

Research on Training Mode of Modern Apprentice Talents in Chain Operation Management Major

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Abstract

In order to meet the requirements of the “new business subject” talent training requirements raised by the Higher Education Department of the Ministry at the National Education Conference, Zhejiang Dongfang Vocational and Technical College’s chain operation management and management major has carried out the innovation of the modern apprenticeship talent training model in terms of talent training model. Talent training as a starting point, innovative research on the training model of the original business talents, so as to solve the problem of the lack of social adaptability of the original business talents training.

Keywords

New Business; New Retail; Modern Apprenticeship.

1. Introduction

On October 18, 2017, president Xi Jinping pointed out in the report of the 19th National Congress that the integration of industry and education should be deepened. Among them, the integration of industry and education means that the school actively establishes counterpart enterprises according to the established majors, closely integrates business management with practical teaching, promotes learning through teaching, and applies learning to build the school into a combination of talent training, scientific research, and scientific and technological services. The operating entity has formed a school-enterprise model of seamless integration of schools and enterprises. New business talents are vocational colleges based on market demand, in order to promote the development of new business, based on the new era of business talent training goals determined, the purpose is to push innovative, comprehensive and capable business talents to the society, so as to New social business development provides human power. According to the "Decision of the State Council on Accelerating the Development of Modern Vocational Education", the establishment of a modern apprenticeship is the active requirement for vocational education to serve the current economic and social development, promote the interactive development of the vocational education system and the labor and employment system, and open up and broaden the channels for technical skills training and growth. Based on the innovative development of the traditional apprenticeship system, the modern apprenticeship system places more emphasis on student development as the foundation, and organically combines theoretical and practical teaching to provide students with a good environment for comprehensive development and further improve their employability.

2. Overview of Modern Apprenticeship

The modern apprenticeship is a training model that combines school education and enterprise training, with schools and enterprises co-leading, in-depth cooperation between schools and enterprises, and joint teaching by teachers and masters to jointly cultivate innovative and skilled talents. It is a vocational education model that truly achieves school & enterprise cooperation, dual education, and a combination of work and study. It emerged in Germany, trained a large number of talents, and promoted the local economic development. With the rapid development of China's economy, there is a large gap in skilled talents. For this reason, many departments such as the Ministry of Education have issued a number of policies to implement new modern apprenticeship pilots and dual-cultivation

pilots for technical and technical talents, and promote more enterprises. Units participate in the school-enterprise cooperation in educating people. The apprenticeship system has a long tradition in China. For a long period of time, this system continued the inheritance of many traditional occupations. Through apprenticeship and under the guidance of the master, he learned a certain craft, that is, vocational skills, and thus learned how to earn a living. The main way. Unlike this traditional model, "modern apprenticeship" middle school apprentices have dual identities. They are both students and apprentices. They learn knowledge, theory, and skills with teachers in schools, and master practical skills with apprentices in enterprises. Through the alternation of work and study and the integration of production and education, we will gradually master vocational knowledge and skills to improve professional qualities.

3. The status of training professional chain management professionals

3.1 The teaching effect is not ideal

At present, some of the courses offered by the school have the characteristic of leaning towards theorizing, which makes the students' practice experience time insufficient. Schools sometimes bring students to related chain enterprises for a visit, and cultivate students' practical ability. However, under this method, students can only observe the superficial phenomenon, but they can not feel the essence of management, and they will not How effective is the improvement of students' abilities. The school occasionally invites successful professionals in the chain management industry to give lectures at the school to impart management knowledge and experience, but this method is also related to theory, and students have not explored management-related methods in specific practical activities. , Still has little effect. In addition, the school will organize students to go to relevant companies for specific training, but the department of student training may be too basic. For example, students will be distributed in the grass-roots departments such as the sales department, warehouse management department, etc. These tasks are too simple, so that the students cannot obtain the relevant management skills. If the student is assigned to a relevant management department that can learn the real thing, then the company needs to send professional personnel to guide the student, which not only takes time but also requires manpower. Therefore, enterprises are reluctant to give students long-term practical training related to chain management in the enterprise, which makes the students' learning effect very little.

3.2 Lack of planning for job training standards

There is a lack of overall planning for the setting of job standards, and unreasonable and unreasonable personnel training often occurs. The diversification of professional positions has led to the need for vocational colleges to conduct communication and consultation with enterprises in many different industries at the same time, and ultimately form a talent training program. This will lead to a sharp increase in the difficulty and cost of school personnel training. When the difficulty and cost rise to a certain limit, the enthusiasm for school-enterprise cooperation is seriously hit.

3.3 The evaluation and continuous optimization mechanism needs to be improved

It is an important period for students to establish and inherit the craftsmanship spirit of excellence in the school learning stage. For a long time, the school has relaxed the education and guidance of the craftsmanship spirit in consideration of the gradual nature of student cognition. At the level of vocational education, we still pay attention to the grasp of theoretical knowledge and principles, and ignore the cultivation of students' comprehensive qualities such as pursuit of excellence, pioneering and innovative spirit, and psychological quality; there is no true formation of a glorious social fashion and professional dedication. In addition, the evaluation of vocational education subject and evaluation model are single, and the evaluation mechanism needs to be improved. There is no evaluation mechanism for the participation and interaction of multiple subjects such as teachers, parents, students, enterprises, and industry associations.

4. Innovative measures for the training model of professional chain management professionals based on modern apprenticeship

4.1 Clear talent training objectives

When the school uses the apprenticeship training model to train talents, it is necessary to establish talent training standards and train students into professional quality talents suitable for society according to the standards. After the school has clarified the talent training goals, it is necessary to establish a curriculum system that is compatible with the standards for talent training, the theory courses and practical courses need to be properly allocated, the courses need to be constructed in a reasonable and scientific manner, and adapted to the laws of student learning. For example, when colleges and universities train students of chain operation and management majors, they need the students' abilities to possess: high moral quality, familiarity with modern operation skills, ability to operate computers, understand foreign languages, and a certain understanding of modern business management models. As well as basic marketing knowledge, logistics knowledge, legal knowledge and financial management knowledge. Then, when the school sets up the corresponding courses, it should set up courses that are suitable for the above, and the teachers of the school need to train students' abilities in the classroom in a targeted manner. For example, teachers can organize practical content such as business negotiations in the classroom, so that students can improve the ability of business negotiations in practice, so as to continuously improve the comprehensive quality of students.

4.2 Improve the evaluation system

From the perspective of modern apprenticeship, the dual participation of education and the evaluation of students' level from different measures ensure the comprehensiveness, objectivity and authenticity of the evaluation, and provide important information for teachers' teaching innovation and student learning optimization. From a scientific perspective, the value of evaluation is to guide teaching and learning innovation and optimization, rather than stratifying students. Specifically, the perfect evaluation mechanism should focus on the participation of multiple subjects, organically combine qualitative and quantitative, formative evaluation and final evaluation, formulate a scientific incentive system, set an example, and improve students' active learning activity. In this process, the assessment of students can use a project system that combines physical and practical, refine the professional ability into several projects, and assess the mastery of theoretical knowledge and practical skills in the process of completing the project. Among them, the evaluation objects of theoretical knowledge mastering are various research reports and analysis reports. Through the report writing, they evaluate their learning ability, understanding ability, thinking ability, expression ability, etc. Practical skills deepen the development of school-enterprise cooperation and encourage school-enterprise cooperation to build new talents with a "modern apprenticeship" model. The need to listen carefully to the opinions of enterprise teachers, supplemented by teachers' daily observations, and set up scientific assessment projects. The operation process fully reflects the actual behavior of students, finds out the problems, and organizes teaching innovation and optimization. Under the guidance of the feedback result of the perfect evaluation mechanism, the training of professional chain management professionals in vocational colleges will surely achieve remarkable results.

4.3 Strengthen school & enterprise cooperation and Reconstructing the school& enterprise dual - subject education system

Through in-depth integration and penetration of schools and enterprises, an organic community of education and teaching of schools and enterprises is established, and schools and enterprises jointly complete the task of constructing the curriculum system. The establishment of the curriculum system takes the post (group) work task as the starting point, according to the psychological and intellectual characteristics of the learning subject, and the work process as the guide, infiltrating the elements of professional activities into the entire process of teaching, focusing on the action system. The generation and construction of tacit implicit practical knowledge, with the practical application experience and strategy acquisition as the goal, with professional quality and ability cultivation as the main line, effectively exercise and greatly improve students' ability to comprehensively use the

knowledge learned to solve practical problems, Engineering practical ability and innovation ability, comprehensively considering the needs of students' career planning and transformation and development, so that students can obtain certain development in technology application ability, adaptability and practical innovation ability, and cultivate talents needed by enterprises and society. From the curriculum system, construct three fields: intra-school courses, school-enterprise co-building courses, and enterprise courses, and build a platform for implementing professional basic courses, professional skills courses, and enterprise practice courses. Focusing on the co-construction of schools and enterprises, we will discuss the teaching content, realize the docking of courses, and reflect the professionalization of the teaching content; focusing on the teaching of professional core courses, we will realize the dual tutor teaching between schools and enterprises.

5. Summary

Based on grasping the laws of vocational education, following the laws of economic and industrial development and the laws of human growth, we will increase the adjustment of the supply and demand structure of professional chain management. Employment-oriented, cultivate students' directional ability and transferability; accurately position professional skills in the new retail, and cultivate professional talents with craftsmanship, which is the only way to improve the quality of this professional training.

Acknowledgements

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