

# Study on Mechanism and Path of Steady Development of Vocational Undergraduate Education in Shaanxi Province

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**Abstract:** Steady development of vocational undergraduate education is an urgent demand to promote the high-quality development of education, and is also the only way to attract the majority of young people to become talented and serve the country with their skills. By clarifying the problems existing in vocational undergraduate education at the present stage, such as unclear definition of school-running orientation, high degree of major overlap, single evaluation system and low degree of social recognition, the paper proposes to adhere to the exploration of the coupling of practice and top-level design, promote the two-dimension policy linkage mechanism of ministry and province linkage, adhere to the unchanged type education and the upgrading and transformation of the standard, and do a good job in the role of the benchmark leader of vocational undergraduate education. So as to achieve the improvement of the timeliness of system supply, the development of the main melody of vocational education undergraduate, the direction of running a school and the orientation of training, as well as the enhancement of vocational education competitiveness and attractiveness.

**Keywords:** Vocational Undergraduate Education, Shaanxi Province, Developmental Obstruction, Practical Direction

## 1. Introduction

In 2014, the state "first proposed" to explore the development of vocational education at undergraduate level; in 2019, it "explicitly carried out" pilot vocational education at undergraduate level; and in 2021, it proposed the important point of "steadily developing vocational undergraduate education"[1]. Since the newly revised Vocational Education Law in 2022 made it clear that vocational education is an education type of "equal importance" with general education, China's vocational undergraduate education has experienced three stages: exploration and development, pilot implementation and steady development [2]. The steady development of vocational undergraduate education, with "development" as the starting point and "steady" as the path to cognition or transformation, reflects people's deep thinking on the development mode of vocational undergraduate education, is the escort for the theoretical development and practical exploration of vocational undergraduate education, and is also the urgent need to promote the high-quality development of vocational education. It is also a magnetic engine that attracts the majority of young people to take the road of becoming talented and serving the country with skills (see Figure 1).

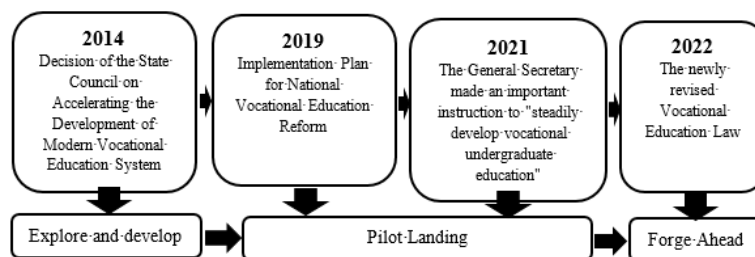


Figure 1: A pilot roadmap for the development of vocational undergraduate education.

## 2. Literature Review

In recent years, many scholars at home and abroad have conducted a lot of research on issues related to vocational undergraduate education. The following will review the literature from the connotation definition, development motivation, practice model and other aspects of vocational undergraduate education [3].

First, Connotation definition of vocational undergraduate education. The existing literature has different definitions of the connotation of vocational undergraduate education. The representative ones are as follows: ① the theory of existence copying. It emphasizes that vocational undergraduate education develops completely in accordance with the way of ordinary undergraduate education, and the phenomenon of "old and new bottles of wine"; ② Extension theory, that vocational undergraduate education is extended on the basis of specialized education; ③ The theory of the middle. Emphasize that vocational undergraduate is between ordinary undergraduate and vocational college; ④ Action theory. It is believed that vocational undergraduate education is born out of continuous development and practice on the basis of the existing school system (see Figure 2).

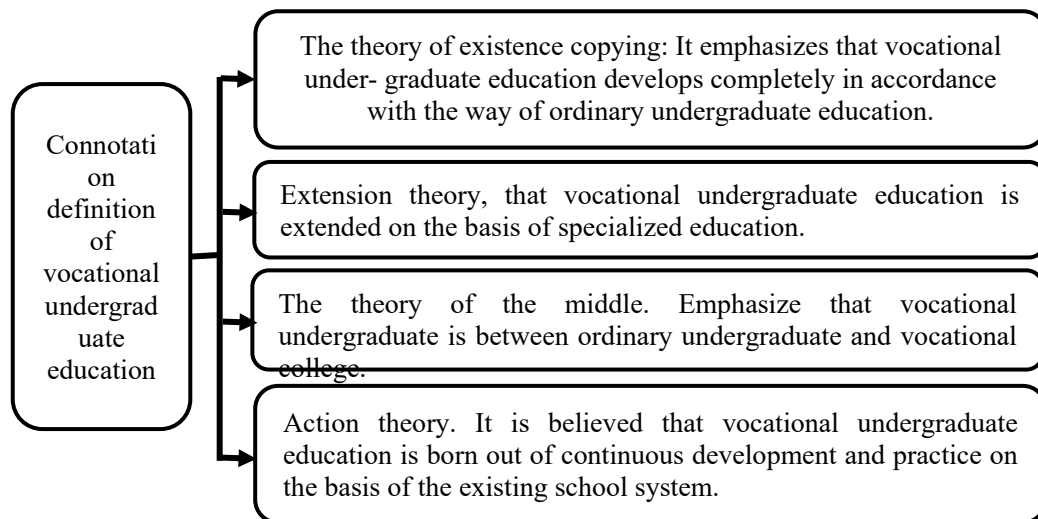


Figure 2: The definition of vocational undergraduate education literature frame.

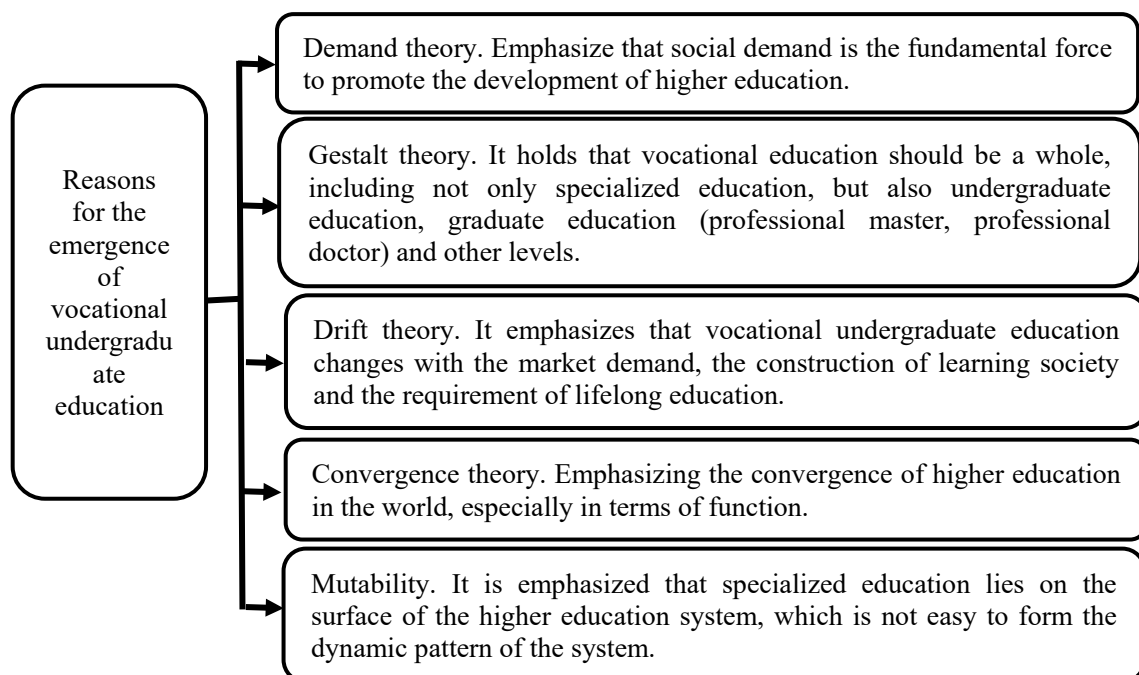


Figure 3: The reason of vocational undergraduate education literature frame chart.

Second, Reasons for the emergence of vocational undergraduate education. The main reasons for

the development of vocational undergraduate education are: ① demand theory. Emphasize that social demand is the fundamental force to promote the development of higher education; ② Gestalt theory. It holds that vocational education should be a whole, including not only specialized education, but also undergraduate education, graduate education (professional master, professional doctor) and other levels; ③ Drift theory. It emphasizes that vocational undergraduate education changes with the market demand, the construction of learning society and the requirement of lifelong education. ④ Convergence theory. Emphasizing the convergence of higher education in the world, especially in terms of function. ⑤ Mutability. It is emphasized that specialized education lies on the surface of the higher education system, which is not easy to form the dynamic pattern of the system (see Figure 3).

Third, Practical mode of vocational undergraduate education. Foreign vocational undergraduate development is more mature, more representative models are: ① based on the "dual system" of the German model. This model is an enterprise-oriented joint training model, the core is to combine the economic field, vocational training and bachelor's education. ② Japanese model based on type characteristics [4-5]. Through the internal derivation or establishment of specialized colleges and universities, the model aims to highlight the real attributes of vocational undergraduate education, so as to constantly evolve and iterate to form a vocational education system at undergraduate level. ③ The French model based on the "dual track system". One is the school vocational education system combining work with study. The other is the "dual system" apprenticeship training center system outside the school. The core is that the internal structure of the two tracks is complete, the entrance path is smooth, parallel and connected with each other, which can meet the needs of learners to the maximum extent; ④ American model based on fusion type. The model integrates various types of education. The core of the model is not only to develop students' technical skills, but also to continue learning at higher levels of education (see Figure 4).

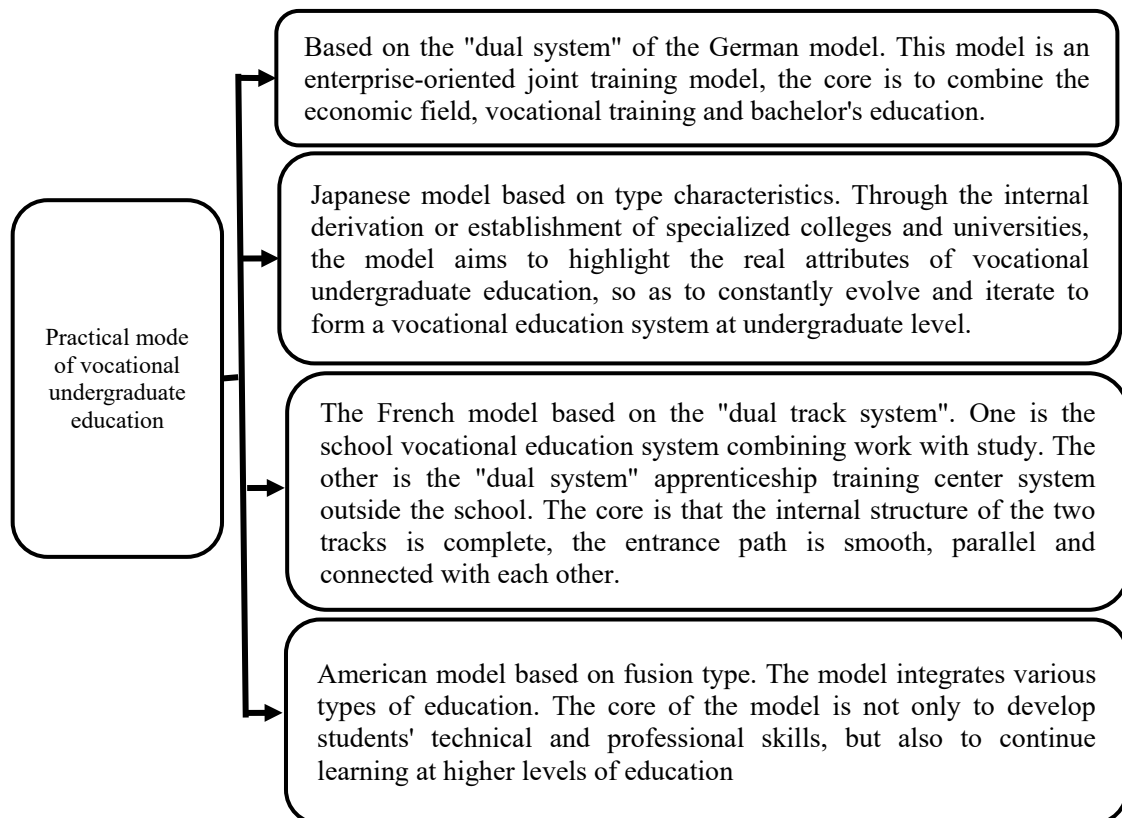


Figure 4: Literature frame of practice model of vocational undergraduate education.

### 3. Shaanxi Vocational Undergraduate Education Development Bottleneck

#### 3.1. The Definition of Vocational Undergraduate Education Positioning is not Clear

As the starting point and ending point of education development, school-running orientation plays a

very important role in our different types of level education. From "first proposed" in 2014, "clearly carried out" in 2019, "steadily developed" in 2021, and "equal status" in 2022, vocational undergraduate education should meet the development needs of local and regional economy, engage in certain vocational or vocational education development, including pre-service and post-service education, and focus on cultivating sub-undergraduate talents in vocational education. Emphasis on comprehensive quality and professional ability, training high-quality, technical and skilled personnel as the main goal [6-7]. However, throughout the actual development of vocational undergraduate education, the definition of the orientation of vocational undergraduate development and the orientation of general education is not clear, showing the phenomenon of convergence. It is common for vocational undergraduate colleges in Shaanxi and even the whole country to take "world-class teaching and research type or comprehensive university" as their educational goal, but have not yet reflected the type characteristics of vocational undergraduate education, showing the phenomenon of "old and new bottles of wine".

### ***3.2. The Degree of Overlap between Vocational Education Undergraduate and Ordinary Undergraduate is High***

The specialty setting of vocational undergraduate education should be clearly differentiated from general vocational education and applied vocational education, and should have distinct characteristics of vocational orientation and professional attributes. However, the results show that the degree of overlap between vocational and general undergraduate programs is very high, and the social needs and regional characteristics are not highlighted [8]. According to relevant documents, we should constantly optimize and improve the development structure of Chinese education, and constantly optimize and rationally distribute education resources. After nine years of compulsory education, we should constantly plan and improve the integrated development of vocational and technical education and general education according to the needs of industrial, regional and local market development. At the same time, vocational colleges and universities should be classified and set up according to the newly released Catalogue of Vocational Education in 2021, according to major categories, major categories and three major levels [9].

### ***3.3. The Evaluation System of Vocational Undergraduate Education is Relatively Simple***

The existing higher education evaluation has obvious academic characteristics, and is less coupled with the development orientation of vocational undergraduate education, so it is not suitable to be used as the evaluation standard of vocational undergraduate colleges and is not conducive to the development direction of vocational undergraduate education. Vocational undergraduate education is a higher education dominated by technical logic, which has vocational and technical characteristics [10]. Vocational and technical education cannot be evaluated by subject-based evaluation standards of ordinary colleges and universities under the domination of scientific logic. Vocational undergraduate education should be evaluated by industry, enterprises and universities. In addition, the evaluation of teachers should focus on the assessment of teaching ability and professional and technical ability, and the evaluation of students should focus on the assessment of vocational competence and professional and technical ability.

## **4. Implementation Path of Shaanxi Vocational Undergraduate Education**

*Table 1: The Table of Shaanxi vocational undergraduate education realization path*

Serial Number	Coping Strategy	Specific Sxuhao strategy
1	Top-level Design	Persisting in exploring the coupling of practice and top-level design to improve the timeliness of institutional supply
2	Linkage between ministries and provinces	Promote the two-dimension policy linkage mechanism between the ministry and province to realize the main theme of vocational education undergraduate development
3	Types of Education	Adhere to the unchanged type of education and the upgrading and transformation of the standard, and distinguish the direction of running the school and the orientation of training
4	Set up the Standard	Do a good job in vocational undergraduate education bench-marking leading geese, enhance the competitiveness and attractiveness of vocational education

The steady development of vocational undergraduate education is the main direction of vocational education development in the future. In view of the current situation and tasks, it is urgent to strengthen the top-level design, improve the supporting system, find the correct development path, stabilize the scale of school running, strengthen support and guarantee, improve the quality of school running, pay attention to professional construction, promote cooperative education, and strive to promote the steady and long-term vocational undergraduate education (see Table 1).

#### ***4.1. Persisting in Exploring the Coupling of Practice and Top-Level Design to Improve the Timeliness of Institutional Supply***

To persist in exploring the practical direction of vocational undergraduate education is the starting point and destination of formulating the top-level system of vocational undergraduate education. To design the top-level system of vocational education at the undergraduate level points out the direction and escorts its theoretical development and practical exploration. The two promote each other and are dialectically unified. Vocational undergraduate education in our country is at primary exploratory stage and the top level system design needs to be improved. On the one hand, the important role of a series of management requirements and systems in the development of vocational undergraduate education, such as the enrollment system, personnel training system, teaching course responsibility teachers' job responsibilities, course teaching management standards, teaching guidance teachers' job responsibilities and online teaching teachers and students, is studied and formulated. On the other hand, through the establishment of a complete and systematic national qualification framework, the establishment of learning achievement certification system, vocational education and general higher education interconnection, mutual recognition of credits, mutual selection of courses, mutual transfer of student status and other goals.

#### ***4.2. Promote the Two-Dimension Policy Linkage Mechanism between the Ministry and the Province to Realize the Main Theme of Vocational Education Undergraduate Development***

Through the formulation of the joint action plan of various ministries and departments and provinces (municipalities directly under the Central government), the effective link between the two and the management mechanism of common development can be realized, so as to further achieve the power of policy implementation, practical work and coordinated promotion, and further promote the steady development of undergraduate vocational education. First of all, based on the analysis of the current situation of vocational undergraduate education, it evaluates its development stage and formulates targeted, differentiated and implementable development strategies and practical programs. Secondly, vocational undergraduate education should not only realize the high quality development of vocational undergraduate education, but also explore the strategic development direction of multi-channel and main channel to realize the development trend of one main and multiple. Finally, the development principle of "quality first, quantity control" is adopted to improve the realization path of vocational undergraduate development.

#### ***4.3. Adhere to the Unchanged Type of Education and the Upgrading and Transformation of the Standard, and Distinguish the Direction of Running the School and the Orientation of Training***

Adhere to the type of education unchanged and standard upgrading and transformation of the basic principle and foundation. On the one hand, vocational education is a type education in higher education. It should keep its professionalism and type characteristics unchanged, adhere to the essential attributes of the school running direction, personnel training mode and vocational education training characteristics unchanged, so as to realize the improvement of quality and cultivation, the strengthening of quality and the enhancement of value. On the other hand, through the perspective of the development of undergraduate education and the existing obstacles and difficulties in the process of development, so as to achieve the vocational undergraduate education in vocational education personnel training objectives and positioning, software and hardware facilities, as well as market demand and ability of the transformation. On the cultivation of talents, we should take the cultivation of three high talents as the goal. In terms of hardware, it should be a higher configuration, higher level, higher field of software, hardware school resources and equipment transformation. In terms of social service ability, on the basis of adapting to the current requirements of enterprises and industries, it should also meet the future development trend of enterprises and industries [11].

#### ***4.4. Do a Good Job in Vocational Undergraduate Education Bench-Marking Leading Geese, Enhance the Competitiveness and Attractiveness of Vocational Education***

Taking vocational undergraduate education as the benchmark for the development of vocational education, it is an important way to reverse the low recognition of vocational undergraduate education and achieve high quality vocational education. On the one hand, we should strengthen the connotation construction, improve the quality of running schools and training, strengthen the connotation construction of vocational education at the undergraduate level, and realize the connotative development requirements of vocational undergraduate colleges. On the other hand, by means of media news, radio and television, special lectures, outdoor publicity and educational advertisements, the recognition and popularity of vocational undergraduate education can be enhanced, so as to realize the status quo that vocational undergraduate education is inferior in people's minds and enhance the discourse system of vocational education, so as to realize the goal of steady and high-quality development of vocational education at the undergraduate level.

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