

Research on the Development Path of Vocational Education at Undergraduate Level With Regional Characteristics

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Abstract: The development of vocational education at undergraduate level with regional characteristics is not only an important measure to promote regional industrial upgrading but also a crucial strategy to make up for the absence of high-level vocational education and meet the people's demand for receiving better education. At present, vocational education at undergraduate level with regional characteristics is still being explored, and it is particularly important to clarify the development path. In this study, taking Qijing City as an example and referring to the practical experience of undergraduate vocational education in Germany, Suzhou, and other countries and regions, the investigation research and comparative research are comprehensively used to construct the development path of regional undergraduate vocational education in Qijing City and boost the social and economic development and construction of Qijing.

Keywords: Region; Undergraduate vocational education; Development path

1. Introduction

The Decision on Accelerating the Development of Modern Vocational Education, the Vocational Education Law of the People's Republic of China have successively proposed "exploring vocational education at the undergraduate level", "carrying out pilot vocational education at the undergraduate level". Through literature sorting, it is found that the development path of vocational education at the undergraduate level is mainly based on "joint management", "transformation", "merger", "upgrading" and "trial operation". However, due to the lack of characteristics of vocational education at the undergraduate level, talent training falls into the dilemma of "low-end locking". Therefore, to further broaden and promote the research of regional undergraduate vocational education, firstly, the strength of basic theoretical research should be improved; secondly, the empirical and application investigation should be strengthened, the development of undergraduate vocational education at home and abroad should be focused on, and the development model of undergraduate vocational education with regional characteristics should be established.

2. Foundation and significance of the development of undergraduate-level vocational education in Qijing City

Regional location advantages of Qijing City. Qijing City is located in the east of Yunnan Province. It is known as "the key of Yunnan and Guizhou" and "the throat of Yunnan". It is not only a key driving area to promote the economic development of Yunnan Province but also an important fulcrum of the radiation center of South Asia and Southeast Asia. According to the development blueprint of Yunnan sub-central city, Qijing City has built a modern industrial system with "3+6 +2" as the main axis and planned to build 300 billion level industries with new energy batteries, green silicon photovoltaic, and green aluminum deep processing to accelerate the development of 6 billion level industries and vigorously develop two characteristic industries.

Higher vocational education in Qijing City. With a total area of 28,900 square kilometers, Qijing has a national-level economic and technological development zone, with a total population of 6.7 million. There are only "one and three special schools" universities in Qijing, which does not match the status of the second-largest economy and the second-largest city in Yunnan Province. Based on the regional location advantages, economic foundation and higher education situation of Qijing, it is urgent to develop undergraduate

vocational education with regional characteristics based on the “construction of “Yunnan sub-central city” and the construction of “two centers” .

3. Difficulties and reasons for the development of undergraduate vocational education in Qujing City

The development of undergraduate-level vocational education development in Qujing City is still in a groping stage, but there are many disputes and problems.

3.1 Concept dislocation of undergraduate-level vocational education

The dislocation of the development concept is mainly reflected in two aspects: low social recognition and the dislocation of the development concept of vocational colleges.

First, low social recognition. Due to the deviation of traditional ideas, vocational education in China is always in a weak position. At the same time, it is not welcomed by the job market, is not valued by enterprises, and is not widely recognized by society. Vocational education graduates can not get good career development. Second, dislocation of the concept of self-development of colleges and universities. Some higher vocational colleges and majors are trying their best to keep up with ordinary undergraduate education, trying to be more “academic”, while trying to avoid using the word “occupation”.

3.2 Homogeneity of undergraduate-level vocational education

Through literature search and expert consultation, it was found that the characteristics of pilot undergraduate vocational colleges were not obvious enough, and they were not significantly different from ordinary undergraduate colleges or higher vocational (junior college) colleges, and there was a tendency of homogenization. The reasons are as follows. First, there are no undergraduate vocational education goals in the national, provincial, and municipal policy documents. Second, the government has formulated too unified policies in the field of vocational education, requiring schools to follow similar curriculum and teaching standards. Thirdly, restricted by resources, industry and education are not integrated deeply.

4. Domestic and foreign undergraduate-level vocational education experience for reference

Based on sorting out the emergence and development of vocational education at home and abroad, the research team selected Germany, and Suzhou, China to describe and summarize the development rules of vocational education at home and abroad, thus bringing favorable reference for the development of vocational education with regional characteristics in Qujing.

4.1 German University of Applied Science and Technology: “dual” mode

In 1968, the German government agreed to establish universities of applied science and technology in the form of reform or merger. The training goal of the German University of Applied Science and Technology is to cultivate “applied high-level talents”. The German University of Applied Technology always adheres to the logic of the “dual” mode, and after decades of development, it has occupied half of the higher education in Germany. The side reflects that the quality of talent training at the German University of Applied Technology is recognized by society. The combination of theory and practice and the dual training of universities and enterprises are the basic characteristics of Germany’s “dual system”, which provides a strong mechanism guarantee for undergraduate vocational education in Germany.

4.2 Suzhou, China: Establish a complex of industry and education

Suzhou is located in the central Yangtze River Delta. Firstly, it has seized the favorable opportunities of the Yangtze River Delta integration strategy to actively develop a vocational education demonstration area, create the integrated model of industry and education. Second, Suzhou has been in cooperation with University, Vocational and Technical College and other research institutes, colleges and universities, and higher vocational colleges to promote industrial transformation and upgrading. Third, Suzhou introduced the integration into the education system, to ensure that the spirit and innovative thinking can fully penetrate the school talent cultivation and scientific research innovation, stimulate the practice and theory teaching docking, market demand, talent training, and innovation advantages into cooperation, help Suzhou develop high-quality personnel training of undergraduate vocational education.

5. Suggestions on the development of undergraduate-level vocational education in Qujing City

To better invigorate industrial resources, educational resources, and regional resources, and promote the comprehensive development of vocational education at the undergraduate level, it is very important to formulate systematic development

countermeasures. Therefore, the following countermeasures are proposed to promote the prosperity of undergraduate vocational education in Qujing.

5.1 Establish a scientific concept of undergraduate-level vocational education

Throughout the world, in the historical process of the development of higher vocational education at the undergraduate level, Germany, Britain, and other developed countries have already been at the forefront, and have formed correct and systematic concepts and understanding of vocational education. Drawing on the talent training concept of the German University of Applied Technology, the training goal of vocational education at the undergraduate level should be compared with the industrial demand. In the development process of undergraduate level vocational education in Qujing City, it is necessary for the government to do a good job in promoting the publicity of vocational education concepts, guide the people to establish scientific education concepts, improve the understanding of vocational education, and accelerate the exploration of undergraduate-level vocational education with regional characteristics in Qujing.

5.2 Stick closely to the top-level design, focus on improving the planning of vocational education system

They should earnestly implement the spirit of vocational education reform, support the development of higher vocational education clusters. On this basis, further attention should be paid to the development of undergraduate vocational education as a whole, setting up the system concept, and further playing a role of the government and Education and Sports Bureau. Moreover, they should incorporate the development of undergraduate vocational education in Qujing City into the government's priority plan to deepen the integration of industry and education. The organic connection of various fields and the realization of resource sharing and overall planning can systematically improve the exploration level of undergraduate vocational education in Qujing City.

5.3 Focus on regional characteristics and build a “three-integration” Qujing mode

Centering on the “world photovoltaic capital” and the regional advanced manufacturing center, an industry-integrated city will be built. Meanwhile, taking the transformation and upgrading of key industries and the innovation needs of Qujing City as the breakthrough point, provincial “double high” colleges will be supported to upgrade to undergraduate vocational colleges. With the integrated and innovative development of industry and education park as the foothold, and taking the integration of “schools, enterprises, and research institutes” as the support point, a community integrating industry, education, schools, and enterprises will be formed to find out the needs and interests of enterprises, strive to find the greatest number of common interests of school-enterprise cooperation, explore long-term cooperation mechanisms, constantly promote schools and enterprises to meet each other halfway, and build the regional characteristic education mode. Thus, the “Qujing mode of integrating industry and education” with demonstration and leading role will be formed.

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