

An Analysis on the Practice Plan of the Road and Bridge Comprehensive Training System of the “532” Talent Cultivation Model for the Integration of Production and Education of Chongqing Vocational College of Transportation

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ABSTRACT. The College of Road and Bridge Engineering of Chongqing Vocational College of Transportation has core curriculum mainly based on construction technology, and professional curriculum teaching that can realize the integration of theory and practice. Based on this, the article proposes a comprehensive practice plan of road and bridge in the context of integration of production and teaching, and explains the significance of the training system's operation and control. In this article, the key point is to explore the practical scheme of the road and bridge comprehensive training system under the “532” talent training mode.

KEYWORDS: Industry-education integration, On-campus training, Teaching organization, Training foundation

1. Introduction

In Chongqing Vocational College of Transportation, teaching and production are out of touch because of the limited site, equipment and teaching level. In order to change this situation, the college's team analyzed the advantages of the “532” talent training model in the college's road and bridge teaching. Understanding the road-bridge comprehensive training system is conducive to cultivating students' innovative ability and practical development level, expanding employment opportunities and improving the quality of employment and entrepreneurship. Based on this, practical exploration of road-bridge comprehensive training system was launched.

2. Significance of the Integration of Production and Education in Universities

2.1 Optimize Teaching Conditions

Road and bridge majors in higher vocational colleges cultivate comprehensive development talents with high-level professional and technical capabilities, but subject to the traditional teaching mode, the students of road and bridge majors in domestic higher vocational colleges have insufficient understanding of job requirements when entering enterprises. Lack of the corresponding technical level. Moreover, in the development of society, students of road-bridge majors are mainly oriented to construction, quality inspection and management, etc. During the university, they must master the basic equipment usage methods. The way to establish a training base through school-enterprise cooperation It truly optimizes the teaching conditions and provides professional practice space for students. In the internal training of road-bridge Professional School, the construction of a management system can maximize school-enterprise cooperation, provide protection for students' professional technical development, and optimize School management is also important [1].

2.2 Strengthen School-Enterprise Cooperation

Social development and technological progress have increased the demand and requirements for professional talents in various fields. For comprehensive students of road-bridge, they must not only master various professional knowledge and technologies, but also have good practical skills. Therefore, in production education In the context of integration, build a comprehensive training system for road-bridge, strengthen teaching guidance for various professional technologies, and at the same time create a practical training space for students, which is conducive to truly achieving

school-enterprise cooperation, allowing road-bridge students to master the school and enterprise To understand the development environment and needs in the future, and at the same time provide favorable conditions for the school's innovative teaching and the construction of a comprehensive training system.

3. Practice of Road-Bridge Comprehensive Training System under “532” Talent Training Mode

3.1 Master the Training Foundation

The “532” talent training model is the foundation of the comprehensive training system of road-bridge. This model is based on the content and requirements of jobs in the production process. The two sides have established a variety of courses by jointly formulating teaching plans and content. Modules and training platforms, teachers' teaching concepts and the school's teaching management system have also changed. Teachers are involved in teaching and practical work at the same time, and the school also encourages enterprise employees with conditions to run schools to participate in teaching directly or indirectly. Among them, both sides have obtained dual identities to provide students with theoretical and practical guidance. Constructing a scientific evaluation system is a practical measure to give full play to the advantages of enterprise cooperation and joint school running resources, and to take advantage of the flexible characteristics of private school running systems and mechanisms to establish schools. Establish an enterprise, promote the development and training mechanism of professional talents, build a model of school-enterprise cooperation and industry-teaching integration, and ultimately achieve the purpose of giving back to society [2].

3.2 Clear Training Content

The main contents of the road and bridge comprehensive training system include:

(1) In-depth cooperation to provide students with innovative training models and provide teaching resources. This teaching content is based on the company's demand for talents and positioning for job development. For example, the current school has cooperated with local engineering project quality inspection companies, tunnel equipment Many companies, such as technology companies, have established cooperative relationships, giving full play to the two-way advantages of schools and enterprises, clarifying the specifications for talent training, investigating and analyzing road and bridge construction and core job positioning.

(2) Adhere to the model of school-run enterprises as the mainstay, supplemented by off-campus companies, carry out road and bridge test detection and analysis of construction management capabilities, jointly develop training programs for schools and enterprises, and develop training plans based on core job abilities, Compile detailed training outlines and practical training instructions, hire enterprise staff to be teachers, and lay the foundation for the comprehensive training system of road-bridge.

3.3 Optimize Teaching Organization

3.3.1 Test Arrangement

In order to improve the comprehensive ability of students, after clearing the foundation and content, the comprehensive training system of road-bridge should formulate a reasonable test sequence according to the requirements of running a school. Select some common projects on the construction site to provide students with opportunities for practical training In this way, the teacher can master the practical ability of each student, and teach them the correct operation methods to guide them to complete the prescribed test items. After completing each test, write a standardized test report. And can guide construction and control project quality based on test results.

3.3.2 Open Teaching

During the comprehensive training of road-bridge, the training base is opened for students throughout the day, and the experimental items and time can be arranged by the students themselves to provide them with sufficient preview space to prevent situations where they cannot operate during the test. The training equipment and equipment can meet the needs of 2 to 3 people to ensure that students have the opportunity to personally participate in the installation of equipment and equipment or record the test data. This method is not very proactive and cooperates with others. Poor students have a facilitative role, which can improve the ability of autonomous operation while enhancing the effectiveness of teamwork. Combining the open teaching mode and e-learning courseware, under the open teaching system, the workload of teachers will increase. In order to effectively solve this One problem is to use e-learning courseware to assist in teaching. The time for class explanation is reduced, and the teaching courseware combined with

the actual situation on the site can more vividly and intuitively introduce the real situation of the construction site to students, help them master the technology more fully, and improve the test Explain the effect.

3.3.3 Strict Assessment

Establish a special assessment file for each student, and comprehensively consider the student preview, classroom learning, practical operation, result recording, test report, and care of the equipment. Design a special scorebook at any time during the comprehensive training of road-bridge Record the performance of each student. This method has changed the previous report-based measurement method, cultivated students' attitude of serious experimentation, and developed a good work style.

3.4 Training Results

After the reconstruction of the road-bridge Comprehensive Training Base and the planning of the training project, Chongqing Vocational College of Transportation has constructed a more complete road-bridge Comprehensive Training System. The area of the comprehensive comprehensive training base inside the school has reached 5,000 square meters. The management system, talent training plan and curriculum teaching system have been implemented. At the same time, the school has also added a new high-quality course, and developed a set of comprehensive training materials and supporting plans for roads and bridges. Innovation and entrepreneurship have provided support and assistance.

4. Conclusion

In summary, the majors in Chongqing Vocational College of Transportation are all majors in the major category of transportation in higher vocational colleges, but there is still an incomplete connection between theory and practice in development. The personnel of the teaching organization management department of the university have mastered the training foundation and content, and run schools in cooperation with local enterprises, creating a comprehensive training system suitable for professional and technical development for students, and providing effective guidance for future development.

References

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