

A Probe into the Ways of Training Modern Apprenticeship Talents: A Case Study of Guangzhou Panyu Polytechnic

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ABSTRACT

The training of modern apprenticeship talents is an important way for vocational colleges to improve students' employment rate and vocational ability. As the object and subject of modern apprenticeship personnel training, students play an important role in it. This paper takes the modern apprenticeship students of Guangzhou Panyu Polytechnic as the research object, and explores the ways of talent cultivation. This paper provides scientific basis and reference for the practical research of modern apprenticeship personnel training. Through questionnaires and interviews, this paper makes research and analysis on schools, enterprises and students. The results show that students lack identity, sense of belonging and motivation to learn. Finally, it is proposed that schools and enterprises regularly carry out training, enterprises and teachers enhance their concern and communication with students, and schools implement the way of personnel training of differentiated curriculum teaching.

Keywords: modern apprenticeship; Guangzhou Panyu Polytechnic; students; training;

Introduction

With the acceleration of the process of socialization, the traditional training mode of teachers and apprentices in the field of education in ancient China has evolved into the modern training mode of apprenticeship talents in today's society. Modern apprenticeship is a kind of school-enterprise cooperative vocational education system which combines traditional apprenticeship training mode with modern school vocational education [1]. With the strong support and promotion of the state, the modern apprenticeship system is widely used in China's vocational colleges, so it is appropriate to explore the ways of training modern apprenticeship talents at this stage, and ultimately achieve the goal of improving the effectiveness of student training, improving and improving the mode of training talents through research.

In view of the definition and application of modern apprenticeship, the researcher knew that schools are places for students to learn and master theoretical knowledge. On February

7-9 MARCH, 2019 London, United Kingdom

26, 2014, Premier Li Keqiang proposed in the First Conference Room of the State Council to support social forces in the establishment of vocational education and the implementation of "modern apprenticeship" in Vocational education. Teachers are also "masters", and vocational school students are also "apprentices" of enterprises [2]. Because of the strong support of the national government, the modern apprenticeship system of school-enterprise joint recruitment and joint training of students is widely used in major higher vocational colleges. Vocational schools have opened the way of cooperation with enterprises, set up school-enterprise cooperation bases, supporting hardware equipment and other infrastructure, provide teachers, set up professional courses and so on. However, after a period of trial operation, students' enthusiasm in school is not high, the courses offered are consistent with the ordinary students' courses, there is no differential teaching, students are difficult to grasp the course content and other situations, the role and role of the school has not been highlighted.

To further understand the study, the modern apprenticeship model are studied along with the enterprises role. Enterprise actually plays the role of enriching students' second classroom. After learning the theory in school, students need to go to the enterprise to carry out social practice, enrich and consolidate theoretical knowledge through practice, and improve social practice ability, practical ability and vocational skill ability at the same time. However, after a period of pilot operation, we found the following problems: students have a short working time, can only engage in grass-roots and grass-roots work, engaged in a low level of work technology, the students' vocational skills and social practice ability need to be further improved. Therefore, the role of enterprises in the modern apprenticeship model has not been fully highlighted.

As the object of training, students are trained by both schools and enterprises at the same time. After the training of schools and enterprises, students can go directly to the enterprises, which is the ultimate goal of modern apprenticeship training mode. Similarly, in the pilot operation, students lack of professional identity, sense of professional belonging and unsatisfactory results of professional courses; students' satisfaction with the training of apprenticeship personnel needs to be further improved.

Because modern apprenticeship is widely used in Vocational colleges, and there are three problems mentioned above. Therefore, it is very important to carry out specific research among universities, enterprises and students at the present stage to grasp the effectiveness of student training and improve and perfect the training mode of students. Therefore, this paper carries out a discussion on the training ways of modern apprenticeship talents, taking Zhongxin Prudential Finance College of Guangzhou Panyu Polytechnic as an example.

Review of Related Literature

Modern Apprenticeship

Under the definition of the characteristics of the modern apprenticeship system, starting from the interests of both schools and enterprises, this paper clarifies the power-responsibility relationship and content between schools and enterprises. Taking a higher vocational college in Guangzhou as an example, it actively explores the cooperative education mechanism under the dual-subject school-running, with a view to finding the balance point of the power-responsibility relationship between schools and enterprises and realizing the natural path of the sustainable development of the modern school-tree system (jieqi, H,2017) .

In the study of Jin and Jieji (2007) , the first batch of modern apprenticeship personnel training pilot were investigated through questionnaires and shows that apprentices have a good recognition of the modern apprenticeship system, but they still need continuous publicity and timely guidance. Apprentices are generally satisfied with the salary and welfare benefits of enterprises, but they have a strong demand for labor security, such as "five insurance and one fund". Therefore, we should vigorously publicize the modern apprenticeship system, enhance the apprenticeship identity: clarify the legal status of apprentices, actively protect the rights and interests of apprentices; enhance the professional awareness of apprentices, improve the effectiveness of personnel training (jieqi, H&jin ,F,2017) .

Under the background of industrial transformation and upgrading, actively exploring the modern apprenticeship system with Chinese characteristics has become an urgent problem for China's vocational education. Based on the particularity of food talents training in Yunnan higher vocational colleges, where the implementation of modern apprenticeship system in Dali Agriculture and Forestry

Vocational and Technical College in the food industry, they found out that the training mode of modern apprenticeship talents in food specialty, summarizes its experience, and discovered its shortcomings. Suggestions are put forward to provide practical samples for the training of food talents in Yunnan higher vocational colleges(jianxue,L.et.al,2018) .

The above readings extracts the main points, laying the foundation for this study. It focuses on the problems existing in the modern apprenticeship system, the current apprenticeship industry enterprises and the practice and application of the modern apprenticeship system in which the researchers considered to fully understand the scenario.

Problem on Modern Apprenticeship

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By using the theory of system complementarity, this paper makes a comparative analysis of the differences and rules between German modern apprenticeship system and Chinese order classroom model, and points out that the complementarity of the two systems is inseparable from each other. From the perspective of policy complementarity analysis, this paper puts forward policy suggestions on how to establish modern apprenticeship in developing countries (Wenchao, J, 2018) .

Based on the above studies, we find that there are still many problems in the modern apprenticeship system, such as the ability of professional skills and the quality of training need to be further improved, and the apprenticeship identity is not high.

Enterprise Leadership

Under the enterprise-led mode, we should pay attention to the practice of training content, re-adjust the apprenticeship curriculum system by establishing a rich and diverse guarantee system, and strengthen the quality of apprenticeship training through comprehensive and systematic learning content, course certification and process evaluationshanqing, Z,2001) .

Mainly studies the role and significance of trade associations in participating in the training of modern apprentices in schools. The results show that trade associations promote the development of modern apprenticeships. Schools, enterprises and governments have

7-9 MARCH ,2019 London,United Kingdom

provided teaching resources for talent training and education models. It provides convenience for the specialty setting and curriculum construction of modern apprenticeship system (Hongwei, C,2018) .

Describes the reform of IT apprenticeship industry, including government, employers and professionals Institutions and incentives are identical (Jagger&Paul, 2014) .

Looking back on the history of football apprenticeship and interviewing 21 Club apprentices, ¿will the established football scholarship program reduce the high loss rate of gamers? This paper probes into the educational opportunities offered by the players who have not reached the professional level, and concludes that the unprofessional games provide policy enlightenment (Monk& Des,2000).

The best way to study medical feedback is to define "clinical counseling" as "the longitudinal relationship of help between coaches and apprentices, providing continuous feedback and help to improve performance." "Coaches" are more experienced trainees, while "apprentices" are less experienced trainees. By encouraging the establishment of apprenticeship model, we can improve the structure, implementation and impact of feedback in the contemporary medical education environment(Rangachari.et.al,2017).

Based on the above analysis,We find that some scholars have carried out the research on the main status of modern apprenticeship industry enterprises, mainly on the operation and significance of the industry enterprises in the modern apprenticeship system.

Practice Modern Apprenticeship

In the study of Hartwig and JBradley (2009) , in British Columbia, where the government encourages the use of e-learning technologies from K-12 to higher education levels, apprenticeship training in the province takes e-learning measures. The aim of this initiative is to see whether e-learning is applicable to modern apprenticeship. Through data analysis, it is found that e-learning conforms to the modern apprenticeship system (Hartwig&JBradley, 2009) .

Through interviewing 22 modern apprenticeship trainees in football industry in 1998 for two years, the results show that these apprentices are unlikely to make the best use of the opportunities they have received, and some temporary results are put forward (Monk, Des, 2000) . This paper mainly talks about the revival of modern apprenticeship in Britain in the 1990s, carries out historical analysis and comparative analysis, evaluates the design and practical application of the present apprenticeship system, but still worries about the quantity and quality of training (Gospel&Howard, 1998) .

This paper studies the mode of cultivation and dissemination of Cantonese opera, and through two case studies of South China and Hong Kong, the modern system.It has changed the mode of communication of traditional schools. Focusing on formal learning in traditional music academies can lead to increased efficiency,The advantages of training, informal and

informal learning,The better way to abandon apprenticeship is to improve the training of professional artists in Cantonese opera(Bo-Wah ,L, 2015).

In order to improve the practical skills of future military, studies of (Sookermany& Anders Mcd,2011) showed the development and changes of future military forces. They tried to combine military reform with practice-centered apprenticeship learning, and puts forward situational learning in order to improve military forces.

Potter& Lois,2015) explores the importance of quality and practical skills to performers through the analysis of the ability of early dramatists to coordinate different behaviors in practice.

Summary

Through the above analysis, we find that many scholars at home and abroad have carried out the analysis of the practical application of modern apprenticeship. Through the analysis of students' practical situation and the actual application of a certain industry, we put forward the training model of emphasizing practical ability and using apprenticeship. Through the elaboration of the above three sub-arguments, we find that many scholars at home and abroad have carried out research in the field of modern apprenticeship, and modern apprenticeship has been widely used in various industries, but there are few studies based on students as the leading role. So this article will continue to carry out A Probe into the Ways of Training Modern Apprenticeship Talents: A Case Study of Guangzhou Panyu Polytechnic, to provide policy basis for the application of Modern Apprenticeship.

Methodology

Research Design

This paper adopts the methods of questionnaire and interview. The questionnaire was designed to covers four parts: students' basic information, students' understanding of students and their identity, students' experience in enterprise practice, and students' learning situation in school. Reliability analysis and validity analysis are carried out for the questionnaire. After passing the analysis, 149 questionnaires are expected to be issued.

The questionnaire were collected and the data were sorted out and imported into the SPSS software for descriptive analysis and correlation analysis. Interviews with enterprises and Guangzhou Panyu Polytechnic were also conducted. Enterprise interviews mainly focus on the actual situation of students' internship, and school interviews mainly focus on students' learning of professional courses in school.

Local of the Study

The questionnaires were distributed to modern apprenticeship students of Guangzhou Panyu Polytechnic. Guangzhou Panyu Polytechnic of our university is a national demonstration college of Higher Vocational education. It is also a first-class vocational college and a pilot college of modern apprenticeship in Guangdong Province.

Results and Discussions

By using the methods of questionnaire and interview, this paper investigates the actual situation of modern apprenticeship finance students (apprentices) in schools and enterprises of Guangzhou Panyu Polytechnic. The subjects of this survey were 63 apprentices in 2015 and 86 apprentices in 2016.

According to the five aspects of modern apprenticeship cognition, identity of students and apprentices, working environment, internship and professional knowledge learning, the questionnaire and on-site interviews were released through the "Questionnaire Star" website. Finally, 133 apprentices participated in the survey. The effective rate of the questionnaire was 100%. The following results were obtained:

1. Students have a higher understanding of the modern apprenticeship system, more than 50%. Among them, 4.55% were "well-informed", 50.35% were "well-informed", 38% were "not well-informed" and 7.1% were "completely ignorant". On the one hand, students do not know enough about the modern apprenticeship, which is an innovative talent training mode. At the same time, enterprises and schools lack relevant training. On the other hand, some students are more casual when they apply for examinations.

2. More than half of the students do not recognize the dual identity of students and students. Only nearly 40% of students identify with the identity of students and apprentices. Among them, "identity" accounted for 38.5%. As a result, 61.5% of respondents said they did not identify with apprenticeship. The reasons for disagreement are as follows: on the one hand, students lack of understanding of modern apprenticeship; on the other hand, most students express that the identity transition from students to apprentices lags far behind, and that they do not adapt to the real job from school, and are not ready for thinking; on the other hand, enterprises and teachers lack of concern and communication with students.

3. Only half of the students are satisfied with the school's professional education. 52.36% of the respondents said they were "very satisfied" or "satisfied", and 45.47% of the students said they were not satisfied. Finally, the remaining 2.17% of the students said they were "very dissatisfied". The reasons for dissatisfaction are as follows: on the one hand, most students have just returned to school from their internship in enterprises, without the assessment mentality of daily work in enterprises, they have completely relaxed, and their learning mentality and enthusiasm are not high; on the other hand, there are problems in the setting of apprenticeship courses in schools. Because the basic knowledge of apprenticeship students is weak, unlike other ordinary students in schools.

4. More than 90% of the students think that they have strong sense of belonging in school and weak sense of belonging in enterprise. Among them, only 3.08% of the respondents believed that they had strong sense of belonging, 90.77% of the respondents had strong

7-9 MARCH ,2019 London,United Kingdom

sense of belonging in schools and 4.05% of the respondents had strong sense of belonging in enterprises. In addition, 2.1% of respondents thought that "neither sense of belonging is strong". The reasons why most of the students do not have a strong sense of belonging to enterprises are as follows: on the one hand, in the process of enterprise internship, the daily work tasks are heavy, and there are performance appraisals. On the other hand, teachers and enterprises themselves lack the concern and communication for students, which makes students feel alienated.

In view of the main problems mentioned above, the researchers can improve the training mode of modern apprenticeship talents and improve the quality of students' training through the following ways.

Firstly, schools and enterprises regularly carry out training. The main reason why students do not understand the modern apprenticeship and do not agree with the identity of students and apprentices is the lack of relevant training in schools and enterprises. Moreover, this problem will directly lead to the training effect of students in schools and enterprises. Therefore, it is important for schools and enterprises to organize relevant training regularly. It can deepen students' understanding of modern apprenticeship, and at the same time improve students' recognition of identity. Let students do a good job in the process of enterprise internship apprenticeship positioning, understand their role. When we get back to school, we can quickly change the role of apprentices into students, and understand our learning tasks.

Then, enterprises and teachers enhance their concern and communication with students. Most students will have a weak sense of belonging to the enterprise. The main reason is the lack of concern and communication between enterprises and their teachers. Because apprentices still have the status of students, enterprises can not treat them as social workers. In addition to formulating the tasks and assessments that they have to complete, we should know more about them, care about their actual situation and help them more. Because they are young in age and experience, and lack of internal security needs the attention and recognition of the outside world.

Finally, the school implements the teaching of differentiated courses. From the general dissatisfaction with school professional learning, we know that because the content of professional courses in the process of school learning is complex, and their learning time is relatively short, so there is great pressure to keep up with the situation. As a result, the effect of professional learning is not good, and the phenomenon of unsatisfactory professional learning in schools is caused. Therefore, schools should differentiate the curriculum of apprenticeship students, considering their actual situation and needs. Appropriately reduce the difficulty of professional courses and reduce unnecessary content.

Conclusions

Modern apprenticeship is an innovative mode of talent cultivation which combines traditional apprenticeship training mode with modern school education. It is an important

7-9 MARCH ,2019 London,United Kingdom

way for vocational colleges to improve students' employment rate and vocational ability. In recent years, with the vigorous implementation of modern apprenticeship personnel training model in Vocational Colleges in China, it has been found that students lack identity, sense of belonging and learning enthusiasm. As the object and subject of modern apprenticeship personnel training, students play an important role in the current. It directly determines the results of modern apprenticeship personnel training mode.

How to effectively solve these problems can not only promote the joint education of schools and enterprises, but also save the cost of human resources training, improve the quality of personnel trained in Higher Vocational education, increase the employment rate of students, and promote the development of Higher Vocational Education in China. This is also the beginning of this paper. Due to the limitation of sample size and other conditions, this paper takes the modern apprenticeship students of Guangzhou Panyu Polytechnic as the research object, and explores the ways of talent cultivation. It is suggested that schools and enterprises should carry out regular training, enterprises and teachers should pay more attention to and communicate with students, and schools should implement the ways of training talents in the course of differentiated teaching. Then, the researchers plan to take our university as the practice base, improve the research results in the process of practice, and promote and apply them in a certain range. This paper can provide scientific basis and reference for the practical research of modern apprenticeship personnel training. Promote the development of modern apprenticeship system in China, improve the quality of student training and employment rate, and reduce the cost of human resources in enterprises.

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Appendix: Questionnaire

Investigation on the Current Situation of Training Modern Apprenticeship Talents in Vocational Colleges

Distinguished fellow students:

Hello! We are teachers and students of Guangzhou Panyu Polytechnic. In order to understand and master the apprenticeship students' understanding of modern apprenticeship, identity of students and apprentices, internship in enterprises and professional knowledge learning in schools. At the same time, it provides the corresponding reference suggestions for improving and perfecting the training mode of modern apprenticeship talents. We carried out this survey with the strong support of our school. This survey is conducted anonymously, and your answers are correct or wrong. All the answers are only used for statistical analysis and academic research. As long as the information you reflect is true, the purpose of our survey can be achieved. Thank you for your support! I wish you success in your studies and a pleasant life!

Answer Note: If there is no special explanation in the question, only one answer can be chosen for each question.

Part 1 Basic Situation of Investigators

01. Your gender:

1. men and 2. women

02. Your grade:

1. freshman, 2. sophomore, 3. junior, 4. senior

03. Your major:

04. Your college:

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7-9 MARCH ,2019 London,United Kingdom

05. So far, your cumulative internship time in the enterprise:

06. So far, you have accumulated study time in school:

Part 2 Investigators' actual situation in enterprises and schools

07. Do you know about modern apprenticeship?

1. Know very well 2. Know 3. Don't know 4. Don't know at all

Reason:

08. Are you aware of the identity and responsibilities of "students" and "apprentices":

1. Very clear 2. Clear 3. Not clear 4. Not clear at all.

Reason:

09. Do you have dual identities with your students and apprentices?

1. Agree 2. Disagree

Reason:

10. Which sense of belonging do you have in your internship and school study?

1. Both are strong. 2. School is strong. 3. Enterprise is strong. 4. Neither is strong.

Reason:

11. Do you have a clear plan during your internship and school study?

1. Yes 2. No.

Reason:

12. Are you satisfied with your business?

1. Very satisfied 2. Satisfaction 3. Dissatisfaction 4. Very dissatisfied

Reason:

13. Are you satisfied with the company's teachers?

1. Very satisfied 2. Satisfaction 3. Dissatisfaction 4. Very dissatisfied

Reason:

14. Are you satisfied with the school's professional education?

1. Very satisfied 2. Satisfaction 3. Dissatisfaction 4. Very dissatisfied

Reason:

At the end of the survey, thank you again for your support and cooperation!