

Integrated Training Model for Collaboration between Schools and Vocational Colleges

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Abstract: With the development of society and educational reform, the integrated training model of vocational education between secondary vocational schools and higher vocational colleges in the long-term education system has attracted increasing attention. This article explores the importance and implementation strategies of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges, with the core concepts of three-dimensional integration and five-party collaboration. By promoting collaborative cooperation in curriculum design, teacher training, practical learning, management, and evaluation, the seamless integration between secondary vocational education and higher vocational education can be achieved. This enables students to acquire comprehensive knowledge and skills, enhancing their competitiveness and adaptability in the job market. The article also discusses the challenges and solutions in implementing this model. In conclusion, the integrated training model for vocational education in the long-term education system is essential for cultivating high-quality talents who can meet the demands of modern society, and future research directions are proposed.

1. Introduction

With the rapid economic development and optimization of industrial structure, talent cultivation has become a core issue in educational reforms worldwide. As an innovative approach to meet the needs of modern society, the integrated training model of vocational education between secondary vocational schools and higher vocational colleges in the long-term education system has gained extensive attention and research[1]. The goal of this model is to effectively connect secondary vocational education and higher vocational education, providing students with comprehensive and in-depth knowledge and skills, thereby improving their competitiveness and adaptability in the job market.

2. Three-dimensional Integration: Curriculum, Teachers, and Practical Learning

2.1. Curriculum Integration

Curriculum integration refers to the organic connection between the curriculum content of secondary vocational education and the specialized courses of higher vocational education in the long-term education system. This integrated training model is of great significance for cultivating vocational talents[2]. To achieve curriculum integration, relevant education departments and schools need to closely cooperate and collaborate in curriculum planning and adjustment. They should have a deep understanding of the professional knowledge and skills required in higher vocational education as well as the foundational knowledge and skills acquired in secondary vocational education, ensuring a smooth transition between the two stages. For example, preparatory professional courses can be included in the curriculum at the secondary vocational stage to help students gradually familiarize themselves with the subject matter and learning methods at the higher vocational stage. Additionally, curriculum integration requires the establishment of a career-oriented curriculum system that emphasizes the cultivation of students' practical abilities and innovative thinking. This means that the curriculum should not only focus on theoretical knowledge

but also prioritize practical operations and problem-solving skills. Students need to gain practical experience and skills relevant to their career development through practical courses, internships, and hands-on training. The goal of curriculum integration is to enable students to adapt to the ever-changing occupational environment. With technological advancements and social progress, the demands in the job market are continuously evolving. Hence, students need to possess not only professional knowledge but also the ability to adapt to new technologies and work methods. Therefore, curriculum integration should emphasize the cultivation of students' innovation mindset and learning ability, enabling them to have a sense of initiative and a capacity for continuous learning.

2.2. Teacher Integration

Teacher integration plays a crucial role in the integrated training model of vocational education between secondary vocational schools and higher vocational colleges in the long-term education system. To ensure effective collaboration between secondary vocational teachers and higher vocational teachers, communication channels and cooperation mechanisms need to be established. They should participate together in curriculum design and the development of teaching plans to ensure a smooth transition for students in terms of learning content. Secondary vocational teachers need to understand the teaching requirements and professional knowledge of the higher vocational stage in order to provide necessary guidance and instruction to students. By gaining in-depth knowledge of the teaching methods and requirements at the higher vocational stage, secondary vocational teachers can better assist students in adapting to new learning approaches and subject concepts. Similarly, higher vocational teachers also need to understand the teaching content and students' foundation at the secondary vocational stage, enabling them to conduct teaching work more targetedly and help students establish a solid foundation. In addition, communication and training among teachers are essential aspects of teacher integration. Through regular teacher exchange meetings, seminars, and training courses, secondary vocational and higher vocational teachers can learn from each other and draw on their experiences to enhance their professional competence and teaching abilities. Such interaction and collaboration contribute to the complementary development between secondary vocational and higher vocational teachers, improving the overall quality of the education system. Teacher integration not only provides better learning support and guidance for students but also helps establish a more coherent and collaborative educational environment. Through cooperation and communication among teachers, knowledge and experiences can be shared between secondary vocational and higher vocational education, enhancing teaching quality and effectiveness. Moreover, teacher integration provides students with broader learning opportunities and resources, stimulating their interest in learning and creativity.

2.3. Practical Learning Integration

Practical learning integration refers to the alignment of practical activities in secondary vocational education with the practical requirements of higher vocational education, allowing students to gradually engage with and understand real-world occupational environments. This integration model is an essential component of the integrated training of vocational talents between secondary vocational schools and higher vocational colleges in the long-term education system. To achieve practical learning integration, schools need to establish close partnerships with relevant enterprises and industries. Through collaboration with enterprises, schools can provide internship and practical training opportunities, giving students a chance to apply their theoretical knowledge in real occupational settings. Such practical experiences not only help students better comprehend and apply their learned theoretical knowledge but also cultivate their practical operational abilities and problem-solving skills. The core objective of practical learning integration is to develop students' professional qualities and enhance their employability. Through practical activities, students can accumulate rich occupational experiences, master various occupational skills, and better adapt to the demands of career development. Furthermore, practical learning integration can assist students in establishing connections with enterprises and industries, expanding their employment channels and

increasing job opportunities. To effectively implement practical learning integration, it is necessary to establish a sound practical teaching system and evaluation mechanism. Schools should design and organize relevant practical activities based on the needs of different disciplines, and assess students' practical abilities and comprehensive qualities through the evaluation of practical outcomes. Additionally, schools should strengthen communication and exchange with enterprises, promptly understand industry trends, adjust practical teaching content, and ensure the effectiveness and relevance of practical learning integration.

3. Five-party Collaboration: Management, Evaluation, Support, Guidance, Incentives

3.1. Management Collaboration

To achieve effective management of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges, it is necessary to establish a comprehensive management system to coordinate various aspects. Education authorities play a vital role in this aspect by strengthening overall planning and coordination of secondary vocational and higher vocational education, formulating unified policies and standards, and providing guidance and support to schools. This ensures a smooth connection between secondary vocational and higher vocational education, benefiting student development and cultivation. As concrete implementers, schools also need to establish scientific management mechanisms. Firstly, schools should strengthen organizational coordination and clarify the responsibilities of each department and position. Each department should have a clear understanding of its tasks and goals, collaborate with each other, and work together to enhance the quality of secondary vocational and higher vocational education. Secondly, schools need to develop effective management processes and systems to ensure smooth teaching processes. For example, a comprehensive curriculum design and evaluation system can be established to ensure the scientific and applicability of teaching content and methods. Additionally, efforts can be made to strengthen the development of the teaching staff, improve their professional competence and teaching abilities, and provide better educational resources and guidance to students. Through these management measures, the quality and effectiveness of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges can be effectively enhanced. Management collaboration promotes the rational allocation and optimized utilization of educational resources, ensuring that students can develop comprehensively and adapt to social needs. It also facilitates a smooth transition between secondary vocational and higher vocational education, laying a solid foundation for students to successfully complete their studies and enter the job market. Therefore, establishing an effective management system is key to driving the development of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges.

3.2. Evaluation Collaboration

Evaluation is a crucial aspect in the integrated training model for vocational education between secondary vocational schools and higher vocational colleges. To ensure the effectiveness and continuity of evaluation, there should be mutual integration of evaluation between the secondary vocational and higher vocational stages, forming a comprehensive evaluation system. Firstly, evaluation methods should consider students' knowledge, skills, and qualities comprehensively. Traditional written exams only reflect students' grasp of theoretical knowledge, neglecting the cultivation of practical abilities. Therefore, multiple forms of assessment should be introduced in evaluations, such as practical operations, project design, and comprehensive internships. This provides a more comprehensive understanding of students' actual competence levels and enables more accurate judgments about their career development. Secondly, evaluation should emphasize the cultivation of students' self-directed learning abilities. The integrated training model for vocational education between secondary vocational schools and higher vocational colleges emphasizes the cultivation of students' self-directed learning and problem-solving abilities. Therefore, evaluations should give students more autonomy, encouraging them to actively

participate and engage in self-evaluation. By involving students in solving practical problems through project practices, curriculum design, and other approaches, their teamwork and innovation abilities can be cultivated. Through self-evaluation and peer evaluation, students are supported in continuous self-improvement.

3.3. Support Collaboration

Support is the basic guarantee of the integrated training model for vocational and higher vocational talents in the extended education system. Schools and educational institutions should provide necessary resources and conditions to support students' learning and development. This includes equipping advanced teaching equipment and laboratories, establishing sound libraries and electronic resource centers, providing rich teaching materials and learning resources, as well as creating a good learning environment and social support.

3.4. Guide Collaboration

Guidance is one of the important tasks of the integrated training model for vocational and higher vocational talents in the extended education system. Schools and teachers should provide effective guidance to help students clarify their career planning and development direction. This requires schools to strengthen career counseling and guidance work, provide employment information and internship opportunities, help students understand professional needs and market dynamics, and make wise career choices.

3.5. Incentivize Collaboration

Incentives are one of the driving forces of the integrated training model for vocational and higher vocational talents in the extended education system. Schools and teachers should motivate students by using incentive mechanisms to stimulate their enthusiasm and initiative. This can be done through setting up scholarships, honorary titles, etc., to encourage students to achieve excellent results in learning and practice. At the same time, personalized counseling should be strengthened to pay attention to students' interests and strengths, cultivate their self-confidence and innovative spirit.

4. Conclusion

This article explores the importance and implementation strategies of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges in the long-term education system, with three-dimensional integration and five-party collaboration as the core concepts. Through collaborative cooperation in curriculum, teachers, practical learning, management, and evaluation, the seamless integration between secondary vocational and higher vocational education can be achieved, enabling students to acquire comprehensive knowledge and skills, and enhancing their employability and adaptability. However, implementing this model still faces challenges such as teacher training and resource allocation. Therefore, it requires joint efforts from relevant education authorities, schools, and various sectors of society to provide necessary support and guarantees, and further promote the development of the integrated training model for vocational education between secondary vocational schools and higher vocational colleges. Lastly, we emphasize the importance of this model in cultivating high-quality talents who can meet the demands of modern society, and propose future research directions to contribute more to educational reforms and sustainable development.

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