

## Conference Paper

# Analysis of the Main Problems and Countermeasures of the Modern Apprenticeship Talents Training Model

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## Abstract

The changes in our country's economic development and the demand structure of talent have put forward higher requirements for personnel training in vocational education. The author starts from the present situation of the modern apprenticeship talent training mode, then compares and analyzes the hidden problems in modern Chinese apprenticeship talent training mode, and tries to propose solutions by reviewing literature, making surveys and combining with years of experience in vocational education teaching management.

**Keywords:** modern apprenticeship, literacy education, problems and countermeasures

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## 1. Introduction

According to the information sheet on the supply and demand situation of the labor market provided by the Ministry of Labor and Social Security of China, the market demand for technical workers of all levels is far greater than that of suitable skilled workers, The demand for labor is greater than the effective supply of labor. This survey data directly displays a social issue before us: The employment situation is grave, and there is a shortage of highly qualified personnel. With regard to the current situation of progressively strenuous employment, many countries have begun to rely heavily on the important role of apprenticeship personnel training in adapting to the employment demand for employment, and actively carry out research on apprenticeship personnel training. The modern apprenticeship talent training mode is a good way to complete the training goal of "combination of work and study", and it is the best way to solve the "work shortage" of the society, the shortage of skilled workers, and the "employment rate" of the school. In recent years, many vocational colleges in China have begun to carry out research on the reform of the modern apprenticeship talent training model.

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They have made active explorations in school-enterprise cooperation and personnel training, and they have achieved certain achievements. However, judging from the overall situation in Jiangxi Province, most vocational schools are still in the initial stage of exploration, and sound and effective mechanisms have not yet been established. There are still many problems to be solved in terms of training objectives, contents, processes, and cultural concepts. The root causes of these problems stem from multiple parties, such as: unclear market orientation, plain school-enterprise cooperation, neglect of literacy education and so on.

## 2. The Concept of Modern Apprenticeship Talent Cultivation Style

The “modernity” of modern apprenticeship is relative to “traditional”. Apprenticeship, as the name suggests, is a form of apprenticeship, which means the master teaches apprentices hands-on skills in person - an early prototype of vocational education. In the traditional handicraft industry, this form of learning is the most common. With the development of the social economy, industrial production and school education, apprenticeship gradually withdrew from the social economic development stage. In today’s highly regarded high-skilled personnel training, this traditional skill training method has been excavated again, forming a comprehensive body of professional education and vocational training based on the relationship between mentoring and apprenticeship. It is also an important channel for deep cooperation and seeking a win-win situation between professional schools and industry companies.

Due to the different political, economic and cultural backgrounds in different countries, the development of apprenticeships in different countries also shows different characteristics. For example, Australia’s TAFE new apprenticeship system, Germany’s “dual system”, UK youth training program YTS, etc., which pay more attention to students’ personal accomplishments and the cultivation of their overall qualities while training students’ basic skills. It can be said that the modern apprenticeship training mode is a perfect combination of vocational school education and traditional apprenticeship training. China’s modern apprenticeship talent cultivation mode is based on the cultivation of high-quality, technical-oriented professionals who possess necessary theoretical knowledge and strong operational skills.

### 3. The Situation of Modern Apprenticeship Talent Cultivation Style

Modern apprenticeship training model includes three major systems, curriculum system, skills training system, and literacy education system.

#### 3.1. The meaning of literacy education

Literacy education has become the mainstream of education in China today, and comprehensive promotion of quality education is the subject of current education reform and development. On December 13, 2008, the State Ministry of Education formulated and promulgated the Opinions on Comprehensively Promoting Quality Education and Deepening the Teaching Reform of Secondary Vocational Education, and put forward specific opinions and suggestions on strengthening education and teaching reform in vocational colleges and promoting quality education in a comprehensive manner. Literacy refers to the ethical quality of the citizens and their occupational conservation, which is basically consistent with the concept of quality. In a broad sense, he includes moral quality, external image, knowledge level and strength. In the current knowledge economy, the meaning of literacy is enriched. It includes ideological and political accomplishments, cultural standards, work standards, and physical and mental cultivation. Literacy refers to the performance of certain norms of behavior that people should follow in their daily work and life. It is a specific style and necessary supplement to the usual social moral and moral standards. High-quality professional ethics are beneficial to people's development of high-quality moral qualities and are beneficial to the steady development of social life. In the present, it is conducive to the development of the construction of socialist spiritual civilization and material civilization.

#### 3.2. The obscure problem of modern apprenticeship talent training model

The modern apprenticeship talent training model has been closely related to the real products and typical tasks of cooperative enterprises since the pilot of the teaching reform, which embodies the essence of "teaching and production, teaching of production". The students' enthusiasm for learning is high, and they regard the learning from practicing as the main line, the students find some lack of theoretical knowledge in their learning process and thus make up for it spontaneously. However, the model

is still in the pilot, and the mechanism is not yet complete. It contains some common problems, which are manifested in the talent training objectives, content, processes and concepts.

### **3.2.1. The unclear market orientation of modern apprenticeship talent training model**

The connotation of talent cultivation system is the practice and standardization practice mode of education and teaching. In terms of popularization, the mode of talent cultivation is to clarify what kinds of people are cultivated and how to cultivate them. We must first understand what kind of person we want to cultivate, and then we must study how to cultivate. Most vocational colleges have already noticed this problem. In the investigation of a vocational college, the author mentioned that the school attaches great importance to market research. In the job responsibilities of the recruitment and employment department, it clearly defines the tasks of the market demand investigation, and provides the professional feedback information of majors setting and employment of the school. The school's new majors report is also based on market research feedback. However, when asked about the timing of market research, there was a slight ambiguity. Most of the majors only stayed in previous investigations and did not form a fixed process. The survey did not set a fixed period, and the work was mainly based on the teaching management of the school. In other words, most schools will have a phenomenon: with uncertain idea of what kind of talents to train, the main experience is how to do the training, or there is no continuous follow-up of personnel training needs.

### **3.2.2. The form of the modern apprenticeship talent training model reform is greater than the content**

The reform of the talent cultivation model cannot be equated with the reform of the teaching model. It is a concrete and systematic practice form of education and cannot be confused with other concepts. The reform of the talent cultivation model should include the specific aspects of education ideas, concepts, and personnel training, and even refine them into one lesson. For example, through market research, some courses were reorganized, but the curriculum content was not changed much. The reorganized curriculum did not reflect the requirements of innovative teaching in terms of content; it was influenced by factors such as teachers and research capabilities. The development of the new curriculum is relatively small, especially the development

of new teaching concepts and new teaching models. It is unable to meet the rapid socio-economic development and new requirements for vocational schools.

### **3.2.3. The factors in the hysteretic construction of the faculty team in the operation of the modern apprenticeship talent cultivation mode**

The survey data on the junior and senior students of three vocational colleges showed that 42.7% of the students believe that the key factor that interferes with the level of students' ability to start working is teachers, 24.3% students think it is the training equipment, and 17.8% believes that it is the teaching method and 15.2% think it is the course. Teachers account for the largest proportion, followed by training equipment factors. Of course, the government is also constantly introducing relevant policies to improve this situation, and allocate a large amount of financial funds for the training of teachers in vocational colleges.

### **3.2.4. Insufficient depth of school-enterprise collaboration in modern apprenticeship talent training model**

School-enterprise cooperation and operation have little incentive to drive interest. In the implementation of school-industry cooperation among the three parties (schools, enterprises, and government), the prevalent phenomenon is that vocational colleges have a strong sense of cooperation and are highly motivated, while enterprises are the opposite. In recent years, the phenomenon of "employment shortage" has touched the enterprises, but it has not touched much and has not formed long-term deep consciousness. After surveyed several vocational colleges, we have learned that the order class and the title class based on the school-enterprise cooperation is being promoted, but also lack of deep cooperation. Driven by interests, companies are most concerned about the supply and demand of the labor force. The training process for talents, similar to the cooperation with curriculum development, education and teaching process participation and supervision are still on the surface. In the questionnaire, 98.7% of students hope to learn a skill in school, and 72.3% of students are not satisfied with their ability of adapting to their jobs. In the case of school training equipment that can meet the production conditions of enterprises, it is a win-win situation for enterprises to establish production lines directly in schools, and carry out further cooperation with colleges.

### 3.2.5. The neglect of literacy education in modern apprenticeship

The “disciplinary basic point” training mode focuses on the independence and identity of disciplines, and it transcends disciplines above education, which has rich knowledge and complete system. The “capacity-based” training mode focuses on the internalization of knowledge and the development of human potential. It also attaches importance to the scalability of social development to the cultivation of talents, and emphasizes the cultivation of nature and the process of social development. Studying the current vocational education teaching model in China is more about the “ability-based” education and teaching model. However, both the “disciplinary base point” and the “cultivating basic point” have obviously lacked the inclination of cultivating the internal spirit of conformity-type talents’ comprehensive quality, professional quality, professional ethics, and ideological education. It is understandable that the cultivation of talents in vocational colleges is focused on the ability of skills, but it cannot be overkill. Vocational education is also a category of education. It cannot deviate from the essence of “education”, and it must reflect the return and innovation of ideas in the talent cultivation model. The modern apprenticeship talent training mode emphasizes the improvement of the quality of personnel training, but it must also embody the core of “cultivation”, pay attention to the influence of cultural influence, emphasize ability cultivation, and at the same time improve students’ overall quality and comprehensive professional ability. The nurturing of entrepreneurial skills is in an important position, opening up new ways of employment.

## 4. Some Ideas to Strengthen Modern Apprenticeship Talent Cultivation Style

First of all, we should solve the problem of ideological understanding, It is clear that the government, enterprises (industries), and vocational colleges are the main bodies in the training of talents. We must jointly develop vocational education and cultivate high-quality and high-skilled personnel. Article 46 of the Outline of the National Medium- and Long-Term Education Reform and Development Plan states: “To strengthen the education of the provincial government and support the development of vocational education by industry enterprises.” We insist that the professional education should be led by the government, guided by industry, and participated of enterprises and colleges. It is the market that guide the entire process of talent cultivation. We should maintain the smooth flow of information channels. Enterprises

put forward the requirements for talent quality and skills to schools. The schools combine education policy and their own resources with the company's public formulation of talent training programs, building a team of teachers, building a practical training venue, jointly determining the evaluation model, and jointly completing the entire process of personnel training. Enterprises can benefit from the advancement of technology and economic efficiency. At the same time, they also support the development of vocational colleges. Vocational colleges can also improve the level of education and teaching, better serve regional economic development, and achieve mutual benefit with enterprises.

Secondly, we must do a good job in the construction of the three major systems simultaneously, and focus on strengthening education in literacy and practice teaching. The cultivation of high-quality and highly-skilled personnel is indispensable firstly to the construction of a high-quality teacher team. The modern apprenticeship training mode is the integration of the current vocational education and traditional apprenticeship. On the basis of traditional teaching, the basic professional knowledge teachers can meet the needs of personnel training. The teachers of general professional skills training need the deep integration of schools and enterprises to adapt to the ever-growing social production needs. The advanced technology of the company is combined with the practice training technology of the school to achieve a deep integration and common development. In terms of moral quality professional literacy education, we should raise awareness and change our thinking ideologically. It should not be the responsibility of the school's moral education teaching and research group or a student's department, league committee, or party committee office. The core of education is cultivation. The training programs and implementation of literacy education should be formulated by the school's theory teachers, practical instructors and other student management departments which will become the subject's cultivator of students' literacy education, paying attention to spread knowledge while influencing students by their own behavior. Therefore, first of all, we must do a good job in the construction of the teaching staff, and ensure the construction of the three major systems in the modern apprenticeship talent training model, and focus on strengthening literacy education and practical education. The platform of literacy education is not limited by classroom education and teaching. It can be reflected in all aspects of students' campus life, making use of various platforms, and linking theoretical classrooms, practical training venues, second classrooms, and other amateur cultural life.

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