

Analysis of the path selection to optimize the early enrollment mode of higher vocational colleges

Chengliang Huang*, Ming Lin

Zhejiang Dongfang Polytechnic, Wenzhou, Zhejiang, 325000, China

*Corresponding author

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Abstract: The early enrollment reform of higher vocational colleges is a major enrollment reform, which can not only better promote the enrollment reform of higher vocational colleges, but also better meet the society's demand for high-quality talents. However, from the practical point of view, there are still some problems in the implementation of the policy, such as uneven distribution of educational resources, immature students' choice of majors, and increased risks in school enrolment management, so we need to take more effective measures to solve these problems in order to promote the enrollment reform of higher vocational colleges and better meet the society's demand for high-quality talents.

1. Introduction

The model of early enrollment of higher vocational education refers to the recruitment of students with outstanding academic performance and excellent comprehensive quality at the high school stage to study in higher vocational colleges and universities in advance. This model has positive significance for improving students' professional quality, shortening the education cycle, and promoting the integration of industry and education. However, in the current model of early enrollment of higher vocational education, there are problems such as high difficulty in selection, mismatch between academic performance and professional learning, non-required examinations, and lifelong appointment, which seriously affect the effect and quality of the early enrollment model of higher vocational education. In order to solve these problems, it is necessary to study and discuss the path selection of the higher vocational early enrollment model. Therefore, it is of great practical significance and theoretical value to study the path selection of optimizing the early enrollment model of higher vocational education.

2. The Main Problems in the Model of Early Enrollment of Higher Vocational Education

2.1. Uneven Distribution of Educational Resources

The model of early enrollment for higher vocational education usually targets key high schools and outstanding students, resulting in an uneven distribution of educational resources, and other middle school students may be treated unfairly. The uneven distribution of educational resources in the model of early enrollment of higher vocational education is mainly reflected in the following

aspects: famous schools are preferred, and under the model of early enrollment of higher vocational schools, high-quality vocational colleges usually give priority to excellent students, while poor vocational colleges will face the risk of student loss. In this case, high-quality vocational colleges can obtain more educational resources, while poor vocational colleges will face the dilemma of lack of educational resources due to the lack of students. The curriculum is different, and the curriculum and teaching content of different vocational colleges may be different under the mode of early enrollment of higher vocational colleges. Therefore, when choosing vocational colleges, some students may choose those colleges whose teaching content is closer to their interests and career development direction, resulting in insufficient resource allocation in other institutions [1]. The geographical distribution is uneven, and under the model of early enrollment of higher vocational institutions, high-quality vocational colleges are usually located in developed areas, while poor vocational colleges are located in relatively weak economic areas. This uneven geographical distribution will lead to insufficient allocation of resources for higher vocational education in some regions, while more educational resources are available in other areas.

2.2. The Student's Choice of Major is Immature

In the early enrollment model of higher vocational education, the students who enroll in the early enrollment are young, and the students may have immature problems when choosing majors. Due to the limited understanding of the profession in high school and insufficient understanding of the future development of the major, students may make choices based on their own interests, parents' opinions, classmate choices and other factors, while ignoring important factors such as professional employment prospects and industry development trends. The major chosen in this way may not match their interests and abilities, and they may also face the risk of employment difficulties.

2.3. The Risk of School Enrollment Management Increases

The higher vocational early enrollment model will increase the risk of school enrollment management, because the school needs to deal with more enrollment applications and materials, and the students' test results and comprehensive quality evaluation need to be more detailed and comprehensive review and evaluation, once the school's enrollment management problems, it may lead to unfair admission, enrollment quality, student complaints and a series of problems [2]. The higher vocational early enrollment model requires schools to provide students with courses and training services at the high school level, which increases the school's enrollment management risk, and some schools may ignore the quality of enrollment and teaching in order to improve the acceptance rate.

2.4. The Mismatch between Education and Employment

Due to the immature choice of majors by students or the neglect of enrollment quality by schools in order to improve the acceptance rate, students in the early enrollment model of higher vocational education face the problem of mismatch between education and employment in the job market, which affects their employment quality and career development. Specifically: Students choose a major that does not match their abilities and interests. Because students have not yet completed the secondary vocational education stage, they often lack sufficient practical experience and mature career planning awareness, and may only consider personal interests when choosing a major, while ignoring their own abilities and the needs of the future job market. In this way, students may encounter problems such as difficulty in employment and poor career development. The school's professional setting does not match the demand of the job market. Due to the higher vocational early enrollment model,

students' choices are limited by the majors offered by the school, and the school's professional settings are often planned within a certain time range, and there may be a mismatch with the demand of the job market. In this way, students may face problems such as professional discomfort and difficulty in finding employment [3]. Students lack professionalism and practical experience. Due to the model of early enrollment of higher vocational education, students' professional quality and practical experience may be relatively insufficient, which can easily lead to problems such as insufficient vocational adaptability and immature career planning in the employment process.

3. The Problems Existing in the Model of Early Enrollment of Higher Vocational Education

3.1. The Difficulty of Selection is High and the Selection Efficiency is Low

The difficulty of selection of the higher vocational early enrollment model mainly has the following problems: fierce competition, because the number of places for higher vocational early enrollment is usually very limited, many students will fight for this opportunity, resulting in an extremely fierce selection process. Lack of unified standards, the selection criteria for early admission of higher vocational students are usually set by each school itself, and there is a lack of unified standards and examination systems, resulting in a lack of fairness and transparency in the selection process. Students are not well prepared, because the selection content of early admission to higher vocational schools is different from the teaching content of ordinary high schools, many students do not prepare in a targeted manner, resulting in unsatisfactory test results and missed opportunities to enter higher vocational positions.

3.2. Academic Performance does not Match, Unable to Meet Professional Learning

In the higher vocational early enrollment model, the mismatch between academic performance and professional learning may have the following problems: students lack of professional cognition, and in the process of higher vocational early admission, some students may just be fashionable and do not really understand the major they are applying for, resulting in the wrong major. The school lacks an effective professional matching mechanism, and in the selection process, the school may only select students based on their academic performance, while ignoring factors such as students' interests and specialties, resulting in a mismatch between students' academic performance and the chosen major. The quality of teaching is not high, and there may be problems with the quality of teaching in some vocational schools, resulting in difficulties in professional learning.

3.3. "One Side is Determined for Life", and the Examination is not Required

There may be the following reasons for the problems of "one side is determined for life" and non-required entrance examinations in the model of higher vocational early admission: lack of professionalism and pertinence, and in the process of early enrollment of higher vocational students, some schools may only focus on students' academic achievements, but do not pay attention to students' comprehensive quality and practical ability, resulting in difficulties in students' professional learning. Students may apply for a major just to catch up with fashion or family pressure, without considering their own interests and talents, resulting in greater learning difficulties. The requirements of the employer do not match, and some employers may pay more attention to the practical experience and comprehensive quality of the student than to the academic achievement, resulting in a mismatch between the student's professional learning and the employer's requirements.

4. Optimize the Path of the Early Enrollment Model for Higher Vocational Education

4.1. Determine the Majors for Early Enrollment based on the Intrinsic Needs of Professional Training

Investigate market demand and employment situation, understand the current job market demand and future development trends, and determine the path of early enrollment majors based on this. Relevant information can be obtained through channels such as survey company recruitment information, industry employment data, and employment situation analysis reports. Identify student interests and potential, and consider student interests and potential when determining the path to early enrollment majors. Relevant information can be obtained through students' course selection, assessment and career planning guidance, so as to better provide students with personalized teaching and training plans. Develop a scientific training plan, and when determining the path of early enrollment majors, it is necessary to formulate a scientific training plan. According to students' interests and potential, as well as market demand and employment situation, curriculum and practical teaching plans that meet national and local policy requirements and suit students' characteristics and market needs should be formulated. Enhance practical teaching and internship opportunities, and the cultivation of early enrollment majors should focus on practical teaching and internship opportunities to improve students' practical ability and employment competitiveness. Practical teaching and internship opportunities can be enhanced through cooperation with enterprises, the construction of internship bases, and the innovation of practical teaching to improve students' employability and competitiveness. To strengthen the construction of teachers, it is necessary to strengthen the construction of teachers in the training of early enrollment majors. Attention should be paid to teacher training, discipline construction, teaching method innovation, etc., improve teachers' teaching level and scientific research ability, and provide students with high-quality teaching and training services[4].

4.2. Establish a Comprehensive Evaluation Standard System based on Academic Examination Results

Clarify the evaluation objectives and standard system, first of all, clarify the evaluation objectives and standard system, and establish an evaluation standard system suitable for the early enrollment mode of higher vocational education. The standard system should include subject knowledge, comprehensive quality, practical ability, etc., which is consistent with the characteristics and needs of higher vocational education. At the same time, considering the particularity of the source of higher vocational students, we should also pay attention to the evaluation of students' comprehensive quality and practical ability. In order to comprehensively consider the evaluation indicators of various aspects, it is necessary to establish a reasonable weight allocation model, so that the weights of different indicators can reflect their importance in the comprehensive evaluation. This model can be built using expert scoring, analytic hierarchy, etc. After establishing the evaluation standard system and weight allocation model, it is necessary to formulate evaluation rules and processes, clarify the specific evaluation methods and standards of each evaluation index, and establish evaluation records and feedback mechanisms. At the same time, fairness and transparency of the evaluation process must be guaranteed. Finally, it is necessary to widely promote and apply this comprehensive evaluation standard system in the model of higher vocational early enrollment, and continue to follow up the evaluation results, and constantly improve and adjust the evaluation standards and processes.

4.3. Improve the Testing Mechanism for Diversified Vocational Skills with Adaptability as the Goal

Determine test objectives and standards, for adaptable testing, test objectives and standards need to be clearly determined. The test objectives should be consistent with the requirements of the higher vocational early enrollment model, and the standards should accurately reflect the student's vocational skill level so that the student's ability can be better assessed. Diversified test forms, in order to better adapt to the characteristics of students, can adopt a variety of test forms, such as written examinations, interviews, practical operations, etc. Through different test formats, it is possible to have a more comprehensive understanding of students' vocational skill level and adaptability. Reasonable test content and difficulty, test content and difficulty should be consistent with the requirements of the higher vocational early enrollment model, which can reflect the student's vocational skill level and adaptability. At the same time, the content and difficulty of the test should also be changed to be able to better adapt to the characteristics of different students. The introduction of professional institutions, the introduction of professional institutions can improve the scientific and professional nature of the test, but also can reduce the subjective factor in the test.

5. Conclusions

The early enrollment model of higher vocational education is an important part of China's current education reform, which has positive significance for improving students' professional quality, shortening the education cycle, and promoting the integration of industry and education. However, in the process of practice, the model of early enrollment of higher vocational education also faces some challenges and problems. Optimizing the early enrollment model for higher vocational education is a complex process that requires the joint efforts of all parties. We hope that the results of this paper can provide some reference and reference for relevant institutions and individuals, and jointly promote the reform and development of the higher vocational early enrollment model.

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