

Analysis of Higher Vocational Education

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Abstract: On March 5, 2019, premier Li Keqiang explicitly proposed in the government work report that "reform and improve the examination and enrollment method of higher vocational colleges, encourage more senior high school graduates, retired military personnel, laid-off workers and migrant workers to take the exam, and expand enrollment by one million this year." Under this background, new requirements have been put forward for colleges, teachers and personnel training. This article is to discuss it and put forward the solution.

1. Introduction

In 2019, premier Li Keqiang proposed to expand the enrollment of 1 million people in higher vocational colleges, which clarified the focus of the development of China's higher vocational education, highlighted the importance of higher vocational education in the new era, and was also a continuation and supplement to the expansion of college enrollment in 1999. On April 30, the executive meeting of the state council further elaborated from the four aspects of source structure, responsibility decomposition, enrollment mode and school-running mode. Higher vocational college enrollment expansion, if properly implemented, can not only alleviate the enrollment pressure of some higher vocational colleges, improve the utilization rate of existing higher vocational education resources, optimize the structure of higher education in China, but also play the role of employment "reservoir", improve the quality of future workers.

The traditional source of students in higher vocational colleges comes from the school-age population in high schools and secondary vocational schools. However, the enrollment expansion has changed the traditional enrollment structure and encouraged more nontraditional students such as ex-servicemen, laid-off workers and migrant workers to apply for higher vocational education. Among the traditional students, according to 2016 data from the planning department of the ministry of education, the national enrollment rate of ordinary high schools has exceeded 94%. Therefore, the enrollment of higher vocational colleges has little potential, while the secondary vocational students still have potential. In 2018, 5.59 million secondary vocational school students were enrolled nationwide. In the same year, the secondary vocational school enrollment rate in all provinces was no higher than 65 percent. For example, the figures in Guangdong province, Henan province and Shanghai province were 23 percent, 33 percent and 62 percent respectively. In addition, empirical data show that the dropout rate of vocational school students in most provinces of China is high. Reducing the current dropout rate by 10 percentage points would bring hundreds of thousands of potential students to higher vocational colleges.

2. Problems Encountered in Higher Vocational Education

As an important part of China's higher education, higher vocational education has been regarded as a "primary school" that spends money to buy academic qualifications. Today, there are nearly 1,334 higher vocational colleges across the country, which have cultivated more than 10 million students with solid professional skills for all walks of life. From the perspective of social value, the essential purpose of the establishment of higher vocational schools is to provide a large number of

professional talents to the society and contribute to all walks of life. With the development of higher vocational colleges, more and more students and parents begin to pay attention to the quality of higher vocational education.

The rapid increase of the number of students poses a challenge to the resource security of higher vocational colleges. This requires higher vocational colleges to improve the utilization rate of human, financial and material resources through more intensive management. By actively introducing social partners, PPP mode can be implemented in necessary links such as school operation, professional services (such as curriculum design and teaching), support services and infrastructure construction to transform idle stock resources. Higher vocational colleges should also fully investigate the industrial prospects of the region, deeply align the expansion of enrollment sources with the needs of regional talents, and promote substantive cooperation with enterprises, so as to attract large-scale investment of enterprise resources.

The change of the student source structure requires higher vocational colleges to reform the current education and teaching mode. Flexible educational system and flexible and diversified teaching mode are undoubtedly the best way to cope with the change of student source structure. According to the different knowledge structure of students, higher vocational colleges should adjust the courses, textbooks and teaching methods of different groups of students, appropriately reduce the breadth and depth of theoretical learning for non-traditional students, and explore the customization of learning content. In view of the differences in age range and family environment, a more flexible on-the-job internship mode can be implemented, and according to the needs of students and enterprises, we can explore part-time study, work-study combination and other modes.

3. Universities Need Transformation

In the process of expanding enrollment, three kinds of higher vocational colleges are faced with different situations. The first, category is high-quality higher vocational colleges with high school quality and play, an important supporting role in regional industries. They are the "main force" of enrollment expansion emphasized by the state council. But such schools are generally full or near full enrollment and lack the will to expand significantly. In order to implement the role of the main force of higher vocational college enrollment expansion, it is necessary to make appropriate adjustment to the current evaluation system and funding allocation rules of higher vocational colleges. The second type is the higher vocational colleges with strong bearing capacity and strong demand for skilled talents in the region. They have the intention of enrollment and the bearing capacity, which can serve as an important force of this enrollment expansion. Financial input can be inclined to such schools to help them further improve the quality of running schools. Third, it is difficult for vocational colleges with general educational level and insufficient attraction to complete their enrollment targets. For example, in Shaanxi province, 152 vocational colleges and universities have zero enrollment in science and technology in 2018. For such higher vocational colleges, we can use vocational education collectivization to run schools, give play to the leading and leading role of high-quality higher vocational colleges and leading enterprises in the industry, and transform idle resources to improve their attractiveness through specific means such as entrusted management and resource sharing.

4. Teachers Need Transformation

According to literature review, China's vocational education system was established relatively late, and the existing teaching staff of higher vocational education is mainly concentrated in higher vocational colleges and application-oriented undergraduate courses. It has proposed to establish double-qualified teachers, double-qualified teachers, and then double-qualified and double-capable teachers.

4.1 The Double Teacher.

The earliest development of applied talents of teachers is a Shanghai metallurgy college principal

Yicheng Wang in the early 1990s of the "double division type" (that is, teachers and engineers) teachers, he pointed out that according to the nature of higher engineering college education, status, function and characteristic, teachers not only need the knowledge and ability, also need drawings, operation, experiment, etc, the engineer's knowledge and skills.

In 2000, the ministry of education issued the opinions of the ministry of education on strengthening the education of talents in higher vocational colleges (no. 2 [2000]), which explained that "double-qualified" teachers hold "double-qualified certificates", namely teacher qualification certificates and industrial skills certificates. 2004 of the general office of the ministry of education issued "about comprehensive in vocational college level training of personnel assessment notice, points out that in the double quality teacher is a lecturer (or above) teachers titles, and the intermediate (or above) professional practical work and technical titles, or practical work experience and professional skill training for professional certificate etc. It actually refers to a "double title".

4.2 Double Teacher Quality.

In 2010, Zhenghui Lu distinguished between double-qualified teachers and double-qualified teachers. Double-qualified teachers refer to teachers with double professional titles, who have intermediate or above professional titles of teacher series and other professional series at the same time. For example, they are both lecturers and engineers. Double teacher quality refers to having the title of lecturer or above and having the practice experience, and the practice time reaches or exceeds two years. At the same time, he also pointed out the importance of vocational teachers to cultivate double quality and the way to achieve it.

In 2010, Weiyong Zhang and Hanzhang Chen put forward four requirements for the quality of double teachers. Second, the "double quality" of teachers and professional ethics; Third, the "double knowledge" of pedagogy knowledge and professional knowledge; The fourth is to deal with the relationship between teachers and students and enterprises, social relations of "double professional quality." Obviously, the latter has a richer connotation for the understanding of the quality of double teachers. The object has expanded from specialized teachers to higher vocational teachers and seen the embryonic form of double teachers and double abilities.

4.3 Double Division Double Energy.

In view of the development of vocational education, in 2015, the ministry of education, in the opinions on guiding some local undergraduate universities to transform into application-oriented universities (draft for comments), specifically pointed out to build a team of high-quality teachers and engineers with both teaching ability and engineering practice ability. This is a kind of fusion theory, which combines double certificates with the theory of theoretical teaching and practical guidance. The object is formally put forward as application-oriented undergraduate teachers.

5. The Transformation of Student Training Needs

In 2015, the central television made eight sets of series "big craftsmen", through the introduction of eight senior technician for long welding engine country growing up, make a lot of people realize that the original professional education can also cultivate excellent talents, can also be contributing to such a huge country, of course, also has a lot of people have realized that skill talented person's life can be so wonderful.

"No rules, no standards." It is necessary to further formulate and improve relevant policies, norms, laws and regulations of vocational education and higher vocational education, and clarify the "responsibilities and rights" of each participant, so as to ensure that there are "laws to follow and rules to follow" in the connection of vocational education of "primary vocational education" and promote the effective development of relevant work. For example, through the formulation of standardized "professional" level talent training standards, it can clearly analyze the requirements between the two, and build a smooth "bridge" for their connection.

6. The Development Trend of Higher Vocational Education

6.1 Adhere to Innovative Education, Take the Road of Sustainable Development.

It is a concrete measure to deepen the reform of higher vocational education in an all-round way by persisting in innovating education, optimizing the pattern and structure, and adapting to the economic development and social progress. For sustainable development, we should follow the strategy of innovation-driven development.

6.2 Closely Integrate Local Economic and Social Needs, Take the Road of Distinctive Development.

Guided by the market and guided by social needs, we should give full play to the advantages of local resources and the training of special talents, respect the law of value, and closely link the supply and demand chains to gradually produce economic and social effects.

6.3 Strengthen Cooperation and Take the Road of Group Development.

We will implement regional cooperation in running schools, use key cities to drive small and medium-sized cities, give full play to the resource advantages of key developed cities, and drive the development of higher vocational education in areas with relatively slow development. Adjust the layout of talent structure to enhance the advantages of higher vocational education.

6.4 Deepen the Reform of Education and Teaching and Take the Road of Connotation Development.

We will give full play to the role of vocational training and continuing education in vocational colleges and universities, and strengthen vocational training in accordance with the needs of enterprises, industries and society. We will deepen the reform of adult higher education and distance education systems and form a new pattern of all-round development.

7. Summary

Higher vocational education is the most important part of modern teaching. It pays attention to the social and market effects and provides a solid guarantee for the cultivation of high-quality innovative talents. Above is the author of the current situation of higher vocational education characteristics and development trend of analysis, hope to help the majority of higher vocational education teachers.

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