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高职人才培养三元主体及实践教学体系研究

A Research on Trio-unit and Practical Teaching System of
High Vocational Talent Training

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摘 要

我国高等职业技术教育（下称高职教育）在取得快速发展的同时，也暴露出许多值得反思的问题。“有岗无人、有人无岗”的就业窘困，反映出高职人才培养与经济社会发展存在着不协调性。研究高职人才培养的内涵，优化高职人才培养的功能，成为了高职教育研究中一个重要问题。影响高职人才培养的因素诸多，有教育外部发展环境、教育管理体制等宏观因素，也有学校教育本身的教育理念、培养目标、培养模式、教学体系等微观因素。本文侧重于教学层面，对高职人才培养及其作为高职人才培养核心问题的实践教学进行微观研究。

首先，本文在总结高职实践教学所业已取得的进展基础上，揭示目前高职实践教学中所存在的实然问题，由此引发对应然的高职实践教学的探究。其次，由于高职实践教学是高职人才培养活动的关键构成，因此，本文通过对高职人才培养活动的再认识，探讨了高职人才培养应然的目标、主体以及主体间关系，提出对高职人才培养活动新的理解：高职人才培养三元主体观点。为正确认识和指导高职人才培养活动提供了新的途径，并进一步回顾和指导高职实践教学。再之，在对高职人才培养形成新理解的基础上，本文再回馈于高职实践教学体系的重构：以高职人才培养三元主体观点为指导，揭示了高职实践教学的矛盾归因，并提出三元主体高职实践教学体系的建构策略。最后，本文结合二所高职高专院校的相关实践教学体系建设实际，对三元主体高职实践教学体系的具体设计进行分析。

本文的研究，顺应从实践（高职实践教学所存在的实际问题）——理论（高职人才培养三元主体观点）——再实践（三元主体高职实践教学体系重构）的对事物认识规律。本文的研究，摆脱了传统的囿于学校教育内部探讨教育问题的思维定势，以一种“跳出教育看教育”的视域，探索高职人才培养目标实现的有效途径，是对高职教育改革的一种积极的探索。体现了以“教育和谐”促进“社会和谐”的理念。

本文共分七章。

第一章为引言，介绍了本文研究的背景、技术线路、意义和方法。基于高职实践教学是高职人才培养关键途径和基本载体这一基本命题，在总结高职实践教学当前所已取得的进展的基础上，进一步揭示了高职实践教学所存在的实然困

惑，由此引出对对应的高职实践教学探究的现实性，并进一步引出对高职人才培养活动再认识的必要性。同时，对教育多元主体问题的研究进展进行综述，为本文提出高职人才培养三元主体观点提供对比性铺垫。

第二章对高职人才培养目标进行再认识。主要阐述高职教育的高等性与职业性兼有，不能偏颇；高职教育的本质在于人的生存与发展。而该二点归结起来，即：高职人才培养本质上是一种人本教育活动，而非“工具教育”。在此基础上，从“价值选择”的角度对高职人才培养的基本目标和最终目标进行了新的诠释。

第三章对高职人才培养的主体进行再认识。从“主体性”的视域探讨高职人才培养活动，从本原的角度着重阐述了构成高职人才培养活动最具直接性和能动性的三元主体：学校、学生、企业，以及三元主体在参与高职人才培养活动中所具的功能，并在此基础上对高职人才培养的基本矛盾和应把握的基本前提给出新的理解。

第四章对高职人才培养主体之间关系进行再认识。对高职人才培养中学校、学生、企业的三元主体之间易以混淆和应该重视的若干关系问题进行了辨析，并对如何厘清彼此间的关系提出相应对策，有利于对高职人才培养三元主体的内在关系和规律的进一步把握。

第五章对高职人才培养三元主体问题进行理论辨析。结合对高职人才培养活动的目标、主体、主体间关系等的再认识，在多元主体哲学理论、教育多元主体论以及系统理论等多维度的理论启迪下，提出高职人才培养三元主体观点。

第六章按照高职人才培养三元主体观点，在揭示高职实践教学的矛盾归因基础上，阐述了三元主体高职实践教学体系的要素、结构与功能等基本内涵，提出建立：实现三元主体和谐共赢的目标体系、契合三元主体实际的内容体系、整合三元主体资源的保障体系、激发三元主体内在能动的管理体系的三元主体高职实践教学体系的建构原则与途径。

第七章结合二所高职高专院校的相关实践教学体系建设案例，对三元主体高职实践教学体系的具体设计进行分析与讨论。

关键词：高职教育；人才培养；多元主体；实践教学

Abstract

As the development of higher vocational technical education of China, there are several problems we have to think about. The employment predicament that “some jobs have many people competed, and some have no one competed” reflects the incongruity between higher vocational talent training and the development of economy and society. One of the most important problems of the higher vocational education is researching the connotation of high vocational talent training and optimizing the function of it. There are many complications which influence higher vocational training. Including the macroscopical factors, which contains developing environment outside the education, the system of education management and so on, and the microcosmic factors, which contains educational conception, teaching aim, teaching mode, teaching system and so on. This paper takes focus on practical teaching, which is very important for higher vocational talent training.

First, this paper sums up the progress of higher vocational practical teaching, showing the problem of higher vocational practical teaching, and triggering the investigation for higher vocational practical teaching. Then, as the practical teaching is the key formation of higher vocational talent training, this paper discusses the aim, the principal parts of higher vocational talent training, and the relationship among the principal parts, developing the new explanation for higher vocational talent training, that is the trio-unit viewpoints, which is the basis of re-recognizing higher vocational talent training and providing a new methodology of understanding, and instructing higher vocational practical teaching. Third, on the basis of new understanding for aim of higher vocational technical education, this paper re-build the system of high vocational practical teaching. According to trio-unit viewpoints of high vocational talent training, the paper shows the illogicality in high vocational practical teaching, providing the strategy practical teaching system of high vocational practical teaching. Lastly, this paper takes two high vocational colleges, analyzing the design of high vocational practical teaching system of trio-unit viewpoints.

The research follows the law of understanding, that is from practice (the real problem in higher vocational practical teaching) to theory (trio-unit viewpoints of high vocational talent training) to practice (re-structure of trio-unit high vocational practical teaching system). It gets rid of the traditional thinking which discussed educational problems inside schools, as the perspective of “look at the education outside the education”, exploring the effective way to realize the aim of high vocational talent training. It is a positive exploration for the reform of higher vocational education, which represents the theory that “education harmony” improves “society harmony”.

This paper including seven parts.

The first chapter introduces the way, background, significance and method. As higher vocational practical teaching is the pivotal way and basic carrier of higher

vocational talent training, the chapter sums up the progress of higher vocational practical teaching, showing the problem of higher vocational practical teaching, triggering the necessity of re-recognize the high vocational talent training. Meanwhile, the chapter reviews the research for education diversification, which can be base of the reearch of trio-unit viewpoints of high vocational talent training.

The Second chapter re-recognizes the aim of higher vocational talent training. It mainly express double property, that is “profound” and “vocational”, and the relationship between higher vocational education and human’s subsistence and development. To sum up, higher vocational talent training is Humanistic Education, not “tool education”. On the basis of it, the chapter analyzing the basic aim and last aim of higher vocational talent training from the view of “value choice”.

The Third chapter re-recognizes main body of higher vocational talent training. It mainly discusses higher vocational talent training from the view of “Subjectivity”, explaining trio-unit, that is school, student and enterprise, which are the most directness and initiativity of higher vocational talent training at the view of essence, and the function trio-unit have in high vocational talent training. On this basis, the chapter brings the new explanation for basic conflict and precondition of higher vocational talent training.

The Forth chapter re-recognizes the relationship among higher vocational talent training principal parts. It mainly debates the questions which should be paid more attention to and are confused easily, and proposing some solutions, which is good for control the relationship and rule of trio-unit of higher vocational talent training.

The Fifth chapter analyzes the theory of trio-unit of higher vocational talent training. On the basis of the re-recognition of aim, principal parts and the relationship between them of higher vocational talent training, according to the view of diversification philosophy theory and educational diversification theory, the chapter expresses the trio-unit viewpoints of high vocational talent training.

According to the trio-unit viewpoints of higher vocational talent training, on the basic of analyzing higher vocational practical teaching illogicality, The Sixth chapter explains the factors, structure, function and trio-unit of higher vocational practical teaching system, proposing Construction Principles and Approaches of trio-unit practical teaching system, which can realize trio-unit aim system of harmony and mutual benefits, correspond the content system of trio-unit practice, combine the resources ensuring system of trio-unit, and inspire inside management system of the trio-unit.

The Seven chapter takes two higher vocational colleges’s practical teaching system as example, analyzing and discussing the design of trio-unit higher vocational practical teaching system.

Key words: higher vocational education; talent training; diversification; practical teaching

目 录

第一章 导 言	1
第一节 高职实践教学研究现状与问题提出	1
一、高职实践教学研究的进展.....	2
二、高职实践教学研究的困惑.....	7
第二节 研究思路与研究线索	10
一、研究基本思路.....	10
二、研究基本线索.....	10
第三节 教育多元主体问题研究综述	11
一、关于教育体制机制上的多元主体问题研究.....	11
二、关于人才培养模式的多元主体问题研究.....	12
三、关于教育教学评价上的多元主体问题研究.....	14
四、关于教育多元主体论研究.....	15
第四节 研究意义与研究方法	18
一、研究意义.....	18
二、研究方法.....	19
第二章 高职人才培养目标的再认识	21
第一节 高职教育的双重属性	21
一、层次属性：高等性.....	22
二、类型属性：职业性.....	23
第二节 高职教育至于人的关系	24
一、高职教育至于人的生存.....	24
二、高职教育至于人的发展.....	26
第三节 “价值选择”角度的高职人才培养目标	28
第三章 高职人才培养主体的再认识	33
第一节 学校是高职人才培养的组织主体	33
第二节 学生是高职人才培养的学习主体	34

第三节 企业是高职人才培养的需求主体	36
第四节 高职人才培养的基本前提	40
第四章 高职人才培养主体关系的再认识	42
第一节 学校与学生之间的几对关系	42
一、功利性目标与人本性目标的“和而不同”	42
二、由“就业为导向”，向“培养学生就业能力为导向”转变	43
三、由注重学生的“成果”，向关怀学生的“增值”归位	48
第二节 学校与企业之间的几对关系	50
一、深化“校企合作”的前提：互惠多赢	50
二、深化“校企合作”的基础：文化的契合	52
三、深化“校企合作”的载体：学习型组织	54
第三节 学生与企业之间的几对关系	57
一、适应就业：学生应增强综合素质	57
二、促进就业：企业应更多地承担责任	62
三、和谐就业：生、企应具有交往视角	64
第五章 高职人才培养三元主体问题的理论辨析	69
第一节 多元主体哲学理论的启示	69
第二节 教育多元主体论的启示	71
第三节 系统理论的基础	75
第四节 高职人才培养三元主体观点	79
第六章 三元主体高职实践教学体系的建构	83
第一节 高职实践教学的矛盾探源	83
一、企业主体性弱化的因素	83
二、学生主体性弱化的因素	84
三、学校主体性弱化的因素	85
第二节 三元主体高职实践教学体系的基本内涵	87
一、教学体系与高职实践教学体系	87
二、三元主体高职实践教学体系的要素、结构与功能	90

第三节 三元主体高职实践教学体系的子系统建构	97
一、实现三元主体和谐共赢的目标体系.....	97
二、契合三元主体实际的内容体系.....	98
三、整合三元主体资源的保障体系.....	101
四、激发三元主体内在能动的管理体系.....	103
第七章 三元主体高职实践教学体系的设计分析	113
第一节 基于先进制造业高技能人才培养的“亦厂亦校”模式	113
一、模式设计分析.....	113
二、模式设计讨论.....	117
第二节 高职医药专业毕业实践教学三元主体模式	118
一、模式设计分析.....	119
二、模式设计讨论.....	127
结 语.....	129
参考文献.....	133
后 记.....	139

contents

1 Introduction.....	1
1.1 Current research on higher vocational practical teaching and the questions	1
1.1.1 The development on higher vocational practical teaching research	2
1.1.2 The problem of higher vocational practical teaching research	7
1.2 Research idea and cues	10
1.2.1 Research idea	10
1.2.2 Research cues	10
1.3 Review the research on diversification of the education	11
1.3.1 The research on diversification of the education system	11
1.3.2 The research on diversification of the talent training mode	12
1.3.3 The research on diversification of the teaching evaluation	14
1.3.4 The research on educational diversification theory	15
1.4 Research significance and research method	18
1.4.1 Research significance.....	18
1.4.2 Research method	19
2 The re-recognition for higher vocational talent training aim.....	21
2.1 The double attribute of higher vocational education.....	21
2.1.1 Arrangement attribute: profound.....	22
2.1.2 Type attribute: profession.....	23
2.2 The relationship from higher vocational education to human.....	24
2.2.1 The subsistence from higher vocational education to human	24
2.2.2 The development from higher vocational education to human.....	25
2.3 The aim of higher vocational talent training from the view of “value choice”	28
3 The re-recognition of higher vocational talent training.....	33
3.1 School is the organizational unit of higher vocational talent training.....	33
3.2 Student is the study unit of higher vocational talent training.....	34
3.3 Enterprise is the demand unit of higher vocational talent training	36

3.4	The basic precondition of higher vocational talent training	40
4	The re-recognition of the relationship of higher vocational talent training principal parts	42
4.1	The relationship between school and student.....	42
4.1.1	“Together and deference” of utilitarian aim and human’ characteristic aim	42
4.1.2	The change from “employment oriented” to “students’ employment capacity training oriented”	43
4.1.3	The change from paying attention to students’ “result” to caring for students’ “increment”	48
4.2	The relationship between school and enterprise	50
4.2.1	Deepening the precondition of “cooperation between school and enterprise”: mutual benefit	50
4.2.2	Deepening the basis of “cooperation between school and enterprise”: tallying with culture	52
4.2.3	Deepening the carrier of “cooperation between school and enterprise”: learning organization	54
4.3	The relationship between student and enterprise	57
4.3.1	Adapting the employment: student should strengthen his synthesise diathesis	57
4.3.2	Advancing the employment: enterprise should assume more responsibility.....	62
4.3.3	Harmonious the employment: student and enterprise should have the view of communication	64
5	Analyzing the theory of trio-unit of higher vocational talent training	69
5.1	The inspiration of diversification philosophy theory	69
5.2	The inspiration of educational diversification theory	71
5.3	The basic of system theory	75
5.4	Trio-unit viewpoints of higher vocational talent training	79
6	Foundation of trio-unit of higher vocational practical teaching system.....	83

6.1 The origin of contradiction of higher vocational practical teaching	83
6.1.1 The fact of few entity of enterprise	83
6.1.2 The fact of few entity of student	84
6.1.3 The fact of few entity of school	85
6.2 The basic connotation of trio-unit of higher vocational practical teaching system	87
6.2.1 Teaching system and higher vocational practical teaching system	87
6.2.2 The factor, structure and function of trio-unit of higher vocational practical teaching system	90
6.3 Foundation of trio-unit of higher vocational practical teaching subsystem	97
6.3.1 Aim system of achieving trio-unit harmony and mutual benefit	97
6.3.2 Content system of tallying with trio-unit fact	98
6.3.3 Ensure system of in conformity with trio-unit resources	101
6.3.4 Manage system of arousing trio-unit intrinsic factors	103
7 Analyzing the design of trio-unit of higher vocational practical teaching system	113
7.1 The mode of “being enterprise and being school” which based on higher technical talent training of advanced manufacturing.....	113
7.1.1 Analyzing the design of mode.....	113
7.1.2 Discussing the design of mode	117
7.2 Trio-unit mode of higher vocational pharmaceutical major graduate practical teaching	118
7.2.1 Analyzing the design of mode.....	119
7.2.2 Discussing the design of mode	127
Conclusion	129
Works Cited.....	133
Postscript	139

第一章 导言

第一节 高职实践教学研究现状与问题提出

我国高等职业技术教育（下称高职教育）已取得了跨越式发展，正进入以提高教育教学质量、加强学校内涵建设为特征的新阶段。同时，在高职教育发展过程中的各种矛盾也日益显现出来。这既符合事物发展的一般规律，同时，也需要对新的情况和新的问题进行反思、分析。我们应该用新的观念、新的思路来认识高职教育，更需要用新的办法、新的途径来破解高职教育发展进程中的矛盾和瓶颈问题。

高职教育存在的各种矛盾，较为集中地表现为学生就业难的问题上。“有岗无人、有人无岗”，总体上就业率偏低，就业质量不高等问题始终得不到很好解决。导致学生就业困难的因素是综合的，既有我国正处于经济转型期，产业结构发生重大调整，大量的失业待岗人口和失地农民的产生，以及高校毕业生逐年增加，当前金融危机所造成的严重影响，我国高等教育管理体制计划经济痕迹依然明显等外在的宏观因素，也与高职教育所应承担的培养社会所需的高技能人才的功能没有充分发挥，高职毕业生并不能完全适应行业企业的需求有密切关联，也就是说，高职教育的内部结构中存在着问题。因此，高职教育要真正实现质量提升、内涵发展，除了有良好的外部发展环境和运行体制外，还必须切实地在内在的教育教学层面上对人才培养模式和教学体系进行改革，高职人才培养活动需要进行再认识，高职人才培养功能需要得到优化。

高职教育是“技能培养型”的教育，以“实践”为逻辑起点展开。实践教学作为培养高技能人才关键的教学途径，决定着高职教育所培养人才的专业技能和适用性，关系到学生的未来就业和职业生涯。实践教学既是高职人才培养活动的主要构成，也是实现高职人才培养的关键途径，更是实现高职教育内涵发展的重要载体。“高等职业教育是培养具有较强实践能力的生产、建设、管理、服务第一线的、社会急需的高级技术型人才的的教育，为了实现这一目标，需通过高职教育人才培养模式实现，而人才培养模式的落脚点是教学来体现的。另一方面，

实践教学既是职业教育教学的主体，又是实现这一人才培养模式的重要途径，更是实现高等职业教育内涵式发展的重要内容”^①。因此，本文以高职实践教学为研究的落脚点，其实是选择了高职人才培养的核心问题进行探讨。高职实践教学的改革深化，势必促进高职人才培养的改革和功能优化。而对高职人才培养活动的再认识和形成新观点，又将更好地指导高职实践教学的务实与创新。

一、高职实践教学研究的进展

随着我国高职教育改革的深入，人们关注的焦点越来越多地集中于适合职业教育特点的实践教学以及实践教学体系的建设上。在学习和借鉴国外先进经验的基础上，我国高职教育工作者在高职实践教学的理论研究和教学实践中，进行了许多有益的探索和自主创新，为我国高职教育的可持续发展奠定了良好的基础，也为我们对高职实践教学的深入研究与探索，提供了理论与经验的支持。

（一）由宏观研究转入微观探索

对高职实践教学概念的认识已趋向一致，对高职实践教学本身的理论研究已经由宏观转向微观，超越了高职实践教学是否重要和必要的阶段，正在向如何构建有中国高职教育特色的实践教学体系，和如何进一步发挥和挖掘实践教学的功能和作用的阶段转变。俞仲文等从高职教育的特点出发对高职实践教学概念进行了外延界定，并明确了实践教学在整个高职教学体系中的地位，认为“高职实践教学是一种以培养学生综合职业能力为主要目标的教学方式，是高职教育的主体教学，它在高职教育教学过程中相对于理论教学独立存在但又与之相辅相成，主要通过有计划地组织学生通过观察、实验、实训、实习等教学环节巩固和深化与专业培养目标相关的理论知识和专业知识，掌握从事本专业领域实际工作的基本能力、基本技能，培养解决实际问题的能力和创新能力”^②。张晋采用教学作为属概念，以内涵定义的方法提出“高等职业教育实践教学是指高职院校根据不同专业的培养目标，按照工学结合的人才培养模式，以完成一定的工作任务，借助特定的项目训练为主要形式，以鼓励学生主动参与、主动探索、主动思考为基本特征，以掌握相应岗位技能，养成一定的职业态度并以提高职业素养和职业能力

^①张晋, 马庆发. 高职实践教学的理论基础研究[J]. 河北师范大学学报/教育科学版, 2008, (1)

^②俞仲文等. 高等职业技术教育实践教学研究[M]. 北京:清华大学出版社, 2004. 33.

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