

Paths Analysis on High Quality Development and Construction of Vocational Undergraduate Education

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ABSTRACT

Vocational undergraduate education is of great significance in cultivating high-level technical and skilled talents and promoting industrial upgrading. But currently it faces challenges such as low social awareness, unclear positioning of talent cultivation, unreasonable curriculum design, weak teaching staff, and insufficient depth of industry education integration. This paper proposes to build a high-quality development path for vocational undergraduate education. Specifically, it should clarify the training objectives, highlight professional characteristics, and combine with regional economic needs; Optimize course offerings, build modular systems, strengthen practical teaching, and introduce enterprise courses; Strengthen the construction of the teaching staff, introduce high skilled talents from enterprises, enhance teacher training, and establish a double-qualified teachers team; Deepen the integration of industry and education, establish a long-term mechanism for school enterprise cooperation, jointly build industrial colleges, and carry out modern apprenticeship pilot programs.

KEYWORDS

vocational undergraduate education; high quality development; construction path; integration of industry and education

1 Introduction

With the rapid development of China's economy and the continuous upgrading of industrial structure, the demand for high-quality technical and skilled talents in society is becoming increasingly urgent. As a type of higher education, vocational undergraduate education shoulders the important mission of cultivating high-level technical and skilled talents. Vocational undergraduate colleges should adhere to the equal emphasis on knowledge and skills in talent cultivation; It is necessary to reflect both the academic nature of regular undergraduate education and the practical application of vocational education. [1] It aims to cultivate high-level technical and skilled talents with comprehensive development in morality, intelligence, physical fitness, aesthetics, and labor that meet the needs of high-quality economic development; [2] And we need to promote the "three education reforms" of teachers, textbooks, and teaching methods to achieve collaborative education among the state, society, and schools, form a high-level vocational undergraduate education talent training system, and continuously improve the output level of talent training and the supply level of social services. [3] However, at present, vocational undergraduate education in China still faces some problems and challenges in its development process. How to achieve high-quality development of vocational undergraduate education has

become an important issue that urgently needs to be solved.

2 Challenges Faced by High Quality Development of Vocational Undergraduate Education

2.1 Low Social Awareness

At present, the awareness of vocational undergraduate education in society is still at a relatively low level. Currently, vocational undergraduate education has a low level of awareness in society and is misunderstood as a lower level form of education that cannot be compared to regular undergraduate education. This narrow concept is widely spread and has had a negative impact on the high-quality development of vocational undergraduate education. In the enrollment process, vocational undergraduate colleges lack widespread recognition and find it difficult to attract high-quality students; In the job market, some employers hold biases against vocational undergraduate education, believing that the abilities and comprehensive qualities of their graduates cannot be compared to ordinary undergraduate graduates. Therefore, they impose many restrictions and requirements on vocational undergraduate graduates during recruitment.

2.2 Unclear Positioning of Talent Cultivation objectives

Some vocational undergraduate colleges have ambiguous positioning in talent cultivation. These institutions often lack clear training objectives and career plans, making it difficult for students to form a systematic knowledge system and practical abilities during the school. Due to the lack of precise positioning, there is a certain disconnect between the educational resources of these institutions and market demand, resulting in graduates lacking competitiveness in the job market. This not only affects the personal development of students, but also constrains the long-term development of vocational undergraduate colleges. Therefore, vocational undergraduate colleges need to re-examine and clarify the positioning of talent cultivation to ensure the quality of education and the employment prospects of graduates.

2.3 Unreasonable Course Design

Some vocational undergraduate colleges have problems with the curriculum design, such as a disconnect between theory and practice, and outdated course content. In terms of the disconnect between theory and practice, some universities' curriculum focuses too much on imparting theoretical knowledge, but neglects practical teaching. This results in students learning a lot of theoretical knowledge in the classroom, but lacking opportunities for practical operation, leading to insufficient practical ability. In terms of outdated course content, some universities have not updated their course content in a timely manner, which cannot keep up with the demand of enterprises for high-quality technical and skilled talents. This leads to a disconnect between the knowledge and skills learned by students and their actual work, affecting their employment competitiveness. [4]

2.4 Weak Teaching Staff

Vocational undergraduate education requires teachers to have both solid theoretical knowledge and rich practical experience. However, there are generally problems with the teaching staff of vocational undergraduate colleges, such as insufficient practical ability and a lack of "dual qualified"

teachers. On the one hand, many teachers directly enter vocational undergraduate colleges to teach after graduating from universities, lacking work experience in enterprises and weak practical abilities. On the other hand, vocational undergraduate colleges often place more emphasis on teachers' educational background and academic level when introducing them, while neglecting their practical abilities. This results in teachers being unable to efficiently guide students' practice. [5]

2.5 Insufficient Depth of Integration Between Industry and Education

Although vocational undergraduate colleges are actively promoting the integration of industry and education, there are still problems such as low participation of enterprises and single forms of cooperation in practical operation. The participation of enterprises is not high. For example, some collaborations are limited to providing internship bases and positions, while deep level collaborations such as joint scientific and technological research, technical consulting, and establishing production-oriented training workshops are relatively scarce. The cooperation form is single, mainly manifested as the cooperation between vocational undergraduate colleges and enterprises mostly staying in the construction of internship bases, order based training, and other aspects, lacking deep level cooperation.

3 The Construction Path for High-Quality Development of Vocational Undergraduate Education

3.1 To Enhance Social Awareness

To enhance social awareness of vocational undergraduate education, it is necessary to strengthen publicity and guidance. Multimedia channels can be used to showcase the characteristics and advantages of vocational undergraduate education, such as outstanding practical teaching, close integration of industry and education, and good employment prospects. Successful cases of outstanding vocational undergraduate graduates can also be promoted to set an example. On the other hand, campus open days can be held regularly; vocational universities can invite people from all walks of life to visit the school, experience the practical aspects of vocational undergraduate education, and enhance their intuitive experience. At the same time, the government should provide policy support and give vocational undergraduate education the same status as regular undergraduate education in enrollment, employment, and professional title evaluation. This gradually reverses society's bias towards vocational undergraduate education and promotes its healthy development.

3.2 To Clearly Define the Training Objectives

Vocational undergraduate colleges should conduct in-depth research on enterprises and industries to understand the market's demand for technical and skilled talents, including the number of talents, professional skills, and professional qualities.

It aims to provide a basis for clarifying the training objectives of vocational undergraduate education. The training objectives of vocational undergraduate education should highlight vocational characteristics and focus on cultivating students' practical abilities and professional qualities.

At the same time, the students cultivated should possess solid professional knowledge, strong practical operation ability, innovative spirit, and teamwork ability, so that they can adapt to the production, management, and service needs of enterprises. [6]

3.3 To Optimize Course Offerings

According to the training objectives of vocational undergraduate education, relevant colleges need to establish a modular curriculum system. Firstly, the curriculum is divided into modules such as public basic courses, professional basic courses, professional core courses, and practical teaching courses. Each module consists of several courses, allowing students to choose different modules for learning based on their interests and career development. Secondly, the proportion of practical teaching courses should be increased, including experiments, practical training, internships, or graduation projects, in order to improve students' practical operation ability and problem-solving ability through practical teaching. Finally, enterprise courses should be introduced. Vocational undergraduate colleges should actively introduce enterprise courses and invite enterprise technical personnel to teach at the school. [7] Enterprise courses should be closely integrated with the actual needs of the enterprise, covering aspects such as production processes, technical standards, and management models. By introducing enterprise courses, students can understand the actual situation of enterprises, in order to improve their professional competence and employment competitiveness.

3.4 To Strengthen the Construction of the Teaching Staff

Firstly, vocational undergraduate colleges should increase their efforts to introduce high skilled talents from enterprises and enrich their teaching staff. For high skilled talents in enterprises who have achieved significant results in teaching and scientific research, schools can establish reward mechanisms and give corresponding rewards and honors to stimulate their work enthusiasm and creativity. Secondly, vocational undergraduate colleges should strengthen the training of teachers, improve their teaching level and practical ability. The training content includes education and teaching theory, professional knowledge updates, practical skills training, and other aspects. [8] At the same time, it is encouraged for teachers to intern in enterprises, participate in technological research and production management, and improve their practical abilities and professional qualities. Finally, vocational undergraduate colleges should actively establish a double-qualified teachers team, encourage teachers to obtain relevant professional qualification certificates, and develop evaluation standards for double-qualified teachers to assess and evaluate them, in order to motivate teachers to continuously improve their own quality and teaching level.

3.5 To Deepen the Integration of Industry and Education

Vocational undergraduate colleges should establish a long-term mechanism for cooperation between schools and enterprises, and establish stable long-term cooperative relationships with enterprises. The cooperation content includes talent cultivation, technology research and development, employee training, etc. Through school enterprise cooperation, resources sharing and complementary advantages between schools and enterprises can be achieved, and the quality and pertinence of talent cultivation can be improved. Firstly, universities should collaborate with enterprises to establish industrial colleges, jointly develop talent training programs, jointly develop courses, jointly build practical teaching bases, and jointly carry out technology research and development and social services. Among them, industrial colleges can adopt a "dual subject" education model, where schools and enterprises jointly serve as the main body of education and share the responsibility and obligation of talent cultivation. Secondly, vocational undergraduate colleges should actively carry out modern apprenticeship pilot programs, explore long-term mechanisms for school enterprise joint enrollment, joint training, and integrated education. Modern apprenticeship system is led by enterprises, where schools and enterprises jointly develop talent

training programs, and students learn and practice under the guidance of enterprise masters and school teachers. [9] Through the pilot of modern apprenticeship system, we aim to enhance students' practical abilities and professional qualities, and cultivate technical and skilled talents who can meet the needs of enterprises.

4 Conclusion

The high-quality development of vocational undergraduate education is an inevitable requirement for China's economic and social development. In the face of the challenges faced by the current development of vocational undergraduate education, efforts should be made to enhance social awareness, clarify training objectives, optimize curriculum design, strengthen the construction of teaching staff, and deepen the integration of industry and education. Through continuous exploration and innovation, efforts should be made to improve the quality and level of vocational undergraduate education. This will cultivate more high-quality technical and skilled talents for our country, and promote the sustainable development of our economy and society.

About the Author

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