

Reflections on the Development of Higher Vocational Education in the New Era

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Abstract—Recently, the State Council issued National Plan for the Implementation of Vocational Education Reform, which indicates the direction for the development of vocational education in the new era. In the process of higher vocational education reform, the school should pay attention to the following several aspects. First, vocational skills grading certificate work aspect: for higher vocational colleges, the requirements of intermediate vocational skills grading certificate should be included in the syllabus, while the advanced vocational skill grading certificate should be introduced, which enables some excellent students to obtain higher certificates. For certifying authorities, ensuring the gold content of the vocational skill grading certificate is the key to the whole vocational skill grading certificate system. For employers, the certificate is linked with the salary and treatment of employees. Second, school-enterprise "dual" education of integration of production and education: school-enterprise cooperative enterprises should take part in teaching and educating in an all-round way to boost the treatment level of technical and skilled personnel. Third, on-the-job practice: in order to achieve the matching between internship positions and majors, the safety guarantee of practice should be put in the first place and relevant insurance that is suitable for on-the-job practice should be explored.

Keywords—vocational education; education reform; skill certificate; integration of production and education; on-the-job practice

I. INTRODUCTION

Since the beginning of the 21st century, higher vocational educational cause has vigorously developed, which has provided a large number of high-quality technical and skilled talents for economic society construction. Developing modern vocational education is not only the realistic need to boost the quality of human resources, stabilize and expand employment, but also an important measure to promote high-quality development and build a modern powerful country. As a result, the school can let more aspiring young people grow into skillful craftsmen, so they can realize the value of life in creating social wealth, which can provide better human resources guarantee for the sustainable and healthy development of the economy and society.

II. VOCATIONAL SKILLS GRADING CERTIFICATE WORK

In February 2019, the State Council issued the National Plan for the Implementation of Vocational Education Reform

that proposed to the launch of pilot work of the 1 plus X certificate system. Among which, "1" refers to academic certificate, while "X" refers to a number of vocational skill grading certificates, which aims at cultivating compound high-quality technical talents urgently needed by the industry by means of the combination of education and training. As a result, it is of great significance to carry out vocational qualification certificate education and training activities in higher vocational colleges [2]. The ideal state of the "dual certificate" system is the integration of certificates. That is, the integration of curriculum standards and vocational standards, the integration of curriculum evaluation methods and vocational skills assessment methods, the integration of academic education management and vocational qualification management. The final result is that students can obtain vocational skills grading certificates of relevant majors when they get their graduation certificate.

For higher vocational colleges, first of all, a very important basic work is to do a good job in professional research, enterprise occupational post and employment need analysis, what kind of professional connects what kind of skill grading certificate, which must not be casually used; in the second place, the requirements of intermediate vocational skill grading certificate should be included in the syllabus that requires students to graduate with dual certificates. At the same time, curriculum assessment is held by the certifying authority, when the curriculum is up to standard, the vocational skill grading certificate will be obtained by students. At the same time, the advanced vocational skill grading certificate will be introduced to enable some excellent students to obtain higher certificates. For certifying authorities, ensuring the gold content of vocational skill grading certificate is the key to the whole vocational skill grading certificate system. There are two major types of vocational grading certificates. One is that the working conditions of some industries install the requirements of obtaining corresponding job qualification certificates, such as teachers, doctors, navigation and other professions. Such certificates are generally issued by government sectors, with strict control and high gold content. The other is that the local vocational skill assessment institutions cooperate with trade associations to carry out vocational skill assessment and issue vocational skill grading certificates that are mostly level evaluation certificates. There are many kinds of certificates, with good and evil mixed up and the good and bad intermingled, so it is very important to take the lead in

identifying their qualifications by the special departments stipulated by the state. If a certificate can be passed as long as the students want to take the exam without much effort, and then the certificate is of little significance. For employers and employees, vocational skill level certificate is not only the stepping-stone to employment, but also the real embodiment of employee's professional accomplishment and the quality assurance of future enterprise's products; vocational skill grading certificate is linked with employee's salary and treatment, who has higher vocational skill grading certificate means higher income [3], which will motivate them to continuously improve their skill level and profoundly affect their career. This is also the significance of the whole vocational skill grading certificate system.

III. SCHOOL-ENTERPRISE "DUAL" EDUCATION OF INTEGRATION OF PRODUCTION AND EDUCATION

The diversity of the connotative development of higher education is closely related to the integration of production and education. The high-level development of colleges and universities provides support for the integration of production and education. The characteristic development of colleges and universities provides cohesion for the integration of production and education. The transformation and development of colleges and universities provide driving force for the integration of production and education. [4] Higher vocational education aims at making graduates become advanced technical talents in the future. At the same time, it adopts the method of vocational analysis to meet the requirements of typical posts in enterprises, it also establishes the training methods of carrying out school-enterprise cooperation and work-study alternation according to the basic principles of overall design and phased implementation and schooling thought of "combining school learning with enterprise learning organically and increasing the teaching proportion of skill training and practical link" to innovate curriculum system, integrate curriculum content, and construct teaching resources. Meanwhile, the smooth realization of talent training objectives is ensured by means of the necessary professional theory teaching and adequate vocational skills training.

Higher vocational education has always paid attention to the school-enterprise "dual" educating of the integration of production and education. In order to accomplish the task of training high-quality technical and skilled personnel, enterprises' participation is indispensable. Enterprises' participation in educating mainly embodies in the following aspects: providing scholarship and grants, offering titled classes, giving lessons or lectures to schools by enterprise management or technicians, providing internships or employment posts, and teachers and students in union participating in enterprises' science and technology project and so on, so that students in the university learning process have been exposed to the influence of excellent corporate culture, meanwhile, student's professional feelings are cultivated and professional literacy are boosted when they understand, accept enterprises and industries.

When students choose cooperative enterprises, besides focusing on enterprise scale, development prospects,

normative and other aspects, the treatment to interns and employees offered by enterprises also are attached great importance, at the same time, good treatment and welfare have a strong attraction for interns. In the "National Plan for the Implementation of Vocational Education Reform", there are also contents about improving the treatment level of technical and skilled personnel. If a large number students the school train can't stay in the enterprise industry stably and change jobs frequently, and it can be called a kind of loss. Improving the treatment level of technical and skilled personnel will have direct and realistic significance to enhance the loyalty of employees to the enterprise, effectively stabilize the technical and skilled personnel team and stimulate them to further improve their skills.

IV. ON-THE-JOB PRACTICE

On-the-job practice has two meanings: one is on-the-job, that is, students should assume all the responsibilities of the post and complete the corresponding work tasks in manufacturing posts and replacement posts of enterprises; the other is practice, one of the purposes of on-the-job practice is to study, and the organic combination of theory and practice can be accomplished by means of study in production practice, and then complete the transformation from students to professionals. As for on-the-job practice, it can be said that it is the last stage of military parade, which is an important way to test the quality of personnel training in higher vocational colleges. [5]

First of all, on-the-job practice should make the practical post match the major. The implementation of on-the-job practice enterprises is generally through the two-way choice of students and cooperative enterprises. On-the-job practice is not entirely equal to employment. However, practice is a part of professional learning, and at the same time, it is an organic combination of professional theory and practice, which is equivalent to a course. Therefore, post of on-the-job practice must match with students' major and have certain technical content, so as to test students' professional knowledge and skills to accomplish the objectives and tasks of on-the-job practice.

In the second place, the management of on-the-job practice should be strengthened. In on-the-job practice, students are off-campus and may be scattered in many enterprises that are managed by schools and enterprises in union. Because students cannot be supervised in real time by schools, there are still many problems in management. Before the launch of on-the-job practice, enterprises should sign the agreement of on-the-job practice with the students, which clarifies the responsibilities and tasks of the practice and records the contents of the practice every week, and at the same time students are required to submit the complete practice appraisal materials signed by practice units when they return to school. The whole practice process must be effectively guided by professional teachers and enterprise instructors to students. On-the-job practice can be linked with thesis. The main content of thesis writing is the newer and more difficult projects that student's encounter in the process of on-the-job practice, which helps students to have a profound understanding of enterprise production. At the

same time, the thesis is made from the facts, which improves the quality and value of the thesis. For enterprises, because students practice in enterprises, enterprises need to undertake more training and management responsibilities. Enterprises should not regard on-the-job interns as cheap labor, but let students familiarize themselves with the production process and production technology of enterprises with the help of enterprise instructors. Students can plan their career with teachers and show their career prospects to teachers, at the same time, students' feelings for enterprises can be cultivated, which makes students and enterprises reach win-win scenario.

Finally, it is suggested to do a good job in practice security assurance, which is also the most important work. On the one hand, it is necessary to do a good job in practice safety education, standardize practice production behavior, do not engage in dangerous posts, put safety first, identify, warn and evaluate all kinds of risks that may stem from in the process of students' on-the-job practice, and take effective measures to deal with and control them in a timely manner, so as to realize the maximum safety guarantee of on-the-job practice by means of risk aversion, risk transfer and risk reduction. On the other hand, it is necessary to explore the practice insurance, according to the relevant provisions of the Regulations on Worker's Compensation Insurance, formal employees of enterprises generally have industrial injury insurance, but the identity of on-the-job interns is essentially students, so students are unable to sign labor contracts with enterprises, who are not belong to employee of enterprise, that is, there is no labor relationship with enterprises, so students can not enjoy industrial injury treatment according to the relevant provisions of the Regulations on Worker's Compensation Insurance. If it is dealt with in accordance with the General Principles of the Civil Law of the People's Republic of China and the Tort Liability Law of the People's Republic of China, interns will receive very little compensation, which is obviously unfair to injured interns [6]. The interns generally only have accident insurance. Some enterprises buy employer liability insurance that covers interns, which is not as strong as industrial injury insurance. In case of there are accidents at work or on the way to and from work occurring in the process of practice, they should enjoy industrial injury treatment closely related to their jobs. However, enterprises are unwilling or unable to compensate students' industrial injury treatment according to the Regulations on Worker's Compensation Insurance. If the employer pays the students' industrial injury treatment according to the Regulations on Worker's Compensation Insurance, the compensation standard is obviously too high for enterprises. Therefore, the school hopes to introduce relevant insurance suitable for students' practice, so that students can be more secure.

V. CONCLUSION

Recently, the State Council issued National Plan for the Implementation of Vocational Education Reform, which indicates the direction for the development of vocational education. Higher vocational colleges should take this opportunity to make up for the salient shortcomings, promote

the integration of production and education, focus on cultivating and developing a number of high-level vocational colleges and brand majors, and make due contributions in promoting the process of made-in-China and China's service towards the middle and high-end.

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