

# *Strategies to Improve Social Adaptability of Talent Cultivation in Higher Vocational Colleges*

Zhijuan Wang<sup>1,a,\*</sup>, Qhamariah Binti Samu<sup>1,b</sup>

<sup>1</sup>City Graduate School, City University Malaysia, Kuala Lumpur, Malaysia

<sup>a</sup>599091556@qq.com, <sup>b</sup>qhamariah.samu@city.edu.my

\*Corresponding author

**Keywords:** Higher vocational colleges, Personnel training, Social adaptability

**Abstract:** Strengthening the social adaptability of vocational education is a key measure for the high-quality development of higher vocational education. How to improve the social adaptability of vocational colleges, different scholars have different understandings on the research angle and research methods. Based on the investigation of the social adaptability of talent cultivation in higher vocational colleges, this paper finds out the problems existing in the social adaptability of talent cultivation in higher vocational colleges, and puts forward some strategies to improve the social adaptability of talent cultivation in higher vocational colleges.

## 1. Introduction

In recent ten years, higher vocational education has trained a large number of skilled personnel who meet the front-line needs of production, construction, service and management, and made important contributions to China's new road to industrialization, industrial restructuring and transformation of economic growth mode. With the implementation of the "National Model Higher Vocational College Construction Plan", higher vocational education personnel training has developed rapidly, redefining the training objectives, focusing on the construction of teachers, increasing the intensity of internship and training, beginning to face the society and the market, and paying attention to the dual needs of society and individuals, and has made great achievements. However, the development of most higher vocational colleges in China is relatively backward, and there are still many problems in its talent training mode, such as unreasonable training objectives, single and rigid training methods, unreasonable professional structure setting, lack of vocational training, low comprehensive quality, etc. The graduates trained under many problems have insufficient professional social adaptability and are difficult to meet the employment needs of society and individuals. Based on the investigation of the social adaptability of talent cultivation in higher vocational colleges, this paper finds out the problems existing in the social adaptability of talent cultivation in higher vocational colleges, and puts forward some strategies to improve the social adaptability of talent cultivation in higher vocational colleges[1-2].

## **2. Problems in social adaptability of personnel training in higher vocational colleges**

On January 24, 2019, the Implementation Plan of National Vocational Education Reform (Guo Fa [2019] No.4) issued by the State Council, China proposed "deepening the reform of school-running system and education mechanism, with the orientation of promoting employment and adapting to the needs of industrial development", emphasizing that vocational education should adapt to the needs of industrial development. On November 3rd, 2020, the Central Committee of the Communist Party of China's Proposal on Formulating the 14th Five-year Plan for National Economic and Social Development and the Long-term Target for 2035 was adopted by the Fifth Plenary Session of the 19th CPC Central Committee, and the requirement of "enhancing the adaptability of vocational education" was put forward for the first time. In the 14th Five-year Plan released the following year, "enhancing the adaptability of vocational and technical education" was taken as an important measure to realize the high-quality development of vocational education. In April, 2021, before the National Vocational Education Conference, President made important instructions on vocational education, and once again emphasized "enhancing the adaptability of vocational education". On October 12 of the same year, the Opinions on Promoting the High-quality Development of Modern Vocational Education issued by the General Offices of the General Office of the Central Committee of the CPC and the State Council clearly pointed out that "the adaptability of vocational education should be strengthened and the modern vocational education system should be accelerated". On March 5, 2022, Li Keqiang, Premier of the State Council of the People's Republic of China, China, made a report on the work of the government at the fifth session of the 13th National People's Congress, and put forward four requirements: "developing modern vocational education, improving the conditions for running vocational education, perfecting the system of running schools with integration of production and education, and enhancing the adaptability of vocational education". The China government's repeated emphasis on enhancing the adaptability of vocational education shows that the China government attaches great importance to this issue.

### **2.1 Vocational college students' own problems lead to poor social adaptability.**

Students in higher vocational colleges have problems in their employment choice because of their own values. First, students in higher vocational colleges have not fully understood and positioned themselves. Most of the jobs they choose are mainly large companies and enterprises, and they choose to work in cities. Few people choose to work in rural areas or small towns. Second, the comprehensive quality level of students in higher vocational colleges is not high, and the level of practical experience in society is not enough, so it is difficult to meet the standards of enterprises. At the same time, the theoretical courses that students in higher vocational colleges have learned in school are relatively shallow, lacking in-depth knowledge and understanding of their majors, and failing to accumulate and repeat knowledge; When encountering difficulties, they always evade, do not seek solutions or strategies, do not go to the company for internship during the holiday period, and lack corresponding social experience, which eventually leads to poor social adaptability of higher vocational college students[3-4].

### **2.2 Higher vocational colleges' own problems lead to poor social adaptability of personnel training.**

Higher vocational colleges are different in setting up teaching concepts. Some higher vocational colleges fail to reform and innovate the teaching system reasonably, which leads to the students' major not being in line with the society, thus making students' learning lose its own significance. At

the same time, the employment agencies in colleges and universities simply state their views on the employment situation of students, and do not make a reasonable analysis. As a result, students don't understand the employment guidance institutions well, or even don't know the employment institutions of schools at all. Therefore, the employment institutions of major universities should give full play to their space to help students.

Some colleges and universities do not meet the requirements for running schools. In some schools, the number of students is less than 2,000, and there are nearly 800 institutions with a student-teacher ratio of more than 18:1. Some areas still need to increase investment. According to statistics, the level of financial allocation in some places is not high, so it is necessary to further increase investment to ensure that the goal is achieved as scheduled. Some colleges and universities have weak professional construction ability. The number of full-time teachers in some professional points is small, and there are no full-time teachers in some professional points. The professional curriculum is either lack of standards or there are standards that are not implemented. The management of internship is not strict, and students have not gained much in the teaching process. R&D and technical service capabilities are weak. Some schools have basically not received the amount of vertical scientific research for three consecutive years, more than half of higher vocational colleges in some provinces have basically not received the amount of horizontal technical services, and some higher vocational colleges have not received the amount of horizontal technical services for three consecutive years.

### **3. Social adaptability resistance factors of talent cultivation in higher vocational colleges**

#### **3.1 Vocational colleges' positioning of personnel training objectives is unreasonable**

The goal of talent training in higher vocational colleges has not been scientifically and reasonably positioned, and it is still in a state of goal separation, which fails to reflect the professionalism and specialization of vocational education and distinguish it from ordinary higher education. The talents cultivated by higher vocational education without school-running characteristics do not meet the requirements of social enterprises and the social recognition is not high. The unreasonable talent view of higher vocational education makes practice deviate, and always pays attention to one tendency while ignoring another, failing to grasp the comprehensiveness, development and balance. For example, while paying attention to cultivating vocational skills of higher vocational students, it seriously ignores the cultivation of professional ethics. The so-called "adult first, then success", not paying attention to the cultivation of professional ethics leads to the low adaptability of higher vocational students in social posts after employment; For example, while paying attention to the cultivation of practical operation skills, the construction of theoretical knowledge is neglected, which makes the trained higher vocational students lack academic foundation and ability, and the disconnection between theory and practice also causes the lack of professional social adaptability of higher vocational students[5-6].

#### **3.2 Higher vocational education has a single teaching method and an imperfect curriculum system**

To improve China's higher vocational education, most of them copy the teaching methods of cultivating talents in ordinary higher education, and adopt single classroom teaching, but the practice teaching link has not attracted enough attention. The long-established traditional model of teacher-centered, classroom-centered and textbook-centered still dominates the whole teaching process. Due to the shortage of "double-qualified" teachers in higher vocational colleges, few teachers are good at both theoretical knowledge teaching and practical operation guidance. Some

teachers can only impart basic theoretical knowledge based on limited teaching materials, ignoring that students are the main body of learning and failing to fully mobilize students' initiative in learning, which leads to the disconnection between theory and practice. At present, the curriculum system of higher vocational education lacks its own characteristics and the research on the school-based curriculum development system of higher vocational colleges. In the course of curriculum development, we focus on the superficial hot spots of social needs, but we don't really investigate the social needs. Curriculum development and teaching plan are arbitrary. Because of the lack of corresponding curriculum evaluation mechanism, the assessment model for higher vocational students is still based on the final exam results, and there is no assessment of the usual related abilities. Students' ability and level can't be truly reflected, and the overall evaluation of the curriculum model can't be objectively presented. In addition, the curriculum content of higher vocational colleges is relatively old and thin, the dynamics of social and professional posts and the changes of industrial structure are not reflected from it, and new technologies, new processes and new methods in the information age cannot be incorporated into the teaching content in time, resulting in students' weak professional and social adaptability.

### **3.3 Vocational college teachers are weak, it is difficult to meet the needs of vocational students**

Teachers and teaching management cadres are the most basic elements of personnel training activities. They are educators, and they are in the position of leadership, control and coaching in educational activities. Therefore, teachers are the decisive force for the development of higher vocational education. The structure of teachers in higher vocational colleges in China is not reasonable, and the number of "double-qualified" teachers is seriously insufficient. Teachers' academic qualifications are generally low, and they lack professional practical experience. Their control ability in practical teaching, case teaching and on-site teaching is far from enough, and their practical operation guidance ability can't meet the learning needs of higher vocational students. In addition, the appointment system, assessment system, reward and punishment system of teachers are not perfect, the incentive system is not perfect, and the sense of competition is not strong, which leads to some teachers' laziness in teaching and learning. The weak teachers in higher vocational colleges is another major internal factor restricting the development of higher vocational education.

### **3.4 Lack of school-enterprise cooperation and training base in schools**

China higher vocational colleges have not paid enough attention to the mode of school-enterprise cooperation. There are too few school-enterprise cooperation projects, and many of them just stay in a shallow and loose state, which does not play a substantive role and cannot meet the needs of higher vocational students to exercise in society. The reason is that the state has not formulated a matching school-enterprise cooperation system for higher vocational education from the macro policy, and has failed to mobilize the enthusiasm of cooperation between higher vocational colleges and enterprises. At present, school-enterprise cooperation is in a spontaneous state, and there are many problems in the actual operation process, so it is difficult for both parties to establish a long-term stable and mutually beneficial long-term cooperation mechanism. Campus training base is the main place for higher vocational students to practice their practical ability and cultivate their professional quality. Every higher vocational college must be equipped with corresponding professional training bases for higher vocational students to practice. The on-campus training base set up by higher vocational colleges lacks systematicness and comprehensiveness, and the software and hardware facilities are not perfect. First of all, the lack of equipment is due to the relative shortage of capital investment; Thirdly, due to the lack of unified planning and guidance, many training programs are isolated, and the skill training process of higher vocational students is divided,

so it is impossible to improve the comprehensive quality of the profession during the training process[7-8].

### **3.5 Education guarantee conditions are insufficient**

Any kind of social practice requires a certain amount of human, material and financial resources, and education, as a social activity to cultivate people, must also invest a certain amount of resources. The state's insufficient investment in higher vocational education is another important external reason that restricts the talent training of higher vocational education in China. The academic tradition of China University has kept higher vocational colleges in a low position, and the state's investment in ordinary higher education is more than ten times that of higher vocational colleges. Although the state has relatively increased its investment in higher vocational colleges in recent years in order to establish "100 national model higher vocational colleges", However, except for higher vocational colleges such as "double-high colleges", most other higher vocational colleges have received the support of state funds, which is still seriously insufficient, which has a profound impact on the talent training plan of higher vocational colleges.

## **4. Countermeasures to enhance the social adaptability of talent cultivation in higher vocational colleges**

### **4.1 Vocational college students need to change their employment concepts and improve their abilities**

At present, the employment situation of students in higher vocational colleges is very severe. Many students in higher vocational colleges can't find suitable jobs after graduation. Therefore, in order to solve the employment problem of students in higher vocational colleges, it is necessary for students in higher vocational colleges to change their employment concepts and strive to improve their abilities. Graduates want to work in some big companies and enterprises, but there are still many vacant jobs in many small cities and rural areas, which also need talents. Therefore, students in higher vocational colleges need to change their employment concept and establish the employment concept from the grassroots level. Don't think about how high the salary is when you graduate. Students in higher vocational colleges should get employment first, then get employment selectively after a period of exercise, and then start a business according to their own reality. This career choice strategy can help students in higher vocational colleges find jobs that suit them on the road to work. Therefore, students in higher vocational colleges should start from the bottom, slowly accumulate work experience, and constantly exercise and improve their abilities. Only in this way can we easily face the current severe employment situation, and the current social environment is that those who have the ability give priority. However, students in higher vocational colleges do not have rich work experience and the ability to deal with practical problems after graduation. Therefore, students in higher vocational colleges can only stand out in such a fierce employment environment and relieve the employment pressure in society by constantly accumulating experience in practical work, constantly honing themselves and improving their working ability in all aspects.

### **4.2 Higher vocational colleges need to reform their own teaching**

Higher vocational colleges need to adjust teaching according to the current social situation, so that students can have a certain career choice and work ability in college. First, schools need to adjust the professional structure of students, so that students' study can be linked with their future employment. The society needs professionals in all fields to be more compatible and improve the

quality of teaching, while those schools or majors with unreasonable professional settings need to reduce the number of students enrolled. Improve the ability of technology research and development services, adhere to the direction of running schools that are market-oriented, service development and employment promotion, build a cooperation service platform in Industry-University-Research, and take technology research and development and training services as the key content of the construction of high-level colleges and universities. Second, the school should provide relevant employment guidance to the fresh students, and it should run through the four-year university study, not only for the fresh graduates, so that students can master more employment knowledge after graduation and reduce their employment pressure. The third is to strengthen the construction of professional connotation, increase the training of talents and teachers, establish and improve professional teaching standards that are connected with professional standards, integrate advanced industrial elements into curriculum standards and teaching contents, and form a professional talent training system that complements technical skills training, professional ethics and humanistic quality education. Each higher vocational college needs to establish a team of high-quality and efficient professional employment guidance teachers. Because the guidance of the university plays a great role in the future development of students, the team of employment guidance for students must be excellent and professional. Only in this way can students find suitable jobs after graduation. Fourth, higher vocational colleges can take employment as the guidance and carry out characteristic teaching for students of different majors. That is to say, starting from the employment direction of this major and combining the characteristics of the major, teaching can cultivate talents with professional ability and practical ability, and also improve students' comprehensive ability.

#### **4.3 Government departments need to clarify the responsibility of graduates' employment**

First, the government needs to formulate relevant legal systems to continuously improve the current social employment system. This requires government departments of all classes to establish a series of comprehensive policies and systems from the employment market, refine the employment of graduates and add them to the relevant laws and regulations, so as to fundamentally reduce the pressure on graduates' employment. Second, the government needs to establish a security system for graduates' unemployment and unemployment employment training institutions. Graduates can't contribute to social development, which is actually a brain drain. Therefore, the government needs to formulate some relevant systems to help unemployed graduates, so as to provide targeted employment guidance to graduates in time, thus solving the problem of graduates' employment difficulties. Carry out special supervision on local governments to implement the per capita funding system, monitor the implementation and use of financial funds, speed up the improvement of running conditions in weak colleges, fully allocate full-time teachers, improve the value of per capita teaching instruments and equipment, and strengthen the investment in practical teaching facilities and equipment in schools. Every college must meet the requirements of setting standards in higher vocational schools. Increase the support for private colleges and universities, strengthen the supervision of the sponsors' investment, and ensure that the basic conditions for running private higher vocational colleges, such as the value of teaching instruments and equipment per student, meet the standards.

#### **5. Conclusion**

This paper combs the problems existing in the social adaptability of students in higher vocational colleges, analyzes the causes of the problems, and puts forward corresponding solutions. This is conducive to improving the social adaptability of students in higher vocational colleges and

achieving the goal of talent training in higher vocational colleges.

## References

- [1] The State Council. *National Vocational Education Reform Implementation Plan* [EB/OL]. (2019-02-13) [2022-03-05]. [http://www.gov.cn/Zhengce/content/2019-02/13/content\\_5365344](http://www.gov.cn/Zhengce/content/2019-02/13/content_5365344).
- [2] Xinhua News Agency. *the Central Committee of the Communist Party of China's Proposal on Formulating the 14th Five-year Plan for National Economic and Social Development and the Long-term Target in 2035* [EB/OL]. (2020-11-03) [2022-03-05]. [http://www.gov.cn/zhengce/2020-11/03/content\\_5556991.htm](http://www.gov.cn/zhengce/2020-11/03/content_5556991.htm).
- [3] *The 14th Five-year Plan for People's Republic of China (PRC)'s National Economic and Social Development and the Outline of the Long-term Goals in 2035* [EB/OL]. (2021-03-13) [2022-03-05]. [http://www.gov.cn/Xinwen/2021-03/13/content\\_](http://www.gov.cn/Xinwen/2021-03/13/content_)
- [4] General Offices of the General Office of the Central Committee of the CPC and the State Council. *Opinions on Promoting the High-quality Development of Modern Vocational Education* [EB/OL]. (2021-10-12) [2022-04-05]. [http://www.moe.gov.cn/JYB\\_XGK/moe\\_1777/](http://www.moe.gov.cn/JYB_XGK/moe_1777/).
- [5] *Report on Government Work in 2022* [EB/OL]. (2022-03-05) [2022-03-20]. <http://www.china-cer.com.cn/guwen/2022022516867.html>.
- [6] Yang Li. *Research on the influencing factors of young athletes' social adaptability under the background of integration of sports and education* [D]. Nanjing: Nanjing Institute of Physical Education, 2021: 4.
- [7] Wang Lixin. "Internet plus" perspective of vocational college students' employment dilemma countermeasures [J]. *Industry and Information Education*, 2022(4).
- [8] Zeng Zirong. *Some thoughts on promoting employment in higher vocational colleges from the perspective of the new era* [J]. *Journal of Yan'an Vocational and Technical College*, 2021(3)