

An exploratory study on the evaluation mechanism and reform of modern higher vocational and technical education

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Abstract: Vocational education should lay a solid foundation for students' survival and development, and ability plays a key role here. Therefore, quality education in Vocational and technical education is the ability education to pursue survival and development. It is not only an important ideological basis of modern vocational and technical education system, but also the most important task of vocational education. How to improve the comprehensive professional ability of higher vocational students? It is a problem that every higher vocational school should think about. After years of exploration and practice, only by reforming the teaching evaluation method and forming a set of scientific, reasonable, practical and diversified evaluation mechanism conducive to students' development, can we promote school teaching reform and improve students' comprehensive professional ability.

1. Introduction

China's higher vocational education has a history of nearly 30 years since the establishment of 13 vocational universities approved by the state in 1980. In the past 10 years, China's higher vocational education has developed unprecedentedly. At present, there are more than 1000 higher vocational colleges with more than 5 million students. With the rapid expansion of the scale of Higher Vocational Colleges and the rapid growth of the number of students, the development and quality of Higher Vocational Education in China have attracted more and more attention. In order to standardize the running of higher vocational education and ensure the quality of higher vocational education, the evaluation of higher vocational education plays an irreplaceable role.

2. Key indicators of "calling" for vocational education evaluation

7 major measures, 20 reform initiatives, The national vocational education reform implementation plan (hereinafter referred to as the plan) is a major system design for the central government to deepen vocational education reform and a key measure to promote the basic modernization of vocational education. The plan is like a "construction drawing" with clear context and orderly operation, it will direct the whole society to eliminate the institutional and institutional obstacles restricting the reform and development of vocational education at fixed points, and completely open up the Ren Du vein of the cultivation plan of "great country craftsmen" and "skilled craftsmen". Vocational education and general education are two different types of education^[1]. The most fundamental difference between them lies in the different training objectives. As an important part of vocational education, higher vocational education undertakes the important mission of optimizing the structure of higher education and cultivating craftsmen and skilled craftsmen in large countries. It cultivates high-quality technical and skilled talents to serve regional development. The definition of this difference requires us to adopt an index system different from general education to evaluate vocational education. The key indicators in the evaluation system should be those that can accurately reflect the essential attributes of the development of vocational education, reflect the ability level of vocational college students, and apply to the quality monitoring of vocational education. The key indicators should not only help to solve the basic problems in the development process of vocational education at the present stage, but also provide predictive guidance for the development of Vocational Education in the future. In addition, the key

indicators should be simple and clear, have unified meaning, and have strong comparability and operability. Therefore, it is particularly important to refine and select the key evaluation indicators of Vocational Education under the new situation. According to the characteristics of vocational education, the plan proposes that in the quality evaluation of vocational education, learners' professional ethics, technical skill level and employment quality, as well as the integration of industry and education and the level of school enterprise cooperation should be taken as the core indicators, and the work related to vocational skill level certificates should be subject to "double random and one open" random inspection and supervision on a regular basis. The proposal of these five key indicators not only includes the assessment of training results, but also pays attention to the consideration of training process, grasps the bull nose of vocational education quality indicators, provides a basic framework for the establishment of vocational education evaluation system, and will greatly promote the scientific development of vocational education evaluation. Here, the author wants to discuss the selection of skill indicators in the evaluation system of higher vocational education(Figure 1).



Figure 1 Modern higher vocational and technical education

3. At present, the current situation and causes of vocational quality of Higher Vocational Students

(1) With the vigorous development of secondary vocational education in China, a problem that can not be ignored is that although many higher vocational students have learned some professional knowledge and skills, they have poor learning, ability and conduct. (2) Cause analysis. 1. Objective factors. Only some students with low academic performance and no hope of going to college choose higher vocational schools, which makes the quality of students in higher vocational schools continue to decline^[2]. 2. Subjective factors. Such students are often criticized and blamed by their parents and teachers because of their poor academic performance. Over time, they lose confidence and guidance Lead to poor self-control and self-discipline consciousness, do nothing, and lose interest and confidence in learning. 3. Other factors. Schools, families and society lack a correct understanding and understanding of the standards of talent, and believe that going to college is the only way out, and having an iron rice bowl is the real job, regardless of the truth that "360 lines make the champion".

4. Reform the evaluation methods, enhance professional awareness and improve professional quality

4.1 Infiltrate into professional teaching and practice training, enhance skill awareness and enhance the effect of simulation exercise

"Teaching and educating people" is the foundation of education. Therefore, while teaching students professional knowledge and training skills, higher vocational teaching should also take "educating people" as the standard, and take casting students' soul and professional quality as an important teaching task. First of all, the cultivation of professional quality is a process of learning,

practice and internalization^[3]. It must run through the whole process of education and teaching, and strive to better connect school learning and career development. Secondly, practical training teaching is the basic measure to improve students' operating skills, the best teaching method to train professional habits, and an important way to temper students' will and cultivate their love and professionalism. In the usual practical training teaching, we should always infiltrate the education of students' professional quality and improve it from the aspects of operation safety education, behavior etiquette education, operation rules education and so on. Finally, the combination of production and education, school enterprise cooperation and work study alternation mode are playing a greater and greater advantage in professional teaching. Students should adapt to the real enterprise production atmosphere, carry out productive practice with real knives and guns, and truly integrate into the enterprise. In this way, it is more conducive to cultivate students' quality consciousness, competition consciousness, market consciousness and work consciousness.

4.2 Run through various characteristic activities to enhance various educational effects

Take activities as the carrier to enhance the effect of education. Through the student skills competition, the moral education with strong preaching can be incorporated into the activities, so that the students can be naturally educated in the activities, cultivate their good conduct habits and improve their practical operation skills. Students can also be deeply aware of the important role and significance of ideals, sentiments, morality and beliefs in real life through various forms of competitions and activities such as speech competitions, debate competitions, practical reports, conferences and cultural and sports activities^[4]. At the same time, they can exercise and improve their ability and cultivate students' good professional quality.

4.3 Self reflective evaluation

Self reflective evaluation refers to the process that students obtain diversified information through various ways, compare and analyze with their original evaluation results and evaluation methods, and transform and reorganize them to form new evaluation results. Compared with other courses, a prominent feature of comprehensive practical activities is personal experience^[5]. Therefore, guiding students to write experience diary is a good method for self reflective evaluation. Through experience diary, reveal true feelings, record the track of progress, find their own shortcomings, and strengthen students' ability of self reflection and self-evaluation.

4.4 Give full play to the function of educational evaluation service and constantly improve the curriculum structure

The purpose of evaluation is to promote students' personalized growth and effective activities through evaluation. Is the design of activity course reasonable? What is the effect? Does it function best? Only through scientific evaluation can we answer. The evaluation of the new curriculum is not for the purpose of evaluation^[6]. The evaluation of the activity curriculum can not only promote the development of students and the improvement of teachers, but also help to correctly understand the activity curriculum, improve comprehensive practical activities, adjust the evaluation content and focus, and make its design more reasonable and Implementation more effective. Encourage students to continuously optimize their learning processes and methods to achieve their goals.

4.5 Reform the evaluation methods and enhance the pertinence, effectiveness and scientificity of evaluation

With the deepening of vocational education reform and the advancement of school quality education, it is very important to reconstruct a new evaluation system. Pay attention to the evaluation method of process and development, and build a diversified development evaluation system in line with professional requirements, so as to promote the harmonious, coordinated and sustainable development of students, teachers and schools^[7]. Combined with the characteristics of vocational education and the reality of the University, it boldly reformed and innovated the evaluation methods, went deep into the University, and formulated the comprehensive evaluation measures for students' graduation and the implementation measures for the management of students'

academic achievement assessment and evaluation together with the vocational school. Combining qualitative and quantitative evaluation and applying multiple evaluation methods, it clearly and accurately reflects the "teaching and learning" of teachers and students^[8]. Therefore, only by focusing on the pulse of teachers and students can we promote the development of teachers and students, improve the awareness of teachers and students' participation, and promote the integration of school needs, teachers' needs and students' needs(Figure 2).



Figure 2 Evaluation of modern higher vocational and technical education

5. Conclusion

To sum up, the formulation of China's higher vocational education evaluation system and the development of evaluation work have gone through a process from preliminary attempt to continuous deepening. Evaluation of talent training work (level) in Higher Vocational Colleges promotes higher vocational colleges to further clarify the school running objectives and positioning, standardize the school running standards, consciously establish a self-protection and monitoring mechanism for the quality of talent training, and give play to the normative and guiding role of evaluation in the school's talent training work. With the further deepening of higher vocational education reform, improving and strengthening the macro management of Higher Vocational Colleges by education administrative departments, further establishing and improving the evaluation system and gradually forming a long-term mechanism of evaluation work according to the requirements of the scientific outlook on development, so as to meet the needs of economic and social development for high-quality and highly skilled talents, is a subject we should continue to study.

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