THE DIFFICULTIES AND RESPONSES OF THE PRACTICAL ABILITY IMPROVEMENT ON INTERNSHIP SUBJECTS IN TAIWAN'S VOCATIONAL SCHOOLS

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Abstract- The gap between education and employment is a phenomenon caused by the gap between graduates' ability and industrial demand in recent years. The reason is that graduates' practical ability is influenced by the study of higher education and attaches importance to theoretical subjects. In Taiwan, higher vocational education is the best way to cultivate practical ability through internship subjects. Use the document analysis method and group discussion to find out the current dilemma. The responses suggest seven conclusions and provided the attention to the existing problems.

Keywords- Practical ability, Internship, Gap between education and employment

I. INTRODUCTION

With the rapid changes in the global economic industry, the functions of the workplace have also changed and adjusted. In order to adapt students to their current lives and to face the needs of future work, the Ministry of Education takes "from the middle school" and "pragmatic use" as the orientation of vocational education (Ministry of Education, 2017, Technical and Vocational Education Policy Program, which means that the talents trained in vocational education must possess the professional technical ability required by the industry. Taiwan's vocational education, the task of training grassroots technical talents in higher vocational education, emphasizes the students' ability to operate and solve practical problems. The connotation of the internship course at this stage has been the most basic strength of the "economic miracle". The design of the past curriculum emphasizes theory and practice, taking into account internships and teaching, so that students can apply their skills to work smoothly. "Learning by doing" is a way for students to pay and gain in their internships. This also allows students to meet or narrow down the skills required by the industry. The internship program provides students with the necessary environment for secondary school. Through the cultivation and improvement of the practical ability of the internship course, it fosters the employment force that meets the needs of the market and achieves the goal of "study and use".

Implications of practical ability of practical subjects

A. Regulations on "internship"

The Higher Secondary Education Act was promulgated in 2013. The Ministry of Education has set the "Measures for the Implementation of Internships for Senior Secondary Schools" in order to implement the teaching objectives of the Internship Programme for Senior Secondary Schools.

B. Definition of "internship"

The internship courses referred to in Article 3 of the Senior Secondary School Internship Program shall be subject to the subject of group, department, curriculum, industry development, school characteristics, student employment preparation and professional preparation.

C, the definition of "implementation"

Wu Qingshan and Lin Tianyou (1997) refer to students actually completing a specific task or performance, so the actual implementation can be actual operation, oral report, scientific experiment, mathematical problem solving, writing, etc.

D, the connotation of "implementation ability"

Li Jianping (2006) shows that the meaning of practical skills refers to the use of physical movements for purposeful operational activities, and usually refers to the highly organized operation of human limb movements.

Current status and dilemma of practical ability

A, the problem of learning drop

Huang Weixiang (2017) said that vocational education is the most important education system that is not valued by the government. As a result of neglect, the technical and vocational education is out of line with the industrial structure. The imbalance between supply and demand and the gap between learning and use have led to high unemployment among young people and high unemployment in enterprises. The current situation has led to a widening gap between "learning" and "using".

B, the actual force can not be demonstrated through the paper and pencil test

Huang Weixiang (2017) "It's a sin! The skills are all going to learn." Excessive attention to and relying on reference books for paper-and-pencil examinations, not paying attention to substantive selection, is the

biggest failure in these 20 years. The actual selection has not been implemented, and no attention has been paid, which has led to difficulties in enrollment.

C, international attention to the promotion of skills and strength

Huang Weixiang (2017) pointed out that the Skills Strategy of the World Skills International (WSI) in 2025 refers to the organization of activities from the past to hold the competition as the main axis, and transformed into six major promotion skills sports organizations. The first is to promote the importance of skills; the second is education and training; the third is to hold competitions; the fourth is career development; the fifth is international cooperation; the sixth is research.

D, policy guidance

The Ministry of Education (2017) has announced the technical and educational policy framework. The orientation of the vocational and technical education is "doing a good job" and "practical use". The core values are "practical teaching" and "cultivation of innovative ability".

E. Insufficient teacher ability

Chen Fanxing (2012), the cultivation of professional teachers in higher vocational colleges in China has neglected the cultivation of professional skills and practical experience of teachers and students, which has made it difficult for high-level teachers to hire teachers with excellent professional practical skills, which has made it difficult for higher vocational graduates. Meet the needs of the industry's grassroots technical manpower.

F, the license does not match

Huang Weixiang (2017) pointed out that students who are enrolled in the B-level qualifications do not necessarily correspond to the group departments after the completion of the school. It shows that the students' practical ability is not necessarily used in future employment.

II. DETAILS EXPERIMENTAL

2.1. Method

This research uses document analysis to collect information such as publications, reports and documents from the official. Re-use the world cafe way to provide a platform for wisdom gathering, group discussion to get rid of the limitations of the one-way communication of traditional seminars, let the participants in the process, absorb the diverse perspectives from various fields, and naturally gather the collective wisdom of everyone, and suggestions for innovative measures in the future.

2.2. Material and Procedure

After collecting the documents, we invited the Ph.D. researchers to use the world cafe form. Everyone moved their minds to think broadly and proposed the current dilemmas and solutions. The key points of the excerpt are as follows:

(1) The dilemma of students' practical ability:

A. The regulations are relaxed, but there is no compulsory technical student internship in the industry.

B. The speed of professional technical teachers is too slow, and the school still has concerns about technical teachers.

C. Some teachers are not very motivated to teach.

D. Some teachers have old ideas and the motivation for reform is not high.

E. Insufficient ability of the internship subject.

F. Teachers with insufficient practical ability are difficult to demand an improvement in their abilities.

G. The third academic system cannot be established, and it is impossible to implement students' internships in the summer vacation industry.

H. The funding is insufficient and the equipment is old and cannot be updated.

I. The ability to implement does not really meet the capabilities required by the industry.

J. The number of hours of the course has been reduced, so it is impossible to learn effectively.

K. Students cannot clearly understand what capabilities the industry needs.

L. The work is too tired and the students are not willing to invest.

M. Students have insufficient motivation and insufficient stress resistance.

N. Student's muscular endurance and lack of physical strength

O. The status of vocational education is not high, and the salary is not high.

P. The birth of the child has caused parents' concerns about the child's input into the operation.

Q. The mode of cooperation between industry and education is subject to regulations.

(2) Ways to improve students' practical ability:

A. Implement the modern apprenticeship model and give play to the advantages of mentoring and inheritance skills education.

B. Set up a master of skills in the school, the winner of the international skills competition, and guide students internship as a collaborative teacher.

C. Regularly hold internship results or graduation exhibitions, borrow exhibition opportunities to create school skills training characteristics, enhance student interest and public display, and issue press releases to allow students to showcase the reality of the finished product.

D. Promote the reform of the school teaching management system, try the "three-semester system", and use the flexible time periods such as weekends, holidays, and evenings to conduct skill training, which is beneficial to the technical talents of enterprises to participate in the relevant part-time work of the school.

E. Enterprises can set up an “order class” in the school, entrust the school to train specialized talents, and the company is responsible for providing employment and salary guarantee.

F. Relevant industry associations and enterprise joint schools hold industry colleges, and the industry is deeply involved in the school-running process.

G. Combine the content of the professional-related license exam with the school's internship subjects, so that the vocational education and the technician's license exam are effectively linked.

H. Continue to carry out the second phase of the technical education reform program, such as the workplace experience, subsidized internship materials and other policies.

I. The importance of continuing to communicate and demonstrate the ability of parents to implement.

J. Current regulations to relax internships, compulsory technical students to practice in the industry for half a day / weekly / per semester.

K. Promote the concept and attitude of campus craftsmen, advocate the craftsman's practice and innovation, strive for excellence, and seek truth from facts in the society, highlighting the importance and social status of artisans.

L. Break the system of further studies, do not take academic performance considerations, and strengthen the importance of practical evaluation.

M. Teachers implement effective and differentiated teaching for students.

N. The teacher implements an effective teaching strategy and teaching process, and uses the power of peers to enhance the practical ability of the whole class.

O. Higher vocational school teachers enter the enterprise to participate in the practice. Teachers' evaluation and employment categories can refer to the professional skills level and salary of the enterprise employees for evaluation, which is beneficial to the flow of talents between schools and enterprises.

P. Investigate the current teachers to the industry for further study as a performance appraisal.

Q. Grading the teacher's implementation in practice.

R. The manufacturer donates equipment to provide student use.

S. Fixed funding for the replacement of old machines.

T. The government rewards the industry for providing student internships.

CONCLUSIONS

The method of improving the practical ability of students' internship subjects must be considered in many aspects. After the literature is compiled and the brainstorming in the classroom, the conclusions are as follows:

(1) Policy:

In order to enhance students' practical ability, the Ministry of Education has specifically established a program to enhance student internship practice. The contents are as follows:

A. Internship materials fee: Internship materials for each professional internship subject or professional license training.

B. Registration fee for the license examination: For the candidates to be in the second-level or single-level license verification, the subsidy registration fee.

(2) Regulations

The "Technical and Vocational Education Law" was passed in the Third Reading of the Legislative Yuan in 2015. The President announced the implementation of the "Technical and Vocational Education Policy Framework" in 2017. These two regulations have a major impact on vocational education. The goal describes the policy of improving the actual force.

(3) Equipment

The Ministry of Education announced that it will invest 8 billion yuan in four years from 2018 to promote the "optimal technical school implementation environment plan", create an educational system that combines learning and learning, and achieve a win-win education system. Technical talents in the context of industrial development.

(4) Progression

The Recruitment Committee stated that the four-technical two-in-one test is included in the Dingqun professional subjects and internship subjects and is applicable in the 111 academic year. I hope that through the implementation of the new test, the higher vocational departments will pay more attention to practical classes. (Huang Weixiang, 2017)

(5) Industry-university cooperation

The goal of vocational education is "practical and practical". Teachers must work with the industry frequently. Through the interaction between the two parties, in addition to helping students to shorten their practical ability and workplace gap, they can also make good use of industry equipment and resources to make up for the school scene. The lack of it has a positive guiding effect on the teaching and student learning of the technical high-level group teachers, and avoids the realm of talent cultivation.

(6) Teachers

Teachers are the leaders and key players in curriculum planning and teaching implementation. They should have a certain degree of professional practical skills in order to guide students to study correctly and professionally, and achieve the goal of higher vocational education (Lin Junyan, Wang Zihan, 2011).

(7) Course Outline

In line with the implementation of the 12-year national basic education, the general outline of the syllabus of higher vocational schools was revised, and the characteristics of vocational and vocational education were presented in a pragmatic manner. The multi-inclusive learning connotation was presented, and the “skills field” planned in the curriculum was strengthened. Students develop skills and develop employability with pragmatic use.

Taiwan's past economic development relied mainly on the talents cultivated by vocational education. With the changes of the times, the students' learning is more broad-oriented, and relatively many of the implementation time has been compressed. Therefore, the students' practical ability is not as good as before. The technical system emphasizes practicality. Now it is necessary to improve the practical strength. It requires strong government policies, regulations and programs, and the support of the people. The concept of the people, the ideology needs to be adjusted, and the industry’s high support. The first line teachers’ identification and action. The students who are nurturing the future vocational education can become an important thrust for the country's future economic development, technology transfer and industrial demand.

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