

The thinking paradigm transformation and path innovation of the high-quality development of vocational education

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Abstract: Vocational education is an important means to promote national talent training and economic development, and high-quality development is the focus and goal of vocational education reform. This paper discusses the problem of high-quality development of vocational education from two aspects of thinking paradigm transformation and path innovation, and puts forward corresponding countermeasures and suggestions.

1. Introduction

With the development of economy and social progress, the status and role of vocational education are becoming more and more important. As the main channel to train all kinds of technical personnel, vocational education is not only related to the personal employment prospects and career development, but also related to the national industrial upgrading and economic development. Therefore, the high quality development of vocational education is to realize the important task and goal of the current education reform.

2. The development status of vocational education

At present, vocational education is becoming increasingly important in China. More and more people realize the important role of vocational education in improving the quality of talent training, promoting economic development and realizing the employment of the people. In this context, the high-quality development of vocational education has become a hot topic in the current education field.

Although vocational education has made great progress in the development of present, it still faces some problems and challenges. Among them, the most prominent is the mismatch between the teaching content of vocational education institutions and the industrial needs, and the difficulty of students' employment after graduation. First of all, the mismatch between teaching content and industrial demand is one of the main problems in the current field of vocational education. With the development of science and technology and the transformation and upgrading of industrial structure, vocational education needs to adjust the teaching content and methods in time to keep the synchronization with the industrial development. In reality, there are still some vocational education institutions whose courses are too old to meet the needs of modern industries, which makes students' actual vocational skills disconnected from the market needs and increases the difficulty of students' employment. The difficulty of finding employment after graduation is also an important problem facing the current vocational education. Although vocational education institutions have begun to attach importance to the education of students' career planning education, there are still many students who have difficulty finding suitable jobs after graduation. On the one hand, this is related to the disconnection between the students trained by vocational education institutions and the market demand, on the other hand, it is also related to the asymmetry of employment information and the difficulty of recruitment. In order to promote the high-quality development of vocational education, it is necessary to constantly change the thinking paradigm and innovate the path, so as to better adapt to the future development trend and market demand.

3. Overview of the thinking paradigm transformation of high-quality development in vocational

As for the thinking paradigm transformation of high-quality development of vocational education, some scholars propose that vocational education needs to change from the traditional "teaching" to "learning", that is, to take students as the center and pay attention to the cultivation of students' independent learning and practical ability. At the same time, it also needs to change from "single" type "to" diversified ", that is, to cultivate students' various abilities and skills, so that students can have a wider range of career choices and development space. Vocational education needs to innovate from the aspects of integration with industry, integration with new technology, and integration with internationalization to meet the needs of modern society. Vocational education needs to pay attention to the cultivation of innovative talents and the cultivation of students' innovative ability and entrepreneurial spirit. In addition, it is also necessary to pay attention to the research of industry demand and employment situation, timely adjust the direction and content of training, to ensure the employment competitiveness of students.

In general, the thinking paradigm transformation and path innovation of the high-quality development of vocational education is a complex systematic engineering, which requires the efforts and cooperation of all aspects. At present, although some vocational colleges have begun to change the thinking paradigm work, more in-depth discussion and practice are still needed to better promote the high-quality development of vocational education.

4. The thinking paradigm transformation of high-quality development of vocational education

In the process of promoting the high-quality development of vocational education, the thinking paradigm change is a very critical work. The traditional education mode focuses on knowledge transmission and examination results, while the modern vocational education emphasizes ability cultivation and practical ability. Therefore, both educators and students need to change their thinking paradigm from the traditional education mode to the ability-oriented modern education mode. In vocational education, the thinking paradigm shift mainly includes the following aspects:

4.1 The change in educational ideas

In order to better cultivate students' practical ability and innovation ability, educators need to change their educational ideas. In traditional education, teachers pay attention to inculcating subject knowledge and let students master theoretical knowledge, while in vocational education, educators need to pay more attention to students' practical ability and practical experience. Educators should start from the actual needs and professional requirements of students, pay attention to the cultivation of students' practical ability and innovative ability, so that students can better adapt to the requirements of modern career development. For example, kunshan cloud vocational college of science and technology (hereinafter referred to as the "cloud college") through professional barriers, emphasize the system thinking, the construction of "minor class", break students in the process of knowledge accumulation professional restrictions, students from automobile testing and maintenance professional acquisition detection and maintenance technology, minor mold and intelligent manufacturing professional equipment processing molding, learning from marketing professional product marketing and management, students' practice range and system thinking, improve employment surface. In addition, the school also set up construction innovation center, can satisfy the students from product research and development design, model construction, component production and assembly, and product test requirements, students as long as you have ideas, can complete the production process in the innovation center, provides students with the opportunity to practice, help students to participate in competition and practice project, cultivate students' practical skills and innovation ability. In addition, schools should also strengthen the cooperation with enterprises, so that students can have more opportunities to contact with the actual production and working environment, and improve students' professional quality and adaptability. Students'

practical ability and innovation ability have been improved, and the employment rate and employment quality have also been improved.

For example, in serving the management profession, teachers also need to change their teaching concepts. In the traditional geriatric nursing education, educators mainly focus on teaching theoretical knowledge and skills, while in the vocational education of thinking transformation, educators can hold nursing competitions on campus, organize public welfare activities in communities and nursing homes, and let students participate in practical operation. At the same time, educators also pay attention to the cultivation of students' professional quality and professional ethics, as well as life education, so that students have better professional quality and service consciousness, in order to respect and respect for life, and establish social responsibility. This practice of changing the educational concept has improved the students' practical ability and innovation ability, and the students' professional quality and service consciousness have also been enhanced, which helps the students to better adapt to the requirements of modern career development.

4.2 Adjustment of the curriculum

The curriculum of traditional education focuses on subject knowledge, while modern vocational education needs to pay more attention to the cultivation of practical ability and skills. Therefore, it is necessary to adjust the curriculum in vocational education and pay attention to students' practicality and ability cultivation. For example, in addition to the management and skills courses, there are multiple practical courses, such as cooking practice and catering service practice, etc., so that students can master skills and experience through practical operation. At the same time, the school also increased some industry related courses, such as marketing planning, catering management, let the students understand the industry development trend and management experience, improve the students' professional quality and practice ability, school based on local characteristics, set up "IHD Chinese crab feast culture research institute", tutoring students from professional management, job skills to the understanding of culture. This practice of adjusting the curriculum has also achieved good results, the students' practical ability and innovation ability have been improved, and the quality of employment after graduation has also been improved.

4.3 Innovation in teaching methods

In vocational education, the innovation of teaching methods is very important. Educators need to adopt different teaching methods according to students' actual situation and ability level, such as project-based learning, practical teaching, workshop teaching and so on, to stimulate students' learning enthusiasm and initiative, and improve students' practical ability and innovation ability. For example, the architectural engineering major of a higher vocational college adopts the project-based learning teaching method, and the students are divided into groups, and each group is responsible for the design and implementation of an actual construction project. Through practical operation, students can have a deep understanding of each link of construction engineering, and improve their practical application ability and innovation ability.

For example, the simulation experiment teaching method is adopted in the electronic information engineering major. By using the simulation software, students can simulate the actual electronic circuit and system design, and practice and master the methods and skills of circuit principles and electronic system design. At the same time, students can also carry out a variety of experiments and debugging in the virtual environment, which improves the students' ability to solve practical problems and innovative thinking. This teaching method can not only effectively reduce the cost of experiment, but also help students to better understand the principle of electronic circuit and improve their practical ability.

4.4 Reform of the evaluation system

In traditional education, the evaluation system mainly focuses on examination results, while in vocational education, more attention should be paid to the evaluation of students' practical skills, learning attitude and other aspects. Therefore, the evaluation system needs to be reformed and pay

attention to the assessment of students' practical ability and practical performance. It is necessary to improve the evaluation measure, explore more effective education methods, introduce the scoring system, embed the head enterprise certification and evaluation reform, and implement the management and training of "micro certificate + skill certificate".

Secondly, there are some reforms of the evaluation system, such as vocational qualification examination, practice training evaluation, students' self-evaluation. Relying on the national nature of the examination and students' internship activities, to understand the actual level of students, to make a comprehensive evaluation of students. For example, in the tourism and hotel management major of a higher vocational college, students need to take the national vocational qualification examination, the examination content involves tourism planning, organization and management, service quality and other aspects, and the examination results directly affect the career development of students. At the same time, the major also has internship training courses, which students need to practice in tourism enterprises, and the results of internship evaluation will also be included in the students' academic performance. In addition, students also need to conduct self-evaluation, understand their own performance in practice, reflect on their own shortcomings, and make a more scientific and reasonable study plan. The reform of these evaluation systems can reflect the students' ability and practical level more comprehensively and objectively, and help to improve the effectiveness and quality level of vocational education.

These practical cases of thinking paradigm transformation show the path innovation of high-quality development of vocational education. Through the change of educational concept, the adjustment of curriculum setting, the innovation of teaching methods and the reform of evaluation system, vocational education can better adapt to the needs of economic and social development, cultivate more excellent talents with practical operation ability and innovation ability, and make greater contribution to the sustainable development of economy and society.

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5. The path innovation of high-quality development of vocational education

5.1 The integration of vocational education and industry

Vocational education needs to be combined with the development of the industry, and to provide students with more practical vocational skills training and practice opportunities. At the same time, vocational education also needs to pay attention to the research of industry demand and employment situation, timely adjust the direction and content of training, to ensure the employment competitiveness of students.

For example, DengYun College deepen the integration of engineering, industry-education integration, university-enterprise collaborative education, expand enterprise (production) college, training base, technology research and development center, skills master studio, etc., strengthen cooperation with listed enterprises and lighthouse enterprises, form a brand cooperation strategy and unique competitive advantages, select professional advantages and teaching resources, formulate selection criteria, build a batch of university-enterprise cooperation demonstration base; build industrial college cooperation mode, promote cross-professional and enterprise cooperation, promote professional construction, resource sharing, cultivate cross-border integration technical skills talents. In the learning process, students can participate in the actual project of enterprises, practical operation, improve the practical operation ability and engineering implementation ability. The school has also carried out vocational skills training together with enterprises, and conducted in-depth training for students' practical operation skills. At the same time, the school also offers courses related to enterprise management and marketing of machinery manufacturing to help students fully master relevant professional skills and qualities. This integration of vocational education and industry enables students to better adapt to the needs of the workplace and improve the competitiveness of employment.

5.2 Diversified teaching resources and teaching methods

Vocational education needs to adopt a variety of teaching resources and teaching methods to meet the needs and learning characteristics of different students. By using online education, mobile learning and other methods, to provide students with a more flexible and autonomous learning experience. At the same time, educators also need to constantly innovate teaching methods, adopt project-based learning, practical teaching and other methods, stimulate students' learning enthusiasm and initiative, and improve students' practical ability and innovation ability.

For example, the computer application technology major in a higher vocational college adopts a variety of teaching resources and teaching methods, including online education, laboratory teaching, and project-based learning. Students can choose their own learning methods according to their own learning situation, and improve their practical operation ability and innovation ability by participating in practical projects and practical operations. This diversified teaching resources and teaching methods provide students with more learning opportunities and learning experiences, which is conducive to the high-quality development of vocational education.

5.3 The cultivation of innovative talents

With the progress of science and technology and the development of society, the demand for innovative talents is increasing. Therefore, vocational education needs to pay attention to the cultivation of students' innovative ability and entrepreneurial spirit, stimulate students' innovative potential and cultivate innovative talents through innovative and entrepreneurial projects and other ways. For example, the enterprise management major of Dengyun College guides students to actively participate in the research and development and practice of innovation and

entrepreneurship projects by offering innovation and entrepreneurship practice courses and entrepreneurship mentor system. The student team has held many innovation and entrepreneurship competitions and road shows in the school and the society, which have been highly evaluated by experts and entrepreneurs in the industry. On this basis, the school has also established cooperative relations with a number of well-known enterprises, providing students with more opportunities and practice platforms for innovation and entrepreneurship. This training mode of innovative talents not only meets the innovative needs of students, but also promotes the cooperation between schools and enterprises, and provides a strong support for employment and industrial development.

5.4 The integration of vocational education and new technologies

Vocational education needs to pay attention to the development and application of new technologies, adjust the training contents and methods in time, and train students to master the latest vocational skills and tools. For example, in the computer major of a higher vocational college, the school focuses on offering courses related to new technologies such as artificial intelligence and big data, and organizes students to participate in related practical projects and competitions, so that students can master the application and development of new technologies. At the same time, schools should also strengthen the training of teachers. Schools can carry out teacher training activities and teaching and research activities regularly, and hold regular listening activities to encourage teachers to improve their teaching level and promote the overall development of vocational college education. Ensure that the teaching level and ability of teachers can keep pace with the development of new technologies.

In addition, some vocational education institutions are actively promoting the application of virtual reality, augmented reality, human-computer interaction and other new technologies in vocational education, so as to improve students' professional ability and quality by simulating the actual working scene and operation process. For example, in the architectural Engineering Technology major of Dengyun College, the school introduces virtual reality technology, and uses the three-dimensional model and virtual simulation environment of auto parts to help students learn automobile repair and detection skills, and improve students with their practical operation ability and professional quality. This integration of vocational education and new technology not only enables students to learn the latest vocational skills and tools, but also improves the teaching quality and effect of vocational education.

6. The integration of vocational education and internationalization

Vocational education needs to pay attention to the development trend of internationalization, and provide students with broader development space and opportunities through the establishment of international educational cooperation and communication mechanism. For example, on the basis of deepening the education and teaching reform, Dengyun College pays attention to talent training and international standards. Electromechanical integration, construction engineering technology, hotel management, logistics management, through the international engineering education professional certification (IEET), to the Sydney agreement, talent training, graduation civilization international essence equivalent, the school also pay attention to the introduction of international teaching materials and teachers, ensure the teaching content and methods with international standards. In addition, vocational education can also promote exchanges and cooperation in the field of vocational education at home and abroad by holding international educational exhibitions and exchange activities. For example, the "Cross-strait Skills Competition", "International Education Exchange Seminar on The Integration of Industry and Education" and "5G + AI New Technology, New Business Form and New Vocational Education Seminar" invite education experts and scholars from home and abroad to participate, to discuss the development direction and innovation mode of vocational education and promote the implementation of the international talent training plan. In this way, the international vocational education cooperation has been enhanced, and the students' global Conclusion: The high-quality development of vocational education is an important task and goal of the current education reform. In order to achieve this goal, thinking paradigm transformation

and path innovation are needed. In the aspect of thinking paradigm transformation, educators need to actively establish new educational concepts. In terms of path innovation, it is necessary to pay attention to the integration of vocational education and industry, diversified education supply and the cultivation of innovative talents. At the same time, it is also necessary to improve the conditions of teachers and facilities of vocational education, and improve the quality and level of vocational education. Only in this way can we train more high-quality and skilled talents for the society, achieve the high-quality development of vocational education, and make greater contributions to the sustainable development of the economy and society.

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