

# Research on Development Strategy of Vocational Education under the Supply-side Structural Reform

**Yao YAO**

Nanjing Institute of Tourism and Hospitality, Nanjing, Jiangsu, China

**ABSTRACT.** Vocational education is a very important part of China's education system. With the continuous development of market economy system, vocational education has made remarkable progress in recent years. Under the supply-side structural reform, vocational education needs to deepen education reform in order to provide more technical and skilled talents to the society. This paper mainly analyzes the problems in the development of vocational education under the supply-side structural reform, so as to further promote the development of vocational education in China and cultivate more excellent technical and skilled applied talents for China.

**KEYWORDS:** Vocational education, Supply-side structural reform, Technical and skilled talents, Development strategy

## 1. Introduction

A major innovation under the new normal is the development of vocational education. Actively developing vocational education can cultivate a large number of excellent technical and skilled applied talents for China. Under the supply-side structural reform, vocational education has an important relationship with China's current economic situation and strategic structure adjustment. Therefore, the positive development of vocational education needs to be considered based on the supply-side structural reform.

## 2. Analysis of the Problems Existing in the Development of Vocational Education

### 2.1 The Low Social Status of Vocational Education

The reasons for the low social status of vocational education are as follows. Firstly, the government pays less attention to the cultivation of skilled talents and the lack of enthusiasm for running a school further reduces its running level; secondly, there is a lack of correct understanding of skilled talents in society, so the phenomenon of attaching importance to diploma and neglecting technology is relatively serious. The concept of education has not changed fundamentally; thirdly, the talent training system of vocational education is relatively backward, the employment channels of skilled talents are narrow and the problem of low treatment is widespread; Fourthly, most parents think that only poor students study in vocational colleges and the promotion opportunities of talents trained by vocational colleges is limited. The influence of parents' own ideas is not conducive to improving the social status of vocational education.<sup>[1]</sup>

### 2.2 The Chaotic Management System of Vocational Education

Innovation serves as an indispensable driving force for social and economic development. Vocational education also needs continuous innovation under the supply-side structural reform. However, from the perspective of vocational education development in China, there is a general confusion of vocational education management system, especially in the talents training and supply mechanism of formalization and administration. Vocational education management and vocational training management are mostly managed by the human resources and social security department and the administrative departments of education respectively. If the connection between them is not strong, the development of vocational education will be restricted. In addition, compared with ordinary colleges and universities, vocational education has a certain gap in the allocation of educational resources and project indicators, which is in a weak position. In the case of insufficient funding, it is difficult for vocational colleges to seize the opportunity of project application, which will reduce the quality of teaching<sup>[2]</sup>.

### ***2.3 The Quality of Professional Talents Cannot Meet the Needs of Economic Transformation***

The supply-side reform has a profound impact on vocational colleges. Many vocational colleges have expanded the scope of enrollment under the background of the supply-side reform, and blindly added popular majors without conducting comprehensive market research. This type of professional setting and talent training model There is a big gap with actual industry demand. The specific manifestation is that many vocational colleges blindly increase majors, leading to serious imbalances in the professional structure, lack of research on the local industrial structure, and the problem of inconsistent professional settings with local economic development. In addition, the fact that many vocational colleges “emphasize too much but not precision” on the issue of talent training makes it difficult for the trained students to meet the requirements of social enterprises, and there is a serious shortage of highly skilled talents.

### ***2.4 Vocational Colleges Lack the Ability to Serve Regional Industry Development***

Strong social attributes are the characteristics of vocational colleges, and it is precisely because of such characteristics of vocational colleges that the talents cultivated by colleges must be highly compatible with social needs. The “dual-qualified” education model is an effective teaching method to ensure the compatibility of vocational colleges with the development of enterprises. However, China's vocational colleges have not yet implemented the “dual-qualified” teaching model, showing a serious number of “dual-qualified” teachers The problem of insufficient. Under the traditional teaching model, teachers pay too much attention to the theoretical education of students and neglect the cultivation of their practical ability. There is a serious problem of inconsistency between theory and practice. This makes it difficult for the talents cultivated by vocational colleges to meet the needs of high-tech positions, and it is also difficult for vocational colleges to play a role in promoting local economic development.

## **3. Strategies for Further Development of Vocational Education under the Supply-side Structural Reform**

### ***3.1 Establish a Correct Development View of Vocational Education from the Perspective of Supply-side Structural Reform***

Investment, export and consumption, proposed from the perspective of demand side, are the troika under the new normal economy. Therefore, vocational education under the supply-side structural reform needs to correctly grasp the current situation and should be treated from a new perspective. In order to realize the transformation from a big manufacturing country to a powerful manufacturing country, a large number of high-quality skilled applied talents are needed. Vocational education is the main way to cultivate skilled applied talents. Therefore, the new economic situation provides new opportunities for the development of vocational education. The state and governments at all levels need to pay more attention to vocational education, increase investment in it and actively integrate it into human resource development and national education system so as to create a new training way for skilled talents, achieving the goal of cultivating skilled and diverse talents through vocational education.

### ***3.2 Improve the Supply-side Quality of Education with the Help of Quality Education Based on Problem***

The idea of running a school in vocational education should be problem-oriented to ensure its rationality and correctness. In order to solve the contradiction between the supply and demand of vocational education, it is necessary for the school to implement the ideological and moral education for all teachers and students and constantly expand the teaching team. The provider of vocational education mainly refers to teachers. Therefore, as a teacher, it is necessary to strive to improve their own comprehensive quality, constantly improve the teaching level of professional courses and uphold the educational concept of persuading people with virtue for providing high-quality talents to the society. In the supply structure of educational environment and resources, we need to ensure the diverse, selective and rich educational resources and build a new supply structure of educational environment and resources. In addition, under the supply-side structural reform, vocational education should strive to solve the contradiction of education demand, which is mainly for students. Teachers need to guide students to establish correct socialist core values, outlook on life, world outlook, promoting themselves to become useful talents to the society.

### ***3.3 Construct a New System of Vocational Education and Optimize as Well as Innovative the Structure of Specialties by Combining with the Regional Needs***

Under the supply-side structural reform, the development of vocational education needs to be considered based on the structural contradiction between supply and demand, reduce the ineffective supply as much as possible, improve the

high-level supply capacity and realize the balance between supply and demand. In order to realize the rationalization of the supply and demand structure of vocational education, it is necessary to build a new system of vocational education and actively optimize as well as innovative the structure of specialties according to the regional needs. In the talent training of vocational education, we need to consider the characteristics of individuation, diversification and high-end of the market. In addition, the professional setup of vocational education should adapt to the adjustment of industrial structure and fully consider the development characteristics of the future industry. At the same time, we should also consider the new situation and new tasks of vocational education in specialties setup, so as to ensure the innovation and adaptability of specialties setup.

### ***3.4 Innovate and Upgrade Vocational Education to Meet Social Needs***

Under the supply-side structural reform, vocational education needs to promote its own continuous upgrading. The innovation of vocational education under the supply-side structural reform is a systematic project. The core of its innovation and development is to promote the continuous optimization and upgrading of the education system. Based on social needs, vocational education should constantly improve its integration with informatization and industrialization, actively build an industrial innovation platform within the school, relying on the platform to constantly increase the strength of product innovation and technological transformation. In this way, under the industrial economic transformation and upgrading can we promote the continuous innovation of vocational teaching mode and take the transformation and upgrading of industrial economy as the driving force for the development of vocational education.

### ***3.5 Actively Bring Elements of Technology and Labor Force into the Construction of Modern Vocational Education System***

In view of the confusion of the current vocational education management system, we need to actively bring the elements of technology and labor into the construction of modern vocational education system. One of the tasks of vocational education under the supply-side structural reform is to improve the quality of talents. Especially when the labor market demand is growing and high skilled talents are in short supply, it is more necessary to give full play to the advantages of vocational education. Therefore, the construction of modern vocational education system needs to be considered from the following aspects: The first is to ensure the scientificity and rationality of vocational education structure system. Vocational education and higher education should be linked together. The vocational education system should be oriented by vocational ability, from school to job and then to school, so as to ensure the flexible transformation and penetration of the education system; The second is to guide students to set up lifelong learning goals, promote students to have the ability from one field to another and then improve the ability of professionals to participate in social economy; The third is that the teaching content of vocational education needs to be considered from the three dimensions of knowledge, skills and ability. Under this dimension, the perfection of vocational education system can be ensured, the framework of lifelong learning qualification can be constructed and the demand of comparability between vocational qualification certificate and academic certificate can be met, so that vocational education and higher education can be placed in the same social status.

### ***3.6 Improve the Social Status of Vocational Education from the Quality Elements of Labor Force and Capital***

In view of the low social status of vocational education, we need to consider the quality factors of labor force and capital to comprehensively improve the social status of vocational education. The strategy of invigorating China through science and technology is closely related to vocational education. At the level of the state and the government, labor force and capital should be actively allocated to the supply-side capital elements of vocational education. Therefore, we can improve the social status of vocational education by solving the following key problems. Firstly, we should make it clear that vocational education is not the final choice of education, nor the education for poor students. In order to improve the quality of vocational education students, it is necessary to separate vocational education from vocational education by interest rather than score; The second is that the technician colleges in charge of the human and social system should be actively included in the overall planning of college entrance examination and brought into the higher vocational education. Students are required to complete the task of full-time teaching and training in school. At the same time, we also recognize the training diploma and academic diploma of vocational education institutions. Only in this way can vocational colleges recruit more high school graduates, further improving the quality of students and their teaching level; The third is that vocational colleges need to actively carry out relevant projects, with the help of which to obtain more education funds. However, it is necessary to consider the success rate and development value of the project and prohibit corruption and unreasonable allocation of project funds. In this way, vocational colleges can remove restriction from the project, putting more energy on the improvement of teaching standards. The solution of the above problems can further improve the social status of vocational education. <sup>[5-6]</sup>

### **3.7 Focus on the Connotative Development of Vocational Colleges and Strengthen Internal Governance**

In the context of supply-side structural reforms, to promote the further development of vocational colleges, it is necessary to pay attention to the connotative development of vocational colleges and strengthen the internal governance of vocational colleges. The reform of the management model of vocational schools has an important relationship with its future development. Achieving the balance between “ice-breaking” and “reconstruction” is a particularly important goal of vocational colleges in the system design under the supply-side structural reform. The balance between the two can actively transform the internal management mode of vocational colleges. Under the reform of the supply-side structure, vocational colleges always need to actively transform the management model as a strategic theme, clarify the relationship between internal and external authority of vocational colleges, clarify the main position of vocational colleges in running schools, and build science on the basis of further clarification of the relationship between the two. Improve the internal management system of vocational colleges, promote the continuous innovation of the internal management model of vocational colleges, further enhance the competitiveness and management execution ability of vocational colleges, and promote the integration of the talent training model of vocational colleges with local economic development. Improve the pertinence of talent training [7-8].

### **3.8 Actively Carry out School-Enterprise Cooperation and Innovative Talent Training Methods**

The so-called school-enterprise cooperation is a cooperation model established by schools and enterprises. The current social competition is fierce. Vocational education institutions including the education industry, colleges and universities, in order to seek their own development, grasp the quality of education, adopt the method of cooperation with enterprises, and cultivate talents for enterprises in a targeted manner, focusing on the practicality of talents and effectiveness.

School-enterprise cooperation is a win-win model that focuses on training quality, school learning and business practice, and resource and information sharing between school and business. School-enterprise cooperation has achieved a new concept of meeting the needs of society, connecting with the market, cooperating with enterprises, and combining practice and theory, bringing a spring of spring to the development of the education industry. Under the supply-side structural reforms, higher vocational colleges need to fully implement the party's educational policy, implement the fundamental task of establishing morality, develop quality education, promote educational equity, and cultivate socialist builders and successors with comprehensive development of moral, intellectual, physical, and beautiful. Vocational schools need to strengthen friendly cooperation with local enterprises, take school-enterprise cooperation as an effective measure to further improve the quality of talent training, and build a scientific and complete school-enterprise cooperation mechanism. Under the school-enterprise cooperation mechanism, it is clarified that the curriculum teaching of vocational colleges should be linked to the production process of enterprises, actively integrate the school's talent training technology into the enterprise production practice, and further improve the quality of talent training in vocational colleges to meet the needs of social enterprises. The demand for technical talents [9].

## **4. Conclusion**

In conclusion, vocational education under the supply-side structural reform needs continuous innovation and development and actively adapts to China's current economic situation and strategic structure, which can further drive the development of China's vocational education and cultivate more high-quality technical and skilled talents for China. Therefore, it is necessary to innovate vocational education under the supply-side structural reform.

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