

An innovative path for educating people in higher vocational colleges to promote common prosperity

Yongxin Zhou

Xuzhou Open University, Xuzhou, 221000, China

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Abstract: Common prosperity is another great journey after China has built a well-off society in an all-round way. Higher vocational education is not only an important part of promoting common prosperity, but also an important driving force. First of all, higher vocational education plays a fundamental role in the process of common prosperity. Improving the quality and efficiency of development, narrowing the development gap between urban and rural areas, and building a cultural highland in the new era all need to be realized by people. Secondly, higher vocational education plays a lasting role in promoting common prosperity. Material input is consumptive, while human input is increasing. Human resources will not disappear in the process of input, but will grow, because people will have more and more experience in the production process, higher and higher technology, and more and more harmonious collaboration. Third, higher vocational education plays a leading role in promoting common prosperity. The process of higher vocational education is also a process of discovering and transforming the world, and a process of nurturing new culture and new ideas. However, at present, there are some phenomena in the process of educational innovation in higher vocational colleges, such as students' low quality, limited teaching mode and single educational approach. Based on such problems, this paper aims to further explore innovative ways of educating people in higher vocational colleges, so as to guide and train students to improve their own cultural and spiritual qualities and to contribute to the overall goal of promoting common prosperity.

1. Introduction

Common prosperity is the essential requirement of socialism and an important feature of Chinese modernization. Achieving common prosperity is the ardent expectation of the Chinese nation and the Chinese people and the goal that our party has always adhered to[1]. Common prosperity is a great cause in which the whole people have the obligation to participate. We must pool the strength of the whole society[2]. As a type of education closely combined with economic and social development, higher vocational education should actively integrate into the main battlefield of economic and social construction in the new era and provide scientific, technological, cultural and talent support for economic and social development[3]. Higher vocational education plays an irreplaceable role in promoting high-quality economic and social development and promoting the common prosperity of all people. High quality development needs the support of high-quality talents. Improving human capital and production efficiency is the only way to achieve common prosperity. Higher vocational education has the social function of promoting economic development, the employment function of optimizing the employment pattern and the educational function of promoting people's all-round development[4]. It coordinates the social function, employment function and educational function, and promotes the realization of common prosperity based on talent training, centered on economic construction and guaranteed by stable employment.

Higher vocational education promotes common prosperity by cultivating a large number of qualified and outstanding technical and skilled talents. Higher vocational education promotes common prosperity by serving the prosperity of industry and empowering rural areas[5]. Higher vocational education promotes common prosperity by stabilizing employment and promoting entrepreneurship. With its unique features and functions, higher vocational colleges have developed rapidly in the strong demand of the society, the scale of running schools has been continuously

expanded, and the quality of personnel training has been continuously improved. This development trend has reached a brand-new height in terms of social demand and national policies to promote common prosperity. However, in the process, the status quo of attaching importance to technical skills education and neglecting humanistic quality education is revealed[6]. To improve the quality of talents, higher vocational education should give full play to the function of cultural education, attach importance to the cultivation of both technology and humanistic quality, and devote itself to cultivating high-quality, technical and skilled talents that meet the needs of social development and market. On the one hand, the curriculum construction of higher vocational education and training takes the modularization of schools and enterprises as the direction, the market demand as the guidance and the industrial structure optimization as the purpose. By adjusting the proportion of training courses and offering a series of majors related to strategic emerging industries in vocational colleges, it is conducive to ensuring stable employment and realizing high-quality employment; On the other hand, higher vocational education aims at cultivating high-quality skilled talents, improving quality, increasing value and empowering, and promoting national skills to become innovative and skills to become wealthy[7].

2. The existing disadvantages of the traditional education path in higher vocational colleges

2.1. The limitations of traditional education and teaching mode

The school motto is serious and lacks school running characteristics. As mentioned in the content of promoting common prosperity, the personalized cultivation in the direction of education is inconsistent with the personalized spiritual outlook. Personalized education is a higher level of education and a common prosperity in the field of education. As the cultural label of the school, the school motto helps to highlight the school running characteristics and cultural characteristics of the school, which is consistent with the common prosperity in spirit. In fact, the mottos of a considerable number of colleges and universities are same, leading to a phenomenon of "one hundred schools and one training". Most colleges and universities adopt the expression of parallel phrase arrangement. Among them, the combination of words such as "Houde", "Mingde", "truth-seeking", "strong technology" and "dedication" is used more frequently, which loses the spirit and characteristics of the University. As a result, it is lack of charisma and low sense of identity. The construction of campus culture is lack of systematicness and scientificity. The cultural construction of Higher Vocational Colleges stays more at the level of campus culture, overemphasizes "extracurricular activities" in the selection of campus culture carrier, and believes that carrying out recreational and sports activities is to engage in higher vocational education culture, which lacks its own cultural connotation and cultural characteristics. It is divorced from the fundamental goal of campus culture in higher vocational education, which is not in line with the personality characteristics of higher vocational students, lacks professional characteristics, lacks effective integration with vocational skills, and fails to meet the spiritual goal of common prosperity. In addition, in the process of cultivating craftsman spirit, higher vocational colleges only pay attention to objective assessment indicators, ignore the subjective care of students, and lack the stimulation of students' self-riving consciousness[8]. At the same time, traditional evaluation methods are still used in the evaluation mechanism, which is difficult to stimulate students' enthusiasm. As everyone knows, high-quality development needs the support of high-quality talents. Improving human capital and production efficiency is the only way to achieve common prosperity.

2.2. Utilization of the goal of running a school in higher vocational colleges

Higher vocational education plays a leading role in the process of common prosperity. It gathers different people's thoughts and wisdom, and at the same time it innovates knowledge. The process of higher vocational education is also the process of discovering and transforming the world, the process of nurturing new culture and new ideas, and the process of realizing it step by step is also the promotion of the goal of common prosperity. When professional construction and personnel training are carried out in higher vocational colleges, it is often based on whether they can meet the

needs of jobs. Both theoretical courses and practical courses are market-oriented, aiming at improving the employment rate of students. However, they don't pay enough attention to students' all-round development and comprehensive quality improvement, and there is a bias in the realization of common prosperity, which leads to quite utilitarian personnel trainings. The employment rate of students has reached the goal, but the quality of employment has not received enough attention. The goal of common prosperity for a hundred years has been mentioned. The real education is to educate people first, and the utilitarianism will result in students' shallow culture, spiritual nothingness and moral imbalance. At the school level, school leaders don't know enough about education, thus higher vocational colleges becoming manufacturers, and education becoming manufacturing. Higher vocational education is regarded as a tool to meet the needs of the society, but it can't see its intrinsic and transcendent value rationality, nor the nature of its role in promoting common prosperity[9]. Such higher education can hardly last for a long time. Secondly, the value orientation of higher vocational education is vague. In the process of the development of higher vocational education in China, some scholars have put forward "sufficient basic theory" to emphasize the vocational attributes of higher vocational education, and "work process-oriented" to highlight the post pertinence, independent learning and research ability and team cooperation consciousness of higher vocational education, and so on. These new ideas are reasonable from a certain angle and historical stage. However, it is obvious that the main purpose of these so-called ideas is to advocate instrumental rationality, which runs in opposite directions of the people-oriented principle under common prosperity. The core of these ideas is to aim at jobs and the needs of enterprises, not at students and people's development. The educational goals are wavering and the value rationality is weakened. Figure 1 shows the defects of traditional education path in higher vocational colleges.

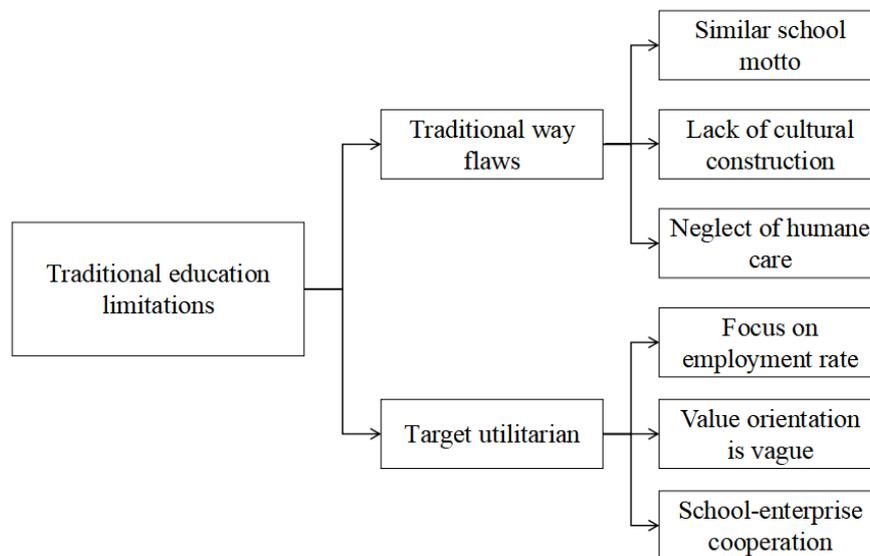


Figure 1 Defects in the traditional education path of higher vocational colleges

3. The innovative path of educating people in higher vocational colleges

3.1. Perfecting the Mechanism and Optimizing the Cooperation between Schools and Enterprises

Promoting school enterprise cooperation and deepening the integration of industry and education can provide impetus for vocational colleges to cultivate technical and skilled talents suitable for the development needs of the era of common prosperity. The joint construction of quantity will cultivate vocational college students into qualified and excellent skilled talents, and then become craftsmen and skilled craftsmen in large countries, which will help to break through the national technical bottleneck, solve major core technical problems such as neck sticking, and achieve

high-end technical level and common prosperity. Improve the education mechanism and remove the obstacles to in-depth cooperation between schools and enterprises. In the school enterprise cooperation mode, only win-win can make the education plan of higher vocational colleges implement stably for a long time. Therefore, higher vocational colleges and enterprises are required to find a win-win cooperation point in the process of joint education, and formulate student training programs based on the cultivation goal of craftsman spirit. In the craftsman spirit training system of higher vocational colleges, there are many training contents and each link is more complex. Therefore, schools and enterprises should jointly do a good job in management, build a cooperative management system, standardize the cooperative process and improve the quality of talent training. From the perspective of schools, improving students' professional ability and comprehensive quality and continuously exporting talents for enterprises are conducive to the steady improvement of education quality, which plays a positive role in improving school running level, expanding school running scale, enhancing educational competitiveness and promoting common prosperity. Therefore, schools and enterprises must fully run in, make efforts in the common interests of both sides, and build a win-win craftsman spirit education system. Order based talent training is adopted, which is different from other talent training modes combined with industry, university and research[10]. It not only ensures the employment problem of common prosperity economy, but also realizes the implementation of practical application. By signing orders for employment and talent training, the responsibilities of both schools and enterprises are clarified. The school guarantees to train talents according to the needs of the enterprise, and the enterprise guarantees to employ qualified talents. We must strengthen the cooperation between schools and enterprises, build and implement the dual subject and whole process talent training mode of combining work and study, so as to truly realize the substantive reform of the talent training mode of higher vocational colleges, so as to improve the talent training of higher vocational education, achieve the substantive innovation of higher Vocational Colleges' education, and promote the all-round and common prosperity of society.

3.2. Have both ability and political integrity, improve the quality of talents

Collaborative education innovation and development give full play to the function and value of social education, and promote the common prosperity of our society. In classroom teaching, efforts should be made to build a teaching team of collaborative education to help build a social classroom teaching system. Through inviting national model workers, skilled masters, big weapons craftsmen, craftsmen from northern Xinjiang, Baotou craftsmen, and famous teaching teachers to give lectures, and to hold seminars, they will talk to students face to face about their career growth and life experiences, so that students can listen to the touching stories of model figures at close range, observe exquisite craftsmanship, feel noble quality, temper their personal qualities, establish lofty professional ethics, lay an important foundation for carrying forward professional spirit, and understand the connotation of spiritual common prosperity. To strengthen cultural education, the National Conference on Ideological and Political Work in Colleges and Universities emphasized that we should pay more attention to educate people with culture and literature, and we must play an important role in cultural education during the cultivation of professional ability with "artisan spirit" as the core. First of all, the power of role models is endless. By organizing outstanding alumni' homecoming speeches, they can share their successful experiences and help students plan their career according to their own conditions and abilities. Secondly, optimize the construction of campus cultural attractions and improve the campus environment. Beautiful campus environment is very important for shaping students' psychological. Through the renovation and beautification of characteristic campus environment, students can feel life and their wisdom will be enlightened in the environment. Thirdly, build a system of cultural activities. Brand and systematize the colorful campus cultural activities, and create a number of activities with great influence, wide coverage and popular among students. For example, skill festivals, "menu" clubs, campus culture and art festivals, etc. Finally, deepen the construction of school spirit and style of study, and promote the school spirit shaping project. By the measures such as putting mobile phones into bags and fasting breakfast in class, we can shape the school spirit, help students to develop good study habits, and create a new

trend of spiritual common prosperity. Figure 2 is the road map of education innovation in higher vocational colleges.

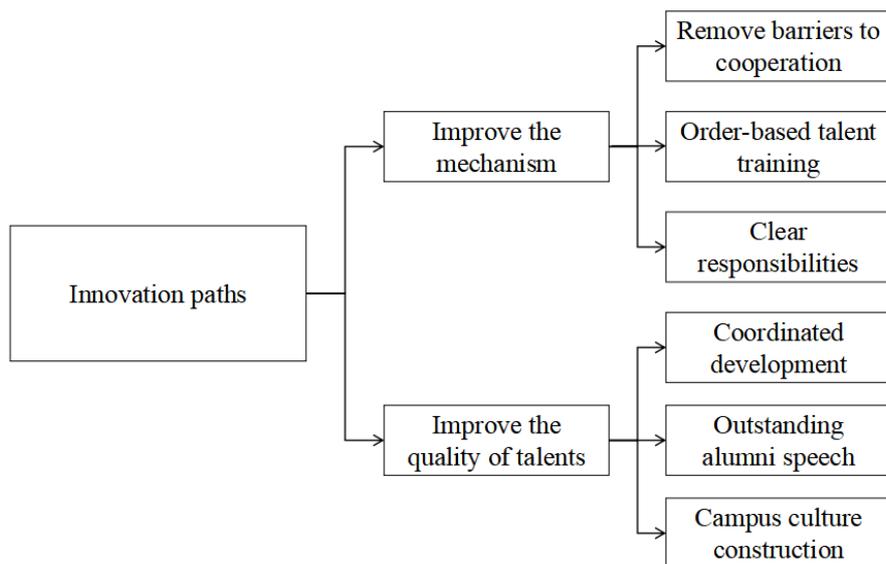


Figure 2 The road map of education innovation in higher vocational colleges

4. Conclusions

Under the background of common prosperity and various difficulties in the actual cultivation process, the cultivation of students' moral spirit in higher vocational colleges is an innovation of the original education concept and specific work mode. It creates a new idea of resource integration within the framework of social support network, removes the obstacles of in-depth cooperation and improves the craftsman training scheme of combining production and learning by establishing a mutually beneficial and win-win school enterprise cooperation system. Curriculum reform based on craftsman spirit should be deepened, the channels of formal and informal social support should be opened up, a perfect linkage education system should be built, and the realization of the goal of common prosperity will be promoted. Carry forward the spirit of innovation, advocate the glory of labor, learn from labor models, integrate this spirit into the education of higher vocational colleges, enrich the resources and contents of education, and give full play to the educational function of labor education and craftsman spirit. We should adhere to the fundamental task of building morality and cultivating people, grasp the orientation of education, take the pulse of the times, pay attention to the actual effect of education, realize the unity of knowledge and practice, cultivate socialist builders and successors with all-round development of morality, intelligence, physique, beauty and labor, promote common prosperity and contribute to the construction of a powerful socialist modern country!

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