

Analysis on the Development Trend of Vocational Education under the Background of New Era

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Abstract: my country's higher vocational education has made great progress and has made great achievements. The scale of higher vocational education has expanded rapidly, which has greatly enriched higher education resources, achieved a historic leap in the “popularization” of higher education, and satisfies the economic and social development of my country. And the people’s higher education needs. At this stage, to fully understand the current situation of higher vocational education in our country, carefully examine the problems in the development of higher vocational education, correctly grasp the development trend of higher vocational education, and further promote higher vocational education to take the road of connotative development and achieve new leaps. Has important meaning.

1. Introduction

The scale of higher vocational colleges continues to expand, and the proportion of enrollment, enrollment, and graduates in the total number of students in ordinary colleges and universities is increasing year by year. From 1999 to 2004, the number of higher vocational education enrollment increased from 611,900 to 2,374,300, the number of students at school increased from 1,361,500 to 5,956,500, and the number of graduates increased from 406,700 to 1,394,900. According to the 2006 National Educational Development Statistics Bulletin, as of 2006, among the 1,867 regular colleges and universities in the country, there were 1,147 higher vocational colleges, accounting for 61.44% of the total number of schools, basically forming at least one in each city. The pattern of higher vocational colleges; there are 278 independent private colleges and universities, with an enrollment of 1,337,900 students. In terms of the school-running system, the single government-run school structure has been broken, and a government-led, market-oriented diversified school-running structure with the participation of industry, enterprises and social forces has initially formed. In particular, the rapid and healthy development of private colleges and universities has injected higher vocational education. New vitality. Higher vocational education has become the type of higher education that has the most direct and closest connection with local economic and social development and the interests of the people, and has played a huge role in the transformation of my country's higher education from elites to popular education.

Higher vocational education has entered the track of governing education according to law. The “Vocational Education Law of the People's Republic of China” promulgated in 1996 stipulates the system, implementation and guarantee conditions of vocational education; in 2001, the National Ethnic Affairs Commission and the Ministry of Education issued the “Opinions on Accelerating the Reform and Development of Vocational Education in Ethnic Minority and Ethnic Areas” “; The “Notice on the Essentials of Vocational Education and Adult Education” issued in 2004, and the “Decision on Vigorously Promoting the Reform and Development of Vocational Education” of the State Council, etc., have put higher vocational education on a new track of legal and healthy development.

Successful experience in education and teaching reform. The establishment of professional settings, theoretical teaching system and practical teaching system, teaching content and teaching methods, integration of production, teaching and research, and quality assurance system have become the main theme of higher vocational education reform, with innovative training models, outstanding professional characteristics, and reliable talent quality. Become the outstanding core

competitiveness of higher vocational education. The professional setting has gradually changed from “condition-driven” to “demand-driven”; the reform plan for the teaching content and curriculum system of higher vocational education in the new century has been launched, and a batch of national and provincial pilot majors, quality majors and quality courses have been established; science has been established The evaluation index system; implements the “order-based” “2+3” and other flexible talent training models; actively promotes the dual-certificate system; cultivates “dual-qualified” teachers with equal emphasis on academic qualifications and abilities; establishes a relatively independent practice The teaching system, combining production, teaching and research, has gained successful experience and has blazed a new trail.

2. The Main Problems Faced by My Country's Higher Vocational Education

Serious insufficient investment and poor conditions for running schools are the bottleneck for the development of higher vocational education. The enrollment expansion of colleges and universities started in 1999. Due to the insufficient preparation work to keep up with the needs and the serious lack of investment in running schools, almost all colleges and universities recruiting high-level vocational students have been in the teaching staff, experimental training conditions, practice bases, teaching training programs, curriculum settings, and textbook construction. There are problems in different degrees. Higher vocational education trains application-oriented talents, which requires high practicability and advancement of teaching equipment, and insufficient funding sources, especially insufficient government investment, which restricts the realization of the goals of higher vocational education. 2. Conceptual deviation is an important factor in the slow development of higher vocational education. With the development of the market economy, people's awareness of pursuing knowledge-based and research-oriented talents has gradually increased, and receiving vocational education has become a helpless choice for many high school graduates. In college enrollment, the admission of higher vocational education is after the undergraduate degree, and the enrollment of students is relatively poor. Therefore, students, parents and the society regard higher vocational education as “low-level” higher education. 3. The traditional education model is the main obstacle to the innovation of higher vocational education. At present, some higher vocational colleges still use the traditional curriculum system and curriculum format in their professional training plans; in teaching, the transfer of theoretical knowledge is still the core of the curriculum, and the ability-based curriculum model basically remains at the conceptual level”, The shadow of “enlargement of technical secondary school” and “compression of undergraduate” is lingering; in the curriculum setting, it emphasizes the rigorous, complete, systematic and authoritative nature of the curriculum itself, ignoring the needs of learners in future positions, and ignoring students’ application and innovation abilities The training of vocational education; the understanding of the training objectives defined by higher vocational education is too simple and one-sided; the teacher in charge has little understanding of production and social reality, and lacks practical experience. 4. The lack of “dual-qualified” teachers hinders the improvement of education and teaching level. At present, there is a general shortage of “double-qualified” teachers in higher vocational colleges, and it is difficult to reflect the characteristics of higher vocational colleges. The promotion conditions of university teachers often focus on their academic qualifications and academic level, and underestimate practical ability, which is obviously not conducive to the construction of a “double-qualified” teacher team.

Local characteristics are not obvious, and it is not closely integrated with industries and enterprises. At present, some higher vocational colleges pay attention to “climbing high and looking into the distance”, neglecting “down-to-earth”; they like “large and comprehensive”, but ignore “precise and special”, blindly compare and follow, lose local characteristics and lose Regional advantages often result in everything but nothing, and lack of core competitiveness. The talents cultivated by some higher vocational colleges are inconsistent with the employment requirements of industries and enterprises, and are not closely integrated with industries and enterprises, and there is a lack of benign interaction between the two. Industries and companies are not very enthusiastic about participating in and holding higher vocational education. Many companies, especially some

labor-intensive companies, are unilaterally pursuing low-cost employment. In addition to the poor implementation of the employment access system, they generally recruit employees without vocational training, to a certain extent This has impacted the healthy development of higher vocational education. 6. The quality of teaching and the efficiency of running schools need to be improved urgently. Affected by traditional concepts, there are misconceptions in higher vocational education such as “emphasizing learning and neglecting skills,” and theory and application but not application. The school's professional settings and curriculum structure layout are unreasonable, and the school running model lacks flexibility; the number of professional teachers is insufficient, and many teachers, especially young teachers, have poor professional skills and practical abilities; the quality of school students is not high, and the students who are trained lack sustainable development Ability, lack of stamina.

3. Strategies to Improve the Level of Higher Vocational Education

Adhere to the scientific development concept and take the road of sustainable development. Actively adapting to the requirements of regional economic restructuring, economic development and overall social progress is the key to the strategic thinking of sustainable development in higher vocational education. To speed up development, we must follow the rule of “development needs to be driven.” Economic and social development needs the most direct and powerful driver. Therefore, vocational education should set up majors according to the needs of social and economic development, and determine and adjust the teaching content according to the requirements of social positions (groups) for the quality of talents, from emphasizing what I can do and what kind of talents can be cultivated, to emphasizing needs What do I do and what kind of talents need to be cultivated, highlighting the cultivation of students' vocational core abilities, entrepreneurial abilities, and learning abilities, integrating education, training, and employment, and identifying vocational education as an important part of lifelong education . 2. Closely integrate local economic and social needs, and take the road of local characteristic development. Higher vocational education directly serves the development of the local or industry economy, and must meet the needs of industry and professional positions in the local regional economy. Higher vocational education must study the actual ability of the “professional” positions required for economic development in a region, and must not engage in “one size fits all” across the country. When determining its training goals, each vocational education institution should fully consider the regional economy where the school is located, regard regionality as the local characteristic of the higher vocational training goals, and determine the training goals according to local conditions. The structure of the regional economy and the unbalanced development determine that higher vocational education has a regional characteristic. In terms of the structure of the regional economy, the resource status, industrial structure, and development direction of different regions are different, which determines that the “professional” job structure required by different regions should be different; from the perspective of regional economic development In terms of imbalances, the economic foundation and productivity levels of different regions are different, which determines that the capacity structure of “professionals” required by different regions should be different. Therefore, higher vocational education must study the actual ability of the “professional” positions required for economic development in a region, and must not create a “one size fits all” across the country. Judging from the current regional distribution of students in vocational education colleges in my country, most of them are local students, which is fundamentally different from the scattered source of students in ordinary colleges and universities. Therefore, each of our vocational education colleges should fully consider the needs of the regional economic and social development of the school's location when determining its training goals. It should be said that the goals of higher vocational training in different regions are different, and the goals of higher vocational training in different periods are also different. As long as it can represent the local high-level job ability, it can be determined as the job ability that the local higher vocational colleges should achieve in the same period. The training goals of vocational colleges in some underdeveloped regions are likely to be equivalent to those of vocational colleges in developed regions. Here, there are two points that need to be specifically

stated: First, the training goals of higher vocational colleges are relative and dynamic, showing a trend of continuous upward movement; second, the characteristics of higher vocational colleges are mainly “local characteristics”, not “schools” feature”.

Persist in the reform of teaching mode and take the road of system innovation. The popularization of higher education divides the functions of higher education. The society needs a large number of cutting-edge talents engaged in scientific research as well as a large number of technical application-oriented talents. Therefore, according to my country's current national conditions and the training goals of higher vocational education, we should absorb foreign experience, actively explore new teaching models for higher vocational education with local characteristics, completely break the traditional subject-based teaching model, and establish a higher vocational education model. Training mode. For example, in the curriculum setting, the original teaching content should be reintegrated, the existing basic subject boundaries should be diluted or broken, some comprehensive courses should be opened, and a modular curriculum system should be established; the teaching plan and the professional qualification certification system should be integrated, and the students should be implemented “Double certificate system”; reform the current examination system, implement new examination methods, etc.

Improve the function of running a school and take the road of lifelong education. With the development of economy, society and science and technology, the adaptation of high-level professional talents to the job positions, its connotation and extension are often in flux. Build a lifelong education system to meet the needs of higher professional talents' quality improvement and job conversion. First, give full play to the role of vocational training and continuing education in higher vocational colleges, gradually build a complete and unified system of college vocational training and continuing education, and timely use core teaching and training programs in related professional fields for the careers of enterprise employees Training and continuing education. Second, in accordance with the needs of enterprises, industries, and society, actively explore the vocational training market, take the initiative to carry out on-the-job training for technical and managerial personnel in the industry and enterprises, update the knowledge and skills of in-service employees and transferred employees, and provide training for laid-off and unemployed workers. Reemployment training. Third, deepen the reform of adult higher education and distance education system, form a new pattern that is conducive to the development of adult higher education and distance education, and actively promote international cooperation in online education, explore international modern distance education models, and gradually form a popular and social A lifelong

4. Conclusion

To build a lifelong education and a learning society, it is necessary to expand the concept of higher vocational education. Higher vocational education is coordinated with the continuing education of production, management, and service front-line personnel, between general education and adult education, and between academic education and non-academic education. The boundary between time, full-time study and part-time study has gradually faded, meeting the diverse post-high education needs of members of the society as the goal of higher vocational education, making higher vocational colleges an important place for members of society to learn throughout their lives. The erroneous tendency of pursuing academic qualifications is gradually changing, and the concept of lifelong learning is gradually established. University graduates and even masters and doctoral students entering higher vocational colleges to learn vocational skills will no longer be news in our country.

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