprise and fully utilize the equipment of the enterprise to train their practical operational ability. The enterprise train high-quality workers and can also effectively reduce the recruitment cost, and is more conducive to the enterprise's talent pool, it is a good talent training model, which can achieve a win-win relation between enterprises and students.

#### **3.2. Educational Mode of the Technical School**

The technical school is the main source of training technical talents; the technical school implements the combination of teaching practice and scientific research production. After decades of reform and development, the technical school has formed diversified, multi-level and multi-functional vocational training system; pervade machinery, aviation, electric power, electronics and petroleum and so on. With the rapid development of the social economy, the demand for skilled workers in various industries is getting more and more, and the occupation of technician is becoming more and more important, however, under the development of the

new situation, the technical schools cannot have good communication with the enterprises, this has led to the decline of the technical school in the trend of the big environment.

#### **4. Teaching of Financial and Economic Courses under the Modern Apprenticeship**

The modern apprenticeship is a problem of school-enterprise cooperation; school-enterprise win-win is the basic guarantee for the effective operation of modern apprenticeship. From the professional angle, the modern apprenticeship is conducive to give play to the main role of running a school by enterprise, and truly realize the school-enterprise training. However, most enterprises have not played a good role in educated main body, or have not played enough. From the combination of engineering and learning reform, to the joint training of orders, and the modern apprenticeship, the exploration of vocational education in the school-enterprise cooperation has never stopped; these provide important talent support for industrial transformation and upgrading. In the process of the modern apprenticeship pilot program, we found that the pilot enterprises were passive in the school-enterprise collaborative education, and the talent cost sharing mechanism was lacking, the participation in the professional course system construction, professional teaching content reform and textbook development were not very enthusiastic.

##### **4.1. Reform the Teaching System of Financial and Economic Courses**

The vocational colleges develop the appropriate apprenticeship in the financial and economic courses, and guide the vocational colleges and enterprises according to the growth law of financial and economic talents and the actual needs of the jobs, jointly formulate programs for training talents, develop courses and textbooks, design experimental teaching, organize effective check-up evaluation, and conduct functional teaching research and so on. High vocational colleges sign cooperation agreements with enterprises, and vocational colleges undertake students' professional knowledge learning and skill training, enterprises organize staff to instruct students, and carry out financial and vocational skills training according to the developed financial and economic training programs, and provide excellent talents for vocational schools and enterprises.

##### **4.2. Train Financial and Economic Talents with Comprehensive Abilities**

Under the guidance of the modern apprenticeship theory, the financial and economic courses of vocational schools should aim at training financial and economic talents with comprehensive abilities, and combine the teaching of finance and economics with the needs of practical work in enterprises, and make students in finance and economics major meet the requirements of the relevant enterprises. Vocational schools should establish teachers with enterprises, and train talents with the comprehensive ability of finance and economics, not only can improve the learning results of students more quickly, but also provide enterprises with talent pool with professional and comprehensive knowledge.

##### **4.3. Formulate Free Teaching Modes**

Formulating free teaching model allows students to have more time in the school and in the work of related enterprises. Under the relatively free teaching modes, students in vocational schools can make reasonable use of their own time according to their own shortcomings in financial and economics learning, so as to improve their professional skills, and make them more comfortable in their study and work. The free teaching mode also enables students to complete the school's teaching tasks on time without delaying their work.

## 5. Thinking

We must explore the training mode of innovative talents based on the school-enterprise cooperation platform, form an innovation-driven talent training mode, and cooperate with the teaching units, industry associations and enterprise to create and share “teaching company” and “training base”; relying on the platform of the teaching company, expanding the scope of cooperation, transforming the training method, and consolidating the construction results of existing training base, actively expand the off-campus training base.

Exploring and optimizing the professional course system of vocational finance and economics education with its own characteristics should be jointly discussed and negotiated by the college and the enterprise. When formulating the training plan, we must follow the cognitive rules of recognition—practice-theory without any doubt, and we must fully respect the production rules of the enterprise. Through the cyclical internship, we make the students form basic skills, professional skills and comprehensive skills in three aspects of skills, and have basic professional competence core requirements.

Vocational education should aim at adapting to the professional ability required for work, according to the post setting course, the typical work tasks of the post are analyzed, the unit tasks of the post teaching are determined, the students are guided to complete the post tasks, and the professional talents with professional ability are trained, taking the post skills and ability analysis as the cutting point, this paper constructs the course system, the curriculum set and the occupational post realize connection, and the four vocational platforms are set up according to the four levels of occupation, complete the gradual transformation of “basic skills to professional skills to comprehensive skills”; remake existing courses, achieve integrated teaching method, forming a new teaching design system combining theory and practice, and it is the exploration direction of future financial and economic courses.

## 6. Conclusion

The combination of enterprise practice and financial and economic education curriculum is the core of modern apprenticeship education, it is necessary to strengthen the popularization of modern apprenticeship education in China, so that vocational school can establish a better communication with financial and economic enterprises. While popularizing modern apprenticeship education, we need reform the teaching system of finance and economics courses, and aim at training financial professionals, and develop free teaching modes. Let vocational schools and enterprises sign cooperation agreements, undertake systematic professional knowledge learning and skill training, so that enterprises can train students based on the financial and economic training programs developed between vocational schools and enterprises, and train more financial and economic talents for enterprises.

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