

Research on the Improvement Path of "Improving Quality and Training" Vocational Ability of Students in Higher Vocational Colleges

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ABSTRACT

With the acceleration of occupational updates, higher quality requirements are put forward for students in vocational colleges. The intelligent transformation of enterprises has brought new development opportunities to vocational education. In order to achieve seamless connection between schools and enterprises, vocational colleges should not only focus on implementing the "quality improvement" plan in the process of enhancing students' professional ability, but also fully optimize and integrate high-quality resources of enterprises and colleges, so that students have the willingness and ability to develop in depth at their posts and expand to the great craftsmen.

KEYWORDS

Quality improvement and optimization; Professional ability; Vocational colleges; Improvement path

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1 Introduction

Vocational education is directly and closely related to the economy and society. It bears the responsibility of "welding" talent training with market demand gaps. Therefore, in the face of major changes in the structure of professional talent demand, the cultivation process of vocational education should focus on improving students' three abilities in order to effectively help students achieve sustainable development. Specifically, this paper analyzes and discusses the basic theorem, improvement limitations, and improvement path of students' professional ability "quality improvement and optimization", aiming to maximize the teaching goal of improving students' professional ability.

2 Basic Theorem of "Quality Improvement and Optimization" of Students' Professional Ability in Vocational Colleges

(1) "Quality improvement and optimization" of vocational colleges

Vocational colleges belong to the branch of vocational education, while "quality improvement and optimization" emphasizes improving the connotative quality of vocational education and building

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a brand of vocational education in an all-round way. The so-called "quality improvement" refers to the key points and difficult parts that vocational colleges focus on, such as three teaching reforms, ideological and political education, governance capacity improvement, integration of production and education, school-enterprise cooperation, etc., to increase the connotative quality of vocational education. The so-called "optimization" means that vocational colleges should focus on building high-level teaching teams, establishing professional training bases, and building a brand of vocational education in an all-round way. It can be seen that "quality improvement and optimization" is to empower schools, teachers, and students through vocational education, while adding value to the industry under the premise of ensuring the high-quality development of vocational education.

(2) Student professional ability in vocational colleges

Professional ability (Occupational Ability) includes general occupational ability, professional ability, and comprehensive ability, which generally refers to various abilities that people should possess when engaged in a certain occupation.

Firstly, general occupational ability. Occupational positions require people to interact with others. The general occupational ability in occupational activities includes general learning ability, mathematical application ability, body perception ability, color discrimination ability, hand-eye coordination ability, etc., as well as interpersonal communication ability, psychological endurance ability, teamwork ability, environmental adaptation ability.

Secondly, professional ability. Taking graduates as an example, when they apply for teaching positions, employers mainly examine the teaching ability of graduates. It can be seen that during the job hunting process of vocational students, what employers pay most attention to is whether they have the competency to perform their jobs, that is, the professional ability required for a certain occupation or position. Third, professional comprehensive ability. Professional comprehensive ability mainly includes the following aspects: first, cross-professional professional ability, including the ability to use foreign languages to solve technical problems, the ability to use mathematics and measurement methods, the ability to communicate in English, and computer application ability; second, methodological ability, including the ability to withstand others' evaluations, collect information, develop work plans, screen information, implement decisions, and self-evaluate; third, social ability, including teamwork ability, interpersonal communication ability, interpersonal communication ability, collaborative work ability, accurate judgment ability, and self-discipline ability; fourth, personal ability. Personal ability refers to people's sense of social responsibility and integrity attitude, their ability to abide by professional ethics, their ability to love their jobs and be responsible for their work, and their attention to detail.

3 Second, Limitations on the Improvement of Vocational College Students' Professional Competence "improving Quality and Training Excellence"

(1) Insufficient depth of school-enterprise cooperation

When vocational colleges implement the "improving quality and training excellence" plan to comprehensively improve students' professional competence, they mainly adopt a teaching approach based on schools and supplemented by enterprises. Therefore, when designing a student professional competence improvement plan, vocational colleges should refer to national curriculum standards and consider vocational qualification certification requirements. However, some vocational colleges

have not yet established institutionalized and deep communication and consultation mechanisms with enterprises, nor have they formed a high-quality "double-qualified" teacher team. This makes it difficult for colleges and enterprises to achieve complete and timely information docking. In addition, vocational college students need a certain period of time to adapt from school to society when they enter the actual post after graduation. However, due to the insufficient depth of school-enterprise cooperation, enterprises have not fully participated in the curriculum design and teaching materials preparation of vocational colleges. This has inadvertently affected the level of students' professional competence.

(2) Ambiguous goal of vocational competence training

Vocational colleges have clearly defined their own positioning as an institution that trains skilled personnel. However, all students in the entire college are still at the stage of applying the same professional competence training goal. That is, vocational colleges have not carefully divided the professional competence that students should possess according to their different majors. Vocational college students who have experienced failure in the college entrance examination are in a state of confusion and find it difficult to accurately understand the rationality of the training objective setting. They may even become "new youth" who complete tasks and professional courses rigidly according to the requirements of enterprises and regulations of institutions. It can be seen that if vocational colleges do not clearly understand or understand the goal of improving students' professional competence, it will affect students' understanding of their own professional competence and also affect the effectiveness of implementing the "improving quality and training excellence" plan.

4 Third, Ways to Improve Vocational College Students' Professional Competence "Improving Quality and Training Excellence"

(1) Construct a characteristic vocational student professional competence training model

According to the connotation requirements of "improving quality and training excellence", vocational colleges should take constructing a characteristic training model as the standard when training and improving students' professional competence. Starting from consolidating the moral character education model for enhancing professional competence, constructing a teaching organization form combining engineering with learning, and innovatively implementing the "three links, three integrations, double certificates" model for enhancing professional competence can achieve the goal of improving students' professional competence "improving quality and training excellence".

Firstly, it is clearly stated in the "improving quality and training excellence" plan that high-quality technical skilled personnel must have both morality and talent, with morality taking precedence. Therefore, during the implementation of ideological and moral education, social practice education, cultural knowledge education, vocational colleges should attach importance to implementing the concept of virtue-first education. That is, taking virtue-first as the fundamental purpose of higher education, strengthening legal education, social responsibility education, and political education in the vocational education system can promote students to abide by moral norms, form patriotic emotions, and establish national self-confidence. In addition, teachers should also focus on excavating ideological and political elements and implement vocational education around real job competency positions. Train students' occupational spirit through this approach.

Secondly, the improvement of vocational college students' professional competence and the implementation of the "improving quality and training excellence" education plan cannot be separated from the teaching organization form combining engineering with learning. Generally speaking, vocational college students need to study major subjects on campus for about 2.5 years before entering cooperative enterprises for practical exercises for about half a year. Therefore, when improving students' professional competence, it is necessary to construct an educational mode of "school-enterprise cooperation and engineering combined with learning." Around relevant standards and requirements for work orientation, comprehensively train students' basic job competency, problem-solving ability at work positions, and application ability of professional skills.

Finally, according to the existing goal of improving vocational college students' professional competence, specific suggestions are put forward for innovatively implementing the "three links, three integrations, double certificates" student professional competence cultivation model. Among them, "Three Links" include elements such as enterprise job demand and work process, professional training goals, and professional teaching activities; "Three Integrations" include elements such as teaching content, professional teachers and enterprise experts, school assessment and enterprise evaluation; "Double Certificates" include elements such as enterprise occupational skills certificates and diplomas. In the path of improving vocational college students' professional competence, "Three Links Three Integrations Double Certificates" can form an educational closed loop from student enrollment to graduation when implementing the "improving quality and training excellence" teaching plan. At this way, "Three Links Three Integrations Double Certificates", which complements theoretical teaching with practical teaching effectively can help students gradually master job competency positions while implementing the "improving quality and training excellence" teaching plan.

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(2) Actively promoting the reform of vocational students' vocational ability curriculum system

1) Reform of teaching methods

Around the "improving quality and training excellence" plan, in order to achieve the goal of improving students' vocational ability, it is necessary to combine relevant courses in vocational colleges and start with the aspect of teaching methods for reform and optimization. Specifically, when vocational colleges reform theoretical and practical professional courses, they should break down typical work tasks according to the characteristics of professional courses, focusing on the reform of teaching methods that first teach theory and then practice operation. For example, taking the "call center practice course" as an example, teachers should first break down the task of receiving calls at typical positions in advance, then summarize all steps involved in the content and precautions, and finally conduct actual exercises according to the summarized steps. Through this form of reform, the practical operation ability of vocational students can be greatly improved. When implementing reform measures for practical professional courses, vocational colleges should make greater efforts to break through the restrictions of on-campus training, reasonably apply some resources from off-campus enterprises, and expand the form of training teaching.

2) Reform of curriculum structure

When reforming the relevant curriculum structure of vocational colleges, it is possible to subdivide

major course categories and set corresponding courses according to public courses, specialized courses, elective courses, and compulsory courses. Among them, in accordance with the standards for higher vocational colleges issued by the Ministry of Education, the teaching standards for public courses should be set; in accordance with the corresponding standards issued by the Ministry of Education, the teaching standards for specialized courses should be set, and the professional post groups and the ability requirements for graduates of enterprises should be integrated into them. The purpose is to penetrate enterprise post standards and requirements into the curriculum structure so that students can develop post adaptation ability.

3) Reform of curriculum design

According to the school-running characteristics of vocational colleges, when improving the effect of "improving quality and training excellence" in enhancing students' vocational ability, attention should be paid to curriculum design reform work, focusing on the fundamental purpose of vocational education and talent training objectives, considering the realistic needs of enterprise development for design optimization. Specifically, vocational colleges should take the college as the unit, establish online and offline communication mechanisms with local enterprises, extensively absorb professional suggestions from internal leaders of enterprises, determine the direction of vocational ability training for different majors after investigating the ability requirements and employment needs of enterprise posts. During this period, colleges should negotiate with enterprise experts on curriculum teaching standards, content, and training projects to ensure that students can strictly follow the requirements of vocational post ability and participate in and complete project training, thus developing vocational ability and accomplishment.

4) Reform of evaluation system

Reforming the curriculum evaluation system mainly refers to reforming student academic evaluation, teacher teaching evaluation, and evaluation of textbooks and curriculum resources. For vocational education, most courses have practical characteristics. Therefore, in terms of teacher teaching evaluation, the evaluation indicators should focus on evaluating teacher teaching methods, whether goals are achieved, quality and effectiveness, organizational forms, etc.; in terms of textbooks and curriculum resources, the evaluation indicators should focus on evaluating the systematicness of theoretical knowledge, the level of textbook content compilation, and the development and training effects of students' vocational ability; in terms of student academic evaluation, the evaluation indicators should focus on evaluating students' skill level, emotional cognition, and knowledge foundation. It should be noted that when evaluating the effect of improving students' vocational ability, various forms such as observation, investigation, competition, and written examination should be used for comprehensive evaluation in order to effectively improve students' practical hands-on ability, depth of knowledge mastery, and skill operation proficiency.

5) Reform of curriculum content

Vocational education mainly trains technical and skilled personnel. In implementing the educational goal of "improving quality and training excellence", it is also difficult to avoid falling into the misconception of high-end talent training. Therefore, in the process of improving students' vocational ability under the "improving quality and training excellence" plan for vocational students' vocational ability, relevant colleges should do a good job in curriculum content reform based on typical work tasks, adapting, supplementing, and expanding textbook content. Taking the "telecommunications marketing" course as an example, professional teachers should organize

teaching activities based on the principle of being close to actual marketing work during the process of organizing teaching activities. They should choose course content that meets the development requirements of society, the needs of telecommunications industry enterprises, and students' environmental adaptation ability that fully follows the laws of vocational education. That is to say, they should organize and design situational curriculum content based on typical work tasks.

(3) Building a deep integration mechanism between school-enterprise cooperation and student capacity training

In promoting the high-quality development of vocational education, in the "improving quality and training excellence" plan for vocational education action plan, it attaches importance to deepening integration between production education and school-enterprise cooperation, establishing a sound morality and skills training mechanism for both virtues and skills, and implementing work-integrated learning and knowledge-action integration. Under such circumstances, in order to effectively enhance students' vocational ability, vocational colleges should establish cooperative relationships with local enterprises while comprehensively expanding channels for integration of production education and school-enterprise cooperation. At work together with enterprises to establish training bases so that students can get in touch with real work content ahead of time to enhance their practical operation skills and innovation and entrepreneurship abilities."

(4) Making every effort to build a "double-qualified" student capacity training faculty

In implementing the "improving quality and training excellence" action plan, support from a high-quality faculty can effectively enhance students' vocational ability. Vocational colleges should attach importance to setting up a "double-qualified" teacher training system and a professional teacher quality training system in order to make every effort to build a "double-qualified" student capacity training faculty from both on-campus training and off-campus training aspects. On one hand, vocational colleges should enable teachers to learn through theory and practice by participating in provincial or national leading capacity training so that they can become professionals with industry influence in building professional groups; they should select teachers with strong learning abilities to participate in in-depth practical exercises in enterprises to enrich their professional knowledge and abilities and improve their own practical operation abilities so as to continuously promote the improvement and development of students' vocational abilities. On the other hand, vocational colleges should actively organize on-campus training activities by inviting industry enterprise experts to hold regular lectures and academic exchange meetings to improve their practical abilities within schools. The purpose is to enrich teachers' practical experience by enriching their practical experience so as to ensure that vocational students receive teaching and guidance that is most tailored to enterprise post settings so as to targetedly improve students' general occupational ability, professional ability, and comprehensive ability."

By explaining the "quality improvement and talent cultivation" plan and the basic theorem of students' professional ability, it is confirmed that in the process of implementing vocational education, we should focus on improving students' general professional ability, professional ability, and comprehensive professional ability according to the requirements of the "quality improvement and talent cultivation" plan. Then, by analyzing the limitations of improving students' professional ability in higher vocational colleges at present, we seek the best solutions and propose to actively promote the reform of the vocational student professional ability curriculum system, construct a characteristic vocational student professional ability training model, build a deeply integrated school-enterprise joint student ability training mechanism, and fully assemble a "double-qualified" student ability

training teacher team.

About the Author

Mingjing Yang (1992-), female, from Jinan, Shandong, student of Lincoln University College of Malaysia as PhD in education, working at Jinan Vocational College. The research direction is to cultivate the vocational ability of students in higher vocational colleges.

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