

CULTIVATION MODEL OF HIGHER VOCATIONAL TALENTS BASED ON THE MILLION EXPANSIONS

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Abstract

Based on the concepts of higher vocational education, talent training mode, human capital theory and lifelong education theory, this paper investigates and analyzes the current situation of higher vocational talent training mode under the background of million expansion, and comes to the conclusion that there are problems in the talent training mode of Zhejiang C higher vocational colleges and universities. The five cores of the problems include complicated talent demand, serious tendency of education qualification, serious homogenization of majors, insufficient depth of school-enterprise cooperation, low quality of practical courses, insufficient clarity of curriculum objectives, poor connection between schools and enterprises, examination concept has not yet been changed, insufficient teachers due to expansion of recruitment, and imperfect training system. This paper can provide theoretical reference for relevant researchers.

Keywords: Cultivation model, higher vocational talents, the million expansion

Research background

Among China's higher education system, higher vocational education bears the important responsibility of cultivating composite application talents. Since 2019, the government has put forward the requirement of expanding higher vocational education by one million for three consecutive years, which not only plays an important role in boosting the national economic and social development, but also promotes the reform of vocational education. In the face of the dual background environment of the million expansions and the enhancement of talent ability requirements, how to do a good job in education and meet the deeper meaning of higher vocational expansion is the biggest challenge faced by higher vocational colleges nowadays.

Research objectives

The investigation and analysis of the current situation of talent cultivation mode of higher vocational institutions under the background of million expansion of enrollment is taken as an example, to find out the problems existing in the talent cultivation mode of higher vocational institutions in Zhejiang Province C. According to the problems, the causes of the problems are summarized, and finally corresponding solutions are proposed for the problems, hoping to help China's higher vocational institutions to do a good job in talent cultivation construction and to provide theoretical references for relevant researchers.

Research benefits and significance

In this paper, a questionnaire survey and an interview were conducted to investigate the cultivation mode of talents in higher education institutions under the background of million expansion, and relevant data were obtained by using mathematical analysis, which can be a theoretical reference for researchers and practitioners of higher education. It can help the practitioners of higher education institutions to reflect on their own problems in the process of talent cultivation on the one hand, and help Zhejiang C higher education institutions and all higher education institutions in China to do a good job of talent cultivation, meet the national requirements, further improve students' employment rate and solve social problems on the other hand. employment rate and solve social problems.

Theoretical and literature review

(1) Human capital theory

In Schulz's work, human capital is defined as a theoretical product that has different forms of capital and depends on people to create capital. It also considers education as the core investment mode of human capital. This theory makes colleges and universities inseparable from human capital and has led a large number of scholars to study educational human capital.

(2) Theory of lifelong education

The theory of personal education emerged in the 1960s, and after 1979, China gradually formed a lifelong education structure with competence as the core, education as the orientation, and value creation as the basis.

Literature Review

The million expansions of higher vocational colleges and universities not only enables the majority of secondary vocational school students, high school graduates, veterans, laid-off workers and migrant workers to receive higher vocational education, but also further expands the educated group by increasing the types of students. At the same time, by improving the quality of the existing workforce, it can inject strong power into modern industries, thus improving the quality of products and services and promoting economic transformation and upgrading

Research analysis

Analysis of the current situation of talent cultivation mode in higher vocational institutions under the background of million expansion--Take Zhejiang C higher vocational institutions as an example

1. In general, the situation of talent cultivation mode in Zhejiang Province C higher vocational colleges is relatively optimistic, as can be seen from the process of judging the mean value of each dimension: the dimension with the highest score is teachers' teaching method and cultivation goal, followed by major setting, curriculum setting, and the lowest is faculty team.

2. Analyzing the five dimensions, it can be found that the interviewed students in Zhejiang Province C higher vocational institutions have higher recognition of the talent cultivation direction of their majors, the ratio of theoretical courses to practical courses, curriculum structure, teachers' informatization teaching, and practical orientation of courses; but lower recognition of the cultivation goal of their majors, personal ability and enterprise demand, practical courses and, enterprise experts' participation in practical teaching, and professional teachers' ability.

Discussion and Conclusion

Problems of talent training mode in higher vocational institutions

(1) The goal of talent training is not clear and cannot meet the needs of enterprises

The existing talent cultivation focuses on the academic level, which leads to the incompatibility between the ability of talents and the needs of enterprises.

(2) Lack of relevance and practice orientation in professional setting

The existing majors of the school have tended to be saturated in the market, and it is difficult to employ talents; the professional courses students learn are difficult to be applied to the work.

(3) The teaching curriculum cannot improve students' vocational ability

The combination of practical courses and enterprises is low, which is ineffective to improve students' vocational ability.

(4) Teaching contents and methods cannot reflect students' main position

The teaching content is not closely related to the practical operation, and teachers lack practical experience in enterprises. The teachers' teaching methods are old, which leads to low participation of students in the course.

(5) Lack of teachers and low level of teachers' practical teaching

Students do not recognize the level of the current faculty, and teachers have little experience in enterprises, and the level of practical teaching is low.

Reasons for the problems of talent training mode in higher vocational colleges

(1) The demand for talents is complicated and the tendency of academic education is serious.

The change of industrial structure makes the demand of talents and enterprises become more diversified, while the talent cultivation mode of higher vocational colleges and universities still tends to academic education, which emphasizes theory but not practice. This leads to the talents coming out of the school have good academic background, but do not know how to practice.

(2) Serious homogenization of majors and insufficient depth of school-enterprise cooperation

Professional settings are too homogeneous, and a large number of majors are in the state of talent saturation or even talent surplus. Schools lack communication with enterprises when setting up majors, and the professional structure is solidified, resulting in the professional ability of talents becoming backward.

(3) Low quality of practical courses and lack of clear course objectives

The problem of curriculum setting in schools is mainly caused by the following two reasons: firstly, the content of current practical courses in schools is detached from the theory and the real practice environment of enterprises, and the quality of the courses is low; secondly, schools pay too much attention to students' theoretical knowledge and ignore the value of practice when setting courses, thus leading to unclear objectives of practical courses.

(4) Schools and enterprises are not closely connected, and the concept of examination has not been changed

Schools do not take the initiative to understand the technological development of enterprises and the changes in the demand for talents, resulting in the content of the courses being detached from the market environment. Some teachers still have the concept of exam-oriented education, and students cannot explore and practice independently, resulting in a low degree of knowledge digestion.

(5) Shortage of teachers and imperfect training system due to the expansion of enrollment

The rapid growth of the number of students and the difficulty of upgrading the number of teachers in the context of the million-dollar expansion have created a huge contradiction; at the same time, the problem that teachers emphasize theory over practice when teaching students also exists in the teacher training, and the practical teaching is not deep enough to meet the educational needs of students.

Improvement strategy of higher vocational talent training mode based on million enrollment expansion.

(1) Establish a diversified enrollment system. The student source structure under the background of million expansion will become more diversified, so we should improve and reform the existing enrollment methods and actively expand new channels of enrollment to apply to the enrollment under the background of million expansion, so as to recruit excellent talents.

(2) Combine career-oriented and talent training objectives. Schools should set different training goals according to the types of students, one to pay attention to career orientation, and the other to do a good job of differentiated adjustment of training goals, so that students can all master good vocational ability and meet the needs of academic ability of talents.

(3) Do market demand research and realize talent demand forecast. Schools should set up majors according to the market demand, not only to do the current market demand research, but also to forecast the development direction of talent demand.

(4) Set the curriculum around the demand for vocational ability. When setting the curriculum, schools must ensure the flexibility of the curriculum, according to different student sources, different levels of learning ability to set different courses, such as increasing the proportion of elective courses, increasing a variety of elective courses to provide students with more choices, in the practical course settings also need to adhere to the flexible orientation, set a variety of practical courses for students.

(5) Dynamic adjustment of teaching contents and improvement of course teaching mode. The teachers should clarify the main position of students in the classroom, so that students can change from passive recipients of knowledge to active acquirers.

(6) Expand the teacher team and improve the teacher training system. Schools should strengthen cooperation with enterprises, invite professional and technical personnel to teach in schools, and strengthen the teacher training system inside and outside schools to improve teachers' practical ability and help teachers get rid of the concept of exam-oriented education.

(7) Increase financial input. The government should increase the financial investment in higher vocational colleges and universities, especially increase the special investment in the construction of internship training bases and talent training mode reform in higher vocational colleges and universities; at the same time, schools can increase the living subsidies for students from low-income families and ethnic minority students in remote areas, and broaden the coverage of scholarships and grants.

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