

Research on the Path of High-quality Development of Vocational Education

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Abstract: The article analyzes the necessity and urgency of high-quality development of vocational education from the connotation of vocational education, combines the current challenges faced by the development of vocational education, puts forward the key points and difficulties of high-quality development of vocational education, and gives specific development paths.

1. The meaning of Vocational Education

Vocational education is a form of education that provides students with the practical skills and knowledge they need to succeed in the workplace. Unlike traditional academic education, vocational education focuses on developing the skills and knowledge students need in a particular field, including how to use specific tools and techniques, how to interact with customers and colleagues, how to solve problems, and more. Vocational education can take many forms, including skills training, apprenticeship systems, specialized programs and apprenticeships.^[1] It can be offered in a variety of educational institutions such as high schools, vocational schools, technical colleges, universities, and vocational training centers. The purpose of vocational education is to provide students with direct career development opportunities so that they can acquire specific skills and knowledge to prepare them for employment. It also promotes economic growth as more people have the skills and knowledge to contribute to society in a variety of fields.

2. The Urgency and Necessity of High-quality Development of Vocational Education

Vocational education refers to all kinds of education and training to meet the needs of vocational personnel training. The high-quality development of vocational education is an inevitable requirement of today's social development. By developing high-quality vocational education, it can provide various vocational talents needed by the society and meet the market demand; it can cultivate talents with practical operation skills and vocational literacy, improve their employability and competitiveness, and thus increase the employment rate; it can enhance the work skills and knowledge of workers, improve their employability and competitiveness of vocational literacy and skill level and enhance the competitiveness of the labor market; the development of high-quality vocational education can provide talent support for different industries and promote industrial upgrading and transformation.^[2] High-quality development of vocational education can improve the employment rate and income level of labor force, enhance people's consumption ability and promote economic development. Meanwhile, vocational education can provide equal educational opportunities for different classes and groups, eliminate inequality in education and employment opportunities, and promote social equity and social harmony.

In conclusion, the high-quality development of vocational education is a necessary requirement to meet the development of the times and the needs of society, not only to meet the vocational needs of different people, but also to promote economic development and social progress, and to improve the cultural and economic quality of the whole society.

3. Current Challenges and Problems Facing Vocational Education

At present, the development of vocational education is facing some challenges and opportunities. On the one hand, with the development of new technologies such as artificial intelligence and the Internet, vocational education needs to constantly update its teaching contents and teaching methods in order to cultivate vocational talents who are more in tune with the development of the times. On the other hand, the actual effect of vocational education needs to be further improved, requiring close cooperation between vocational education institutions and enterprises to strengthen vocational skills training and improve the quality of training.^[3] At the same time, it is also necessary for the government to invest more in vocational education and provide better policy support and financial support.

4. The Path of High-quality Development of Vocational Education

4.1. Objectives and Important Points of High-quality Development of Vocational Education

4.1.1. Objectives of High-quality Development of Vocational Education

The high-quality development of vocational education means improving the quality of vocational education teaching, promoting the integration of industry and education, strengthening cooperation between schools and enterprises, improving the level of vocational education teaching and talent training, and forming a vocational education system with international competitiveness. The development of vocational education should first prioritize optimizing the allocation of vocational education resources, achieving balanced provision of educational resources, promoting the coordinated regional development of vocational education, and narrowing the developmental gap in vocational education between urban and rural areas and among different regions. Secondly, vocational education should also enhance the overall quality and teaching capabilities of its faculty, strengthen vocational education faculty training and career development support, and establish an appealing vocational education faculty cohort. Thirdly, the development of vocational education should also aim to enhance the brand image and societal recognition of vocational education, establish mechanisms for evaluating and regulating vocational education quality, and promote the construction of a strong vocational education brand. Fourthly, the development of vocational education should strengthen the linkage with industries, improve graduate employment rates and remuneration, thus fostering a virtuous cycle between vocational education and socio-economic development.

At the same time, we should strengthen vocational education's support for labor force transfer and employment and vocational skills upgrading, and promote the value-added of human capital.

To sum up, the goal of high-quality development on the supply side of vocational education is to create a vocational education system that meets the needs of economic and social development, cultivates high-quality vocational talents, and promotes industrial development and social progress.

4.1.2. Important and Difficult Points of High-quality Development of Vocational Education

The supply-side reform of vocational education focuses on promoting the integration of industry and education and breaking the disconnection between vocational education and industrial development. To realize the integration of industry and education, it is necessary to strengthen the research on industrial development trend and talent demand, optimize the professional setting and curriculum system of vocational education, establish school-enterprise cooperation mechanism, and improve the teaching quality and talent cultivation capacity of vocational education.

One of the focuses of supply-side reform of vocational education is brand building of vocational education. At present, vocational education is deficient in terms of social recognition and brand image. To improve the brand image of vocational education, we need to strengthen the publicity and promotion of vocational education, improve the employment rate and salary package of vocational education students, and establish a mechanism for evaluating and monitoring the quality of vocational education to promote the brand building of vocational education.^[5]

The difficulty of supply-side reform of vocational education lies in how to achieve a balanced supply of educational resources. At present, vocational education resources are unbalanced among different regions and different types of institutions, with some regions and institutions suffering from a relative lack of vocational education resources, while some regions and institutions have a surplus. To address this issue, it is necessary to optimize the allocation of vocational education resources, strengthen support for the central and western regions as well as rural areas, and foster collaborative development among different types of institutions.

Another difficult point in the supply-side reform of vocational education is the construction of teachers' team. The professionalism and teaching ability of vocational education teachers have an important impact on the quality of vocational education, but the current vocational education teachers' team has the problems of insufficient quantity, unreasonable structure and low quality.^[6] To solve this problem, we need to strengthen vocational education teacher training and career development support to improve the overall quality and teaching ability of vocational education teachers.

4.2. The Path of High-quality Development on the Supply Side of Vocational Education

Supply-side quality development of vocational education refers to various measures taken by the government and social organizations in order to improve the supply and quality of vocational education in order to meet the growing vocational demand and promote economic development. Specifically, the supply side of vocational education is a comprehensive measure to improve the quality and supply of vocational education, which requires the cooperation of multiple parties such as government, enterprises and educational institutions to achieve.

4.2.1. Strengthen policy support

The government should formulate relevant policies to increase the financial investment in vocational education and strengthen the supervision and management of vocational education.

4.2.2. Strengthen the quality management of vocational skills education and promote curriculum reform

This includes improving the curriculum setting, teaching management and assessment and evaluation of vocational skills education to ensure that the teaching quality of vocational skills education is effectively guaranteed. Vocational education institutions should constantly update the curriculum according to market demand and cultivate professionals with practical skills.

4.2.3. Strengthen the construction of teachers

Improving the quality management of vocational skills education includes improving the curriculum settings, teaching management, and assessment and evaluation of vocational skills education. Vocational education institutions should continuously update their curriculum settings and cultivate professional talents with practical skills according to market demand. Strengthening the training of vocational education teachers and improving their teaching standards can improve the quality and attractiveness of vocational education. Educational institutions should strengthen the construction of vocational education teachers and improve their professionalism and teaching standards.

4.2.4. Promote enterprise participation and broaden vocational education

The government should encourage collaboration between enterprises and vocational education institutions, facilitating internships and employment opportunities while offering corresponding support and incentive measures to enterprises. The government should encourage and support multiple forms of vocational education, such as vocational skills training, apprenticeship systems, and online education.

4.2.5. Implement a vocational skills appraisal system

By establishing a vocational skills assessment system to evaluate students' vocational skills levels,

students' employability can be improved.

4.2.6. Industry docking and industry-education integration

By gaining an in-depth understanding of local industries and market needs, vocational education institutions can offer courses that suit market needs while attracting the participation of enterprises to achieve organic integration of vocational education and industry. Through cooperation between enterprises and vocational education institutions, they can jointly develop and provide vocational education courses to ensure that students acquire practical skills and knowledge.

4.2.7. Institutional innovation and mutual recognition of credits

By establishing diversified vocational education pathways, such as apprenticeship programs, online education, and short-term training, credit recognition can be achieved to meet the needs of different groups of people. Linking vocational skills certification with higher education credits can make the flow between vocational skills talents and academic talents easier and improve the status and value of vocational education.

In conclusion, the path of supply-side reform of vocational education should be tailored to local conditions, taking into account the actual situation and adopting a variety of measures to form a set of sustainable and replicable reform programs to promote the development and quality improvement of vocational education.

5. Conclusion

Facing the challenges of the new era in terms of teaching contents, teaching methods and teaching effects, the current focus of our supply-side reform of vocational education is to promote the integration of vocational education and education, to break the disconnect between vocational education and industrial development. In order to achieve the integration of industry and education, it is necessary to strengthen the research on industrial development trends and the demand for talents, optimize the vocational education courses and curricula, and establish a mechanism for school-enterprise cooperation, improve the quality of vocational education and personnel training capacity. At present, the focus of the supply-side reform of vocational education in China is mainly on the construction of vocational education brand, the balanced supply of vocational education resources and the construction of vocational education teaching staff.

To improve the quality of vocational education, the main development paths are: (1) strengthen policy support. (2) to strengthen the quality management of vocational skill education and promote curriculum reform. (3) strengthening the construction of teaching staff. (d) promoting corporate participation and broadening vocational education channels. (5) to implement a vocational skills appraisal system. (6) integration of industry and education. (7) system innovation and credit mutual recognition.

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