

Research on the teaching mode of innovation and entrepreneurship course for students of Maritime Vocational Colleges from the perspective of Applied Talents Training

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ABSTRACT. *With the development of automation and intelligence in the shipping industry, shipping enterprises have higher and higher requirements for the comprehensive knowledge ability and skill application ability of college students in maritime vocational colleges. Based on this, this paper studies the teaching mode of innovation and entrepreneurship course for college students in Maritime Vocational Colleges from the perspective of application-oriented personnel training, innovates the theoretical teaching course, constructs the teaching practice platform by introducing the “school enterprise cooperation” mode, realizes the innovation of teaching methods for marine professional courses, and constructs the “double teacher” teaching team, so as to provide diversified learning for students Resources, improve the teaching evaluation mechanism, so as to cultivate the application-oriented talents suitable for the needs of shipping, and provide a reserve force for the modernization and intelligent development of the shipping industry.*

KEYWORDS: *Application oriented; Personnel training; Navigation vocational college; Innovation and entrepreneurship course*

1. Introduction

With the development of intelligent and automatic marine ships, more and more precision equipment and modern electronic technology are applied, which makes the shipping enterprises have higher requirements for the application ability and professional quality of marine technical professionals. In order to cope with the changes in crew training and the demand of the shipping market for personnel, more maritime vocational colleges are actively involved in the adjustment of application-oriented personnel training programs and teaching mode optimization [1]. As the main course of cultivating students' ability, the innovation and entrepreneurship course teaching of college students from the perspective of

application-oriented personnel training, through the appropriate optimization of its teaching mode, makes it meet the requirements of the reform of navigation technology courses, so as to promote the development of navigation vocational colleges.

2. The construction of teaching mode of innovation and entrepreneurship course

2.1 Theory teaching curriculum innovation

In order to train applied navigation professionals, teachers should take the leading role in the teaching of innovation and entrepreneurship theory, and let students become the main body of inquiry problems and corresponding solutions through inquiry learning methods. The theoretical teaching innovation of the innovation and entrepreneurship course of the navigation specialty should be based on the theoretical knowledge and cultural literacy of the applied navigation technology specialty. During the teaching process, students should fully understand the basic components and characteristics of the navigation transportation system, understand the concept of international trade contract, relevant regulations and master the basic theoretical knowledge of marine technology, so as to realize the goal of training applied talents [2].

Scientific research theory teaching innovation is an effective way to improve the innovation and entrepreneurship ability of maritime vocational college students. Using real scientific research projects as the carrier, let college students participate in related scientific research activities in school, let students become active explorers from passive learners, and break the traditional teaching mode that students become passive receivers. In this way, students and teachers can get inspiration and inspiration from each other, learn from each other and make progress together.

2.2 Construction of practice teaching platform

Based on the requirements of navigation enterprises for application-oriented talents, the main line of the teaching platform is the ability of thinking, cognition and activity. The construction of practical teaching platform is to simplify the basic theoretical courses, let students use the theoretical knowledge they have learned to solve practical problems in the real environment, so that theoretical knowledge can be brought into full play. Maritime vocational colleges should take an active attitude, establish long-term cooperative relationship with maritime enterprises through various channels and platforms, build social practice platform for students through school enterprise cooperation, so that students have more opportunities to participate in the activities of real maritime enterprises, and increase the employment and practice opportunities of students. Only through real learning experience can students be made only when we understand the requirements of the real navigation enterprises, can higher vocational colleges cultivate the applied talents of navigation

specialty.

2.3 Introducing the teaching method of school enterprise cooperation course

From the perspective of application-oriented personnel training, the introduction of school enterprise collaborative teaching method should take the needs of navigation enterprises as the starting point, improve the comprehensive ability and all aspects of quality of students majoring in navigation, make use of the advantages of teaching environment, teaching resources and other advantages of practice platform built by school enterprise and relevant scientific research institutions, organically combine the education of Higher Vocational Colleges with the practice of enterprises, and cultivate the applicability. The application-oriented talents teaching method required by maritime enterprises.

Through one-off or regular sponsorship, maritime enterprises can set up university students' innovation and entrepreneurship fund in maritime vocational colleges to support university students to carry out innovation and entrepreneurship projects in school [3].

Through precise market research, vocational colleges develop scientific and feasible innovation and entrepreneurship plans, and students can obtain corresponding special funds through application projects. In addition, vocational colleges and navigation enterprises can encourage students to participate in innovation and entrepreneurship projects by holding competitions, and formulate corresponding incentive mechanisms, which is conducive to students' independent learning ability after graduation.

2.4 Construction of teaching staff

According to the requirements of the enterprises for the students of Maritime Vocational Colleges from the perspective of application-oriented personnel training, the existing structure of teachers is adjusted. First of all, it is necessary to train the comprehensive quality of teachers in all aspects in accordance with the requirements of the professional courses of maritime vocational colleges. It is required that the teaching teachers of maritime vocational colleges must have the qualification certificate of teachers and the grade certificate of maritime professional. The teaching and research activities should be carried out regularly to realize the sharing of teaching resources among teachers. Secondly, change the traditional teaching concept of teachers. As the executor of teaching activities, teachers should play a leading role in the teaching process, take the cultivation of students' innovation and entrepreneurship as the basic goal of teaching, transform the traditional closed teaching classroom into a relatively open classroom, and unify the teaching objectives of teachers according to the development trend of related navigation industry in the market. At the same time, we should change the traditional teaching concept of "theory is more important than practice", improve students' interest in learning, and establish correct professional values for students. Finally,

combined with the school enterprise cooperative teaching mode, actively create a “double teacher” teaching team, corresponding professional teachers can regularly receive practical training in the enterprise, effectively improving the practicality of teaching content. In addition, the enterprise dispatches staff of relevant specialties to colleges and universities to provide face-to-face practical guidance for students [4].

2.5 Establishment of teaching resource sharing platform

Combined with the requirements of the economic market for the application-oriented talents in the modern society, the following will be the construction of teaching resource sharing platform in maritime vocational colleges. First of all, according to the teaching requirements of specialized courses in maritime colleges and universities, teachers can set different learning modules for different students on the platform [5]. Students directly log in to the teaching resource platform by inputting their student number password, download the teaching materials about the course according to the teaching emphasis summarized by teachers, and realize the online learning without network between students. Corresponding professional teachers can appropriately adjust the teaching content of this lesson according to the questions raised by different students, and set the questions with more questions as the key and difficult teaching content.

Secondly, based on the above-mentioned students' independent preview, in the teaching class of this lesson, the teacher uses the way of teaching textbook exercises to guide students to master the corresponding professional knowledge. Combined with the application of multimedia equipment in the teaching, aiming at the space problems that are difficult to understand in the teaching, the teacher can directly display the navigation teaching model for students on the large screen to assist students in the navigation technology knowledge Understanding.

Finally, according to the knowledge of middle school students in the classroom, according to different students' learning conditions, set up homework for students, and upload the completion of the final homework to the resource platform for centralized review by teachers. Teachers can grade students according to the completion of homework assignment, on the one hand, improve students' independent learning ability On the other hand, teachers can understand students' learning trends in real time, which is convenient for students to carry out targeted teaching.

2.6 Improve teaching evaluation mechanism

The reform of the traditional teaching evaluation mechanism is an indispensable part of the research on the teaching mode of innovation and entrepreneurship course for students in maritime vocational colleges. A good evaluation mechanism can ensure that teachers can achieve the corresponding teaching objectives with high quality and efficiency. For the teaching evaluation mechanism under the application-oriented talent training, the final examination results of students are no

longer the only standard to measure students.

First of all, according to the students' learning situation in the theory class and their understanding of the navigation professional knowledge, the teacher will score the students uniformly, and the scores of this part account for 20% of the total scores; combined with the syllabus set up by the relevant education department, the teacher will set the corresponding chapter test and in class quiz for the students, and the scores of this part account for 20% of the total scores; according to the students In practice class, students will be graded according to their mastery of practical operation, completion of teaching activities set up by teachers, and mutual evaluation scores among learning groups, which account for 20% of the total scores; students will be graded according to their learning hours on the platform of teaching resources, submission of work and accuracy of homework completion, and their scores will account for the total scores 40% of achievement. By using the method of multi angle evaluation, students' learning situation can be grasped in real time, which is helpful to carry out targeted teaching for students.

3. Conclusion

This paper has carried out the research on the teaching mode of innovation and entrepreneurship course for college students in Maritime Vocational Colleges from the perspective of application-oriented personnel training, and improved the construction of teaching mode through the innovation of theoretical teaching course, the construction of practical teaching platform, the introduction of school enterprise collaborative course teaching method, the improvement of teachers' team, the establishment of teaching resource sharing platform, and the reform of teaching evaluation mechanism. Although the teaching mode has been gradually applied in some maritime colleges and universities, there are still some problems that have not been solved. In the later stage of development, a more perfect teaching platform will be established to provide students with diversified teaching resources, create a relatively good learning environment for students, strive to cultivate students' Innovation and entrepreneurship ability, and cultivate a group of applied talents for the society.

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