



Exploration and Practice of Examination Reform of Higher Vocational Colleges under the Credit System

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Abstract: The credit system reform is a major driving force for the development of higher vocational colleges, which is conducive to cultivating students' personality development, creating a more relaxed learning environment and promoting the development of technical education in higher vocational colleges. Under this background, this article studies the influencing factors of the credit system reform of higher vocational colleges, analyzes its driving force, searches for the future development path, so as to expand the future development space of vocational colleges, enable higher vocational colleges to cultivate more outstanding qualified talents for the society, and gather successful experience of the credit system reform in China's education field.

Key words: credit system; higher vocational colleges; examination reform; practice and exploration

1. Introduction

Students in China's vocational and technical colleges have distinct personality characteristics. In order to adapt to the market under economic transformation and development and meet students' learning requirements, it is necessary to clarify the fundamental purpose of education, rationally use teaching resources and improve examination methods. Under the guidance of the credit system, higher vocational and technical colleges have made exploration and conducted practice in various ways, defining the idea of the examination system reform, improving the management and examination of the credit system, realizing modern examination management, and setting up a special examination management mechanism reasonably. The purpose is to comprehensively evaluate students' test results, thus effectively mobilizing their learning enthusiasm and laying a solid foundation for the further improvement of the teaching quality of higher vocational colleges.

2. The Significance of Examination Reform in Higher Vocational Colleges under the Credit System

The personality traits of students in higher vocational colleges in China are distinctive. To meet the needs of the transformation and development of China's market structure, it is necessary to clarify the basic purpose of education, rationally make use of teaching resources and perfect examination methods. Under the guidance of the credit system, higher vocational and technical colleges have made exploration and carried out practice in various ways. The credit system is to study students in the form of credits, which is a method to measure students' academic achievements. The essence of the credit system reform is to reform educational institutions and the teaching management system. At present, the credit

system mainly includes two forms, namely the academic year credit system and complete credit system. The former is more common, which maintains part of the characteristics of academic years, but also embodies the characteristics of the complete credit system, and has strong planning and strict classification. Starting from the connotation of the credit system reform, this article analyzes its characteristics.

3. Analysis of the Examination Status under the Credit System in Higher Vocational Colleges

3.1 Simplification of the examination system

The examination mode is closely related to the content of the examination. At present, there is a problem of simplification of the examination system in most higher vocational colleges in China. After-class examinations are generally closed; the evaluation method of examination scores is single, and it is not based on students' individual conditions or their own abilities. The single mode of examination has restricted students' development to some extent and has a great influence on their comprehensive quality. By combining the teacher's teaching highlights with the difficulties, students can achieve good results. They are in an examination oriented state, so they can't be effectively improved in knowledge application, innovation and understanding. Higher vocational and technical colleges should innovate their thinking, combine theoretical knowledge and skill training with quality education, and enable students to have certain test-taking ability.

3.2 Traditional teaching cannot meet the needs of students

Teaching channels in higher vocational colleges are mostly classroom teaching, which leads to the relatively closed concept of educational services, and the monopoly of teaching resources and inadequate selection of course resources for students. Under this background, the monopoly of educational services makes it difficult to improve the teaching quality in colleges and universities. Hence, it is necessary to enrich the teaching channels, break the single curriculum model, and fundamentally mobilize the internal motivation to improve the teaching quality. From a new perspective, students are not only the teaching goal of schools, but also the users of educational resources. The credit system is carried out under the condition that all students can study independently. Students' independent choice includes three aspects: majors, courses and teachers. In this process, students' initiative can be fully mobilized to make them truly personalized and differentiated, and work out learning objectives and programs suitable for the current stage according to their own development direction. Flexible adjustments can be made based on students' specific conditions.

3.3 The need to make full use of educational resources

In the process of implementing the credit system, the existing resources should be fully utilized, so as to maximize the functions and values of textbooks. The credit system reform is also the need of current educational resources sharing, which has greatly promoted the employment and social adaptability of higher vocational graduates. In the context of the credit system, students can freely make choices in different subject areas and courses, thus they can get more ways to develop themselves and broaden their learning methods. The mechanism of mutual recognition of credits and credit confirmation enables students to pursue interdisciplinary and interprofessional studies, thus broadening their horizons, enriching their knowledge and improving their comprehensive quality and learning ability.

4. Application of the Examination Reform in Higher Vocational Colleges under the Credit System

4.1 To determine the idea of examination reform

4.1.1 To highlight the value of exam multi-orientation

Multi-orientation refers to the concept of employment-oriented, ability and quality-oriented assessment, and the

establishment of a new vocational skills assessment system, which gives full play to the guiding and stimulating functions of assessment, effectively combines teaching contents and methods, and focuses on cultivating students' creativity and practical ability. In this way, teachers and students can transform examination management and change the direction of examination into teachers, students and teaching.

4.1.2 To pay attention to subject teaching

Under the credit system, professional management can be implemented, and the principle of "respecting students" should be observed in the work. The credit system is a new teaching method, which can change the teaching content, enable students to think, understand and judge independently. It is consistent with the "people-oriented" teaching philosophy, enables students to move forward bravely, and makes effective use of the feedback and incentive functions of examinations.

4.2 To establish the concept of examination management quality

At present, the evaluation of teaching quality and teaching objectives is mainly through examinations. Therefore, to improve the quality of education, joint efforts of teachers and students are needed. The research content includes planning, implementation, inspection and summary. After working out the examination plan, teachers conduct a test, check whether the intended teaching purpose is achieved, sum up the experience in time and make the next teaching plan. These factors form a closed loop, which further improves the examination system, improves the teaching quality, and achieves the teaching purpose. On this basis, a good concept of examination management quality and the concept of examination objective supervision are established, which promotes the all-round development of students and lays a good foundation for future work and studies.

4.3 To sound the teaching management system with the guidance of the credit system

In the process of implementing the credit system reform, it is necessary to prevent ideological rigidity. The credit system reform of higher vocational and technical colleges can not only provide reference for China's credit system reform, but also design a reasonable credit system and gradually improve the credit system reform mode, so as to better allocate educational resources and lay a solid foundation for the credit system reform. Therefore, under the background of the credit system reform, it is necessary to take corresponding reform measures according to the specific conditions of specific schools and take them as a reference, thus improving the teaching quality of higher vocational colleges. In particular, higher vocational and technical colleges can encourage teachers to reform and innovate the credit system, so as to make the credit innovation plan scientific, strengthen its reform, improve and perfect schools' internal system, further make preparations for its future development.

4.4 To reasonably set up professional examination management institutions

With the implementation of the credit system, there are many problems in the management of college entrance examination in China. Therefore, it is necessary to scientifically set up a special assessment and leadership mechanism in the context of the credit system. Schools should fully realize the characteristics of the credit system, draw up relevant examination rules, mechanisms and management measures. Moreover, an expert group and a psychology team should be set up; the former is to clarify the subject content, major and educational needs; the latter, adhering to the "people-oriented" educational philosophy, is to provide psychological counseling for college students, effectively solve the psychological problems of examinees.

5. Conclusion

To sum up, the credit system in higher vocational colleges should be combined with the actual situation of education, the reform and training of higher vocational education. The idea of the credit system should be integrated into higher vocational education, which fully reflects the new pattern of China's educational system reform. To cultivate students' creativity and practical ability, higher vocational and technical colleges should broaden their horizons, reform teaching modes and increase courses in new subject areas, implement teaching tasks with good quality and quantity, and promote innovation. They should also build and improve a student-oriented curriculum system, enhance the overall curriculum awareness of teachers and students, accelerate the utilization of resources and create a larger learning space.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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