

Analysis on the Responsibility and Action of Undergraduate-Level Vocational Education in the Construction of a Skilled Society

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Abstract: The task of undergraduate level vocational education is to train high-level skilled talents, skilled masters and artisans of big countries, which plays an important role in supporting talents in promoting economic and social development, improving national competitiveness and building a skilled society. Based on the orientation, characteristics and cultivation of undergraduate level vocational education, this paper expounds the role it should play in the construction of skilled society, tries to answer the questions of why and how to take on the responsibility, and puts forward some measures to adapt to the development of skilled society.

Keywords: Undergraduate Level Vocational Education; Skilled Society; Four Elements of Vocational Undergraduate

Introduction

From the perspective of the overall work of the Party and the country, the General secretary has deeply expounded the strategic position and great significance of vocational education, which has a bright future and great potential to be done. The state's *Opinions on Promoting the High-Quality Development of Modern Vocational Education*^[1] clearly states that by 2025, the types of vocational education will be more distinctive, the modern vocational education system will be basically established, and the construction of a skilled society will be promoted in an all-round way. By 2035, the overall level of vocational education will be among the highest in the world, and a skilled society will be basically established. Shi Weiping^[2] gave the judgment basis of skilled society from three aspects, namely: from the perspective of skill formation theory, skilled society is a diversified path to increase skill formation and improve the efficiency of skill formation; from the perspective of labor economics, skilled society is to promote workers from the primary labor market into the secondary labor market, to help workers more firmly grasp their own career development; from the perspective of vocational education, skilled society is to create a social atmosphere and educational opportunities in which everyone receives vocational education and training, and everyone is influenced by the spirit of labor and craftsman. Therefore, the construction of skilled society, vocational education is a great achievement. Vocational education needs high quality development.

1. Skill-based society and vocational education personnel training target orientation at undergraduate level

Since entering the new era, with the continuous development of the national economy and the gradual deepening of the industrial structure adjustment, society and enterprises have put forward higher, faster and updated requirements on the quality of human resources, and the demand for high-skilled talents has shown a stronger momentum.

A clear orientation of talent training goals is the premise for realizing the reform and innovation of the talent training model at the undergraduate level. The characteristics of professional and educational cross-boundary integration of undergraduate vocational education, to a certain extent, determine the great difference between its personnel training activities and the theoretical and engineering personnel training activities of general higher education and the technical personnel training activities of vocational education at the specialist level. General undergraduate and vocational undergraduates belong to the same "undergraduate" level but belong to different education categories, and vocational undergraduates and higher vocational colleges belong to the same "vocational education" category but belong to different

vocational talent training levels. To a certain extent, the talent training goal of higher vocational education at the undergraduate level should be positioned as: cultivating a broad and solid basic knowledge and technical theory, strong comprehensive practical application ability, and ability to transform technical principles into material entities, and the ability to provide analysis and solutions for complex and comprehensive practical problems, as well as high-level technical and skilled talents with certain expertise, superb skills or technological innovation ability, who can serve production, construction, management and other actual production departments. It can be seen that such an undergraduate-level vocational education talent training target orientation matches and adapts to the talent needs of a skilled society.

2. Skill-based society and the characteristics of vocational education

personnel training at the undergraduate level

A skill-based society determines that "everyone learns skills and everyone has skills". As an undergraduate-level vocational education for cultivating high-level technical and skilled talents, "use, specialization, innovation, and craftsmanship" are the four characteristic elements of its talent training. "It is an inevitable requirement for the "high level" of vocational undergraduates. Among the four elements, "use" is the premise, "specialization" is a must, "new" is the requirement, and "craftsman" is the goal.

Use, means that vocational undergraduate education should focus on high-level technical skills training. Through professional learning, vocational undergraduate students should have technical skills for multiple jobs in a wide range of industries, rather than the professional skills required by higher vocational colleges. Technical skills in a field (a job position); such technical skills include the ability to translate technical principles into physical entities, including the ability to identify, analyze and synthesize complex and practical problems and provide solutions to them, including providing technical guidance to junior technicians, consulting and training capabilities, including the ability to acquire certain expertise, superb skills or technological innovation, and the ability to provide comprehensive or comprehensive services including the use of professional field technology and knowledge. It can be seen that the requirements for technical skills, vocational undergraduates are significantly higher than vocational colleges.

Specialization, refers to the specialized and specialized vocational education required by vocational undergraduates to meet the requirements of post ability. This is not only the basic attribute of higher vocational education, but also an inevitable requirement for building a skilled society. In the new development stage of the construction of a skill-based society, it is necessary to understand and analyze the responsibility and mission of vocational undergraduate talent training in a skill-based society from the perspective of implementing new development concepts and serving the new development pattern. Therefore, it is not possible to understand "specialization" in a narrow sense and with traditional concepts, and whether "specialization" can be equated with "single" or "some kind of". In a skilled society, the requirements for "professionalism" for vocational undergraduates should be understood from two perspectives. The first is to be competent for the professional ability requirements of multiple related jobs in the production chain, which requires the training of vocational undergraduates to "have a broad and solid basic knowledge and technical theory, and have a strong comprehensive practical application ability"; the second is job technology comprehensive requirements for skills. On the one hand, from the perspective of technology itself, a skill-based society is a development stage dominated by comprehensive collaborative production technology composed of general technology, basic technology and core technology. Both basic technology and general technology. On the other hand, with the development of a skill-based society, the relationship between science, technology and engineering has become more inter-integrated, leading to the development of the knowledge and ability structure that distinguishes the boundaries of talents from clear to vague. Therefore, the training of vocational undergraduates must meet the requirements of the combination of technology and science, knowledge and technology, technology and skills, and technology and engineering. In this sense, the "specialization" of vocational undergraduates is "broad and comprehensive" within a certain range, and vocational undergraduates are a kind of "compound" talents.

New, means that vocational undergraduates must carry out innovative vocational education. Vocational undergraduate talents should change from passive adaptive training of "technical skills" to active creative training of "technical skills". That

is: from cultivating and shaping people who master current technology and passively adapt to technological development, to cultivating people who actively participate in technological design and technological innovation in the future; so that vocational undergraduate talents have certain theoretical innovation ability, and can learn from the original technology in technical practice. Reflecting, summarizing, and applying knowledge and technology flexibly to form accessible practical knowledge and wisdom. As far as the three innovation levels of "new problems, new methods", "new problems, old methods", and "old problems and new methods" are concerned, vocational undergraduate education should pay more attention to the third level, "old problems and new methods". Because this is technological innovation and technological creation, it is a "high-level" requirement for vocational undergraduates, and it is the basic guarantee for the country to realize the strategy of "manufacturing a strong country". To achieve this, in vocational undergraduate teaching, "new materials, new technologies, new processes, and new standards" must be incorporated into teaching materials, introduced into classrooms, and practiced in practical training.

Craftsman, means that the training of vocational undergraduate talents is an excellent training of vocational education. Vocational undergraduate education not only pays attention to the teaching of technical knowledge and technical skills, but also pays more attention to the cultivation of professional core qualities. It organically integrates the standards of qualified "professionals", the spirit of craftsmen and model workers with the teaching objectives of vocational undergraduate professional education. Education is one of the important symbols that distinguish it from general education. The spirit of craftsmanship is an important measure of the progress of social civilization and the spiritual source of the advancement of Chinese manufacturing. General Secretary Xi Jinping pointed out that Industrial powers are great powers of technicians. It is necessary to carry forward the "craftsman spirit of a great country" and vigorously cultivate high-skilled talents who support China's manufacturing and China's creation^[3]. "Dedicated, focus, excellent, and innovative" is the connotation of "craftsman spirit", and it is also an important educational content for vocational undergraduates to cultivate morality.

3. Skilled society and undergraduate vocational education talent training

The cross-border integration of education and occupation is the essential feature of vocational education. Cultivating professional undergraduate talents with high-level technical skills and high-quality professional quality is the goal of this cross-border integration, and it is a concrete manifestation of the complementarity and dialectical unity of education and professionalism. Here, the core occupational literacy is not specific to a specific occupation or position, but a general ability necessary for any occupation or position. The combination of ability and various psychological elements is a comprehensive ability at the non-professional and technical level, which is the key difference between the vocational core literacy of "vocational education" and the training of professional and technical ability of "general education". Once acquired, professional core literacy will accompany a person's entire career, and will not disappear with the migration of occupational positions. On the contrary, it can help "professionals" adapt to the changing demands of occupational positions and regain the professional knowledge and technical skills required for new positions. Therefore, it is the goal of vocational undergraduate talent training to cultivate talents who can integrate in technical knowledge, thinking, standards, abilities and many other dimensions, high-level technical skills, and high-quality professional quality. By mastering the core professional literacy, gradually rising to the spiritual level through continuous vocational and technical practice, perfecting and improving people's psychological realm, spiritual realm and soul realm, becoming a socialist career builder and successor with craftsman spirit and model worker spirit.

Vocational education is lifelong education, and the training of vocational undergraduates is no exception. With the development of society, science and technology are changing with each passing day; in a skill-based society where everyone learns skills and everyone has skills, the cultivation of vocational core professional literacy of vocational undergraduates should pay more attention to the professional skills required for students' future growth, including learning ability, humanistic quality and problem-solving ability, hard-working ability, language communication ability, planning and organization ability, self-management ability, information processing ability and digital application ability, etc. Therefore, from this perspective, vocational undergraduate education should reflect that vocational education is an open lifelong education for everyone.

References

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