

Analysis on Steady Development Strategy of Shaanxi Vocational Undergraduate Education in the New Era

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Abstract: To steadily develop vocational undergraduate education, the starting point is development and the methodology is steady. It reflects the country's profound insight into the development law of vocational undergraduate education, is a scientific guide to lead the practical development of vocational undergraduate education, is also an urgent need to promote the high-quality development of vocational education, and is a magnetic engine to attract the majority of young people to become talents and serve the country with skills. In the development process of vocational undergraduate education in Shaanxi Province, there are some problems, such as unclear orientation, convergence of major Settings, single evaluation system and low social recognition. Based on this, this paper proposes to strengthen the top-level design, improve the supporting system, find the correct development path, stabilize the school scale, strengthen support and guarantee, improve the school quality, pay attention to professional construction, promote cooperative education, and strive to promote the stable and long-term vocational undergraduate education.

1. Introduction

From the Decision of The State Council on Accelerating the Development of the Modern Vocational Education System in 2014, which first proposed exploring the development of vocational education at the undergraduate level, to the Implementation Plan of National Vocational Education Reform in 2019, which explicitly carried out pilot vocational education at the undergraduate level[1]. Vocational undergraduate education has experienced three stages of exploration development, pilot landing and steady development (see table 1). Developing vocational undergraduate education is not only inevitable and realistic way to improve the quality of vocational education in our country in the new era, but also an important strategic measure to meet the social economic structure transformation, optimize the structure of higher education and establish modern vocational education system[2]. To steadily develop vocational undergraduate education, the starting point is development and the methodology is steady. It reflects the country's profound insight into the development law of vocational undergraduate education, is a scientific

guide to lead the practical development of vocational undergraduate education, is also an urgent need to promote the high-quality development of vocational education, and is a magnetic engine to attract the majority of young people to become talents and serve the country with skills. To regard vocational education as a type of education is the core policy requirement of the Implementation Plan of National Vocational Education Reform (hereinafter referred to as the Plan).

Table 1: Important points in the development of vocational undergraduate education

Time	File/Important Speech	Development History
2014	Decision of The State Council on Accelerating the Development of Modern Vocational Education System	Explore and develop
2019	Implementation Plan for National Vocational Education Reform	Pilot Landing
2021	During the National Vocational Education Conference, the General Secretary made an important instruction to "steadily develop vocational undergraduate education"	
2022	The newly revised Vocational Education Law	Forge Ahead

Exploring the development of undergraduate vocational education has become an important strategic deployment to deepen the comprehensive reform in the field of education, as well as a targeted measure and an effective way to implement the type status of vocational education[3]. However, in the process of promoting our vocational education modernization and system construction, the development of vocational education at the undergraduate level has become the bottleneck factor restricting the development of the cause. Throughout the development trend of vocational education in industrialized countries and regions in the middle and late 20th century, it is basically formed and developed at the undergraduate level when the social and economic development reaches a certain stage[4]. It can be said that undergraduate vocational education is the product directly driven by the needs of economic and social development. However, at the initial stage of the development of any new thing, it should be planned first to make clear its development direction, so as to ensure that things move forward smoothly in the right direction. At the early stage of the development of undergraduate vocational education, it is also necessary to clarify its position in the national education system and school system, and clarify its implementation path as a type of education, so as to ensure its stable development[5]. This is a practical problem that needs to be solved emphatically in exploring the development of undergraduate vocational education. The specific structure is shown in Figure 1.

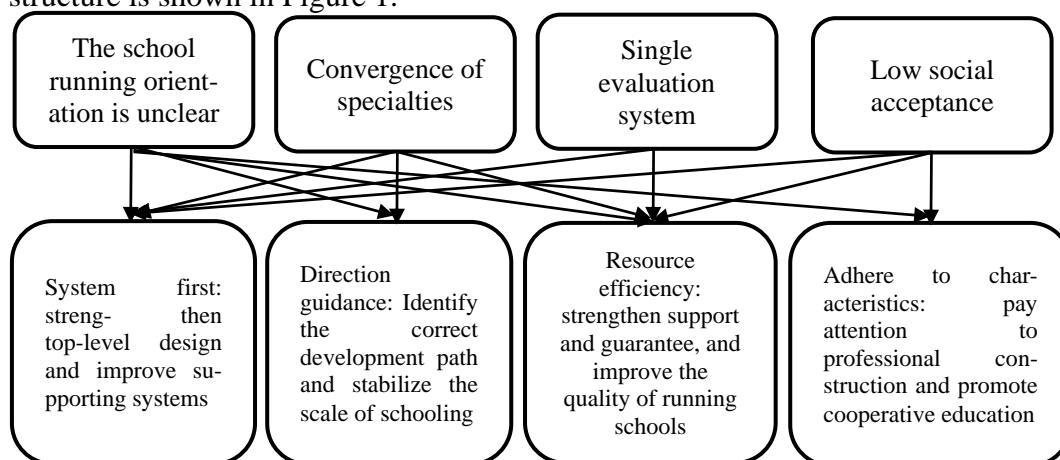


Figure 1: Structure Diagram of This Paper

2. Present Situation of Vocational Undergraduate Education Development in Shaanxi Province

2.1. The School-running Orientation is Unclear

School-running orientation is the starting point and destination of university running and plays an important guiding role in the development of university. The Modern Vocational Education System Construction Plan (2014-2020) released in 2014 and the National Vocational Education Reform Implementation Plan released in 2019 have made clear provisions on the educational orientation of vocational colleges and universities[6-7]. Vocational colleges and universities mainly offer vocational education at the undergraduate level, face the regional and national development strategies, and meet the needs of industries and industries. To cultivate high-quality technical and skilled personnel needed to serve regional economic and social development. However, in the actual course of running a school, the orientation of running a school in the pilot transformation colleges and the newly built vocational undergraduate colleges and the ordinary undergraduate colleges appear to be similar. Relevant research shows that 78.5% of the pilot universities set their development goals as "world-class teaching and research" or "comprehensive university", and 75.4% plan to change their names to universities in the next five years(see Figure 2).

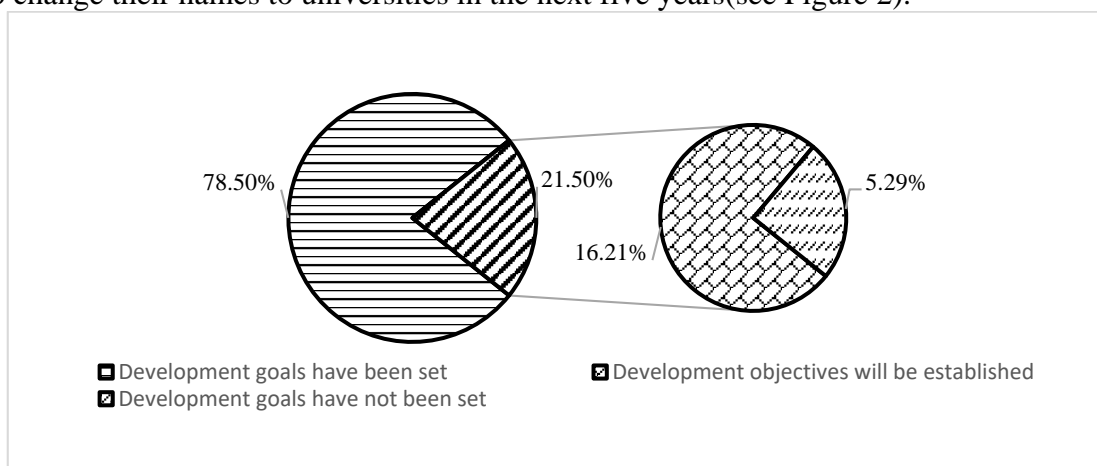


Figure 2: Whether to set up a percentage chart of vocational undergraduate development goals

2.2. Convergence of specialties

The mission of vocational colleges and universities is to cultivate high-level technical talents, and its specialty setting is an important embodiment of the difference between undergraduate vocational education and general undergraduate education[8]. However, from the current statistical analysis, the problem of convergence between the professional setting of vocational undergraduate colleges and ordinary colleges is more prominent. The 28 vocational and technical universities that have launched pilot programs for undergraduate vocational education since 2019 have set up a total of 107 undergraduate majors. 57.14% of vocational and technical universities set up mechanical design, manufacturing and automation, 53.57% of modern logistics management majors, 53.57% of software engineering and technology majors, 53.57% of automotive service engineering and technology majors, 50.00% of environmental art design majors. Comparatively speaking, in 2015, the majors of mechanical design, manufacturing and automation and environmental art design covered 54.14% and 76.9% of the general universities in comprehensive universities 207, and 72.75% and 66.57% of the science and technology universities respectively(see Figure 3).

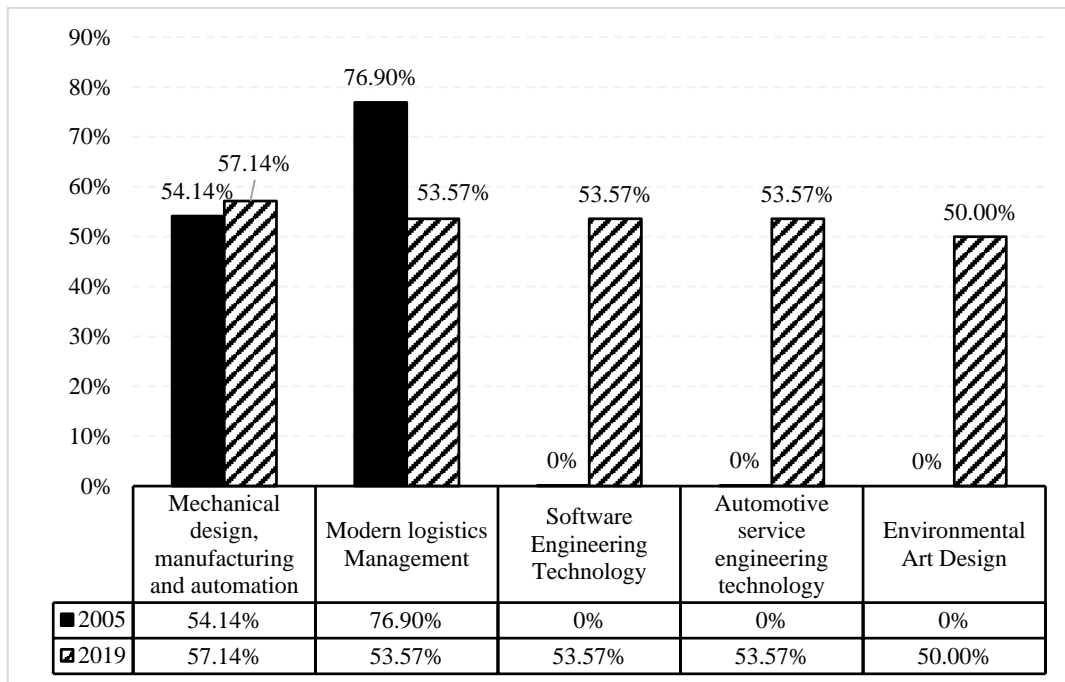


Figure 3: The Proportion of Undergraduate Vocational Education Pilot Programmes will be Mapped in 2015 and 2019

2.3. Single evaluation system

Higher education evaluation is an important means to standardize the running of colleges and universities, improve the running conditions and improve the quality of personnel training. However, our current undergraduate higher education quality assessment system is based on the level evaluation and monitoring of the common university, has obvious "academic" orientation, should not be used as a policy tool of vocational undergraduate evaluation[9-10]. The evaluation system of ordinary universities dominated by scientific logic is not suitable for the professional evaluation of vocational universities dominated by technical logic. The evaluation system of vocational college should highlight the value orientation of vocational type attribute and technical essence. The evaluation of teachers should focus on "teaching ability + professional technical ability", and the evaluation of students should consider "vocational ability + professional technical ability" comprehensively.

2.4. Low social acceptance

In our country, the traditional concept of "learn and be excellent for public service" has been identified by the society, has deep-rooted cultural foundation, technology has been sheltered in the halo of science for a long time and is not paid attention to, even as the "skill of insect seal". In the 1980s, science ushered in a spring of development and made remarkable achievements. However, relatively speaking, the nature and category of technology as an independent form and its role in the development of economic society and individuals have not been gradually paid attention to until today. Related to this, vocational education, as the training of technical talents, has always been regarded as "second-class education" with low attraction. In addition, due to the factors such as low salary, low social status and limited space for career development of technical talents, people will avoid technical talents and related occupations when choosing careers. Meanwhile, They are also shunning vocational colleges that cultivate technical talents.

3. The Countermeasures to the Steady Development of Vocational Undergraduate Education in Shaanxi

The steady development of vocational undergraduate education is the main direction of vocational education development in the future. In view of the current situation and tasks, it is urgent to strengthen the top-level design, improve the supporting system, find the correct development path, stabilize the scale of school running, strengthen support and guarantee, improve the quality of school running, pay attention to professional construction, promote cooperative education, and strive to promote the steady and long-term vocational undergraduate education (see Figure 4).

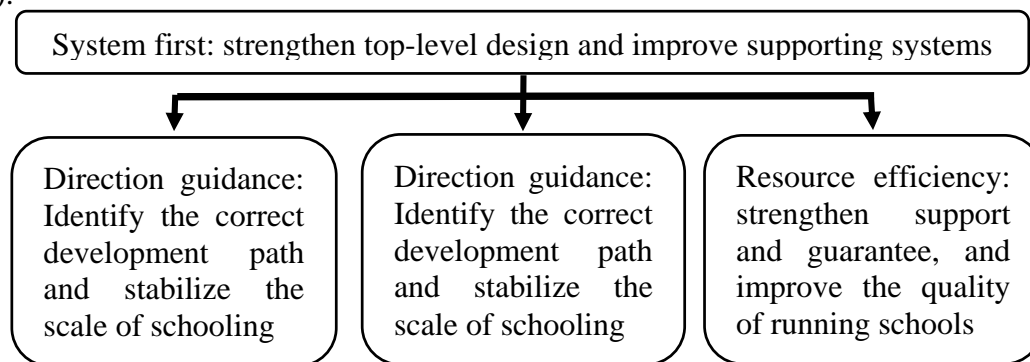


Figure 4: Coping Strategy Chart

3.1. System first: strengthen top-level design and Improve Supporting Systems

First, clarify the status of legitimacy. We will speed up the revision of the Law of the People's Republic of China on Vocational Education, the Law of the People's Republic of China on Academic Qualifications, the Regulations of the People's Republic of China on Academic Degrees and other relevant laws and regulations to clarify the legitimacy of vocational undergraduate education and empower vocational undergraduate institutions to confer degrees. Second, speed up the development of standards. It is necessary to follow the type attributes of vocational education and the law of the growth of technical and skilled talents, and formulate professional teaching standards, curriculum standards, in-post practice standards, personnel training quality standards, professional instruments and equipment standards and other standards of vocational undergraduate education within the framework of the construction of the national vocational education standard system, so as to build a reasonably structured vocational undergraduate education standard system suitable for national conditions. Third, we strengthened funding guarantees. Establish and improve the mechanism of investment in vocational undergraduate education, and form a financial investment system and an allocation system per student that are commensurate with the scale, cost and quality of vocational undergraduate education, so as to provide material guarantee for the steady development of vocational undergraduate education.

3.2. Direction Guidance: Identify the Correct Development Path and Stabilize the Scale of Schooling

First, we will support 56 high-level vocational schools to take the lead in developing and establishing vocational and technical universities. On the basis of comprehensive research and evaluation of the existing conditions, advantages, characteristics, development potential and other factors of the school, support qualified schools to establish vocational and technical colleges among the 56 construction units of high-level higher vocational schools under the national "Double High

Plan", and build a batch of vocational and technical colleges that serve the transformation and upgrading of the industry and satisfy the people. We will set up a number of undergraduate vocational education majors with outstanding professional characteristics, obvious employment advantages and strong service industry demand, so as to create a model and play an exemplary role. Second, we will support qualified vocational colleges, regular undergraduate schools and application-oriented undergraduate schools in offering vocational undergraduate education programs. First of all, the development of vocational undergraduate education is due to the new technological revolution and industrial transformation and upgrading, which major can carry out vocational undergraduate education mainly depends on the needs of industrial development.

3.3. Resource Efficiency: Strengthen Support and Guarantee, and Improve the Quality of Running Schools

First, improve the hardware conditions for running schools. The university should continuously increase the investment in the construction of school buildings and facilities, build a more complete professional and substantive practice and training base, attract enterprises to jointly build industrial college and collaborative innovation center, off-campus practice base, etc., speed up the repair of "weaknesses" and reinforce "bottom plate", and lay a more solid foundation for the steady development of vocational undergraduate education. The second is to build a high level of "double-qualified" teachers. "Double-qualified" teachers are the key to improve the quality of education and teaching and to develop the characteristics of vocational education. Establish a two-way flow mechanism for school-enterprise personnel, and build a group of professional "double-qualified" teacher teams integrating education and teaching, technology research and development, and social services.

3.4. Adhere to Characteristics: Pay Attention to Professional Construction and Promote Cooperative Education

On the one hand, standardize the professional setting. The university should focus on the key fields of national and regional economic and social industrial development, the new forms and models of the service industry, connect with new occupations, and conform to the characteristics of the school. The major should be the key (characteristic) major at the provincial level or above. On the other hand, restructure the curriculum system. The university and enterprise jointly develop scientific, standardized and internationally referable talent training programs and curriculum standards for vocational undergraduate education, adhere to the combination of work and science, and meet the needs of composite posts (groups), build a modular and open curriculum system oriented by vocational ability, and improve the technical, advanced and innovative courses. And timely new technology, new technology, new norms and other industrial advanced elements into the teaching standards and teaching content.

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