

Conference Paper

Exploration on Improving the Effectiveness of Quality Education for Higher Vocational College Students under the New Situation

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Abstract

How to improve the effectiveness of quality education for higher vocational college students? It rests with making innovation of the ideological conception of quality education, expanding the contents of quality education, and exploring new ways for quality education, in order to meet the demand of social and economic development on high-quality and high-skill talents, and adapt to the new situation. By starting with the current development state of quality education for Chinese higher vocational college students, through literature reference, visit and questionnaire survey, in combination with the experiences in student management work over the past years, and after comparative analysis, the author points out the hidden problems in the quality education for higher vocational college students in China, and bring forward several countermeasures.

Keywords: higher vocational college students, quality education, effectiveness, exploration

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1. Introduction

Higher vocational education assumes the important task of training high-quality technical talents for national industrial upgrading and financial environment improvement. Therefore, higher vocational education implements the educational policy of the Chinese Communist Party and China in earnest, adheres to the principle of “people-oriented education, moral cultivation for the first”, comprehensively carrying out high-quality education, and hammers at training high-quality producers and technical and utilization-type talents by taking service as the tenet and employment as the heading. How to improve the effectiveness of high-quality education and realize the objective of cultivating higher vocational college students into high-quality technical

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talents needed for development of society and economy is an issue worth deep-going exploration and of great significance.

2. Improving the Identity of Quality Education for Higher Vocational College Students

The social and economic situation is undergoing a transition from “making” demand to “creating” demand. The government, the society, enterprises, parents and students have all felt that the employment situation is grim, and the society is in need of a large number of high-quality and highly-skilled talents. China is a populous country with abundant labor resources, of which, the overall quality is not high. The distribution of labor supply and demand is obviously different, and the problem of “being difficult to get a job” is precisely due to that the students cultivated by us have weak “creative” ability and cannot well meet the needs of social and economic development.

Strengthening the quality education for higher vocational college students is an effective guarantee for students’ sustainable development, and one of the effective ways for developing students’ employment ability. Students’ sustainable development indicates the ability of students to constantly enhance and improve themselves at learning stage and in their future career. Affected by the employment pressure, some higher vocational colleges pay attention to solving the immediate employment problems, and simply focus on the training of professional skills, but neglect the training of humanistic quality education. As a result, the students cultivated by them do not have sufficient creativity, imagination and self-realization ability, high level of psychological quality and mental health, and profound non-professional knowledge, but instead, they are oriented at “manufacturing” and “instrumentalization”, and cannot adapt to the changes of the social and economic situations. Under the current new situation, to realize the objective of cultivating high-quality technical talents, higher vocational education colleges must strengthen high-quality education, make students grasp excellent professional technologies and have the development & innovation ability keeping pace with the times, and thus realize the sustainable development of human beings.

3. Current State of Quality Education of Higher Vocational Colleges

Affected by the level of prospective students and the pressure of social employment, higher vocational colleges do not pay much attention to quality education for students, and have the phenomenon of valuing sciences and neglecting arts. Inevitably, this will directly affect the quality of talents trained via higher vocational education. The hidden problems are mainly embodied at the following aspects:

3.1. The concept is fuzzy, and there is lack of correct recognition

We always talk about quality education, but still, large quantities of people are not very clear about this concept at present in China. In the *Opinions on Strengthening the Cultural Quality Education for Colleges*, the CPC Central Committee points out that, "The cultural quality education of colleges and universities refers to humanistic quality education, and it is just to strengthen the education on college students in terms of humanistic and social sciences like literature, history, philosophy, art, etc., so as to improve the cultural taste, aesthetic taste, humanistic accomplishment and scientific quality of all college students". Essentially, it is to cultivate humanistic spirit, and improve personality education. It is an important way to make the educatees learn humanistic knowledge and internalize such knowledge into a kind of quality, and it is the foundation for the training of a person's comprehensive quality. The core is to solve the problem of "how to be a person", guide people to form correct behavior style and to deal with various interpersonal relationships and practical problems correctly. Concretely, it includes many aspects like ideological and political attainments, cultural attainments, working ability attainments, physical and mental attainments, etc. Just because of the ambiguity of concept, most vocational colleges do not fully understand the important role of quality education in the cultivation of talents at present, and similarly, they do not understand the connotation of quality education for students correctly. A questionnaire survey on students of three higher vocational colleges in Jiangxi Province shows that, more than 50% of students did not understand the connotation of quality education; few students understood some contents; most students took ideological and political curriculum and cultural activities of schools as the whole content of quality education. Both students and schools have the problems of failing to orientate quality education correctly and lacking systematic cognition with quality education.

3.2. The development is unbalanced for over-emphasizing skill training, but neglecting humanistic quality education

Since the end of the last century, people have begun to pay attention to quality education, and absolutely most researches on quality education have mentioned that, vocational colleges shall strengthen the humanistic quality education for students. Nowadays, Chinese higher vocational college students lack humanistic attainments and their humanistic accomplishment generally presents a downward trend. For lack of broad humanistic knowledge, and coupled with relatively poor foundation of Chinese language, higher vocational college students sometimes write wrong characters and cannot express themselves correctly; for lack of humanistic emotion, higher vocational college students are indifferent to others and lack of sympathy and sense of justice, and when having a disagreement with others, they will complain and actively fight back against the others, and even, solve problems by means of forces; for lack of correct outlook on life and values, higher vocational college students have extreme thinking, weak ideals and beliefs, relatively strong obscurantism and eagerness for quick success and instant benefit, orient their own ideal and belief at the pursuit of money, power and social status, and lack the sense of social responsibility and the spirit of contribution.

What are the reasons for the above-mentioned situation? The author will analyze the reasons from two perspectives. With respect to schools, in traditional thought of education, vocational education is to cultivate specialized talents having some professional skills, so schools over-emphasize the training of professional techniques and neglect the importance of quality education module intangibly when making the plan for talent training, and as a result, vocational education is gradually becoming a kind of short-sighted vocational training, and this is extremely bad for the cultivation of high-quality talents. With respect to students, students are at different levels, lack of basic education, and not highly enthusiastic about the learning of cultural literacy courses, and coupled with the influences of employment pressure, so students actively devote themselves to the learning of vocational skills, but do not have high enthusiasm for the learning of humanistic literacy courses. The input of schools and the personal will of students have intangibly induced the imbalanced development of education, which over-emphasizes the skill training and neglects humanistic quality education.

3.3. The contents of quality education is to be enriched and improved

The Outline of the Planning for the Medium- and Long-Term Education Reform and Development of China (2010-2020) emphasizes when talking about vocational education that, we shall “mobilize the enthusiasm of industries and enterprises, establish and improve the school-running mechanism of governmental dominance, industrial instruction and enterprises’ participation, make the rules for promoting the cooperative school running of schools and enterprises, and promote the systemization of cooperation between schools and enterprises.” Obviously, the introduction of corporate culture is an important integral part of student and talent cultivation of vocational colleges, and a necessary condition for the cultivation of high-quality skilled talents. The data of questionnaire on three higher vocational colleges show that, at present, vocational colleges still stay at the ideological level in terms of quality education, but do not completely pay attention to and effectively implement the introduction of corporate culture, and it shall be further strengthened in our higher vocational education in future.

At present, along with the deepening of cooperation between enterprises and schools, domestic vocational colleges have been successively exploring a model of deep cooperation between schools and enterprises suitable for themselves, and they introduce corporate culture into school education, aiming to enhance the quality of talents cultivated by schools. As for how to introduce corporate culture into the quality education of vocational colleges, China has given directional guidance. The vocational colleges are still exploring the concrete implementation, and have not established an effective mechanism, yet.

4. Train of Thought and Counter Measures for Improving the Quality Education for Higher Vocational College Students

Higher vocational colleges aim to cultivate high-quality and high-technology talents for the society, so our vocational colleges must establish correct education concept, strengthen the construction of teaching staff, pay attention to the construction of campus culture, construct a quality education evaluation system, sufficiently make clear the actual demands of the society and employers on talents and the technical level of industries, etc., and meanwhile, feel and integrate corporate culture in the details of learning and life, introduce corporate culture into the construction of schools’

campus culture specially, in order to raise the education and teaching quality and strengthen the competitiveness of schools, make students realize the role conversion from “students on campus” to “commuters” subconsciously and meet social demands, thus solve the practical social problem of “being difficult to get a job” and complete the social task of cultivating high-quality and highly-skilled talents.

4.1. Build a scientific concept of cultural quality education, and design the plan for talent cultivation reasonably

Higher vocational education is the base for cultivating high-quality and highly-skilled talents for the society and the first line of production, and it is to cultivate talents who have solid theoretical knowledge, high professional skills, profound cultural background, sound personality and correct moral concept, so it shall never be simply equated with vocational training. Core values shall be used to guide the development of vocational colleges and change the concept of education. To change the concept of education and teaching is the core of quality education implementation. Quality education is a brand-new educational thought, instead of a pure form or category of education, so every teacher shall establish a new concept of teaching and education, and cultivate students’ sense of identity to corporate culture consciously. In the process of education and teaching, professional teachers shall be encouraged to infiltrate humanistic quality education, to guide students’ awareness of initiative learning, and to enlighten their creative thinking. In the making of plan for talent cultivation, we shall comprehensively consider the allocation of sciences and arts and integrate the cultivation of vocational ability and the setting of humanistic quality curriculum. Vocational colleges shall revise the plan for talent cultivation together with enterprises, and construct a curriculum system which integrates corporate culture.

4.2. Build a high-quality team of teaching staff

Building a high-quality team of teaching staff is a prerequisite for the cultivation of high-quality skilled talents, and a necessary condition for the implementation of quality education. It has become an urgent matter in school construction to promote the teachers of vocational colleges to change their education concept, enhance the level of teachers’ education and teaching, and optimize the team of teaching staff. Schools shall strengthen the cultivation of teachers’ humanistic quality, and shall not be restricted by the only way of introducing teachers of humanistic specialty. Also,

schools shall strengthen the quality cultivation for the teachers of other specialties, make the team of teaching staff develop towards high quality on the whole, and make teachers have lofty morals and good literary accomplishment. Meanwhile, the mutual exchange and learning of schools' teachers and enterprises' technical talents is also a good way for enhancing the business quality of teachers, improving the structure of teaching staff team, and meeting the demand of talent cultivation. Therefore, in terms of the construction of teaching staff team, we shall pay attention to not only the cultivation of teachers' academic level and professional technical ability & level, but also the cultivation of teachers' literary accomplishment level, make teachers integrate humanistic education into professional education consciously, and make both teachers and students aspire after truth, goodness and beauty in the process of education and teaching, realize the common improvement of knowledge, ability and accomplishment, and adapt to the demand of economic and social development at present.

4.3. Pay attention to the construction of campus culture

The development of vocational education in China started in the 1970s. Most vocational colleges have a short history after their foundation and weak historical & cultural accumulation and weak humanistic atmosphere. Each vocational college is still in the construction period at present. Most vocational colleges mainly focus on the construction of probation and practical training sites, but have relatively small input for the construction of libraries, cultural venues and humanistic landscapes & facilities, fall short of humanistic books and materials, and platforms for students' cultural activities, and have relatively weak atmosphere of humanistic quality education on campus.

The construction of campus culture has subtle influences on the physical and mental development of students, and so is extremely important. In terms of management, in the process of school management and teaching service, schools shall do a good job in building learning spirit, school spirit and teaching spirit, and convey humanistic spirit persistently without letup; Meanwhile, schools shall strengthen vocational quality education by starting with daily behaviors and habits, normalize students' daily behaviors and habits according to enterprises' standards, permeate corporate culture into the details of students' study and life, thus make norms become habits and habits become natural behaviors, and improve the professional quality. In terms of outlay input, schools shall well carry out the construction of books and materials, teaching facilities, and humanistic landscapes by increasing outlay input. In terms of campus

activities, schools shall hold cultural and art festival, various knowledge lectures, various competition activities, etc.; and meanwhile, schools shall encourage the development of student associations, make students play a major role in association activities, thus make students trained in every aspect and improve their humanistic quality.

4.4. Construct the standard for evaluation of quality education

Quality education is an important integral part in the study of higher vocational college students. The evaluation of quality education is an important section for checking up the study of higher vocational college students. Reasonable evaluation standard could provide a correct direction for our higher vocational education and teaching activities, realize the timely correction of problems discovered, and promote the development of schools' teaching quality. The effect of quality education is mainly embodied at students' mental activities and performance in daily life. It is complicated and hidden, and difficult to comprehensively and reasonably assess and quantify within a short period, so it may be analyzed in a diversified and comprehensive way as the form of its evaluation standard. The assessment and evaluation may be carried out through the combination of mental test and questionnaire survey, etc. aiming at on-campus students and graduates; the assessment and evaluation may also be conducted based on the proportion of quality education to the plan for talent cultivation; and the building of schools' teaching staff team and the construction of school culture may also be taken as the basis for evaluation of quality education.

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