

Research on Training Mode of the Application-oriented Undergraduates Based on Modern Apprenticeship ——Taking Financial Management as an Example

Peiqi Wang^{1*}, Mei Zhang²

{463872349@qq.com^{1*}; 446904995@qq.com²}

Xi'an Eurasia University, Xi'an, China

Abstract. At present, the cultivation of application-oriented undergraduate students lacks the professional training of working technics. Compared with academics-oriented undergraduates, there is no obvious difference. And student training does not highlight application-oriented characteristics. Modern apprenticeships promote the integration of education, training and employment, with a focus on enhancing students' professional practice skills. Based on this, this paper constructs a student-training mode that meets the needs of corporations. This paper also creates a curriculum system based on the "role theory". Meanwhile, this paper implements the "order-based" training method, and establishes a multiple assessment and evaluation method based on the "credit system". Taking the undergraduate degree of financial management as an example, the four dimensions of this teaching mode are verified in practice to explore its practical application effect. Through a questionnaire of 142 people, most of the teacher and students gave a positive assessment on this mode.

Keywords. Modern apprenticeship; Application-oriented undergraduate; Financial management.

1 Introduction

Modern Apprenticeship is a kind of student training mode in which the traditional apprenticeship training is organically combined with modern school education to develop students' vocational ability through cooperation between schools and enterprises. The organic integration of education, training and employment has the characteristics of "double subject (school enterprise), double identity (student apprentice), double tutor (master teacher)"^[1]. The modern apprenticeship system takes the improvement of students' professional quality, comprehensive quality and theoretical and practical ability as the main task, takes the ability as the goal orientation, takes the cultivation of high-quality technical skills as the core, and realizes the application of school theoretical knowledge in enterprise practice; The close combination of school education and enterprise practice, education curriculum standards and enterprise training standards, to achieve the integration of production and education, is a type of education that serves the needs of modern social and economic development. Nowadays, scholars have mostly focused on the macro level and less concerned with the micro implementation level, and this

paper attempts to study the feasibility of modern apprenticeship from the perspective of its application to teaching.

2 Training goals oriented to the needs of industry students

The typical theory of student structure divides social students into four categories, which are: "academic students, engineering students, technical students and technical students."^[2] Obviously, this is according to the different division of labor of students in the society. Application-oriented undergraduate also comes into being with the development of social division of labor. Application oriented undergraduate corresponds to academic undergraduate. If the academic undergraduate corresponds to the basic research of science and technology, the application-oriented undergraduate focuses on the application of science and technology. In terms of an industry, the application of students is reflected in the specific demand for a certain type of students in the industry. Obviously, the goal of application-oriented undergraduate education student training should be closely aimed at the specific post needs of a certain industry where students flow to. Under the modern apprenticeship teaching mode, colleges and universities should pay attention to the current situation of the demand for students in the industry when cultivating students, and then take the output as the orientation, reverse design and forward implementation, so as to achieve the goal of matching the student training with the industry demand.

Take financial management undergraduate students training as an example, through the survey of more than 300 enterprises shows that 57.08% of enterprises think that financial management ability is very important, at the same time, the ability to analyze financial data has also attracted the attention of enterprises. Enterprises have diversified demands for financial management students with various abilities, and expect them to become students with comprehensive abilities. Therefore, when colleges and universities train financial management students, they need to cultivate professional knowledge and ability from various aspects to promote the diversified development of students and enhance their competitiveness in the future. Therefore, the training objectives of undergraduate financial management should be as follows: To cultivate the sustainable development of accounting profession in the era of digital economy, emphasizing character, thinking, good communication, having an international vision and innovative spirit, mastering the basic theories and methods of modern financial management, and possessing the ability to comprehensively apply professional knowledge of financial management and big data information technology to analyze and solve problems in business, technology and financial practice. High-quality applied students who can be engaged in traditional and emerging financial management work such as financial accounting, management accounting, data analysis and application of intelligent financial system in enterprises, public institutions and government departments.

3 A progressive curriculum system around "roles theory"

Modern apprenticeship organically combines education, training and employment, aiming to realize the smooth transformation of students from training to employment. The underlying logic contained therein is actually the role transformation from student to "professional". In

psychology, role theory refers to the analysis and study of individual social behavior activities from the perspective of role. According to role theory, role development can be divided into role cognition, role learning and role expectation. If the role theory is applied to the training of application-oriented undergraduate students, it will be found that the two processes are consistent. In the early stage of college study, if students can recognize the post and career they will be engaged in after graduation, they will learn accordingly around these workplace roles in school, and build confidence and expectation for the future workplace after mastering certain skills. This is also consistent with the concept of modern apprenticeship. Students need the help of the school and a certain understanding of the industry in which is related to in order to understand their role, which requires the cooperation between the school and the enterprise. During the study in colleges and universities, the cultivation of various skills also requires the learning of basic courses and the practice of practical courses. During the internship period, students can have in-depth contact with enterprises to practice the skills they have learned and fill in the gaps, so as to build confidence and vision for the future work.

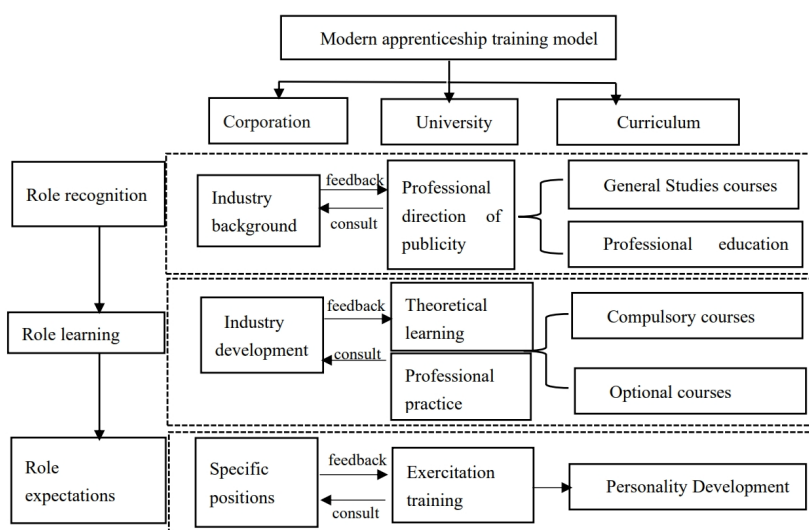


Fig. 1. A progressive curriculum diagram around "role training"

As shown in the Figure1, the progressive curriculum system around "role" training conforms to the concept of in-depth cooperation between schools and enterprises in the modern apprenticeship training mode. In the role understanding stage, colleges and universities consult the industry background of enterprises, get feedback from enterprises, and conduct professional promotion according to the industry background overview. The curriculum setting in this stage is mainly reflected in general studies courses and professional education courses. In the role learning stage, through in-depth cooperation with enterprises, colleges and universities timely pay attention to the dynamic development of the industry, and realize theoretical learning and professional practice by setting up professional compulsory courses and professional elective courses. In the role expectation stage, colleges and universities cooperate with enterprises to carry out centralized practice and independent practice. After the end of students' practice, schools set up personality development courses to meet students' individual needs.

4 "Order-based" school-enterprise collaborative training method

"Student training mode refers to the structure of knowledge, ability and quality built by the school for students, as well as the way to realize this structure, including the training objectives, training specifications and basic training methods of students, which fundamentally defines the characteristics of students and concentrates the educational thoughts and concepts of higher education." [3]

The order-type training of application-oriented undergraduate students aims to establish a cooperative relationship between colleges and universities and social forces with the participation of enterprises and institutions as the main body, make full use of the different environments and educational resources of schools and enterprises, and systematically adopt the organic combination of on-campus classroom teaching and off-campus practical work training mode. Thus, the combination of students' learning goals and career goals can be effectively realized.

Take financial management undergraduates as an example, we can combine the employment direction of financial management students, in-depth cooperation with enterprises in the same industry background, and carry out order class training. Foreign trade accountant is the specific undertaker and executor of the enterprise's foreign trade business accounting. It has the responsibility to provide accounting information comprehensively, truthfully and accurately, strengthen financial management, promote business operation and improve economic benefits. It is an indispensable professional in foreign trade business management of enterprises. At present, the student gap is large in the country, and enterprises are in urgent need of foreign trade accounting students. Colleges and universities can establish in-depth cooperation with enterprises and sign the cooperation intention of foreign trade accounting students order class. Through in-depth cooperation with enterprises, the orientation training of students' business skills in "foreign trade accounting" positions can be realized, which takes into account the needs of enterprises and students training, and realizes the in-depth cooperation and collaborative education between schools and enterprises. And establish a "training-practice-employment" one-stop service of a new model of school-enterprise cooperation.

5 Diversified assessment and evaluation based on credit system

Credit system is a teaching management system based on the completion of students' credits to measure students' learning and carry out related management work. [4] Credit system includes a lot of basic system contents, mainly: course selection system, course system, credit management, flexible learning system, tutorial system, grade point system [5]. In the modern apprenticeship teaching mode, the cooperation between schools and enterprises is highlighted, and education, training and employment are organically combined. In the actual implementation, in order to evaluate the specific situation of students' teaching, training and practice, increase students' enthusiasm, and promote the standardization and normalization of learning evaluation, the credit system can be integrated into the specific teaching process under the background of modern apprenticeship. If the students participate in the specific training and internship activities of an enterprise, according to the objective evaluation of the enterprise, the corresponding credit conversion standard can be established.

Take the undergraduate of financial management as an example, the implements the "3+1" training mode. Students learn the relevant theories and basic knowledge of the in the first three academic years, and carry out graduation internship and graduation thesis (design) in the enterprise in the last academic year. The graduation internship time is the first semester of the senior year, students can according to their own learning interests and future career planning. Concentrate or independently choose to practice in the field related to this. Graduation thesis (design) time for the senior year, students can choose according to the direction of graduation thesis topic in enterprises or schools to write graduation thesis. Students in this are required to complete 10 credits of professional practice in the senior year, and the internship duration shall not be less than 10 weeks. According to their own situation, students can choose to participate in the professional internship program arranged by the branch, or choose enterprises and public institutions and government departments to work as cashiers, financial accounting, management accounting, data analysis, business processing and operation management of financial sharing service center. Centralized and independent internship programs have the same tutor matching, process data requirements and final score evaluation standards.

6 Conclusion

The training of application-oriented undergraduate students should be guided by certain ideas and implemented into all aspects of higher education. This study introduces the modern apprenticeship teaching mode into the process of application-oriented undergraduate student training, and under the guidance of the concept of deep integration of university and enterprise, realizing the connection between students and positions, establishes a thinking teaching mode covering training objectives, curriculum system, training methods and assessment methods. Among them, the training goal is oriented to the needs of students in the industry; Establish a progressive curriculum system centering on "role"; Adopt the "order-type" school-enterprise cooperative training mode; Carry out diversified assessment and evaluation based on the credit system. Project source.

Table 1. Teaching satisfaction survey

content		assessment				
		Strongly agree	Relatively agree	neutral	Relatively disagree	Strongly disagree
Teacher's satisfaction	Resource	122	17	2	1	0
	Progress	113	16	4	0	1
	Facilities	121	15	5	1	0
Students' satisfaction	Study Ability	118	16	8	0	0
	Critical thinking	117	18	5	1	1
	Problem solving	118	16	7	1	0
	Practical ability	119	15	8	0	0

As shown in table1, through a questionnaire of 142 people, most of the teachers and students who involved in the teaching mode gave a positive assessment on the teaching process and achievements.

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