Based on Professional Standards in the Perspective of Cohesion Study
Training High Vocational Personnel—in Marketing Major, for Example

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Abstract: Higher vocational education in the cohesion is the important measure of modern vocational education system and build a reasonable set of cohesion in vocational curriculum system is the reality of higher vocational talents training in the solution. This article is based on the talent training in vocational fragmented, curriculum chaotic situation, this article marketing major, for example, put forward "one platform, two foundation, four modules" course of cohesion. Implementation of higher vocational education personnel training cohesion, on the training target, training content, the curriculum to connect, comprehensive training professional knowledge, professional skills, high, high comprehensive quality of the high skilled talents.

Introduction

Promote higher vocational talents training in the integration, practice in higher vocational cohesion, establish a set of and adapted to the current industrial structure in higher vocational education system, is to meet the modern social and economic development and the urgent need of transformation and upgrading of industrial structure. The ministry of education on promoting the coordinated development of secondary and higher vocational education training objectives, professional connotation, teaching conditions of 10 aspects, such as cohesion, formed to meet the need of the structure and layout of regional economy and industrial upgrading, complementary advantages of division of labor cooperation pattern of vocational education. Efforts to promote the effective connection of secondary and higher vocational courses, for the current social industrial structure upgrade in our country, to solve the population employment insufficient effective demand, promote the coordinated development of economy and society has extraordinary significance.

Cohesion in the higher vocational education personnel training, can make in the current higher vocational education on the talent training of professional Settings chaos, repeated courses, vocational qualification do not match the phenomenon such as completely broken, so as to realize higher vocational in teaching resources sharing, mutual recognition on professional courses, to join each other on the professional qualification, at degree level mutual progressive mechanism of talents training.

A Literature Review

In the higher vocational education system, the research of some western countries a lot of valuable experience, such as the German "dual system" mode, discussed the coordinated development of higher vocational education, for decades, was a big success in Germany, its successful model to be copied to Singapore. In addition, the "double Meiji" coordinated development, the education of vocational education in Australia TAFE vocational education connection mode are more success stories.

Higher relatively late in China, this paper also is less, the existing data from the 1990s, China's research focuses on three aspects: one is the ordinary undergraduate course colleges and universities of applied talents training and vocational colleges can realize the integration of skilled personnel training. Second, skilled personnel training in higher vocational colleges and secondary vocational
school talent training can effectively; three is in higher vocational colleges in the professional courses and credits can be mutual recognition.

At present, China's economic reform is going into deep waters, be badly in need of a large number of high-quality skilled talents. In June 2014, the national vocational education conference held in Beijing. The CPC central committee general secretary and state President and central military commission President Xi Jinping will speed up the development of vocational education made important instructions. He stressed that vocational education is a national education system and an important part of human resource development, is the youth the important way to open up the door to success, is shouldering the diverse talent, inheritance of the major responsibilities of the technical skills, promote employment, entrepreneurship, must attach great importance to and speed up the development.

The Problems Existing in the Current Higher Vocational Education in Cohesion

Secondary vocational education and higher vocational education belongs to with vocational education, in education and teaching have common things, but they still exist many problems in the development.

One is in the higher vocational talents training target is not clear. In general, the secondary vocational education personnel training is to train skilled talents, mainly targeted at the higher vocational education is the main culture of technical skills. The differences and similarities between the two, what, does not appear to have a relatively clear specification standards.

It is not clear in the major of higher vocational talents training. For secondary vocational education, specialty setting is too fine. Such as marketing specialist, automobile marketing, real estate marketing, insurance, etc. And for higher vocational education, professional is relatively wide, such as marketing specialist, marketing and too general.

Three is not enough in the higher vocational curriculum content cohesion. Secondary and higher vocational repeated on many courses, such as marketing specialist, the marketing, network marketing, economics, marketing and other courses. By the students also found that courses in higher vocational technical secondary school is almost the same. Course content overlap, the serious influence the students' learning enthusiasm, so that the students are not willing to learn, even playing truant.

The Significance of Cohesion in Vocational

It is the talent training scheme of cohesion, the talent training scheme is the soul of the construction of professional, is the important foundation of higher vocational education in cohesion. In the higher vocational education is to cultivate skilled talents, to build in the framework of general, special, and expand the capacity of curriculum structure system. This requires that the talent training scheme, to highlight the professional ability training as the core, and gm as a professional ability, professional ability and professional development ability construction of curriculum structure system. Among them, the professional general ability to highlight "solid" special ability, vocational course highlight the "essence", outstanding professional ability in developing new courses "wide". Around these three aspects, in the professional post, the vocational qualifications, curriculum and other aspects cohesion, which curriculum content can be deleted, which content can be reduced, which content can be merged, in terms of curriculum system, efforts to highlight the practicability and pertinence, build practical curriculum system. On the design of the course content, with ability as the standard, take employment as the guidance, the reconstruction project teaching, case teaching, integrating teaching integration, real integration, strengthen higher vocational students' professional skills in the real, real, the combination of theory and practice of higher vocational education in the building. Professional teaching and being geared to the professional qualification certification, degree education and vocational training of integrated curriculum system.
The second is in the higher vocational education is the inevitable requirement for the coordinated development of higher vocational cohesion. In higher vocational college is to cultivate applied talents first line production services, all need good professional qualities and professional skills. At present, higher vocational education in the rapid development of the secondary vocational education development is relatively slow. This can make the imbalance in the development, relative to disconnect. Therefore, efforts to develop secondary vocational education, and strive to the coordinated development in vocational, jointly develop production services the first line of skills for the society should type talented person, is the urgent requirement of era development.

Three cohesion is of higher vocational education is the inevitable requirement of the current our country industrial structure upgrade. The current economic reform is going into deep waters, the speed of the upgrade of industrial structure is accelerating. This requires our country to a large amount of training to adapt to the new normal economic a large number of technical personnel. Different levels of technology talents need different levels of vocational education to complete. This requires higher vocational education in both decoupling. Both effective connection not only can solve the problem of gradient of technical talents cultivation, and to provide vocational education and lifelong learning effective way.

**Based on the Professional Standards of Higher Countermeasures**

To solve above problems and the need of developing higher vocational education, the author thinks that from the perspective of professional standards, to build "a platform, two foundations, four die fast" of the development mode in higher vocational education.

A platform is a national professional standards as a platform, to carry out the stratified education in vocational cohesion. National professional standard is formulated by the ministry of Labour and social security organization and unified enacted, with reference to national vocational standard, make the higher vocational training target, thus achieve the goal of higher vocational education stratification.

National professional standard by professional situation, basic requirements, job requirements and the proportion of table of four parts. Professional profile is a description of the basic situation of this profession, including the definition of professional name, professional, professional level, professional environment, professional competence, training demands, appraisal item 7. Basic requirements including basic knowledge of professional ethics and, among them, the professional ethics includes professional moral knowledge, professional attitude, behaviour, etc. Knowledge refers to the professional ranks staff must master the common base of knowledge. Including legal knowledge and the health and safety, environmental protection, etc.

Job requirements is the core part of the national vocational standard, from the two aspects of skills and knowledge needed to complete the various specific work description of vocational ability, including the professional function, job content, skill, knowledge, etc. Share proportion table and skill proportion table theory knowledge, among them, the theory of knowledge share table reflecting the basic knowledge, and the content of each job related knowledge in training appraisal should be accounted for the proportion of; Proportion of skills list reflects the work content proportion in the training evaluation.

For example, for students of secondary vocational education, the main necessary to grasp the market marketing professional knowledge and professional knowledge; Preliminary has certain market analysis ability, the ability to participate in the organization planning; Preliminary have the basic ability of marketing and merchandising and management; Preliminary with public relations and business communication ability and so on.

For students of higher vocational colleges, the key to grasp the marketing operation skills. Work well in market research, publicity and image planning work; Be able to follow up market development, business and marketing management; Qualified for enterprise management, consulting, and their own businesses; Have engaged in the professional related occupational activities need method ability, social behavior ability and innovation ability.
Marketing has a strong practical and professional characteristics, both secondary and higher vocational students, should know both marketing and management practice, and familiar with the state economic and trade policies and laws, able to skillfully use the computer, master knowledge of enterprise management and marketing techniques, practice ability strong applied talents. At the same time, students should possess the quality of integrity, honest, and trustworthy; Strong dedication and sense of responsibility for marketing. The self-confidence necessary to correct self-awareness; Perseverance, positive enterprising spirit, the pursuit of successful good state of mind; Have the courage to take risks, strong pressure in the face of failure and success of psychology to bear ability.

2. One is based on professional ethics course; Second, professional certificate courses for the foundation. For higher vocational students in both the graduality and cohesion in its training objectives. On the connotation of the professional has extensibility and ascend. Both can collaboration, complementary advantages, form the vocational education system with the gradient difference.

In terms of marketing, on the professional ethics course, the talent cultivating target in higher vocational college, and can converge, professional ethics course is the basic course of higher vocational students must learn, emphasized to cultivate the students' ideological and political quality, cultural and physical quality and scientific quality, according to the talents cultivation target and the professional talents knowledge, ability and quality requirements to build and optimize the curriculum system, selection and reorganization of teaching content, Reform and innovation of teaching methods, curriculum standard to reflect the forward-looking, innovative consciousness and the characteristics of the flexible and practical, focus on cultivating students' political ideological quality, cultural and scientific quality and physical quality, this kind of course include ideological and moral cultivation and legal basis, MAO zedong thought, deng xiaoping theory, situation and policy, practical English, writing, computer application basis, such as employment guidance course. To professional quality education throughout the whole teaching process.

Second, professional certificate courses for the foundation. Earning and professional correspondence students, has a certain authority of professional qualification certificate. Make students graduate with a double card skills talents.

For higher vocational students in training certificate level differences. Marketing professional talent training plan requires students to obtain English class B, the computer level certificate and any professional skills (qualification) certificate in order to qualified graduates.

Professional qualification certificate of marketing major mainly has four kinds: marketing staff, and officials, the marketing manager (division) and analysts surveyed. For secondary vocational students, can take an examination of the primary marketing staff, public officials, for higher vocational students, can take an examination of intermediate marketer, intermediate public officials, assistant marketing manager (division) and analysts surveyed. Certificates obtained mainly through two ways, school centralized organization training to enter oneself for an examination, or students scattered to enter oneself for an examination, obtained by the relevant marketing industry association or professional qualification of human resources and social security ministry of labor issued.

Four modules, according to the higher vocational teaching and the students' ability to accept the conditions of different, form a flexible curriculum modules, efforts to enhance the flexibility of curriculum, skills and practical. Four modules mainly refers to the professional abilities of general courses, vocational specialized courses, vocational ability in developing new courses and practical teaching module.

According to the characteristics of higher vocational students' vocational curriculum is divided into two parts, the higher vocational education take the hard part, secondary vocational education take the easy part. Higher vocational professional course system to secondary professional curriculum system, reference for longitudinal connection required courses is to clear the training objectives of secondary vocational curriculum and the starting point of the talent cultivation of higher vocational courses. The following marketing major, for example.
Vocational ability course modules: this type of course is a professional marketing management students' ability of necessary learning courses, mainly include: management foundation, practical accounting, economics, statistics, business negotiation and communication skills, customer relationship management, financial management, and other required courses (7 courses). Secondary vocational education focusing on the basis of management, practical accounting, communication skills, customer relationship management (CRM); Higher vocational education on economics, statistics, financial management, business negotiation.

Vocational ability course modules: this type of course is a professional marketing management students' ability of necessary learning courses, mainly include: management professional special ability course modules: this type of course directly correspond to the professional capability and design, cover the professional core abilities courses, mainly include: market research and forecasting, product knowledge and maintenance technology, principle and field marketing, marketing planning, modern marketing technology, Vocational ability course modules: this type of course is a professional marketing management students' ability of necessary learning courses, mainly include: advertising planning and management of management, chain business marketing and management, Internet marketing courses (eight courses). Secondary vocational focus on product knowledge and maintenance technology, principle and field marketing, marketing planning, modern marketing technology; Higher vocational focus on market research and forecasting, advertising planning and management, chain business marketing and management, the network marketing.

Vocational ability course modules: this type of course is a professional marketing management students' ability of necessary learning courses, mainly include: professional ability in developing course of management module: this type of course is according to students' future employment and their professional development direction design courses, mainly include: e-commerce practice, consumer psychology, logistics management practice special practice, international marketing, marketing and other courses (5 class). In addition to all the courses of public extracurricular teaching contents, according to the model of integrating teaching do, Vocational ability course modules: this type of course is a professional marketing management students' ability of necessary learning courses, mainly include: management of secondary vocational education focuses on e-commerce practice, consumer psychology; Higher vocational education focuses on logistics management practices, special marketing practice, international marketing, etc.

For a specific course content, the secondary vocational education should focus on the development of the basic knowledge and skills course in higher vocational curriculum to focus on theory and curriculum development. For in the course of the practice teaching of higher vocational students practice. The difference is that the secondary vocational education practice lesson focuses on the enable students to master the basic operation skills, higher vocational education practice lesson focus on make students learn more complex operations skills. Therefore, the research and development of the vocational colleges should unite is administrative courses.

To sum up, develop the higher talents training target, teaching plan and teaching content, both of secondary vocational students entrance problem, also considering the secondary and higher vocational students' employment problem, both of the coordinated development is the basic goal of higher vocational education in the cohesion and the ultimate goal.

Reference


