Research on the Teaching Concept of Undergraduate Education Based on Vocational Education

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Abstract. Undergraduate vocational education is an important part of China's modern vocational education system, and the implementation of undergraduate vocational education pilot is the key to deepen the reform of vocational education in China. The system problem is a fundamental and overall problem of university teaching management. Strengthening the research on undergraduate teaching management system and its reform has become the practical need of undergraduate teaching management reform in China. Teaching management plays an extremely important role in ensuring the efficiency of running a school and improving the quality of teaching. Undergraduate course syllabus should reflect the modern vocational education concept, that is, the course syllabus related to vocational qualification examination in undergraduate colleges should be based on the vocational qualification examination syllabus, and the assessment knowledge points should be integrated into several training projects to carry out project-based teaching. Project-based teaching can solve the problem of "building blocks" teaching scattered knowledge points, which is conducive to the cultivation of application-oriented talents in undergraduate colleges. Therefore, it is necessary to take positive measures in such links as transformation positioning, optimization of discipline and professional structure, innovation of talent training mode, improvement of quality monitoring and evaluation, and strengthening of the construction of application-oriented teaching staff, to implement dislocation competition and characteristic development, and to improve the quality of talent training in undergraduate vocational education and the core competitiveness of the school.

Keywords: Vocational education; Undergraduate education; Teaching philosophy.

1. Introduction

At present, China's higher vocational education is booming, so it is an urgent task to do a good job in higher vocational teaching, otherwise it will not reflect the educational function and connotation of higher vocational education [1]. The key to do a good job in teaching lies in teaching reform! To effectively promote the teaching reform, we must change the old teaching concept and establish the correct teaching concept. The reform of course teaching methods oriented to modern vocational education is the key to build a modern vocational education system. Vigorously promoting modern vocational education does not mean that the state will downgrade the three types of colleges into technical schools, but encourages undergraduate colleges to actively learn the advantages of professional technical schools, solve the structural contradictions of undergraduates and cultivate high-level and high-skilled applied undergraduates [2]. Through vocational education at undergraduate level, students can not only have a solid theoretical foundation, but also have strong practical ability and social adaptability, and can completely become high-quality technical and skilled talents who can "get down, stay and use" [3].

It is an urgent need for economic development in the new era to open up the rising channel of vocational education, develop high-quality undergraduate vocational education, and cultivate high-level technical and technical talents [4]. Teachers, textbooks and teaching methods run through the whole process of talent training, directly affect the quality of talent training, and are the top priority of implementing undergraduate vocational education. Among them, what kind of teaching method should be adopted to meet the needs of undergraduate vocational education to cultivate high-quality technical talents is the first issue to be considered. Whether from the objective needs of economic and social development or from the internal requirements of vocational education to achieve high-quality development, it is urgent to explore undergraduate vocational education [5]. However, in the current

practice of vocational education reform, China still lacks in-depth theoretical research and practical exploration on how to build vocational education at undergraduate level. This is also a paradox. On the one hand, management is becoming more and more advanced in theory, and it is becoming standardized in terms of concept and technology. On the other hand, there are more and more problems in management, and there are many contradictions between managers and teachers, managers and students, students and teachers [6]. The management system is formulated by people and operates in a certain environment. If the environment changes, the system will inevitably change. China's higher education faces many challenges, such as popularization and internationalization, learning society and lifelong education, and the requirements of diversified human development. These challenges require us to reexamine the undergraduate teaching management system [7].

As a part of China's education system, newly-built undergraduate colleges should shoulder the historical responsibility of improving the quality of talent training. To develop undergraduate vocational education, efforts should be made to improve the training quality of applied technology-oriented talents, focus on training innovative talents of different levels of applied technology, cultivate school-running characteristics, and reflect the core competitiveness of the school.

2. Basic connotation of action-oriented teaching system

2.1. Project-based teaching is an efficient teaching method in modern vocational education

Abandon the traditional "building block" teaching method, and integrate all the assessment knowledge points into several practical training projects based on the vocational qualification examination outline. By completing the practical training project, students can not only learn and master the relevant test points, but also experience the sense of achievement brought by applying theory to practice to solve practical problems [8]. Although the examination points involved in each project cannot be completely irrelevant, each training project should have its own emphasis on the examination points. The so-called contract teaching mode refers to clarifying the responsibilities and rights of teachers, students, laboratory staff, academic administrators, and counselors, that is, binding each other's responsibilities and rights in the form of contracts [9]. For example, when teaching a project, the teacher has the responsibility to write the project contract in accordance with the relevant national laws and regulations and the school's teaching management rules and regulations; Students have the responsibility to complete and submit the specified training tasks within the specified time period according to the requirements of the signed project contract, and abide by the safety rules and regulations of the training site in the contract; The experimenter has the responsibility to arrange the training hardware and software conditions related to the teaching of this project before class to prevent the teaching quality from being seriously reduced due to the low intact rate of the training conditions; Educational administrators have the responsibility to supervise and manage the whole process of project teaching; Counselors have the responsibility to manage students' learning atmosphere and order [10].

Some newly-built undergraduate colleges and universities have not really emancipated their minds. They believe that vocational education is inferior to others and pursue the so-called "higher and higher" school running philosophy, which leads to improper target orientation and lack of characteristics. The main performance is as follows: First, the concept of running a school is vague, and the "slogan" and conceptualized concept of running a school is lack of operability, which has greatly affected the quality of talent training in undergraduate vocational education. The second is that the orientation of running a school is not in line with the "atmosphere" and is out of line with the needs of regional economic and social development. Newly-built colleges and universities are regional and local, but some colleges and universities are divorced from the regional economic and social development environment and unilaterally pursue the goals of "facing the world", "domestic first-class" and "internationally renowned" when determining the orientation of running schools, which is divorced from the reality of vocational education personnel training. Some newly-built undergraduate colleges often pay more attention to scientific research investment and assessment, but

they don't know enough about teaching quality. They are seriously short of time, energy and material resources for the construction of guarantee mechanism, weak in teaching process management, lagging in teaching evaluation system, and lack of effective evaluation and assessment of students' knowledge application ability, practical ability, professional post ability and entrepreneurial ability. Teaching and personnel training are limited to the "ivory tower" on campus, lacking interaction and communication with relevant enterprises and institutions, which leads to the lag of teaching and evaluation system.

2.2. Basic structure of teaching management department

China's undergraduate teaching management system is gradually established on the basis of inheriting historical traditions and drawing lessons from foreign experience. Associated with the development of ideas and theories of university teaching management and the change of ideas, the current undergraduate teaching management system presents some new features. W University is a provincial key comprehensive university established with the approval of the State Council after the reform and opening up. It has only a history of many years and has formed a complete talent training system from undergraduate to doctoral students. As a new university, there are few problems left over from her history and the burden of reform is light. From school leaders to teachers and administrators, most of them come from different schools and have different educational backgrounds.

The value orientation of vocational education at undergraduate level is to promote industrial development. The basis of professional division and curriculum setting is the ability target system. The curriculum construction follows the practical law of "simple - medium - complex". Therefore, it should take the actual job process and professional quality and ability requirements as the "anchor", and explore an engineering, exploratory and systematic curriculum system according to the complete cycle of conception, design, implementation and operation, Form a modular curriculum structure with "general knowledge course+professional core course+technical knowledge course+practice course" as the core. Therefore, in the reform exploration, there will be a gap between the ideal and reality of the reform designers, and this "gap" is just the space for our research. Moreover, as a university with pioneering and initial results in the construction of teaching management system in the country, the problems she presented in the process of reform and development have certain uniqueness, but more of them are universal. According to the viewpoint of system theory, the action-oriented teaching system can be divided into four subsystems, namely, drive, passive, support and control. These four subsystems can be subdivided vertically: the driving subsystem contains teaching ideas, which include three levels: teaching view, knowledge view and learning view; The passive subsystem consists of two elements: educators and students, including three levels: decision-making level (leaders), management level (teaching managers) and operation level (teachers and students). The support subsystem consists of four elements: curriculum, teaching organization, teaching methods and teaching environment, including three levels: hardware (buildings, equipment and facilities), secondary hardware (teaching materials) and software (teaching organization and teaching methods). The control subsystem includes teaching management and evaluation, including management, evaluation and feedback. As shown in Table 1.

Table 1 Hierarchy of Elements of Action-oriented Teaching System

Subsystem/element/hierarchy	Drive	Affected	Support	Control
The first level	Teaching view	Decision-making level	hardware	Manage
Second level	Knowledge view	Management hierarchy	Secondary hardware	Evaluate
The third level	View of learning	Operation layer	Software	Feedback

The driving subsystem is the "leader" of the teaching system, which not only injects vitality into the whole system, but also determines the nature and development direction of the whole system; The

passive subsystem is the focus of the whole teaching system, and other systems should be developed around the passive system. The structure of the teaching system is directly determined by "theory first" or "practice first". As shown in Figure 1.

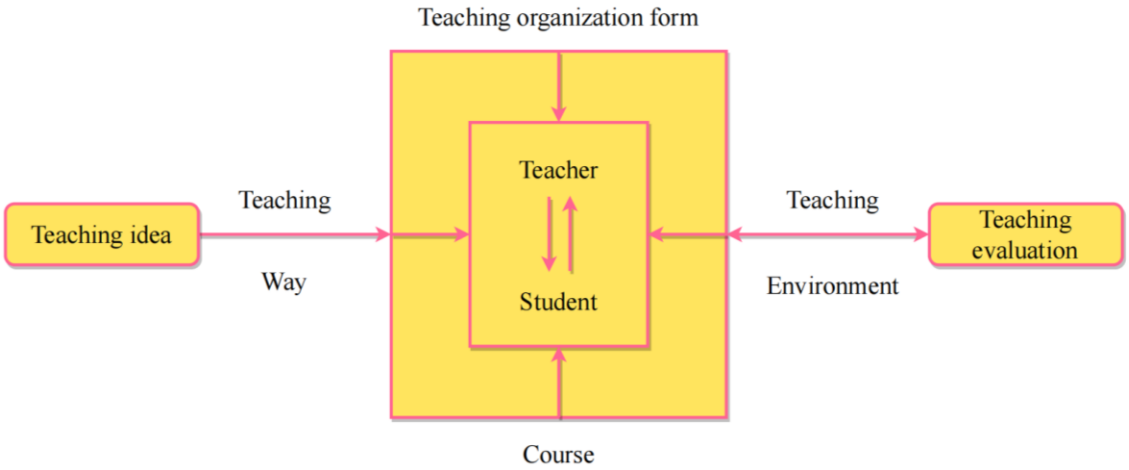

Figure 1 Elements of subsystem of action-oriented teaching system

According to the "principle of structural uncertainty", "in order to realize a certain function, we can find a variety of structures of the system. This uncertainty makes it possible for us to explore the diversity of teaching system structure in higher vocational education. If we take the "proportional relationship between practice and theory" as a "variable", then, with the change of this variable, different teaching systems and different teaching functions will be produced. We can see the difference of teaching system structure from the change of the variable "proportional relationship between practice and theory" in various elements of higher vocational teaching system.

3. Possible Path of Undergraduate Teaching Management System Construction

3.1. The core goal of undergraduate teaching management system of teaching freedoml

The current undergraduate teaching management system is a rigid system based on scientific management. The new undergraduate teaching management system should fully reflect the characteristics of combining hardness and softness under the guidance of the people-oriented concept, and contain a little flexibility and flexibility in stability. To ensure the freedom of students to "learn" and the freedom of university teachers to "teach". In the free atmosphere of the school, college students can gain internal freedom through personal self-education, which is the advantage of university education. If the implementation of a kind of education like military academy or some monasteries, with extremely strict discipline to restrain students, then this advantage will disappear. ". Learning selectivity is an important feature of learning freedom. Selectivity refers to the right and ability of individuals or groups to freely express their wishes, opinions and ideas, and independently determine their own behavior. Only by fully respecting students' freedom and nature, learning will become a happy thing, and learning enthusiasm can be stimulated to the maximum extent, and this enthusiasm is the psychological basis and motivation of innovation. In the past, under the planned system, people were deprived of this right and their freedom of choice was cancelled. In contemporary times, among many factors that restrict the free development of college students, system is the most fundamental factor. The changes in the internal and external environment of university teaching objectively require the teaching management system to keep pace with the times. There are two reasons why China's vocational education model has long referred to general education: first, since the reform and opening up, the theoretical research and practical foundation of China's vocational education are relatively weak, lacking the realistic conditions for independent exploration of school-running model; Second, the vocational education system is not perfect, and vocational education must be "in line" with general education to a certain extent.

The pilot work of undergraduate level vocational education was launched against the background that the scale of vocational education was nearing the end and the connotative development had achieved initial results. Vocational education already had the practical conditions to independently explore the system and mode of undergraduate level vocational education, while exploring and developing undergraduate level vocational education was clearly the key step to improve the vocational education system, and established the status of vocational education as a type of education, This opens up space for highlighting the school-running characteristics of vocational education, and will effectively promote the transformation of the school-running mode of vocational education from reference to general education to independent exploration. Build the specialty with "industry demand leading", constantly optimize the professional structure, integrate the related professional organizations serving the same industry chain into the professional cluster for overall management, and establish a professional system that closely connects the industry chain and the national professional qualification requirements. It is necessary to study the specification and orientation of application-oriented undergraduate talent training, establish a professional training mechanism at the provincial, university and college levels, and focus on supporting a number of application-oriented characteristic and advantageous undergraduate majors close to the needs of local economic and social development in combination with their respective school history, discipline advantages, industry background and regional environment.

3.2. Shared, innovative and cross-cultural organizational culture environment protection

In the reform of teaching methods, based on the "action-oriented" teaching method, project teaching method, case teaching method and the application of virtual technology are highlighted, and diversified teaching methods such as task-driven, project-oriented, modular teaching, work-study combination and scenario simulation are emphasized. Professional courses should advocate the use of real tasks and real case teaching to carry out teaching. In the reform of learning evaluation and assessment methods, we should adopt the evaluation concept of "ability orientation", carry out diversified assessment methods, change the final assessment into process assessment, change the closed assessment into open assessment, change the school assessment into school-enterprise joint assessment, and change the single theoretical assessment into "theory+practice" assessment to highlight students' dominant position. Teachers should completely change the teaching mode of "full-hall irrigation", constantly update teaching methods, carefully design teaching process, stimulate students' potential and better guide students to learn to learn. Shared, innovative and cross-cultural organizational culture is the environmental guarantee for the good operation of teaching management system. The specific regulation text is the materialized organizational culture, which is the external expression of the internal spirit and idea of a specific organization. At the same time, it cultivates and protects the unique cultural atmosphere inside the organization, and then internalizes into the spiritual personality, value pursuit, beliefs and beliefs of individuals in the organization. Therefore, as a knowledge-based organization, colleges and universities can make the knowledge accumulation of the school organization expand and spiral up through the process of individual knowledge innovation, organizational sharing of individual knowledge, organizational knowledge accumulation and organizational knowledge individualization. This process is also the process of continuously strengthening, updating and improving the strength of the university itself, and also the process of developing a mature and dynamic university.

Because there is a gap between the subject and the object of cultural cognition, misunderstandings often occur, and inappropriate deviations are prone to occur in behavior and value orientation, and their cultural values will conflict to some extent. If this conflict can't be solved well, it will hurt the management efficiency of the organization. On the contrary, if we can fully consider this cultural difference, create a cross-cultural management consciousness that is open in both directions, mutually recognized, equal and integrated, and make reasonable arrangements in the system, then this multicultural background will also bring new creativity and vitality to the whole teaching management system. At the same time, with the internationalization of higher education in China, the

successful experience of cross-cultural management will also provide appropriate reference for other universities.

4. Conclusions

Teaching management is a comprehensive and highly technical management that directly serves the training of talents, and the requirements of innovative education for teaching management have been further improved. Traditional teaching management should adapt to it, not only by changing ways, methods and means, but also by solving problems from ideological understanding, concepts and the quality of managers. By defining the orientation of running a school, optimizing the professional structure and reforming the talent training mode, students' practical ability and innovative consciousness are significantly enhanced, teaching resources are richer, the education and teaching quality guarantee system is more perfect, the overall quality of teachers is further improved, and the quality of talent training is greatly improved. This paper points out the special connotation of the eight elements of the action-oriented teaching system, and demonstrates that the action-oriented teaching system is conducive to the full play of the overall function of talent training in higher vocational education by analyzing the structure of the "knowledge imparting" and "practice oriented" teaching systems in higher education. The capability-based teaching concept controls the direction of the action-oriented teaching system, determines the structure of the teaching system, and the action-oriented teacher-student relationship is the focus of the construction of the action-oriented teaching system, which determines whether the function of the teaching system can be fully played. Through the implementation of action-oriented teaching system, students' comprehensive professional ability has been improved, and the expected goal of constructing action-oriented teaching system has been basically achieved.

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