

Research on the Path of High-Quality Development of Vocational Undergraduate Education

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Abstract: *The development of vocational undergraduate education is a need to serve national strategy, social and economic development and market demand. With the support of national policies, vocational undergraduate education actively responds to industrial changes and plays an important role in cultivating high-quality and high-skilled talents, realizing high-quality employment, and serving the regional economic development, but it also faces many challenges of realistic development. To promote the high-quality development of vocational undergraduate education, it is necessary to play an effective role in nurturing people in terms of professional setting in line with the needs of industrial development, high-quality teachers to improve the quality of school running, and school-enterprise cooperation to build a platform for practical training.*

Keywords: *Vocational Undergraduate Education; Quality Development; Dual Teacher; Apprenticeships*

1. Introduction

Vocational undergraduate education adapts to the development needs of national strategy, social needs and people's expectations, and is part of the modern vocational education system. Vocational undergraduate education should adapt to the social and economic development, and constantly meet the national and regional demand for high-level technical and skilled talents. In 2019, the State Council issued the National Vocational Education Reform Implementation Program, which proposed to "carry out undergraduate-level vocational education pilots" ^[1], and the first batch of 15 privately-run vocational undergraduate-level pilot. In 2021, the Ministry of Education issued the "Opinions on the Establishment of Higher Education Institutions in the Fourteenth Five-Year Plan Period", according to which the relevant vocational colleges and universities will make an overall design around the positioning of the school, professional settings, faculty, personnel training and other aspects, and steadily develop into undergraduate-level vocational education institutions. By 2024, there will be more than 50 undergraduate vocational colleges and universities, and some high-quality undergraduate vocational colleges and universities are maturing in terms of their development model and practical experience, thus continuing to promote the high-quality development of vocational education.

With the support of national policies, the conditions of vocational undergraduate education and the quality of personnel training have gradually reached the undergraduate standards and requirements stipulated by the state. Vocational undergraduate education is increasingly favored by the society for its professional, skilled characteristics and high employment rate. Vocational undergraduate education also provides a skills training platform for more workers and plays an important role in achieving high-quality employment.

China's vocational undergraduate education conforms to the international scientific and technological revolution and industrial revolution, adapts to the development trend of the country's high-quality development, the strategy of a strong education country and the strategy of a strong talent country ^[2]. China's education has made historic achievements, and the scale of schooling has occupied the first place in the world. However, it also faces some real problems: due to the short history of vocational undergraduate education, the talent cultivation model is not mature enough and other factors are difficult to win the recognition of all sectors of society, the social recognition is low, the professional characteristics are not prominent enough, the vocational undergraduate specialties are not obvious enough in terms of vocationality and practicality, and the structure of the title and academic structure have not reached the qualified standards of teacher construction. The integration of vocational undergraduate education majors with regional industries is not close enough, schools and high-quality enterprises and industries have failed to establish stable cooperative relationships, practical teaching

with training bases has not been regularized, the arrangement of practical teaching courses is not refined enough, the supporting resources of practice bases lack the situational presentation of scientific and technological means, and the students' sense of experience is insufficient, resulting in the combination of theoretical learning and practical operation is not close. In the exploration of the construction of industrial colleges, factors such as the cultivation of high-quality talents and the lack of clarity in the practical path of the school's goals are facing many challenges in reality. In view of this, this paper proposes some optimization strategies for the high-quality development of vocational undergraduate education.

2. Specialization in line with the needs of industrial development

High-quality development of vocational undergraduate specialties needs to be set up in the specialty, docking local industrial development needs. Selection of practical and applied specialties, innovative professional upgrading, adapting to the requirements of the development of new quality productivity, and actively adapting to the requirements of the modern scientific and technological revolution and industrial revolution.

2.1 Development of specialties close to emerging industries

Vocational undergraduate colleges should construct the employment standards of industry and enterprises under the new industry, new format, new mode and new technology, realize the benign interaction and common development of education and industry, and provide strong talent support and technical guarantee for the transformation and upgrading of regional economy. The upgrading and development of emerging industries, especially the modern industrial system, requires corresponding new majors and new courses, which puts forward new requirements for vocational undergraduate colleges. With the development of new quality productivity, vocational undergraduate education should also continuously adjust and optimize the professional settings with the development of industries to meet the social and market requirements, and encourage students to master knowledge and skills while guiding them to constantly innovate their thinking and problem-solving abilities. It is necessary to establish open teaching curriculum standards, always closely integrated with the industrial frontier. Vocational undergraduate colleges should strengthen the close interaction with the industrial end, improve the timeliness and effectiveness of teaching content and methods, and build a 'education-industry' ecosystem with coordinated linkage and synchronous development.

2.2 Development of specializations in line with economic development

Vocational undergraduate education and economic development is increasingly closely linked, with the industrial upgrading and structural adjustment, the society has more and more demand for senior skilled personnel, with the industrial upgrading of the development of new forms and modes, vocational undergraduate education emphasizes in-depth cooperation with industry and enterprises, industry-oriented, around the development of the local regional economy, innovative talent cultivation mode, to professional promotion of employment, the reality of "Industry+Profession+Employment" integration. In terms of specialization and curriculum structure, it is important to continuously meet market demand and to cultivate high-level technical and skilled talents that meet the needs of modern industries.

2.3 Development of specializations oriented to market needs

It combines flexible employment with career development, establishes a regular industrial research mechanism, organizes teachers to carry out regular research and practice activities, accurately connects with industrial demands, promotes professions with industries, and realizes the synchronous resonance between industries and professions. Vocational undergraduate education is committed to the cultivation of students' employability, focusing on the training of students' skills certificates and the cultivation of vocational ethics in daily teaching, doing a good job in the certification of academic qualifications and qualification certificates, giving full play to the roles of industry associations and the Steering Committee for Professional Education, and promoting the mechanism of certification of vocational qualification certificate examination subjects. It is oriented to the market demand in order to cultivate talents that are more suitable to the actual demand of the market.

2.4 Development of specializations integrated with information technology

Upgrading traditional majors with "information technology +", "Internet +", "digital +", developing emerging majors and specialties spawned by the digital economy, building "High, special, strong, new" professions, the formation of vocational undergraduate professional high-quality development of new mechanisms, good use of digital media technology, VR training technology as a means to further enrich the effectiveness of practical teaching classroom, good mobilization of students' practical ability to students, student-centered, learn to guide the students, sorting out the problem consciousness. Goal-oriented, cultivate students' innovative consciousness.

3. High-quality teachers to improve the quality of school operation

Taking into account the characteristics of the type and level of vocational undergraduate colleges and universities, we insist on the combination of independent training and external introduction to build a first-class faculty. Vocational colleges implement a scientific and reasonable management system and take various measures to attract and retain teachers.

3.1 Developing a talent acquisition system

High-quality faculty is the first resource for the development of vocational undergraduate education, formulate methods for the introduction of high-level talents and the treatment system for high-level talents, and establish flexible and efficient channels and mechanisms for the introduction of talents in response to the study of key specialties, which require high-end attraction of talents. For the school to support the pursuit of doctoral graduation of teachers, special incentives are given to provide high-level talents and doctoral talents with settlement fees and research funds. Vocational undergraduate colleges should promote the establishment of teachers' professional skills training system, encourage teachers to participate in enterprises' on-the-job training, continuing education, out-of-town training, scientific research assistance and other activities and provide policy support, unblock the promotion channels of teachers' professional titles, and solve practical problems such as teachers' housing.

3.2 Training and introduction of "dual-teacher" teachers

We integrate cutting-edge real projects into teaching, and at the same time lead students to enter the enterprise industry to understand and learn the cutting-edge technology, and improve their practical ability and employment competitiveness. Sublimation of knowledge and theory into problem-solving ability and practical experience, and practical experience into theory, forming the teaching knowledge system of "knowledge and theory - practical experience", and increasing students' real experience in practice.

3.3 Strengthening Teacher Ethics

Vocational colleges should practice the spirit of educators, strengthen the construction of teachers' morality and style, and improve teachers' professional quality. Vocational undergraduate education should realize the strength of talents and create a high-level vocational undergraduate teaching team with sufficient quantity, reasonable structure and excellent quality, as well as establish a mechanism for the assessment of teachers' morality and morality. Comprehensive vocational skills training is carried out around teaching reform, scientific research capacity enhancement, and practical teaching competitions to improve the comprehensive quality of teachers.

3.4 Building a new modern apprenticeship system

Inheriting the traditional craftsman spirit and building a modern new apprenticeship system, apprenticeship is the earliest vocational education, and it is an important way to pass on technical skills. Teachers not only play the role of masters, fully responsible for the students' life and skills inheritance, but also play an invisible spirit of vocational education. Teachers not only teach "skill", but also "virtue". Vocational undergraduate colleges need to formulate "apprenticeship" training standards, clarify apprenticeship grades, job requirements, learning duration and credit settings, appropriately subsidize apprenticeship funds to reduce their economic pressure, ensure that students can obtain corresponding certificates after graduation, and promote the fine tradition of respecting teachers.

4. School-Enterprise Cooperation Builds a Platform for Nurturing People

Vocational undergraduate education inherits the basic position of China 's vocational education theory, highlights the basic concepts of hard work and pragmatism, and can effectively improve students ' practical ability and employment competitiveness.

4.1 Establishment of practical teaching system

Vocational undergraduate education highlights the educational nature of practice, returns education to the natural state of technology, allows students to realize their self-worth and social value in technical practice, stimulates students' practical hands-on ability and the ability to solve practical problems in the interaction of technical practice, guides students to participate in the practice of the project to understand and refine the spirit of professionalism, and then deepens the cognition of the world and the self. Vocational undergraduate education should continuously improve the practicality and applicability of professional courses, establish a scientific and reasonable practical teaching system, pay attention to the proportion of practical teaching hours, strengthen the cooperation and exchange with the market and enterprises, and deepen the integration of the professional courses with the industry and the demand of talents.

4.2 Promote complementarity of resources

Industry-teaching integration and school-enterprise cooperation are the basic modes of cooperation for collaborative education in vocational undergraduate education. Enterprises and schools are encouraged to share resources and discuss and build together in all aspects of education and teaching. Vocational undergraduate education should pay more attention to the relevance and timeliness of lectures, integrate enterprise projects into classroom teaching, and increase the effectiveness of industry-teaching integration in educating people. Vocational colleges should enrich the classroom content with classic cases of enterprises, explore and formulate a talent training program for the integration of " technology + theory " between schools and enterprises ; vocational colleges should provide a platform for talent training through various forms of practice base construction, strengthening practical teaching, and promoting the transformation of scientific research achievements. Vocational colleges should improve students ' practical ability and employment competitiveness by carrying out vocational education and training, professional skill identification and certification, and qualification certificate issuance.

4.3 Creating a professional identity for VET

Vocational undergraduate education, to achieve high-quality development, need to adhere to the characteristics of schooling, to create their own brand. First, vocational undergraduate colleges should cultivate the sense of competition between teachers and students, improve the skill level of teachers and students through the national college teachers ' innovation competition and various vocational skills competition, create a good public opinion environment with the help of policy support and positive publicity of competition awards, improve the social awareness and attention of vocational education, and enhance social identity. Second, vocational colleges should strengthen the construction of trump major. According to the demand of regional industries, the specialties should be set up in line with the industrial structure, highlighting the application ability of technical skills and forming the characteristics of vocational education. Third, vocational colleges should expand cooperation in running schools, adhere to the concept of open education, take the initiative to connect domestic and foreign resources such as industry enterprises, other universities, and scientific research institutions, open up internal and external circulation channels, and enhance international discourse power.

4.4 Promoting curriculum teaching reform

In the face of a new round of industrial change and technological revolution, vocational undergraduate education should cultivate innovative talents and high-quality laborers adapted to the development of new quality productivity. Vocational colleges need to focus on regional pillar industries, emerging industries and high-end industries, and build a curriculum system corresponding to the modern industrial system ; vocational colleges should focus on frontier fields such as big data, artificial intelligence and cloud computing, integrate scientific and technological elements into curriculum, teaching and scientific research, and stimulate students ' learning initiative and innovative spirit.

Vocational colleges should use the concept of digital education development, use information technology to serve teaching reform, promote the construction of digital curriculum resources, and build a multi-integrated scientific research and innovation platform.

5. Conclusion

To promote the high-quality development of vocational undergraduate education, vocational undergraduate educators should study and discuss the national policy documents on vocational undergraduate education in depth, strengthen the system design and scientific coordination according to the standard requirements, increase financial investment relying on higher institutions, gradually improve the conditions of running schools, and improve the quality of teaching. Vocational undergraduate colleges should put political construction in the first place, promote the integration of innovative theory into the whole process of teaching and management, stimulate the vitality of teachers, strengthen the ideological guidance of school-running direction, build up the ideal and belief education of teachers and students, and promote the formation of vocational education ecology with clear school spirit, good teaching style and strong learning style.

References

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