

Research on the Reform of "Three Education" in Higher Vocational Colleges Under the Promotion of "Double High" Construction

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Abstract. Implementing the national vocational education reform implementation plan to build high-level vocational schools with Chinese characteristics and specialty construction plan is an important measure to cultivate high-quality technical and skilled talents. The reform of "three educations", namely the reform of teachers, teaching materials and teaching methods, is the key link in the implementation of the construction of "double highs". Fully understanding the significance of the "three education" reform and grasping the implementation path will help to cultivate high-quality technical talents and promote the high-quality development of higher vocational colleges.

Keywords. "Double height" construction; "Three Religions" reform; Teacher; Teaching materials; Pedagogy

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1. Introduction

The "double high" plan refers to the construction plan of high-level higher vocational schools and majors with Chinese characteristics. It is a major decision-making and construction project for the Central Committee of the Communist Party of China and the State Council of the people's Republic of China to build a number of higher vocational schools and backbone majors (groups) that lead reform, support development, Chinese characteristics and world-class standards. It is also an important decision to promote the modernization of China's education, The purpose is to cultivate high-quality technical talents who can really undertake industrial transformation and upgrading.

The "three education" reform in higher vocational colleges is a comprehensive reform involving all links of teaching and learning. The core issues corresponding to teachers, teaching materials and teaching methods are "who will teach", "what to teach" and "how to teach". Grasping the basic law of teaching and learning is the key element to improve the quality of talent training. It is directly related to the acquisition of students' professional knowledge, the mastery of professional skills, the improvement of professional quality and the cultivation of professional ethics [1]. The effect of the reform of "three educations" determines the quality of talent training to a certain extent, and then determines the success or failure of the construction of "double highs". Therefore, from the perspective of high-level higher vocational schools with Chinese characteristics and specialty construction plans, the "three education" reform is of great significance in cultivating new people of the times [2].

2. The significance of the reform of "Three Religions"

2.1. *Teachers as the foundation*

Teachers are the source and soul of developing education. "Who will teach" is the fundamental problem of educating people. Whether it is the compilation of textbooks or the innovation of teaching methods, the implementation must be completed by teachers. If we want to develop vocational education with high quality, we must build a team of high-quality teachers, which is not only the requirement of the rapidly developing economy and Society for vocational education, but also the fundamental demand for the high-quality development of vocational education. At present, the main problems in the high-quality development of Higher Vocational Colleges in China are: some teachers' informatization is backward, "double qualified" teachers are lack, and the teacher management system is lagging behind.

With the rapid development of economy and society, intelligence and informatization are constantly impacting us, which requires teachers to take the initiative to adapt to the changes of artificial intelligence, informatization and other new technologies, so as to do a better job in teaching and serve the construction of "double highs". However, among our teachers, there are still some teachers who are too old or have insufficient knowledge reserves. Due to their lack of modern educational concepts, they are less involved in new ideas, new knowledge and new skills, and still stay in the era of a chalk three foot platform. Therefore, they are difficult to adapt to the requirements of current education and teaching, and can not meet the needs of students for knowledge under the high-quality development. In view of this situation, higher vocational colleges should allocate some funds each year to carry out information upgrading training for teachers and implement assessment.

"Double qualified" teachers are "double certificate" teachers or "double professional title" teachers. The Ministry of education requires that by 2022, the "double qualified" teachers in higher vocational colleges should exceed half of the teachers in professional courses. According to the "20 articles of vocational education", the recruitment of teachers in vocational colleges should be screened from those who have worked in enterprises for more than three years. By lowering the educational threshold, we can open up the channel for the introduction of highly skilled talents and introduce skilled workers from enterprises to higher vocational colleges, So as to solve the problem of the lack of "double qualified" teachers [3]. At the same time, higher vocational colleges should implement the teacher quality improvement plan, strengthen the construction of "double qualified" teacher training base, require each teacher to regularly rotate training, establish an innovative teaching team with reasonable structure and high level, solve the problems of unreasonable age, profession, professional title and educational background of the teacher team, and lack of "modularization" and "integration of theory and practice" teaching design and implementation ability, so as to point out the direction for the construction of "double qualified" teacher team.

The teacher evaluation system of vocational colleges should fully reflect the professional teaching ability and technical skills. First, establish systems for teachers' induction, training and training, salary, team building, and employment of part-time teachers, improve teachers' quality and ability, optimize the source of teachers, improve the structure of "double qualified" teachers, and comprehensively improve the level of teachers in vocational colleges. The second is to establish a dynamic management system for teachers and carry out two-way assessment for exchange personnel between schools and enterprises, so as to promote the two-way flow of talents between schools and enterprises. Third, establish evaluation methods for professional and technical posts (professional titles), implement multi series evaluation and exchange of various series, and attract industry and enterprise experts to serve as teachers in higher vocational colleges. The evaluation and promotion of professional titles do not only focus on academic qualifications and papers, but also focus on the assessment of teachers' ethics, teaching effectiveness and double teacher quality.

2.2. *Take teaching materials as the carrier*

The important carrier of talent training in higher vocational colleges is the construction of teaching materials. What students learn is determined by what teachers teach, which directly affects the

acquisition of students' professional knowledge, the mastery of professional skills, the improvement of professional quality and the cultivation of professional ethics. At present, the construction of teaching materials in vocational colleges mainly has the following problems: Nonstandard selection, disconnection from the actual production of enterprises, slow updating, outdated content, etc. In view of these problems, the construction of "double highs" has put forward a clear solution to the construction of teaching materials.

First, the construction of teaching materials. Through in-depth cooperation with enterprises, jointly compile the course teaching content that can reflect the actual production of enterprises, integrate new norms, new processes, new technologies, and give consideration to the combination of theory and practice. At the same time, regularly revise the teaching materials and establish a teaching resource database, so as to solve the practical problems such as slow updating speed, outdated teaching materials and unable to meet the close connection between higher vocational education and enterprise production [4].

Second, the practicality of teaching materials. Vocational education has higher requirements for practical teaching than general education. At present, many teaching materials in higher vocational colleges have the problem of emphasizing theory over practice, and there is no special targeted teaching materials. The construction of "double highs" advocates the use of new loose leaf textbooks and work manual textbooks, and the development of corresponding information resources. This requires that higher vocational teaching materials should strengthen practical operation, emphasize differentiation and personalization, and combine theory with practice, so as to highlight vocational characteristics.

Third, the informationization of teaching materials. In the intelligent Internet era, the construction of "double highs" requires that teaching must also be information-based. The Ministry of education proposes to select a number of online high-quality vocational education courses, establish dynamic and three-dimensional teaching materials and teaching resource systems, and promote the reform of information-based vocational education teaching, so as to meet the development requirements of the new era.

2.3. Take teaching method as the core

The core of the reform of "three educations" is the reform of teaching methods, which is the way to realize the talent training of vocational education. By studying "how to teach", we can explore a more suitable training path and method for higher vocational students to ensure that students can really learn new knowledge, new technology, new methods and new technologies, so as to effectively improve the quality of education and teaching. Modern technological means have essentially changed the traditional teaching methods and means, provided richer resources and broader space for the development of educational and teaching activities, and also put forward higher challenges. The reform concept of "double high" construction is "student-centered", which emphasizes the important role of schools in talent training and comprehensively promotes classroom teaching reform.

First, teaching method informatization. The construction of "double highs" requires that in the teaching reform, we should make full use of the new generation of information technology means such as the Internet and big data to transform the classroom teaching process, widely develop open intelligent learning platforms such as micro classes and Mu classes, speed up the resolution of problems such as outdated teaching methods and backward teaching means, and build an information-based teaching environment that can meet the needs of personalization and diversification.

Second, teaching method innovation. At present, many higher vocational colleges have different degrees of "behind closed doors" and "full house", and the classroom is not attractive enough, so it is difficult to stimulate students' interest in learning, can not meet professional teaching needs, and can not well implement the "student-centered" teaching concept. The construction of "double highs" takes the promotion of classroom teaching reform as a breakthrough, innovates teaching methods, comprehensively implements the situational teaching mode facing the real production environment of enterprises, and implements the project system, so as to mobilize students' enthusiasm for learning and improve the quality of talent training.

3. Ways to reform the "Three Religions"

Under the background of "double high" construction, the "three education" reform plays an irreplaceable role in the development of vocational education, and determines the success or failure of "double high" construction to a certain extent. How to grasp the path of "three education" reform and implement "20 items of vocational education" is a major issue for the development of higher vocational colleges. The ultimate goal of vocational education reform is to cultivate highly skilled high-quality technical talents. His most prominent feature is cross-border integration. He has crossed schools and enterprises, learning and work, and integrated knowledge and skills, education and industry. "Three education" reform is the breakthrough of vocational education reform. Therefore, it is necessary to grasp the characteristics of cross-border integration, always adhere to the school enterprise cooperation and the integration of industry and education, and cultivate high-quality technical and skilled talents to meet the needs of the society from the requirements of the all-round development of students.

3.1. Construction of teaching staff

Higher vocational colleges should standardize teachers' behavior, strengthen the construction of teachers' morality and style, and guide teachers to teach, learn, conduct and moral education with morality. Establish teachers' personal ethics files, implement the one vote veto system for teachers' ethics assessment, establish a "Four Haves" good teacher assessment mechanism, lead teachers to strive to be "Four Haves" good teachers, and wholeheartedly be a guide for students' knowledge learning, character training, thinking innovation and dedication to the motherland.

Reform the management method of professional course teachers' employment, run through the introduction mechanism of skilled craftsman talents, combine the professional (Group) construction and industrial development needs, require professional course teachers to have more than 3 years of enterprise work experience, encourage the introduction of enterprise high-tech skilled talents, realize the transformation of professional course teachers from campus recruitment to enterprise introduction, so as to increase the proportion of high-tech skilled talents, and finally achieve the goal of optimizing the structure of teachers. The teacher performance appraisal system focuses on the ability level and performance contribution, highlights the practical ability, social service ability, teachers' ethics and other important indicators, achieves more work, salary changes with the post, excellent performance and remuneration, and can be promoted and demoted, and stimulates the internal motivation of teachers.

Implement the project of cultivating excellent teachers and build a teaching innovation team. Scientifically and reasonably plan the development path of teachers and build a systematic cultivation system. Professional leaders should be industry elites, leading industrial technological innovation and improving the ability to transform achievements. Backbone teachers should aim at solving the actual production problems of enterprises, strengthen technology research and development, and improve industrial services. Young teachers should quickly grow into the backbone of the development of higher vocational colleges through school training and enterprise practice.

Accelerate the construction of "double qualified" teachers. Establish a "double qualified" teacher standard recognized by enterprises, industries and administrative units, and create a "double qualified" teacher team. Employ industry technical experts, masters, famous craftsmen and leading talents as part-time teachers, and establish a part-time teacher resource pool suitable for the construction of "double highs". Establish a part-time system for enterprises and schools, implement modular teaching, and build a mixed teacher team composed of teachers, craftsmen and enterprise experts.

3.2. Building characteristic teaching materials

In order to ensure that textbooks keep pace with the times, schools and enterprises should jointly compile textbooks, and the textbook writers can be composed of enterprise employees and teachers. In order to meet the job requirements of the enterprise, we should comprehensively and deeply understand the job requirements, integrate new specifications, new processes and new technologies into the teaching, and introduce engineering cases, process specifications and technical standards into the classroom teaching content, so that the compiled teaching materials have the characteristics of

vocational education, and dynamically update the teaching materials through regular revision.

Under the background of information age, education and teaching content must also be information-based. Higher vocational colleges should make full use of modern information technology, promote teaching reform, develop information-based teaching projects and cases, establish a digital, three-dimensional and dynamic teaching resource system and teaching materials, and make relevant contents timely updated and adjusted with the development of information technology.

Vocational colleges should establish a sound teaching material management system, set up a special teaching material selection department to effectively inspect and evaluate the selected teaching materials, so as to ensure that the teaching materials entering the campus are high-quality teaching materials.

3.3. Innovation of teaching methods

The reform of teaching method is based on the principle of practicality and creativity to fully mobilize students' enthusiasm and enable students to learn something. Higher vocational colleges should promote the teaching staff to carry out situational teaching, project teaching, module teaching and other methods, take front-line production services such as workshops and factories as classroom teaching venues, realize "learning by training, learning by doing, learning by creating, and learning by research", stimulate students' ability to think positively and dare to practice, effectively combine basic knowledge with professional skills in the training process, and solve practical problems with innovative spirit. So as to improve students' professional ability and quality. Higher vocational colleges should also set up courses related to innovation and entrepreneurship, cultivate innovation and entrepreneurship training programs, establish practical cases of innovation and entrepreneurship, and cultivate students' innovation and entrepreneurship spirit.

The reform of teaching methods should establish an intelligent learning environment, build a personalized and autonomous teaching environment, improve the information-based and workplace teaching mode, use big data, Internet, artificial intelligence and other technologies to promote e-learning platforms such as wechat and MOOC, implement the online and offline hybrid teaching mode, improve students' ability to use information-based autonomous learning, analyze and solve problems, and promote the transformation from knowledge classroom to smart classroom.

Fully implement the national vocational education reform implementation plan to build high-level higher vocational schools and specialties with Chinese characteristics. It is not only necessary to continuously improve the national teaching standard system of higher vocational education at the national level, but also necessary to promote it in a coordinated manner at the provincial, municipal and school levels, strengthen management, improve the education and teaching quality assurance system, deepen the "three education" reform, implement the "double high" construction, teach students according to their aptitude, and do a good job in Building Morality and cultivating people, Fully mobilize the initiative, enthusiasm and creativity of teachers and students, continuously improve the training quality of high-quality technical and skilled talents, and provide talent guarantee for social development and industrial transformation [5].

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