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Research on Teaching Reform of the Bilingual Curriculum of "Specialized Innovation and Integration" in Higher Vocational Education

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Abstract: *The formulation of the Made in China 2025 strategy marks the transformation of China from "manufacturing power" to "manufacturing power", and the curriculum practice teaching of higher education, especially higher vocational colleges and application-oriented undergraduate colleges, has attracted much attention. In order to better promote industrial upgrading, it is necessary to combine international standards, inherit the spirit of craftsmanship, and cultivate innovation and entrepreneurship to meet national needs. At present, there are some core problems in China's craftsman training and curriculum practice teaching reform, such as the lack of "craftsman spirit" inheritance of practice teaching, the lack of systematic, scientific and comprehensive guidance of practice teaching mode, and the lack of flexibility and innovation of practice teaching mode. By exploring the application of "craftsman spirit inheritance" in the whole process of practical teaching in the new era, and building the teaching model of "platform + project + task" and "skill innovation", we can deepen the reform of curriculum practice teaching, improve teaching quality and cultivate more outstanding talents who meet professional standards and post standards. At the same time, the teaching reform of "specialized innovation and integration" course will make students more actively invested in learning, enhance their learning interest and innovation ability, become industry leaders, and make greater contributions to the development of society.*

Keywords: *Innovation and integration, craftsman spirit, multilingual teaching, teaching reform*

1. Introduction

The formulation of the "Made in China 2025" strategy marks the transformation of China from a "manufacturing power" to a "manufacturing power", and reshapes the training system of modern skilled craftsmen as a key force. Driven by the "Made in China 2025" strategy, curriculum practice teaching in higher education, especially in higher vocational colleges and application-oriented undergraduate colleges, has attracted much attention. Chinese scholars have long paid attention to the research of German dual vocational education model, trying to make up for the deficiency of Chinese curriculum practice teaching. In order to better promote industrial upgrading, it is necessary to combine international standards, inherit the spirit of craftsmanship, and cultivate innovation and entrepreneurship to meet the needs of the country, which is also the foundation of education.

2. The necessity for Xinjiang Vocational College to carry out the construction of multi-language "specialized innovation and integration"

The impact of "Made in China 2025" strategy on vocational education in China. As one of the important strategic documents issued by the Chinese government, "Made in China 2025" aims to elevate the position of China's manufacturing industry in the global value chain and promote the transformation of China from a manufacturing power to a manufacturing power. In this process, higher education, especially higher vocational colleges and application-oriented undergraduate colleges, as the main body of training modern skilled talents and craftsmen, need to reform curriculum practice teaching to meet the needs of industrial development[1].

Germany's dual vocational education model has attracted international attention, and its dual characteristics have also attracted extensive attention in China. Dual education combines school and business practice to provide students with a more comprehensive training system. Chinese scholars

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have been studying the German vocational education model for a long time and trying to learn from the experience to improve China's vocational education system. However, it is not easy to successfully translate the German experience into China's practice, which requires in-depth thinking and continuous practice.

The reform of curriculum practice teaching in colleges and universities is very important to realize the strategic goal of "Made in China 2025". In this context, exploring the vocational education model suitable for China's national conditions, strengthening skills training and innovation ability, has become an important topic of the current vocational education reform[2].

3. Analysis on the teaching status of "Specialized innovation and integration" course

Based on the dual vocational education model of Germany, the paper draws inspiration from industrialized countries. China and other countries have different emphasis on the cultivation of artisans[3]. For example, some countries attach importance to the inheritance of "staff culture", which is reflected as the "soul of staff", and China calls it "craftsman spirit". Although the focus of talent training is different, it is in a leading position in the field of global industrialization. The comprehensive analysis shows that there are the following core problems in the current reform of artisan training and curriculum practice teaching in China.

3.1. Lack of "craftsman spirit" inheritance of practical teaching

Craftsman spirit is an important part of Chinese traditional culture, which contains profound traditional cultural heritage. The emphasis is on love of work, professionalism, innovation and responsibility. However, in today's society, with the transformation of economic structure and scientific and technological progress, the inheritance of artisan spirit has met challenges[4]. On the one hand, due to the increasing pressure of social competition, many artisan masters are more inclined to protect their own skills and status, adhere to the concept of "teaching apprentices and starving masters", and are unwilling to pass on the "craftsman spirit" to future generations; On the other hand, with the development of science and technology, many traditional handicraft technologies have been replaced by machines, leading to the danger of the decline of the spirit of traditional artisans. Therefore, we must find a new way to inherit and carry forward this spirit, especially in modern vocational education. How to inherit and promote the craftsman spirit in modern society has become an urgent problem to be solved.

3.2. The teaching mode lacks systematic, scientific and comprehensive guidance

Although the Ministry of Education has strict standards for college talent training programs, the practical teaching mode lacks systematic, scientific and comprehensive guidance, resulting in unstable quality of practical teaching and difficult to promote the innovation of technical skills[5]. Practical teaching has an irreplaceable position in vocational education, it can help students apply theoretical knowledge to practical operation, and cultivate their innovation ability and problem-solving ability. However, in our country's colleges and universities practice teaching, there are still some problems. For example, some schools practice teaching content is too simple, lack of pertinence and practicability; In addition, some schools practice teaching equipment and site conditions are poor, can not meet the needs of teaching; In some schools, the evaluation methods of practical teaching are unreasonable, which restricts the improvement of practical teaching quality and leads to the lack of interest and motivation of students in practical teaching[6]. Therefore, to improve the quality of practice teaching, it is necessary to reform in many aspects to improve the pertinence, practicability and attractiveness of practice teaching.

3.3. The teaching model lacks flexibility and innovation

Practical teaching mode is a teaching method which emphasizes that students acquire knowledge and skills through practical activities. Although the practical teaching model is widely used in the field of vocational education, the current practical teaching model is too rigid in the curriculum, teaching methods and evaluation methods, and lacks the flexibility to meet the different needs of students. The traditional practice teaching mode focuses on the imparting of basic knowledge and skills, but in the face of the ever-changing development environment, this teaching mode can no longer meet the learning needs of modern students. Students need to be better trained in innovation awareness, problem

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solving and so on. However, the current teaching mode has obvious shortcomings in this respect.

3.4. Students' practical ability and innovation ability are not cultivated enough

In the traditional higher vocational education, we often pay too much attention to the teaching of students' theoretical knowledge, but neglect the cultivation of students' practical ability and innovative ability. This has affected students' comprehensive quality and employment competitiveness to some extent. Therefore, it is particularly important to break through the traditional teaching mode and introduce more flexible and innovative practical teaching methods[7]. To better cultivate students' practical ability and innovative ability in curriculum practice teaching, we must stand at the forefront of educational reform and constantly seek innovative ways of practice teaching.

4. The solution to the teaching reform of multi-language "specialized innovation and integration" course in Xinjiang

4.1. With moral education as the fundamental standard, explore the application of "craftsman spirit inheritance" in the whole process of practical teaching in the new era

Cultivating virtues and cultivating people is the core mission of education, and "artisan spirit inheritance", as a unique professional soul, has far-reaching significance for cultivating students' moral character, professional skills and innovation ability. In the process of practical teaching, how to carry out the craftsman spirit is an urgent task facing educators.

We should attach great importance to the construction of teaching staff and devote ourselves to training teachers with craftsman spirit. As the object and leader of students' imitation, teachers play a crucial role in the transmission of craftsman spirit. Schools can improve teachers' professional quality and innovative teaching ability through professional development training and craftsman spirit theme education activities, so as to influence and guide students more effectively.

It is necessary to pay attention to the innovation of curriculum system and teaching content, and integrate the inheritance of craftsman spirit into every link of the curriculum. This can be done by setting up educational courses focusing on the spirit of craftsmanship, setting up projects to cultivate the spirit of craftsmanship, holding craftsman skills competitions and other activities to guide students to deeply understand the essence of the spirit of craftsmanship, while cultivating their sense of responsibility, teamwork and innovative thinking.

Attention should be paid to the innovation of teaching means and evaluation mechanism to stimulate students' learning enthusiasm and sense of participation. We use a case study, project-oriented teaching method to allow students to experience the power of the craftsman spirit in hands-on practice. At the same time, we establish a comprehensive and diversified evaluation system, attach importance to the assessment of students' comprehensive quality and innovative ability, and further encourage them to actively participate in the inheritance of artisan spirit.

4.2. In the process of practical teaching, the teaching mode of "skill innovation" of "platform + project + task" is constructed

Cultivating First of all, it is necessary to establish a diversified practical teaching platform to meet the practical teaching needs of students at different levels and different needs. It can establish cooperative relations with enterprises and scientific research institutions, share resources, and provide students with a wider range of practical opportunities and practice environment.

Secondly, we design challenging and practical project tasks that guide students to discover and solve problems in practice and improve their innovative ability in technical skills.Through organizing practical competitions and carrying out practical scientific research projects, we can stimulate students' innovation potential and cultivate their ability to solve practical problems.

Finally, emphasis is placed on the guidance and evaluation of the teaching process to ensure that students can get effective guidance and feedback in practice. Establishing tutor system and carrying out practical tutor guidance can guide students' practical activities effectively. At the same time, a scientific and comprehensive evaluation system should be established, focusing on the evaluation of students' practical ability and innovative ability, so as to encourage them to actively participate in the innovative practice of technical skills.

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4.3. Deepen the practical teaching reform of multilingual "specialized innovation integration" incentive curriculum

"Innovation and integration" is a new type of curriculum practice teaching mode, which aims to organically combine professional knowledge with innovation and entrepreneurship education to cultivate students' innovation and entrepreneurship ability. In the process of promoting the practical teaching reform of "specialized innovation and integration" course, how to deepen the reform and promote the improvement of students' innovation and entrepreneurship ability has become one of the problems to be solved urgently.

First, in order to adapt to the development of The Times and the needs of the industry, it is crucial to strengthen the innovation of course design and teaching content. Through introducing novel course content, designing innovative teaching methods, and carrying out diversified practical activities, students' innovation and entrepreneurship potential can be stimulated, and their innovation and entrepreneurship awareness and ability can be cultivated. In this way, students can establish a close connection between professional knowledge and innovation and entrepreneurship education, and improve their comprehensive quality and innovation ability.

Second, strengthening the cooperation between schools and enterprises and industries is also an important measure to promote the practical teaching reform of "specialized innovation and integration" course. The establishment of school-enterprise cooperation bases, the promotion of industry-university-research cooperation, and the development of innovation and entrepreneurship mentor system can provide more practical opportunities and innovation and entrepreneurship support for students, and promote the improvement of their innovation and entrepreneurship ability. Through cooperation with enterprises and industries, students can have access to real projects and cases, understand industry trends and market needs, and better apply their knowledge to practical work.

The third is to pay attention to the teaching process guidance and evaluation is also an indispensable link. By setting up the innovation and entrepreneurship mentor system and carrying out innovation and entrepreneurship project guidance, students can be provided with effective guidance and feedback to help them solve the problems and challenges encountered in the process of innovation and entrepreneurship. At the same time, the establishment of a scientific and comprehensive evaluation system, focusing on the evaluation of students' innovation and entrepreneurship ability, can encourage them to actively participate in innovation and entrepreneurship activities, and constantly improve their own innovation and entrepreneurship ability. In this way, more talents with innovative spirit and entrepreneurial ability can be cultivated to make positive contributions to future career development and social development.

5. Conclusion

Professional course teaching is an indispensable part of the vocational education system, which is directly related to the quality and level of students. In-depth curriculum teaching reform can improve teaching quality, consolidate the "craftsman spirit" inheritance of teachers and students, and promote teachers and students to make breakthroughs in technical skills and innovation. Through reconstructing the curriculum system, we can better meet our vocational education's demand of personnel training quality and education teaching quality. This reform can help to improve the comprehensive quality of students and promote the development of vocational education in our country.

The teaching reform of multi-language "Specialized Innovation and integration" course in Xinjiang aims to integrate innovation and entrepreneurship education into the whole process of basic courses, specialized courses, corporate culture and campus culture. This kind of reform can make students more actively engaged in learning, improve their learning interest and innovation ability. In this way, students' technology and skills can achieve a leap from "quantitative change to qualitative change", and the project results can be directly translated into the needs of enterprises, promoting the in-depth participation of industries and enterprises in the "innovation and integration" course teaching reform, and jointly cultivating more outstanding talents in line with career and post standards.

The teaching reform of multi-language "specialized innovation and integration" course in Xinjiang is not only an educational innovation, but also an investment for the future. The goal is not only to train more students, but also to hope that they can become industry leaders and make greater contributions to social development.

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