

The Preliminary Study on the Mode of on-the-job Education in Colleges and Universities

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Abstract

The quality and efficiency of education for in-service personnel in Colleges and universities are not only related to the educational service level of colleges and universities and teaching teachers, but also inseparable from the improvement of self-learning attitude and ability of in-service personnel. In the new development period of building a learning society, on-the-job education needs to be improved and reformed urgently in the organization and management of colleges and universities, the sense of responsibility of teaching teachers and the independent learning ability of on-the-job personnel. Only the effective combination of these three can better promote the smooth progress of on-the-job education in Colleges and universities.

Keywords

On-the-job education; Education mode; Colleges and universities.

1. Introduction

The on-the-job education in Colleges and universities is relative to the "full-time" education. It usually refers to various education and training programs held by colleges and universities with the participation of various on-the-job social members. Its purpose is to comprehensively improve the personal quality and professional skills of the educated, constantly train high-level professionals for the society, and better serve the society. From a higher level, on-the-job education is an educational and teaching activity that educatees carry out to supplement knowledge and improve work skills in order to achieve their comprehensive development.

At present, there are some problems in the implementation of on-the-job education for on-the-job personnel. These problems are caused by the inadequate service and management of colleges and universities, the backward teaching concepts and teaching methods of teaching teachers, and the limitations of on-the-job personnel's independent learning concepts and abilities. Only the efficient combination of these three can better promote the smooth progress of on-the-job education. Among them, "the organization and management of colleges and universities are the foundation of on-the-job education, and the support and help of teaching teachers are the guarantee of on-the-job education. The two together constitute the external conditions for the smooth implementation of on-the-job education, and the self-learning attitude and ability of on-the-job personnel are the decisive factors for the effect of on-the-job education".

2. The Present Situation of On-the-job Education Mode in Colleges and Universities

2.1. Characteristics and Limitations

First of all, the on-the-job education in Colleges and universities is generally divided into two types: academic education and non academic training, including adult higher academic

education, distance education, non academic equivalent education and special training. The main purpose of students entering the school for on-the-job education is to obtain academic diplomas and course completion certificates, etc. to make up for "diploma defects", learning has become a secondary purpose instead; In addition, the on-the-job education of colleges and universities is in a marginal position in the school running status of colleges and universities. Therefore, at present, the on-the-job education of colleges and universities still mainly focuses on examination oriented education, forming a single examination oriented education situation of "you can get a diploma if you pass the examination". Among the vast number of candidates, the one-sided idea that the on-the-job education of colleges and universities is "mixed diploma", rather than "education".

Secondly, the teaching method is centralized and single. There are different levels of students in the on-the-job education in Colleges and universities, most of which are "work oriented and study oriented". Therefore, the teaching arrangement of the on-the-job education in Colleges and universities is restricted and limited. At present, the on-the-job education in Colleges and universities mainly focuses on centralized teaching. For example, the form of centralized teaching adopted in the part-time professional master's class is basically based on teaching, and the purpose is to meet the course examination. It is not difficult to see that the teaching mode of on-the-job education in Colleges and universities is single, lacking practical teaching and guidance, and lacking targeted individualized teaching.

2.2. Existing Problems

2.2.1. Inaccurate Target Positioning and Backward Training Program

As a powerful supplement to ordinary higher education, on-the-job education has further strengthened and broadened the opportunities and channels for social members to receive higher-level education. With the continuous development of society, the structure and characteristics of candidates participating in on-the-job education are also changing. However, the professional setting, enrollment, teaching content and other aspects of on-the-job education are all carried out with reference to ordinary higher education. The training program of on-the-job education has not been reformed in a timely manner, and the particularity of the students has not been taken into account in the talent training objectives. Therefore, the on-the-job education has lost its uniqueness and the significance of running a school, Leading to its continuous development to "Marginalization".

2.2.2. Single Teaching and Evaluation Methods

The on-the-job education is mainly face-to-face teaching and classroom lectures, mostly in the form of "full-time teaching". The teaching plan is basically a copy of the teaching plan of the full-time ordinary colleges and universities. The training objectives, teaching methods and teaching material selection are the copying and transplanting of the ordinary higher education, that is, ignoring the needs of adults and the improvement of their comprehensive quality, Therefore, the on-the-job education in our country is a subsidiary product of ordinary higher education. The evaluation system of on-the-job education focuses on "examination score", and passing the examination is the only way. This single evaluation system and method does not reflect the characteristics of adults. With the development of the times, the needs of students are increasingly diversified. Many majors need practical teaching, and students need education that can improve their comprehensive knowledge and ability. A single evaluation method cannot be close to the actual needs of students, and leads to the blind pursuit of test scores and results.

2.2.3. Pursue Economic Benefits

Many colleges and universities regard "on-the-job education" as a "income generating project" and put economic interests first. This has led to the current situation that many colleges and universities attach importance to extension expansion rather than talent training, attach

importance to economic benefits rather than quality improvement, and attach importance to scale and quantity rather than process education. And "quality" is the "lifeline" and "soul" of higher education, so is in-service education. The pursuit of maximizing economic benefits will inevitably lead to the "doubt" and "distrust" of the public for on-the-job education, which is one of the fundamental reasons for the decline of on-the-job education.

2.2.4. Serious Lack of Integrity

Due to the emphasis on "results" rather than "process" in on-the-job education, coupled with the promotion of economic interests, there is a serious lack of integrity in on-the-job education, which directly affects the quality and credibility of on-the-job education, damages the prestige of on-the-job education, and shakes the status of on-the-job education. It is mainly reflected in the poor examination style and discipline, plagiarism of homework, and essay writing. In the hearts of many students, the erroneous idea that "everything can be done with money" has been formed, which has a bad impact on higher education.

3. Raise Awareness and Effectively Innovate Education Mode

Colleges and universities should pay attention to their organizational and management functions, and must establish the people-oriented education concept. They should not only provide good hardware environment and scientific and reasonable curriculum structure for on-the-job personnel, but also equip them with high-quality teachers and establish a reasonable evaluation system.

3.1. Improve the Hardware Environment of On-the-job Education

The opening of hardware facilities is the basic guarantee for the smooth implementation of on-the-job education. At present, the hardware facilities and resources open to on-the-job education in Colleges and universities are relatively few compared with full-time education, which has become a bottleneck restricting the development of on-the-job education, and needs to be improved from the following two aspects. The first is to strengthen the opening of school education resources and enhance school enterprise cooperation. Fair use of college education resources on students of each category, actively attract enterprises to invest in on-the-job education, make full use of social effective resources, and give full play to the role of college education in serving the society. The second is to increase capital investment. Guided by the concept of sustainable development, we will focus on the construction of network training platform and modern distance training system, provide strong technical support for the teaching and scientific research of on-the-job education, and create a good hardware environment for on-the-job personnel to receive on-the-job education.

3.2. Optimize the Course Structure

Curriculum structure is the link between curriculum objectives and educational achievements, and the basis for the smooth implementation of curriculum activities. The on-the-job education courses can be reasonably classified according to the level of the educated population, so that the students can be taught according to their aptitude, with emphasis on the specific situation of different students, so as to meet the needs of the on-the-job personnel at different levels. The curriculum should reflect the professional requirements, supplement and update the basic knowledge and theories of the major from the perspective of professionalism, practicality and stage, so as to expand the knowledge of on-the-job personnel, improve their professional accomplishment and enhance their professional ability. In addition, general courses should be added to strengthen the political and ideological quality and professional ethics of on-the-job personnel, constantly improve themselves, and freely develop their personalities, so that their professional needs and personal ideals can be perfectly unified.

3.3. Improve the Selection of Teachers

The particularity of on-the-job education requires teachers to have some special qualities in addition to the abilities of ordinary teachers. Colleges and universities should establish a standardized selection and identification system, formulate strict selection and appointment standards, and indeed introduce scholars and experts with high ideological awareness, excellent professional foundation and rich practical experience into the in-service education teachers. Establish a strict supervision, assessment, evaluation and feedback mechanism, implement a dynamic management mechanism for the teaching team, and combine the teaching achievements with the year-end assessment, professional title assessment, job promotion, examination and communication, so as to form a benign competition pattern of "the competent are superior and the mediocre are inferior". By organizing educational scientific research activities, the exchange and interaction between teachers and on-the-job personnel will be strengthened, teachers will be promoted to think about specific issues such as on-the-job education teaching mode, curriculum development and implementation and teaching evaluation, and the results will be applied to on-the-job education practice to improve the pertinence of the work.

3.4. Establish and Improve The Evaluation System

A scientific, standardized and reasonable on-the-job education evaluation system can effectively mobilize the enthusiasm of on-the-job education of on-the-job personnel and guide, supervise and motivate them.

3.4.1. Combination of Diversification and Diversification

There are obvious differences in the level of knowledge and ability, emotional attitude and cognitive style of on-the-job personnel. In terms of evaluation standards, it is necessary to make a fair and comprehensive evaluation on different evaluation objects on the basis of diversity and particularity.

3.4.2. Combination of Qualitative and Quantitative Analysis

The essence of on-the-job education is the comprehensive application of knowledge and ability of on-the-job personnel. In addition to intellectual factors, it also includes non intellectual factors such as learning motivation, interest, emotion and will. Intellectual factors can be treated by quantitative methods, while non intellectual factors are difficult to be accurately expressed by numbers. Natural language description, observation, interview and oral defense should be used for evaluation.

3.4.3. Combination of Dynamic and Static

In the evaluation conclusion, we should not only emphasize the horizontal comparison among the students, but also pay attention to the longitudinal comparison of the students themselves. We should look at the on-the-job personnel from the perspective of development and change. In this way, students with good foundation will further improve their enthusiasm for learning, while those with poor foundation will gradually increase their interest in learning and reduce their frustration, thus forming a virtuous circle.

3.5. Teachers Should Establish The Sense of Responsibility

In the process of on-the-job education, teachers should realize the fundamental transformation of educational concepts and teaching methods. The teaching responsibility has changed from teaching to learning, and the teaching behavior has changed from management to service. We should give full play to the leading role and effectively provide high-quality support services for on-the-job education of on-the-job personnel.

3.5.1. Innovative Education Concept

The innovation of educational concept is the premise of implementing on-the-job education and the key to cultivating innovative talents. At present, teachers should get rid of the shackles of traditional education concepts and establish a correct view of students, teaching and teachers and students. The on-the-job personnel are the main body of on-the-job education. They have relatively mature experience and experience, and have a selective impact on education. This requires that teachers not only fully respect the individual characteristics of the students, meet the needs of the students to the maximum extent, listen to the opinions of the students to the maximum extent, but also respect individual differences according to the personal characteristics of the students. The relationship between teachers and students in on-the-job education should be equal and harmonious. The teaching process of on-the-job education should be a research process of equal dialogue and common development between teachers and students. Teachers should give more care, care and tolerance to students, and should become the stimulator, nurturer and admirer of students' creativity.

3.5.2. Enhance Professional Emotion

Teachers and managers should maintain a firm professional faith and regard education and teaching as a career for settling down. The career can be dealt with, but the career must be pursued. We should strive to improve our own personality, find the best combination between ideal and reality, do our best within the scope of our ability, attribute the success of education and teaching to personal ability and efforts, and show higher enthusiasm, initiative and creativity in education and teaching. In the process of communicating with on-the-job students, if the pressure exceeds the personal tolerance, learn to adjust their emotions by cognitive reconstruction and reflection, relaxation training method, transfer attention method, conversation with others, emotional comparison and other methods.

3.5.3. Reform Education and Teaching Methods

The on-the-job education must adapt to the trend of the development of the times, and the teaching must be flexible. In close connection with the physical and mental development characteristics of the on-the-job personnel, corresponding reforms should be carried out in teaching methods, teaching means and teaching methods. With the advanced network and multimedia technology, the students can learn at any time, at the right place and at the right speed by breaking the space-time, regional and economic constraints. Adopt flexible and diverse teaching methods that meet the characteristics of adults, such as research teaching method and individual guidance teaching method.

3.6. On the Job Personnel Strive to Improve Their Autonomous Learning Ability

Under the background of the knowledge economy and the rapid development of information industrialization, the society's requirements for the quality of on-the-job personnel are also improving. Autonomous learning, with its high degree of independence, autonomy and exploration, has become the main learning form of on-the-job education. The on-the-job personnel must establish the concept of self-regulated learning, constantly remind themselves that they are self responsible learners, and improve their self-regulated learning ability.

3.6.1. Enhance the Understanding of The Importance of On-the-job Education

The strategy of rejuvenating the country through science and education is a fundamental and long-term strategy, which requires that economic development must rely on scientific and technological progress and the improvement of the quality of workers. Therefore, it is not only necessary to train high-quality professional and technical personnel through ordinary higher education, but also to carry out continuous training for these on-the-job personnel through continuing education to continuously improve their innovation ability. On the job education can

expand the professional knowledge coverage of on-the-job personnel, keep up with the latest trends of professional development, and creatively apply the theoretical results learned to specific production and work, further stimulate thinking and improve professional skills.

3.6.2. Enhance Internal Learning Motivation

On the job students should improve their sense of self-efficacy. The sense of self-efficacy reflects the main understanding and judgment of the students on their ability to engage in a certain or certain learning task. It is the specific expression of self-confidence in a certain task, enhances learning confidence, establishes a higher learning goal, and is more willing to confirm personal learning ability, so as to obtain happiness in learning success. Strengthen the sense of self responsibility. Only when a person has a sense of self responsibility can he always feel that there are many things that need to be handled by himself, so as to form a strong spiritual power in his heart.

3.6.3. Master learning methods

Good learning methods can reduce the learning burden and improve the learning efficiency and quality. The on-the-job personnel should establish the awareness of problems, try to put forward problems and use the available resources to explore the answers to the problems themselves, so that the learning process can become a process of exploring knowledge and its significance with problems as the core, and improve the ability to analyze and solve problems. It is very important to master the use methods of the learning platform and the strategies for effectively obtaining network information. The on-the-job personnel must be able to obtain information effectively and efficiently, evaluate information skillfully and critically, use information accurately and creatively, and explore information related to personal interests.

3.6.4. Strengthen Communication and Interaction

Autonomous learning is a process of communication and interaction, rational exploration and learning from other people's relevant experience. The outstanding contradiction between work and study of on-the-job personnel determines that it is impossible to rely solely on face-to-face communication, which requires full use of network means to communicate with teachers and students. The Internet provides a large number of learning resources and provides a realistic simulated learning environment generated by the multimedia system. Autonomous learning is not independent learning. On the contrary, it emphasizes cooperation and cooperation with others. The network collaborative interactive learning divides different students into several learning groups. The group members discuss a certain topic, and timely transmit their personal opinions and suggestions to others through the network, so as to achieve the goal of common improvement.

4. Summary and Prospect

The main purpose of on-the-job personnel participating in on-the-job continuing education is for personal development, job promotion or looking for a better work platform. They are involved in family, work and study, and strive to live and learn, and constantly improve themselves. As educators, we should actively think about how to do a better job in on-the-job education. However, education is not just a matter of enthusiasm. It requires the joint efforts of various parties.

The concept of life-long education has made our eyes bright. The author believes that the concept of lifelong education can positively promote the development of adult continuing education and on-the-job education, which is also an important guiding concept for the country to realize a learning society.

Lifelong education is a modern education concept first proposed by American scholar langrand. He believes that education should permeate all the life processes of human beings, including

various ways, aspects and stages of education. It is systematic and continuous and is an "evolutionary activity" that runs through all the life processes of human beings.

If life-long education can be integrated into the education process, the concept of citizen life-long learning can be promoted from the national level, so that students and teachers can fully accept and understand the concept of life-long education, clarify the role of educational activities and learning activities in realizing their own ideals and beliefs, make colleges and universities gradually change the concept of education, gradually break the traditional educational barriers, and make autonomous learning talents truly become the focus of talent training in higher education, The concept of "interests first" in the process of on-the-job education management in Colleges and universities will be abandoned, and the functions of colleges and universities in cultivating talents and improving the quality of the whole people will be truly brought into play.

In recent years, on-the-job education has paid more and more attention to case teaching and practical teaching, which is committed to improving students' autonomy and innovation in learning and research. The student evaluation mode is also dominated by traditional examination evaluation, and the proportion of process evaluation is gradually increased, which is the practice embodiment of lifelong education concept participating in on-the-job education.

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