

Analysis on the Paths to Improve the Social Training Ability of Vocational Colleges

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Abstract: In the new era, vocational colleges are enabled in more and more fields, and their role in cultivating high-quality technical talents is becoming more and more prominent. As vocational colleges should clarify their own mission and responsibilities, assume the important functions of social training, and provide more help for the development of China's economy and social progress. This paper first introduces the necessity of social training in vocational colleges, discusses the difficulties and problems faced by social training in vocational colleges, and finally puts forward a new way to improve the social training ability of vocational colleges, including changing the inherent idea, improve their own competitiveness, innovate the training mode, build the characteristic training brand, increase the capital investment, optimize the management of teaching resources; strengthen the construction of talent team, and improve the work enthusiasm.

Keywords: Vocational colleges; Social training; Path

1. Introduction

With the continuous development of society, the role played by vocational colleges is gradually being demonstrated. They can deliver a large number of applied talents to society every year, alleviating the urgent demand for technical and skilled talents in various industries. The Implementation Plan for National Vocational Education Reform issued by the State Council in 2019 clarifies the responsibilities and obligations of vocational colleges for social training work, and also points out the direction for vocational colleges to carry out social training in the future. However, at present, some vocational colleges in China have not made social training a key focus of their own teaching and the extension of their teaching capabilities. There is a clear lack of awareness of the integration of their teaching content and social training. This will have adverse effects on their own development and fulfilling their social responsibilities, and needs to be widely recognized by vocational colleges and all sectors of society^[1].

2. The necessity of conducting social training in vocational colleges

2.1. Improve the ability of workers and promote regional economic development

In recent years, China's economy has been seeking a new round of structural adjustment, especially due to the slowdown in economic growth in various countries around the world. Compared to the past, there is an urgent need for high-quality technical talents in the current stage of society. For enterprises, they are willing to provide training and learning opportunities for employees, hoping to improve the professional quality and work ability of all employees through training, in order to adapt to the development of the times, enhance their market competitiveness, and gain more market share. Vocational colleges can become training bases for high-quality technical talents, providing various resources for social training, helping more social workers to improve their skills in a targeted manner, obtain better positions, and promote further economic development in the region.

2.2. Optimizing the structure of vocational education and building one's own educational brand

Vocational education is a high-quality type of education, with more targeted teaching objectives and content. Vocational education has become an indispensable form of education in China, playing an indispensable role in the development of the country's economy, society, and other aspects. Carrying out vocational skills training on the basis of inherent independent enrollment is undoubtedly a further

optimization of one's own vocational education structure, making the teaching content of vocational colleges more comprehensive and the teaching mode more distinctive. This optimized structure is not only conducive to building one's own education brand and gaining widespread recognition from society, but also can provide more talent support for the development of society.

2.3. Improving the quality of the teaching staff and breaking existing teaching models

There is a significant difference between vocational colleges conducting social training and teaching current students. Social training is mostly aimed at enterprise employees or other social workers, which requires vocational college teachers to have strong practical skills rather than outputting a large amount of textbook knowledge to them^[2]. Therefore, in the process of conducting social training, vocational college teachers must continuously expand their knowledge reserves and improve their practical abilities. This also requires vocational college teachers to fully understand the development trends and technological innovation trends of various industries, constantly update their existing knowledge framework, expand their knowledge, break established teaching models, and innovate work methods.

2.4. Serving the national strategic policy and complying with the requirements of vocational education reform

In the new era, vocational colleges bear a more important historical mission, playing an important role in nurturing talents for the country. In the process of conducting social training, it is necessary to actively respond to the call of the state, resolutely implement the guiding principles and ideas of vocational education, and serve the development of society and the country. In the new era, vocational colleges should leverage the advantages of conducting social training and continuously improve the efficiency and quality of social training. The development of the country and the rejuvenation of the nation both require the support of a talent revitalization development strategy. Vocational colleges conducting social training is undoubtedly in line with the new requirements of vocational education reform and the inevitable result of adapting to the development of the times.

3. The difficulties and problems faced by social training work in vocational colleges

3.1. Backward ideological understanding and low level of emphasis

For a long time in the past, the vast majority of vocational colleges in China focused on improving students' academic qualifications, and some colleges also included adult education as the main part of their teaching. However, most vocational colleges did not place social training in its rightful position, which is clearly due to the backward ideological understanding of vocational colleges. It can be seen that vocational colleges at this stage lack attention to social training work. Some vocational colleges have not established long-term partnerships with enterprises, and only allow students to participate in internship activities within a certain period of time, in order to obtain certificates and carry out training activities^[3]. The output of this single item is obviously unscientific. Vocational colleges lack the importance of training proposed by enterprises, have less communication with each other, do not pay enough attention to the training demands of enterprises, and lack a certain understanding of social training, which in turn affects the smooth development of social training work.

3.2. The training mechanism is not scientific and the characteristics are not obvious

A scientific and reasonable mechanism is an important factor in helping vocational colleges develop social training work. However, at present, some vocational colleges do not have a scientific training mechanism, and there are many parts that need to be improved. The characteristics of social training education are not obvious, and these are universal problems that need to be solved urgently. On the one hand, there is a lack of independent innovation in the training mechanism, and most of them refer to the adult education model. For example, there is no dedicated social training college, which leads to a lack of characteristics in social training and no essential difference from other teaching courses and content. On the other hand, there is a lack of targeted internal management, and most of the social training in vocational colleges is aimed at social groups who are older and significantly different from ordinary vocational college students. However, vocational colleges have not made timely adjustments in education and training, supervision and management, evaluation and incentives, which greatly reduces

the efficiency and quality of social training work.

3.3. Insufficient teaching resources and substandard software and hardware configurations

Some vocational colleges marginalize social training and do not give it the attention it deserves, resulting in obvious deficiencies in teaching resource allocation and substandard software and hardware configurations. For example, some vocational colleges do not set up professional social training venues, but instead use school classrooms and playgrounds as all training venues, which leads to some social training projects not being able to be carried out with high quality. Compared to daily teaching activities, social training places more emphasis on practical operation skills, and practical operations must be equipped with more representative machinery and equipment. However, some vocational colleges do not have software and hardware to cope with social training, or the software and hardware have not been updated for many years, which will restrict the development of social training. In short, the current configuration of vocational colleges is no longer able to meet the rapid development of social training. It is necessary to optimize teaching resources and strive for vocational colleges to better carry out social training activities.

3.4. The teaching staff is not sound, and there is a shortage of "double qualified" teachers

At present, some vocational colleges are actively carrying out the construction of a "dual teacher" teaching staff, and have also introduced some professionals engaged in social training work. However, from the actual situation, vocational colleges still face problems such as an incomplete teaching staff and low enthusiasm for teacher training in participating in social training work. One issue is the shortage of excellent teachers, especially "dual teacher" teachers. Some vocational college teachers have a teaching style that leans towards theory and neglects practice. This model has great contradictions for social training work and can also lead to the inability of social practitioners to apply what they have learned. Secondly, the teaching experience of teachers introduced from society, especially from enterprises, is clearly insufficient. These teachers have rich work experience, but their teaching time is short, their theoretical knowledge is insufficient, they are unable to combine their skills with theory, their teaching output efficiency is not high, and they are unable to establish a clear teaching style. These problems urgently need to be solved.

4. A New Path to Enhance the Social Training Ability of Vocational Colleges

4.1. Transforming inherent thinking and improving one's own competitiveness

Setting social training as the focus of vocational college work is an inevitable trend of the times. In order for major vocational colleges in China to enhance their own strength and build their own brands, they must change their past thinking and seek development for themselves. Firstly, as managers of vocational colleges, we should increase our emphasis on social training, fulfill the responsibilities and obligations of vocational colleges for social training work, and incorporate social training work into the focus of education. Vocational colleges should further strengthen cooperation with enterprises, especially for local enterprises, strengthen communication with them, understand their demands for talents, and use these as the main means for vocational colleges to carry out social training, improve one's social training ability, establish high-level training platforms, and attract more enterprises and other social worker^[4]s. Secondly, actively apply for training institutions. Currently, most social training projects are conducted through bidding. In order to seize the favorable opportunity for social training, vocational colleges should actively apply for various training institutions, increase cooperation with all parties, rely on their own educational resources and professional characteristics, widely carry out social training work, and establish brand image.

4.2. Innovate training models and create distinctive training brands

In response to the problems of unscientific training mechanisms and unclear characteristics in some vocational colleges engaged in social training work, it is necessary to adjust teaching ideas and models in a timely manner, innovate training models, and create more distinctive training brands. On the one hand, service should be the starting point, and social training is mostly aimed at social groups, who have significant differences. Therefore, vocational colleges should tailor their teaching methods to individual needs in the process of conducting social training. In the initial stage of training, it is

necessary to fully understand the demands of the learners, understand why they receive education, and focus more on which needs. Only by strengthening mutual understanding can social training be more targeted, so that teaching is efficient. On the other hand, it is necessary to strengthen cooperation between schools and enterprises. Vocational colleges can share teaching resources and exchange various social training information. This can not only alleviate the shortage of teaching resources, but also show each other's strengths and weaknesses in engaging in social training work. In addition, strengthening cooperation between schools and enterprises should become a new normal for social training work in vocational colleges. Enterprises can provide more and better suggestions to vocational colleges, help them establish specialized training institutions or secondary colleges, promote the establishment of vocational colleges and regulations, and better complete training tasks.

4.3. Increase funding investment and optimize the allocation of teaching resources

Insufficient teaching resources and substandard software and hardware configuration are the most significant problems that currently restrict vocational colleges from improving their social training capabilities. If these problems are not solved, they will inevitably affect the healthy development of social training in vocational colleges. To change this situation, we can start from the following points. As a vocational college, we should establish an important strategic position in social training and increase investment in the development of social training. There are numerous social training programs, such as auto repair, mechanical manufacturing, data programming, machine tools, etc. These related training contents cannot be discussed on paper. In the process of training, software and hardware support is necessary. Therefore, it is necessary to purchase more advanced and representative equipment, update software and hardware configurations, in order to better carry out teaching activities^[5]. At the same time, in order to save costs, it is also possible to actively seek help from various sectors of society, such as seeking support from enterprises and seeking help from the government. Through multiple efforts, vocational colleges can definitely overcome the current situation of insufficient teaching resources and substandard software and hardware configurations.

4.4. Strengthen the construction of talent team and improve work enthusiasm

To enhance the social training ability of vocational colleges, it is necessary to put people first, strengthen the construction of teacher talent team, and improve the enthusiasm of teacher work. Only in this way can we ensure the high-quality development of social training. Firstly, vocational college teachers should make lifelong learning their motto, constantly innovate teaching methods in their daily teaching work, combine theory with practice, accumulate practical experience in the process of engaging in social training, use more concise and straightforward teaching language, strengthen communication with social workers, and help them acquire knowledge and work skills. Secondly, as vocational colleges, we should also attach importance to the cultivation and updating of the teaching staff, establish a teaching team with a more reasonable age structure, regularly carry out training activities, invite experts and scholars from the social training industry to enter vocational colleges, play their role in mentoring, and steadily improve the strength of the social training teacher team in vocational colleges. Once again, vocational colleges should strengthen cooperation with enterprises, especially for teachers engaged in social training work who should visit enterprises in real time to understand their basic demands for talents. Entering enterprises can timely discover their own teaching abilities, improve their skills, and facilitate more targeted teaching activities in the future, which can be said to be a win-win situation. Finally, establish an assessment and incentive mechanism to incorporate mutual evaluation between teachers and students into the assessment and evaluation system, fully mobilizing the enthusiasm of teachers to engage in social training work.

5. Conclusion

In recent years, China has accelerated the development process of national vocational education reform, and vocational education has entered a new historical stage, with significant progress compared to the past. However, some vocational colleges still attach importance to student academic education and neglect social training work, which hinders the sustainable development of vocational colleges. Therefore, it is necessary to improve one's own competitiveness by transforming inherent ideas; Innovate training models and create distinctive training brands; Increase funding investment and optimize teaching resource management; By strengthening the construction of talent teams, improving work enthusiasm, and other means, we can break this barrier, leverage the advantages of vocational

colleges, build our own brand effect, establish a higher social status, and devote ourselves to the development of China's economy and society and the implementation of major national strategies.

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