

Research on Strategies for Improving the Quality of Student Training under the Background of Expanding Enrollment in Secondary Vocational Education

Xue Li

School of Information Science and Engineering, Guilin University of Technology, Guangxi Guilin 541000

Abstract: With the continuous development of society, secondary vocational education has become an important component of the modern vocational education system, and the ideas for reform and development have become clearer. Its sustainable development ability has been continuously enhanced. Faced with the constantly changing international environment and the upgrading and transformation of economy and technology, the country's development has reached the most critical period, at which time China needs a large number of high-quality technical talents as support. Secondary vocational colleges need to seize this development opportunity, and strive to transform the national demographic dividend into talent dividend, so as to improve the overall quality of the national population while also delivering a large number of high-quality skilled workers for social transformation and development. Therefore, the quality issue of cultivating vocational school students has always been widely concerned by various sectors of society.

Keywords: Secondary vocational education; Enrollment expansion; Quality of student training

1. The Current Situation and Analysis of Teaching Quality Assurance in Secondary Vocational Colleges Under the Trend of Enrollment Expansion

The author found through a survey of 10 domestic vocational colleges that most of them have achieved the expected results in terms of professional improvement, faculty building, and teaching mode reform. The quality of student training has also been guaranteed and improved to a certain extent. However, after the proposal and implementation of enrollment expansion, the guarantee of teaching quality in vocational colleges has faced unprecedented challenges.

1.1 The Current Situation and Problems of Professional Construction and Curriculum Reform

The professional construction and curriculum system reform of secondary vocational colleges are important cornerstones of their educational development and reform, as well as a solid foundation for China's economic and social transformation and upgrading. Building a comprehensive professional group and improving the professional curriculum construction of secondary vocational education are necessary factors to ensure the quality of teaching and student training. Stewart, C (2006) analyzed the talent cultivation model of the "apprenticeship training and internship training system" and pointed out that the talent cultivation model needs to be based on the "training package" based on the "National Qualification Framework" as the standard, the management incentive mechanism based on market demand orientation as the method, and the "apprentice initiation bonus" formed based on national capital injection as the driving force^[4]. However, as the subject of education in the entire professional curriculum system, students still have a gradual adjustment in their professional structure, but there are significant differences in their development levels. Although the professional categories of secondary vocational schools cover a wide range of fields and the overall construction tends to be improved, it is not difficult to find that the development level of various majors has significant differences and teaching levels, which to some extent affects the quality of students in secondary vocational schools and thus affects the teaching quality of secondary vocational education. Despite the continuous reform of professional courses, they still do not meet the development needs of students.

1.2 The Current Situation and Problems of Teacher Teaching Models and Methods

Secondary vocational education teachers are educators with dual teaching tasks of theoretical and practical education, undertaking the main teaching tasks of vocational colleges. Their teaching models and methods directly affect the overall teaching quality of

vocational colleges and determine the overall quality of students. However, through visits and surveys, it was found that there are still some problems in the teaching methods and methods of current secondary vocational education workers.

Firstly, the teaching methods continue to improve, but student satisfaction is not high. Through interviews with students, it was found that students' satisfaction with professional teachers is not high enough, and teachers' teaching methods are not fully suitable for students' psychological development characteristics, and there are certain hidden problems, resulting in students' evaluation of teachers' teaching methods not meeting expectations. Secondly, the teaching mode is gradually integrated with the industrial structure, but the teaching methods of teachers need to be strengthened. There is still some room for improvement in teaching methods, teaching innovation, and other aspects of some professional teachers in secondary vocational colleges compared to students' requirements for their own progress and development. Teachers have not played a good role in students' subjectivity in classroom teaching, and their attention to students' needs and educational psychological characteristics is not enough. The overall teaching methods still need to be improved and improved.

1.3 The Current Situation and Problems of School Enterprise Cooperation and Integration of Industry and Education

The school enterprise cooperation model in vocational schools is the main channel for cultivating and improving the practical operation ability of talents in vocational education in China, and also an important support force for the transformation and development of vocational education in China. At present, most vocational colleges in China have implemented school enterprise cooperation models and achieved tremendous results. However, through surveys, it has been found that students' satisfaction with them is not very high, which urgently needs to be taken seriously. Wilson David acknowledges that the "dual system" is a scientific and successful talent cultivation model. As for other countries that have not successfully introduced their own countries, the fundamental reason is that they not only lack a strong corporate culture foundation like Germany, but also do not pay attention to vocational education, treating vocational education and its training as second-rate education^[1].

Firstly, although vocational colleges are actively building practical training bases for joint construction between schools and enterprises, the integration of industry and education is still not deep enough, which has led to a lack of depth in the implementation of school enterprise cooperation in some vocational colleges. The participation forms are single and superficial, resulting in insufficient depth of industry education integration and the failure of school enterprise cooperation to achieve the expected results. The main way for enterprises to participate in student development is to provide practical teaching venues for students, and to participate in the process of student development through the construction of practical training bases. Secondly, the ability level of teachers in school enterprise cooperation greatly affects the quality of cooperation between enterprises and schools. Therefore, various vocational colleges and schools hire and introduce expert teachers from various fields through various channels, and continuously strengthen the construction of teaching staff in cooperative education departments. However, through investigation, it was found that since 2015, the inflow of teachers has been much smaller than the outflow of teachers, and the phenomenon of teacher loss is severe^[2]. Still unable to retain excellent teachers. This has led to a shortage of subject leading teachers and "double qualified" teachers in vocational colleges, despite the continuous expansion of enrollment.

2. Analysis of the Reasons for the Quality Assurance of Teaching in Secondary Vocational Colleges under the Background of Enrollment Expansion

In recent years, China's education department has gradually increased its efforts to ensure the quality of teaching in vocational colleges, placing it at the core of vocational education reform and development work. However, there are still a series of problems in the overall teaching quality and guarantee measures of China's higher vocational education. Actively exploring the root causes of these problems will be of great significance for improving the quality of vocational education teaching and student training under the trend of enrollment expansion in the future.

2.1 Insufficient Comprehensiveness in the Reform of Professional Courses in Vocational Colleges

Firstly, in terms of collaborative development and updating of professional courses between schools and enterprises, most vocational colleges seek opinions and suggestions from their cooperating enterprises before updating and developing professional courses. The two parties form a joint effort to determine the focus of the next stage of professional course construction. This approach is correct and reasonable, but one of the most important issues that is overlooked is that when enterprises participate in the development of professional

courses, We will subtly integrate the development focus and employment standards of our company to develop new professional courses. However, due to the differences in regional economic and industrial structures and types of enterprise development, it may appear that the development of professional courses in vocational colleges is specifically designed to serve a portion of enterprises, which has certain one-sidedness and limitations for the future employment development of vocational students. In terms of curriculum setting, Rita Axelrod (2009) pointed out that community schools in the United States will set professional courses based on the economic development of the school's location. Therefore, community situations of different regions, economic levels, and qualities will affect the setting of professional courses. Therefore, the professional courses of community schools in the United States exhibit diversified characteristics^[3].

2.2 Lack of Social Practice Teaching Links for Vocational School Teachers

Due to the changes in the development needs of vocational school students with the development of society, and the insufficient preparation of professional teachers in vocational schools for the reform of practical courses, most of them include increasing enterprise internship hours, enterprise internship hours, practical operation training courses, etc. However, the lack of social practice teaching arrangements does not keep up with the pace of the expansion plan, which has a relative lag. Therefore, although professional teachers in vocational colleges continue to promote the reform and improvement of teaching methods, there is still a problem where students' evaluation of current teacher teaching has not achieved the expected effect.

2.3 Lack of Information Technology Assistance for Vocational School Teachers in the Supervision of School Enterprise Cooperation

With the rise of multimedia teaching in various educational stages, teachers have gradually changed their previous teaching methods and applied multimedia teaching and intelligent devices to daily teaching. However, through interviews with teachers, it was found that young teachers often prefer to use online multimedia tools as auxiliary tools for school enterprise collaborative teaching management, but the exploration depth is not enough, only limited to teaching and attendance. However, in the process of school enterprise cooperation, the information supervision system for the quality of enterprise training is not perfect. It only relies on regular visits from teachers to internship units, telephone interviews and tracking for internship monitoring. This monitoring method greatly reduces monitoring efficiency and cannot fully understand students' internship situation in the enterprise, greatly affecting the control of internship quality.

3. Strategy Analysis on Ensuring the Teaching Quality of Secondary Vocational Colleges from the Perspective of Expanding Enrollment

3.1 Secondary Vocational Colleges Actively Focus on the Main Battlefield of Building a "Dual Teacher" Teacher Team

Vocational schools should make every effort to cooperate with the national education department to promote the implementation of the "dual teacher" teacher training work. In terms of rules and regulations construction, vocational schools can integrate the forces of schools, enterprises, industry associations, and local governments. Based on the documents, policies, laws and regulations issued by the Ministry of Education, combined with the actual development situation of their own schools, the overall level of the teaching staff, local economic characteristics, the strength of cooperative enterprises, and referring to mature experiences at home and abroad, they can first explore paths suitable for their own development, Develop sub rules and regulations for the training of "double qualified" teachers on campus; In terms of the composition of the "dual teacher" teaching team, according to the selection criteria of rules and regulations, select leading teachers in school disciplines, technical masters with senior professional titles in enterprises, and high-quality talents from industry associations to form a "dual teacher" teaching team pilot. The team members complement each other's strengths, learn from each other, and make progress in a timely manner to make up for their own shortcomings, and jointly undertake the selection and designation of teaching plans, teaching methods, and teaching content, After a period of time, conduct an effectiveness assessment and adjust the team and training mode in a timely manner.

3.2 Vocational Colleges Actively Explore the "3+2" Education and Teaching Model

Vocational schools and enterprises should jointly develop a management and supervision plan for students, clarify the responsibilities and rights of both parties in teaching management, and give enterprise teachers the same important discourse power as teachers in student education and teaching; In terms of teaching team arrangement, the "3+2" teaching method is not two separate models that separate enterprise teaching from vocational college teaching. Enterprises and vocational colleges should jointly establish specialized teaching teams. When students study in enterprises, teachers and business masters work together to complete their teaching tasks.

3.3 Developing a "Cloud" Internship Quality Monitoring Platform

In terms of the construction of the "cloud" internship monitoring system, vocational colleges can develop and design an internship monitoring system, which is mainly used by teachers and corporate masters. Enterprise internship masters and full-time teachers from vocational colleges can design student internship plans for enterprises and upload them to the system from aspects such as internship plans, internship forms, internship locations, and internship evaluations. The enterprise master uploads data according to the system settings based on the actual internship situation of students every day, so that teachers in various majors on campus can observe the internship process of students in the enterprise in a timely manner, communicate and contact the enterprise through the system, dynamically adjust the internship plan according to the actual situation, and effectively ensure the quality of student internships; In the construction of student internship systems, mobile phones have already become an essential tool in students' daily lives. Therefore, schools can fully utilize this condition and develop mobile apps to monitor students' internship situations in real-time, including daily attendance, internship assignments, and on-site monitoring of internships. Teachers and corporate masters can use this data to understand students' attendance rate and the quality of practical training in the classroom, thereby monitoring the entire process of students' internships.

References

- [1] Wilson David. The German 'Dual system' of Occupational Training: A much-Replicated but Oft-Failed Transfer[J]. Academic Education, 2000:29.
 - [2] Yuqian Wang. Research on the issue of teacher turnover in private vocational colleges in Jiangsu Province [D]. Xuzhou: Jiangsu Normal University, 2017:1-50
 - [3] Rita Axelrod. Raising Graduation and College Going Rates.-Community school case studies.[EB/OL]www. community school.org .2009(08):05.
 - [4] Stewart, C: Apprenticeships and Traineeship in Victoria[J]. *Department of Education and Training*, 11.2006.
- About the author:** Xue Li (1995-3), Female, Han Nationality, Guilin, Guangxi; Education: Master graduate; Title: Teaching assistant engaged in education, vocational and technical education research.