

# Research on the Development Status and Countermeasures of Vocational Education from the Perspective of Artisans of Great Powers

Zizhuo Lian, Yihao Wang, Xin Wu, Meiqing Xiao

Minnan Institute of Technology Quanzhou, Fujian, 362700, China

---

**Abstract:** With the development of modernization, the development of vocational education attracts more and more attention, and our vocational education development also faces new challenges. In recent years, our country vocational education career construction has made a great achievement. However, in the process of development, the government puts great efforts on construction, but the relevant departments and regions in the process of policy implementation have little enthusiasm and attention, enterprises have little enthusiasm to participate in, school-enterprise exchanges are few, vocational education construction talents and teachers are insufficient, and vocational education professional level is not high. Based on the initial establishment of vocational education development system and the imperfect development situation, this paper studies the methods of breaking difficulties from different angles to promote the further development of vocational education, in order to adapt to the pace of social development.

**Keywords:** Vocational education; School-enterprise exchange; Social recognition

---

**Fund Project:**

2022 Innovation Training Program for college students in Fujian Province (Project number: S202212710031)

## 1. Current situation of vocational education development

### 1.1 Vocational education system has been established initially, but the development is not perfect

Since the 19th National Congress of the CPC, the goals for the development of vocational education set out in the Outline of the Education Plan have been basically achieved, and the construction of a modern vocational education system has been accelerated. From 2020-2022 academic year, there were 1521 vocational education colleges in our country, accounting for about 50.5% of vocational education system, up from about 3% in 2013. This shows that vocational education system has gradually established itself plays an important role in higher education system in our country. However, according to the data, the quality of vocational college education and teaching needs to be improved. One is for the quality level of practical courses, and the other is for the level of teachers. At present, some majors still pursue the systematic theory according to the traditional teaching mode. The teaching courses lack pertinence and practicality, and the correlation between courses and professions is not prominent. The practice teaching fails to form an independent practice teaching system corresponding to the profession. Problems such as lack of professionalism.

### 1.2 Government efforts to build, but social recognition is low

On February 23, 2022, the Ministry of Education held a press conference to emphasize that China's vocational education construction plan should pay attention to the completion of "two tasks". The "two tasks" are to improve the quality and improve the image. The so-called image improvement is to improve the quality of vocational education on the basis of changing the social stereotype of vocational education, enhance the attractiveness of vocational education, let students' parents choose vocational education, let employers rely on vocational education, gradually form a social atmosphere of "choose vocational schools in school,

skills improvement to find vocational schools”, establish a good reputation of vocational education. However, it can be seen from the network survey data that although vocational education is recognized as an education type, the social recognition of vocational education needs to be improved.

## **2. Problems existing in the development of vocational education**

### **2.1 Policy related documents need to be implemented, and the relevant departments and regions do not pay high attention to them**

In the past ten years, China has introduced a number of policies related to vocational education, but in the actual implementation process, the proportion of secondary vocational education students dropped year by year to as low as 39.46% in 2019, and there is a significant gap between the policy and the actual implementation results. Although relevant departments continue to introduce some vocational education policies and issue documents, they lack strong measures to ensure their implementation. In interviews, most people pointed out that few people in local governments understand vocational education, have inadequate understanding of vocational education, have bias, and are indifferent to vocational education. Or if they want to pay attention to vocational education, they cannot make the right decision due to lack of understanding and professionalism of vocational education, which also reflects the current situation that the propaganda of vocational education is not strong enough.

### **2.2 Enterprise participation enthusiasm is not high, less communication between schools and enterprises**

School-enterprise cooperation is the main form of higher vocational colleges, and also the outstanding advantage of vocational education. In 2018, the number of university-enterprise cooperation experimental bases in vocational colleges reached 24,884, and positive progress was made in university-enterprise co-construction bases. However, due to various factors such as system mechanism, the school-enterprise cooperation in vocational colleges and universities is generally characterized by a single channel and form, low cooperative motivation and low enterprise initiative. The projects that enterprises expect vocational colleges to support and serve are mainly employment priority and staff training, and they are not strong in deep cooperation such as joint scientific and technological research. Enterprises pay more attention to recruiting qualified employees and increasing training opportunities in school-enterprise cooperation.

## **3. Countermeasures based on the predicament in the development of current vocational education**

### **3.1 Government perspective**

#### **3.1.1 Implement incentive fiscal policies to ensure their applicability**

Relevant government departments should formulate and improve incentive policies on the basis of fully understanding the nature of enterprises and satisfying the interests of enterprises, so as to ensure the applicability and operability of policies. Through the study of the successful experience of vocational education in developed countries, it is not difficult to find that the governments of all countries attach great importance to the investment in vocational education, and give preferential policies in terms of finance and taxation to enterprises that actively participate in vocational education. Encourage enterprises to participate in vocational education by setting up special funds, increasing fiscal expenditure, tax relief and other preferential policies. At the same time, to increase the publicity of vocational education content, to fully let the whole society, especially relevant government personnel and enterprise employees, improve the understanding of all subjects of vocational education to vocational education, strengthen social recognition, to ensure that the policy is effectively implemented.

#### **3.1.2 To innovate the form of school-enterprise cooperation in vocational education and promote school-enterprise win-win**

Preferential policies for enterprises that actively provide internship opportunities for students, such as tax breaks and preferential ownership of relevant projects. The content of school-enterprise cooperation is more specific, and the form of school-enterprise cooperation tends to be specific and standardized. There should be clear regulations on the class hours and subjects of students' internship in enterprises, and the results of students' internship should be inspected regularly. While enjoying the preferential policies of the state, enterprises should do their best to cultivate students. In order to improve the enthusiasm of students, they can reward students with excellent performance during the internship, and also provide opportunities for students to be transferred to regular employment after graduation, so as to achieve a win-win situation for both enterprises and schools.

#### **3.1.3 We will continue to carry out vocational skills training and improve the evaluation system for skilled personnel**

The government should play a leading role in learning and do a good job in top-level design. We will establish a sound cooperation and coordination mechanism involving the government, schools, industries and enterprises, set up expert research groups, strengthen vocational education investigation and research, plan the development direction and training objectives of vocational education in advance, and carry out targeted training, so that the number and structure of skilled personnel can meet the needs of economic and social development. Enhance the predictability of the employment needs of investment enterprises and new large projects, and establish a cooperative training and training mechanism.

## **3.2 School perspective**

### **3.2.1 Building a high level of teachers, to ensure the quality of teaching**

The construction of teachers in higher vocational colleges should meet the need of the reform of personnel training mode. Highly educated graduates are only one of the sources of teachers in higher vocational colleges. The broader space for teachers in higher vocational colleges lies in actively introducing professional and technical personnel with “double qualification” quality and technical backbones with practical experience to enrich the teachers. At the same time, actively employ part-time teachers, part-time teachers as an important part of the whole teaching team to construct and manage; Part-time teachers can not only solve the shortage of professional teachers in schools, but also solve some practical teaching content which is difficult for full-time teachers to deal with. The off-campus part-time teachers from industrial enterprises have become an important force in practical teaching, which is to meet the needs of the reform of personnel training mode in higher vocational colleges. Establish a long-term mechanism for the construction of teaching staff in line with the long-term development of the school.

### **3.2.2 Realize teaching and curriculum dynamic management, highlight teaching characteristics**

Higher vocational education can never be separated from the market demand, we must timely adjust the teaching content and course system, implement dynamic management, adapt to the new teaching requirements. The construction of curriculum system must be in accordance with the goal of cultivating high - quality skilled personnel. Follow the basic law of students’ vocational ability training, strengthen the cooperation between the school and industry enterprises, give full play to the resource advantages of industry enterprises, adjust the real task and process as the basis, order the teaching content; To establish the teaching quality view which is in line with the orientation and training objectives of higher vocational education, and to construct the new curriculum system should not only repair or fill, but also dare to abandon those old, repeated, not strong in practicality, and too deep in theory. We should vigorously promote the reform of teaching methods, promote task-driven, project-oriented teaching model that integrates learning and doing, and pay attention to individualized teaching. It is necessary to adhere to the principle of combining teaching content with vocational posts, combining theoretical courses with practical courses, combining cultural quality with practical ability, and combining the requirements of national vocational qualification certificate with relevant professional courses. It is necessary to sort reasonably, establish a set of mutually integrated and interdependent courses, integrate teaching, learning and take them as one, and highlight school-running characteristics based on social needs.

### **3.2.3 Supplement the practice teaching inside and outside the school, and cultivate high-quality skilled talents**

It is an inevitable choice for higher vocational colleges to cultivate high-quality skilled talents by strengthening the construction of practical training bases in and out of campus, realizing the complementarity of practical teaching and laying a good foundation for students to go to society. The core tasks of higher vocational education in the future are to gradually improve the teaching quality management system and incentive mechanism, strengthen the connotation construction, deepen the reform of education and teaching, improve the quality of education and teaching, enhance the development ability of students, and more effectively serve the development of regional economy and human. The guarantee and promotion of education and teaching quality is the inevitable requirement for promoting the sustainable and healthy development of higher vocational education.

## **4. Conclusion**

At present, our country is in the stage of high speed development, making every effort to better and faster development, the professional talent has a large demand. But at present, our vocational education exists a low degree of social recognition, enterprises in related departments and the school’s low cooperation, the lack of teachers and other problems should be gradually solved, in order to continue to cultivate professional talents to adapt to social transformation and development. The reform of vocational education is also being carried out in order to promote the development of vocational education, cultivate professional talents, optimize the structure of talents, and give full play to the advantages of human resources. It is feasible to promote the further development of vocational education and cultivate artisans in a big country by actively building a high level of vocational education teaching staff, improving teaching quality, promoting the dynamic development of vocational education direction, strengthening exchanges between schools

and enterprises, and practical teaching.

## References:

- [1] Chen Qingzhi. History of Education in China [M]. Changsha: Yuelu Press, 2010:592.
- [2] Hao Tiancong, Shi Weiping. Research on Vocational Education in the Context of Comprehensively Deepening Reform -- An Analysis of Hot Issues in China's Vocational Education Research in recent Years [J]. Educational Research, 2018(4) : 80-87.
- [3] Kong Qiaoli. The Characteristics, problems and trends of Chinese vocational Education Research in Recent Ten Years [J]. Vocational and Education, 2021 (22) 20-26
- [4] Zhu Xiaojin. Promote the High Quality Development of Modern Vocational Education [N]. Chinese Journal of Social Science 2022-3-11 (5)
- [5] Lin Song. From "Industrial Education" to "Vocational Education" [J]. Educational Research, 2022 (7): 34-36
- [6] Wang Haiyun. Review of modern vocational education with Chinese Characteristics in Recent 20 years [J]. China Vocational and Technical Education, 2020(6) : 91-94.

## About the author:

Zizhuo Lian (1999-), male, Han nationality, born in Sanmenxia, Henan Province. undergraduate student in Minnan Institute of Technology, majoring in Economics