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Strategies for Leveraging the Role of Young Teachers in Enterprise Practical Courses Vocational Colleges in China

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Abstract: Enterprise practical courses are important courses that emphasize practical operations, professional ethics, integrate theory with practice, and possess specificity and flexibility. Teachers serve as advocates for school-enterprise cooperation and communication, maintain the connection between schools and society, and promote vocational education. However, there are several issues in current enterprise practical teaching, such as the separation between school learning and student enterprise practice, inconsistency between enterprise goals and student training, and lack of evaluation system for student internships. This article aims to address these issues by enhancing teachers' professional abilities and practical teaching levels, thereby providing better support and assistance for students' career development and employment competitiveness.

Keywords: Vocational Education; Enterprise Practical Courses; Young Teachers; Practical Abilities; Strategies.

1. Introduction

Enterprise practical courses play a crucial role in students' career development and employment competitiveness. In the Chinese vocational education system, these courses serve as important pathways for cultivating students' practical abilities, professional ethics, and entrepreneurial spirit. by simulating real professional environments and engaging in project practices, enterprise practical courses provide valuable opportunities for students to accumulate experience and enhance skills, thus better preparing them for future career development. Therefore, universities should prioritize faculty investment and strengthen the development of enterprise practical courses to provide better support and assistance for students' career development and employment competitiveness.

2. Characteristics of Enterprise Practical Courses in Chinese Vocational Education

As a crucial part of talent cultivation in vocational education in China, practical teaching plays an important role in fostering practical abilities, professional skills, and entrepreneurial spirit among vocational college students. Its aim is to cultivate students' practical abilities, professional ethics, and entrepreneurial spirit through practical operations and project practices, enabling them to better adapt to career development and societal demands. Unlike traditional theoretical courses, enterprise practical courses emphasize students' practical skills. Through simulating real-world professional environments, project practices, or collaborations with enterprises, students can engage with practical work scenarios and enhance their skills and abilities through hands-on experience.

enterprise practical courses in Chinese vocational education emphasize practical operations, highlight professional ethics, integrate theory with practice, and possess specificity and flexibility. Through these courses, students can comprehensively enhance their practical abilities and professional ethics, laying a solid foundation for their future career development.

In the higher education system of China, vocational education plays a crucial role as an integral part. Local vocational colleges contribute significantly to the development of the local economy. However, there are notable issues in talent cultivation within these institutions. For instance, there is often an imbalance between theory and practice in teaching, a focus on technical skills over professional ethics, and a disregard for students' ability to adapt to future career changes. Currently, due to lower admission scores compared to universities, the employment rate of graduates from local vocational colleges in China is not ideal.

3. The Role Positioning and Characteristics of Teachers in Enterprise Practical Courses

Whether vocational colleges can cultivate outstanding workers who meet the needs of job positions depends on the professional skills and practical teaching abilities of teachers in vocational colleges. In vocational colleges, the role of teachers in enterprise practical courses is crucial. They are not only knowledge disseminators but also guides for student vocational skill development and promoters of practical teaching. Governments and vocational colleges are increasingly concerned about the issue of young teachers participating in enterprise practice. It plays an important role in Enterprise Practical Courses.

Elevators of Professional Skills and Practical Teaching Abilities: Teachers in enterprise practical courses should actively participate in learning and practice at the forefront of enterprise production to enhance their own professional skills and practical teaching abilities. Such practices enable teachers to keep pace with current technological developments and impart the latest practical experience and skills to students, enabling them to possess excellent professional skills.

Advocates for School-Enterprise Cooperation and Communication: Teachers in enterprise practical courses are

important bridges for school-enterprise cooperation and communication. They should actively promote the cooperation between vocational colleges and enterprises, promote the deepening of school-enterprise cooperation, and achieve mutual benefit and win-win cooperation between schools and enterprises.

Guides for Student Vocational Skill Development: Teachers in enterprise practical courses should guide students to establish correct career and job selection concepts, help them understand the characteristics and requirements of different industries, enhance their professional ethics and comprehensive abilities, and thus enhance their competitiveness in the workplace.

Maintainers of School-Society Relations: The participation of teachers in enterprise practical courses reflects the close relationship between vocational colleges and enterprises, maintaining a good relationship between schools and society. Through practical activities, teachers can better understand the needs of society and provide valuable suggestions and feedback to the school.

Promoters of Vocational Education: The participation of teachers in enterprise practical courses plays a positive role in the sound development of national vocational education and economic society. Their work not only concerns the construction of students' vocational capabilities but also directly affects the promotion of social employment and the construction of a learning society.

4. Analysis of Factors Influencing the Effective Performance of Teachers in Enterprise Practical Courses

Firstly, in terms of mechanism design, the current operating mechanism tends to separate school learning from student enterprise practice. Due to factors such as insufficient teaching staff in schools, students lack guidance from teachers during their internships in enterprises, leading to a lack of targeted guidance on weak areas of students' professional knowledge and abilities during internships. Additionally, there are issues such as inadequate practical teaching bases, low enthusiasm from enterprises to participate in practical teaching, weak management of practical teaching, and unreasonable design of practical teaching courses.

Secondly, there is inconsistency between enterprise goals and student training orientation. As practical units, enterprises need to consider their own production and operation needs when arranging positions, aiming to maximize their own interests. However, schools and internship students, as demanders of positions, need to consider their own professional direction and career development, hoping to maximize the actual effects of internships. This is an objective contradiction.

Thirdly, there is a lack of evaluation system for the effectiveness of student internships. Managing student internships is challenging, with numerous students and practical units involved, dispersed work locations, varying degrees of cooperation, and students exhibiting different qualities, abilities, attitudes, and willingness. It is common for students to find their learned specialties not aligning with their assigned positions, making it difficult for teachers to provide an objective and comprehensive evaluation of the effectiveness of student internships.

5. Strategies and Methods to Effectively Utilize Teachers in Enterprise Practical Courses

5.1. Establishing a Sound Curriculum System and Teaching Team

The documents issued by higher authorities regarding young teachers from vocational colleges participating in enterprise practices are macroscopic and instructive. However, specific approaches and methods for young vocational college teachers to participate in enterprise practices, as well as issues related to specific enterprise environments and selections, still require continuous exploration by these young teachers. When establishing a curriculum system, schools need to systematically plan and design enterprise practical courses. This includes defining the core objectives and learning goals of the courses, determining the basic structure and content framework of the courses, and developing specific teaching plans and evaluation criteria. The objectives of the courses should closely align with industry demands and students' career development directions, ensuring that students can acquire the necessary practical skills and professional ethics during enterprise practices. Schools should form teaching teams consisting of teachers with extensive practical experience and professional backgrounds. These teachers should possess high professional literacy and teaching abilities, capable of effectively organizing and guiding students in participating in enterprise practical activities. Additionally, schools can invite professionals and industry elites from relevant fields of enterprises to serve as guest lecturers or practice mentors, providing students with more professional and practical guidance and support.

5.2. Strengthening Teachers' Professional Training and Development

Strengthening teachers' professional training and development is one of the important ways to improve the effectiveness of teachers in enterprise practical courses. Before participating in enterprise training, teachers can first conduct targeted understanding and learning about enterprises and accompany engineering and technical personnel from enterprises for on-site learning. This approach helps teachers gain in-depth understanding of enterprise culture, management systems, and the responsibilities and operational norms of corresponding positions, while learning enterprise technologies and accumulating practical experience. To enhance vocational teachers' professional abilities and practical teaching levels, teachers can choose suitable enterprises for practice based on professional categories. During enterprise practices, teachers can participate in the assembly lines of enterprises and receive corresponding explanations from engineers arranged by enterprises, including production processes, working principles and operating methods of instruments and equipment, and knowledge of related components. This firsthand participation and practice enables teachers to intuitively understand the differences between mastered knowledge and actual operations, and provides opportunities for corresponding improvements, thereby enhancing their practical teaching levels. Through practical work, teachers can not only accumulate rich practical cases for future classroom teaching but also accumulate extensive practical experience. Additionally, teachers can learn about the

development of products in enterprises, grasp the dynamics of scientific and technological development, and gain a deeper understanding of the current status of the industry's development and the actual demands for talents by enterprises. This information is of great significance for talent cultivation and curriculum reform, laying a solid foundation for students' work in related technical fields.

5.3. Exploring Innovative Teaching Models and Practical Activities

Enhancement of Practical Operation Exercises and Improvement of Management Mechanisms: Encourage students to engage in actual operational exercises and improve related management mechanisms. Through practical operations, students can participate in product manufacturing and technical transformations, applying the knowledge, processes, and skills learned in teaching to practical production, thereby enhancing their practical abilities and technical levels. Teachers should closely integrate theoretical knowledge with engineering practices, enabling students to understand the production industry processes involved in professional courses and apply them to teaching. Teachers can improve teaching methods, strengthen practical sessions in the classroom, promote the comprehensive improvement of students' theoretical and practical abilities, and cultivate high-quality technical talents that meet enterprise demands. It is essential to strengthen the dynamic grasp of the practical effects. Vocational colleges should establish effective practical management systems, jointly develop practical plans with enterprises, and regularly evaluate and provide feedback on the practical effects, adjusting the direction and content of practical activities in a timely manner to ensure that the expected results are achieved. Furthermore, young vocational college teachers should organically integrate teaching with enterprise research. By conducting practical activities and research projects, they can continuously improve their teaching levels and research capabilities. Meanwhile, applying research results to teaching practices enriches teaching content and improves teaching quality. Through the combination of theoretical knowledge and engineering practices, innovative teaching models and practical activities can be effectively explored, enhancing students' practical abilities and technical levels, promoting the close alignment between vocational education and enterprise demands, and cultivating high-quality talents that better meet market demands.

6. Conclusion and Outlook

Based on the current educational background and employment orientation, we have derived corresponding requirements for the professional qualities and skills that young teachers in vocational colleges need to possess, considering the vocational skills required by students in vocational colleges. Subsequently, we have emphasized the necessity and importance of young teachers from vocational colleges participating in enterprise practices. We believe that this not only facilitates the integration of school teaching and enterprise practices but also contributes to the mutual growth with students.

Looking ahead, young teachers from vocational colleges should seize the opportunities provided by enterprise practices to enhance their professional abilities, enabling them to adapt to the development and changes in vocational education and the needs of societal development. Furthermore, they should actively engage in the interaction between teaching and practice, continuously exploring innovative teaching models and practical activities to better guide students and cultivate their practical abilities and professional ethics. Through deep cooperation with enterprises, young teachers from vocational colleges will gain a better understanding of industry demands and trends, allowing them to provide education that is more aligned with practical needs and laying a solid foundation for students' future career development.

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