

Research on the Training Model of Comprehensive Competitiveness for Pre-Employment of Higher Vocational Education Based on the Integration of Production and Education

Di Zhang, Xinchun Li

Shandong Medical College, Jinan, Shandong, 250000, China

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Abstract: Higher vocational education is an education system based on vocational skills education in the education system of our country. The goal of talent training is high-skilled applied talents that meet the needs of the industry. In recent years, under the guidance of the “employment-oriented” school policy, all local vocational colleges have closely followed the needs of local industries, served corporate job requirements, and deepened the reform of talent training models. The quality of talent training has gradually improved, and the employment rate of graduates has continued to rise. . However, with the deepening of reforms, the employment function of higher vocational education has been overemphasized. Some colleges and universities even directly equate “employment-oriented” with “employment-oriented”, blindly emphasizing the cultivation of students' professional skills and employment skills, and neglecting them. Students' comprehensive quality and career development, low job adaptability behind the high employment rate, and insufficient sustainable development ability are gradually emerging, which not only hinder students' career development, but also affect the sustained and healthy development of local industries.

1. Introduction

With the development of social economy and the advancement of industrialization, the society's demand for all kinds of high-skilled applied talents continues to increase, and higher vocational education has entered a stage of rapid development. In recent years, vocational colleges in various regions have adjusted their talent training models in a timely manner in response to the industrial characteristics and job talent needs of their regions, and gave full play to their advantages in cultivating skilled talents. The quality and effectiveness of teaching have improved significantly, and the employment of graduates Power is significantly enhanced. It can be seen from the data of the “Blue Book of China University Student Employment Report” exclusively written by the Michaels Institute and officially published by the Social Science Literature Press that the employment rate of undergraduate graduates in 2011, 2012 and 2013 was basically the same, at 91.2 respectively. %, 90.8% and 91.2%, while the employment rate of higher vocational graduates continues to rise, to 88.1%, 89.6% and 90.4%, respectively, and the employment rate gap with undergraduate graduates continues to narrow. Higher vocational education has achieved good results in serving local industries, promoting economic development and promoting the reform and development of higher education. It has cultivated a large number of urgently needed high-skilled applied talents for the society, and to a certain extent alleviated the contradiction between the supply and demand of talents in the society. However, with the deepening of the reform of higher vocational education, there have been some deviations in the implementation of the “employment-oriented” school policy. The employment function of higher vocational education has been overemphasized. Some colleges and universities even directly equate “employment-oriented” with “Employment-oriented”, the focus of students' employability training is one-sidedly placed on the initial employment of students, blindly emphasizing the cultivation of students' professional skills and employment skills, and ignoring students' comprehensive quality and career development. Therefore, behind the high employment rate, there are problems such as weak job adaptability and insufficient sustainable development ability.

2. The Current Situation of Vocational Students' Employability Training

In terms of advantages, graduates of higher vocational colleges are irreplaceable. They are more accurate in the job search process. They have theories, skills, can go up and down, endure hardships, and love their jobs. This is the advantage of vocational graduates. . On the disadvantaged side, some higher vocational colleges blindly pursue so-called popular majors, do not look at their own resources and conditions, and do not predict market demand, which inevitably leads to homogeneous competition among higher vocational colleges. As a result, the social supply of some professional graduates is too large, and graduates cannot be recruited for jobs that are urgently needed by the society. The contradiction in employment structure is very prominent. In terms of opportunities, due to the adjustment of my country's industrial structure, especially the development of modern industry, upgrading and reforming traditional manufacturing industries, and vigorously developing the third J deuterium industry, require a large number of high-level professional and technical personnel in production, construction and service. In the social development trend of decreasing blue-collar workers and increasing white-collar workers, vocational students are very useful as grey-collar workers between the two. In terms of threats, China's higher vocational education is far from forming its own characteristics, and there are still many shortcomings in theory and practice, such as the inability to highlight the cultivation of students' practical and operational capabilities, and the fact that graduates cannot be recognized by society and students themselves. Affected the overall social image of higher vocational education. There are misunderstandings in the employment concept of some vocational students. Some students have the concept of "one-time" and "one-time-for-all". They believe that employment should be engaged in a certain kind of work or be fixed in a certain unit; some students have the idea of "waiting, relying, and wanting" and lack of market competition. He Zifeng's awareness of choosing a career, self-employment, and self-employment: Some students only want to work in a unit with a good environment: L. Some units in poor and backward areas with poor natural conditions can find it difficult to recruit some college students. The comprehensive quality of vocational students needs to be improved. They have high employment expectations, but do not have the comprehensive quality that matches 1j. This is also the reason why some vocational students are unable to cope with the employment competition and difficult to find. The loss of lofty ideals, the lack of innovation ability, the degradation of thinking ability, and the narrowness of knowledge can be said to be a true portrayal of the lack of quality of some vocational students. Some students have dishonesty in job hunting. Credibility issues such as water injection of resumes, fraudulent books, random defaults, and malicious defaults on loans have been repeatedly mentioned in the employment work of college students, which has caused employers to instinctively reject certain students and their schools, and affect the employment rate of schools.

3. Effective Ways to Cultivate the Employability of Vocational Students

First of all, the government should analyse the current structural contradiction between the supply and demand of industrial talents from the perspective of authority, and help people see that the serious imbalance between the theoretical talents and the applied talents in the talent team structure is the main reason for this contradiction, so as to understand the profession. Educational development is the fundamental way to resolve this contradiction and ease the current employment pressure; secondly, higher vocational colleges should widely publicize their schooling philosophy, school direction and school goals through various media channels, so that people can Have a deep understanding of professional education and skill training; third, companies should adjust recruitment conditions in a timely manner according to actual job needs, and change the employment standards from "mainly based on academic qualifications" to "mainly based on ability" to provide employment for higher vocational students Greater space; fourth, higher vocational students are required to continuously improve their comprehensive employability based on the correct assessment of their own strengths, work hard in the workplace, study hard, give full play to their own talents, and strive to satisfy the company and obtain Enterprise's recognition of higher

vocational students. These four aspects complement each other and work together. I believe it will be able to create a good atmosphere of public opinion, fundamentally change people's traditional concepts, eliminate people's misunderstandings and prejudices about higher vocational education, and make the public widely recognize higher vocational education.

The country cannot fail to rule, the people cannot fail to stand, and education cannot fail. To achieve breakthrough development in my country's higher vocational education, the key lies in legislation. It is possible and necessary to speed up the drafting and formulation of my country's higher vocational education laws and regulations, and to improve the legal policy system of higher vocational education. According to the overall framework of my country's current legal system construction, it starts from three levels: education laws, education administrative regulations, education regulations of ministries and commissions, and local education regulations. For major issues of higher vocational education that are of overall significance and principle, through the creation of the "Higher Vocational Education Law", the guiding ideology, basic goals and main tasks of the country's development of higher vocational education are stipulated in the form of law, and the direction of higher vocational education is established. , Target positioning, management system and management authority, etc. For the general and specific important issues of higher vocational education, through the formulation of corresponding higher vocational education administrative regulations, to provide higher vocational education with clearer development directions, development tasks and specific measures. For the specific issues of the locality and unity of higher vocational education, relevant departmental regulations shall be formulated within the scope of the department's authority through relevant ministries. By formulating local regulations, various localities further refine or concretize the development tasks of higher vocational education, and formulate supporting regulations corresponding to national-level laws and regulations to enhance the enforceability and operability of regulations and regulations.

Aiming at the problem of insufficient investment in higher vocational education, we can start from several aspects such as increasing the total input, promoting the fairness of input distribution, improving the efficiency of resource use and improving the input mechanism. In terms of total input, the government should appropriately increase the proportion of financial expenditures for higher vocational education. As of the end of 2012, the state's fiscal expenditure on education reached 219.463 billion yuan, accounting for more than 4% of GDP. According to the practice of international education funding allocation, vocational education funding should account for at least 25% of fiscal education expenditures, and vocational education funding should be at least 500 billion yuan, but according to the 2012 National Education Funding Statistical Yearbook, vocational education The funding investment is only about 200 billion yuan, and there is still a lot of room for the government to invest in vocational education.

At the same time, the government should also set up special funds for the construction of vocational colleges' teachers, the construction of experimental training bases, and the construction of teaching materials according to the specific conditions of the reform and development of higher vocational education to promote the teaching reform of higher vocational education. In the allocation of funding, vocational education should be aligned with general education, higher vocational education should be aligned with secondary vocational education, and private education should be aligned with public education. In terms of appropriation per student, we should determine the per student appropriation standard for students in higher vocational colleges according to the training cost, school type and major, and guide vocational colleges to improve the quality and level of schooling. In the use of resources, we should break the closed mindset that "owns for me" can only be used by me, and realize the effective and reasonable circulation and use of resources. Due to the same industrial distribution in the same place, the majors set up by the local vocational colleges are basically the same, and the required experimental training equipment and instruments are basically the same. There are conditions for resource sharing between colleges and universities. To a certain extent, it can alleviate the school's shortage of school funds, and it can also improve the efficiency of resource use, promote communication between vocational colleges, and jointly promote the development of vocational education. In terms of the investment mechanism, the

government should introduce specific incentive measures to increase the enthusiasm of private capital to invest in high vocational education, and at the same time try to encourage enterprises to adopt the investment model of directing production equipment and production workshops to campuses and participating in the whole process of higher vocational education and teaching. Enterprises running schools directly serve the benign operating mechanism of enterprises.

4. Conclusion

In the context of the increasingly prominent contradiction between supply and demand in the talent market, high-quality applied talents have become a type of talent that enterprises urgently need. Higher vocational colleges aiming at cultivating high-skilled and applied talents with the necessary theoretical knowledge and strong practical ability, facing the front line of production, construction, management, and service, are therefore placed high expectations. However, restricted by a series of factors such as traditional concepts, policies and regulations, management systems and mechanisms, and higher vocational education funding investment, higher vocational colleges are in the construction of teaching staff, teaching content and methods, construction of experimental training bases, and opening of general education courses. As well as the construction of campus culture and other content constructions, they are not suitable for the social requirements for the employment ability training of vocational graduates. In addition, the “employment” function of vocational colleges has been over-enhanced, and the low satisfaction problem behind the high employment rate of vocational graduates. It has become the biggest factor restricting the development of higher vocational education. Improve the external environment for the development of higher vocational education, strengthen the content construction of the development of higher vocational education, and comprehensively build a new model of “four in one” employability training for the government, enterprises, higher vocational colleges and higher vocational students, which has become the current higher vocational college. An effective way for schools to break through development bottlenecks.

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