

The problems and countermeasures of classified examination in higher vocational colleges from the perspective of modern vocational education system

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Keywords: modern vocational education system; Higher vocational colleges; Classified examination

Abstract: The construction of modern vocational education system is the general direction of the reform and development of vocational education in the new era, and it is also an important basis for the reform of the classified examination in higher vocational colleges. At present, there are some problems in the implementation of classified examination in higher vocational colleges, such as unreasonable structure of student source, low matching degree of specialty setting and industrial demand, lack of pertinency of examination content and assessment method, and imperfect enrollment mechanism. In order to improve the management of classified examination in higher vocational colleges, we should strengthen the overall planning and construct the examination and enrollment system that ADAPTS to the modern vocational education system, improve the institutional design and establish a unified and standardized classification examination system for vocational colleges, establish a robust coordination mechanism to promote the reform of the examination and enrollment systems in vocational education, implement a diversified evaluation mechanism to guide the reform of talent training models in vocational colleges and Increase publicity efforts to enhance the social recognition of vocational education.

The construction of modern vocational education system is the general direction of China's vocational education reform and development in the new era, and is also an important basis for the reform of classified examination management in higher vocational colleges. The Implementation Opinions on Deepening the Reform of the Examination and Enrollment System, the National Vocational Education Reform Implementation Plan, the New Era Education Evaluation Reform Overall Plan, the Opinions on Promoting the High-Quality Development of Modern Vocational Education, and the Notice on Further Improving the Vocational Colleges and Universities' Classification Examination Work, among other significant national deployment decisions, highlight the critical role of higher vocational education and the reform of classified examinations in vocational colleges. As an important way to train talents in vocational education, the classified examination and enrollment in higher vocational colleges play an important role in guiding the reasonable adjustment of the student source structure and improving the quality of talent training. Therefore, from the perspective of classified examination management in higher vocational colleges, this paper analyzes the existing problems and puts forward corresponding countermeasures and suggestions.

1. Research status at home and abroad

Looking at the research status at home and abroad, the existing research achievements of the academic circle are mainly manifested in the following characteristics: 1. The comparison of the examination system at home and abroad, combined with the examination and enrollment system of the United States, the United Kingdom and Taiwan of China, can draw some enlightenment from the current classification examination and enrollment system of higher vocational colleges in our country [1], Such as Deng Fangfang (2019); 2. Problems existing in classified examination of higher vocational colleges and their solution strategies. Through a comprehensive and in-depth concrete analysis of the implementation of the enrollment mode of higher vocational colleges in recent years, combined with the development background of The Times, the problems existing in classified examination enrollment of higher vocational colleges and the corresponding solution

strategies are summarized[2][3], Such as Lu Chunjie (2023), Chen Jiang (2019); 3. Classified examination and teaching reform of higher vocational colleges, comprehensively analyze the new development and reform opportunities of higher vocational colleges, optimize the teaching structure and classified examination methods, and promote the continuous improvement of the education system of higher vocational colleges[4], Such as Tian Jianrong (2017); 4. The reform of classified examination in higher vocational colleges and the construction of "double high" are mainly explored from the background of the "double high" plan, and analyzed and discussed in combination with moral education and vocational and technical skills training, so as to promote the orderly development of the talent training plan for classified examination students in higher vocational colleges[5], Zhang Shuo, Wan Lin, Zhang Hong (2021); 5. From the perspective of deepening school-enterprise cooperation and improving the basis of high school diversified training, the three drawbacks of classified examination enrollment in higher vocational colleges are improved[6]Such as Wu Meijin, Ding Juanfang et al. (2016). On the whole, combined with the differentiation of the student source structure and the diversification of enrollment modes in higher vocational colleges, there are few in-depth studies on the reform of classified examination in higher vocational colleges under the background of modern vocational education system. Only a few scholars have carried out the reform and practice of vocational education assessment mode for a specific course, and the innovative development of the teaching practice of classified examination in higher vocational colleges is generally recognized. The present situation and problems are discussed, and a lot of research is carried out.。

2. Problems existing in the classified examination of higher vocational colleges from the perspective of modern vocational education system

2.1 The structure of student source is unreasonable, which affects the quality of talent training

In recent years, the structure of students in higher vocational colleges has undergone great changes, and the student group shows the characteristics of younger age, education and achievement, which are mainly reflected in two aspects: first, the students' foundation is poor, most of them have weak learning foundation and lack of learning motivation; Second, the quality of students' employment is not high, and most students are engaged in work related to their majors. From the perspective of student source structure, high school graduates and junior high school graduates are the main body of current vocational college enrollment. Among them, high school graduates mainly enter higher vocational colleges by taking the general college entrance examination, and junior high school graduates mainly enter higher vocational colleges through the graduation examination of secondary vocational schools. Vocational education undertakes the important task of training high quality technical talents for the country. The unreasonable structure of students will inevitably affect the quality of vocational education talents training. Therefore, optimizing the student source structure is the key to the development of higher vocational colleges. Only by optimizing the source of students can we further improve the quality of talent training in vocational education.

2.2 The degree of matching between professional setting and industrial demand is not high, and it is difficult to meet the needs of industrial development

The classified examination management of higher vocational colleges must be guided by industrial demand, set up majors according to industrial demand, and maintain consistency with industrial demand in personnel training specifications, curriculum system and teaching content, so as to avoid "one-size-fits-all" phenomenon. The classified examination management of higher vocational colleges should be closely combined with the needs of regional economic and social development, timely adjust the professional structure and optimize the professional layout according to the trend of industrial development, and set up special majors according to the relevant national policies and industrial development needs. First, we should optimize the layout of majors,

optimize the structure of majors according to the needs of regional economic and social development, and adjust the layout of majors in a timely manner according to the relevant national policies and industrial development trends; The second is to formulate the talent training program according to the relevant national policies and the needs of industrial development, set up the curriculum system and teaching content scientifically and reasonably, and develop the characteristic teaching materials on this basis; The third is to build a number of national demonstration professional points, key majors and characteristic majors according to the relevant national policies and industrial development needs, give full play to the leading role of demonstration, and promote the quality of higher vocational colleges. In short, the management of classified examination in higher vocational colleges should focus on the needs of regional economic and social development.

2.3 The lack of pertinence in examination contents and assessment methods affects students' comprehensive quality

The reform of classified examination management in higher vocational colleges needs to be designed in combination with students' learning foundation, learning ability and learning willingness, while the examination content and assessment methods are not targeted, which directly affects students' comprehensive quality. At present, the examination content and assessment methods of higher vocational colleges are mainly based on knowledge assessment, focusing on students' understanding and memory of knowledge, but ignoring the investigation of students' practical ability, innovation ability and comprehensive quality, and failing to truly be "ability-oriented", which seriously affects the development of students' comprehensive quality. In addition, the lack of pertinency in exam content and assessment methods will also affect students' career planning. At present, some higher vocational colleges still have some deficiencies in the examination form and content design of "cultural quality + vocational skills" in the admission examination, especially the unreasonable weight distribution of cultural quality and vocational skills, which leads to the low cultural quality and weak vocational skills of some candidates.

2.4 The enrollment mechanism needs to be improved, resulting in uneven quality of students

Under the background of the construction of modern vocational education system, the reform of classified examination management in higher vocational colleges should be combined with the general college entrance examination, so as to establish and improve the enrollment mechanism. First, explore the classified examination enrollment mechanism. The transition from the general college entrance examination to the vocational education college entrance examination makes the vocational education candidates more diversified ways to enter the higher vocational colleges, so as to realize the general vocational integration; At the same time, vocational education will be included in the enrollment plan of ordinary colleges and universities, and improve the "three school students" admission system of vocational education. Second, establish and improve the enrollment mechanism. The reform of college entrance examination from general college entrance examination to vocational education college entrance examination is a gradual and perfect process. Factors such as students' learning basis and interests should be taken into account when making the general college entrance examination and single enrollment plan for higher vocational colleges to ensure the quality of students admitted by higher vocational colleges. At the same time, the content and methods of vocational skill test should be increased in the independent enrollment of higher vocational colleges, so that they can better select students suitable for vocational education. Different examination evaluation methods and admission standards are implemented for different types of students, and students are guided to choose within the scope of elective subjects.

3. The countermeasures to improve the classified examination of higher vocational colleges from the perspective of modern vocational education system

3.1 Strengthen overall planning and build an examination and enrollment system that ADAPTS to the modern vocational education system

The purpose of vocational education reform is to promote high-quality development, that is, to establish a modern vocational education system, achieve the type orientation of vocational education, train more high-quality technical and technical talents, and promote the all-round development of people and social progress. At present, China's vocational education examination and enrollment system does not adapt to the development of modern vocational education system, and there is a bad orientation of "only score" and "only study" in talent selection. To build a modern vocational education system, we must break the exam-oriented enrollment system, establish an examination and enrollment system that meets the development requirements of the modern vocational education system, implement a vocational education college entrance examination system, explore the establishment of a unified enrollment platform for senior high schools, gradually realize the same batch enrollment for secondary vocational education and regular senior high school education, and break the restrictions on the enrollment of regular senior high schools and secondary vocational schools. According to the orientation and type characteristics of higher vocational colleges, the classification examination is carried out.

3.2 Improve the system design and establish a unified and standardized classified examination system for higher vocational colleges

At present, the classified examination of higher vocational colleges mainly has four forms: individual examination enrollment, comprehensive evaluation enrollment, exemption enrollment of top-skilled talents and unified enrollment examination of ordinary colleges and universities. Local examination and enrollment policies are formulated according to local education policy documents. Due to the differences in economic and social development level, education policies, examination evaluation standards and other aspects of different regions, the design of classified examination system in higher vocational colleges is also different. In order to promote the construction of the modern vocational education system of "vertical penetration and horizontal integration", it is necessary to establish a unified and standardized classification examination system of higher vocational colleges from the national level, and promote the vertical penetration of "secondary vocational - higher vocational - application-oriented undergraduate - professional degree postgraduates". We have established and improved various kinds of "application + recommendation" exemption admission qualification system, and year by year expanded the enrollment of application-oriented undergraduate colleges and vocational undergraduate colleges through the "vocational education college entrance examination", and increased the proportion of secondary vocational and higher vocational students.

3.3 Improve the coordination mechanism and promote the reform of the vocational education examination and enrollment system

To improve the classified examination mechanism of higher vocational colleges, we should promote the reform of the vocational education examination and enrollment system based on the reform of educational examination and evaluation and the reform of the enrollment examination and enrollment system as the core, and realize the vertical and horizontal integration of secondary and higher vocational education. If we explore the establishment of a unified enrollment and admission platform for high school stage schools, secondary vocational education and general high school education will gradually achieve enrollment in the same batch. This approach breaks the enrollment restrictions between ordinary high schools and secondary vocational schools. Additionally, establishing a diversified evaluation mechanism based on vocational skill level standards, which emphasizes both skill level and cultural quality, will better serve the modernization of vocational education. Furthermore, fully utilizing the platform of the Vocational Education Group (Alliance) for secondary and higher vocational education, and widely listening to the opinions of sister

colleges and enterprises, can address the connection issue between secondary and higher vocational education. Through school-enterprise cooperation and industry-education integration, we can form a vocational education interest community, thereby better aligning talent cultivation in higher vocational colleges with enterprise needs and professional standards.

3.4 Establish a multiple evaluation mechanism to guide the reform of talent training mode in higher vocational colleges

Construct multiple evaluation mechanism and give play to the baton function of examination. From the perspective of evaluation subjects, examination institutions are composed of relevant departments such as government, enterprises and industry authorities. From the evaluation content, the examination content covers public basic knowledge, professional theoretical knowledge, vocational skills, practical operation, etc., regional colleges and universities to build standardized examination rooms, strengthen the technical content of vocational skills test, skills test scores accounted for no less than 50%; From the perspective of evaluation methods, the examination methods include written test, oral test and skill operation, etc. In the "vocational education College Entrance Examination", the question bank is established according to professional categories and updated every year with new knowledge, new technology and new skills. From the point of view of the evaluation subject, the examination institution is not only the evaluation subject, but also the subject of organizing and implementing the examination. The establishment of multiple evaluation mechanism is to give full play to the baton role of the examination, guide higher vocational colleges to serve the local economic and social development as their own responsibility, deepen the reform of personnel training mode, highlight the important position of technical skills training, and take the training of high-quality workers and technical skills as the orientation and development goal of running a school.

3.5 Increase publicity efforts to promote the promotion of social recognition of vocational education

As the type of education most closely related to economic and social development, vocational education is an important cornerstone for the implementation of the strategy of rejuvenating the country through science and education, the strategy of strengthening the country through talents and the strategy of innovation-driven development. Vocational education and general education are two different types of education, which have their own functions and positions in the whole education system. Therefore, in order to change the social stereotype of vocational education, we must improve the status of vocational education in the public vision. At the same time, efforts should also be made to increase publicity on the reform of vocational education models, curriculum system settings, and teaching methods, in order to enhance students' sense of identification and acceptance of vocational education.

4. Conclusions

Strengthen the publicity of vocational education mode reform, curriculum system setting and teaching methods and means, so as to enhance students' sense of identity and acceptance of vocational education.

Acknowledgements

This paper is a work of the major research project of "the reform of assorted examination 'cultural literacy+career skills' in higher vocational education" (Project No.:CQZSKS2023012), funded by Chongqing Municipal Educational Examinations Authority.

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