



Analysis and Preventive Measures on Problem Existed in practicing of the Connections Between secondary and Tertiary vocational education

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Abstract: In recent years, with the continuous development of vocational education in our country, how to take advantage of the integration of secondary vocational education and tertiary vocational education has gradually become an important topic in the field of education. The connection between secondary and tertiary vocational education can integrate the talent training model, which can integrate vocational education resources on a larger scale and comprehensively improve the quality of talent training. This article mainly focuses on the two aspects of “problems in the practice of the talent training model for the connection between secondary and high vocational education” and “the countermeasures in the practice of the talent training model for the connection of the secondary and tertiary vocational education”, focusing on the practice of the talent training model for the connection of the secondary and senior vocational education. The main problems that exist in the secondary and tertiary vocational schools are proposed to solve the corresponding countermeasures, and it is hoped that the advantages of secondary and tertiary vocational education will be further utilized to cultivate high-quality talents.

Keywords: secondary and tertiary vocational education; talent training; problem analysis; countermeasure analysis

Actively constructing a talent training model for the connection between secondary and tertiary vocational education can not only meet the personal needs of contemporary students for self-improvement, but also conform to the development trend of my country’s vocational education in the new era. However, in reality, some typical problems still exist in some areas of our country for the connection of secondary and tertiary vocational education through the talent training model, such as: “the goal of talent training is divergent”, “the connection between secondary and tertiary vocational courses is out of touch”, and “the lack of specialized teaching” Team” and so on. Only by positively addressing these problems and solving them can we further improve our country’s high-level and vocational connection talent training model, and play its due role in educating people.

One. Problems in the Practice of Connecting Secondary Vocational and Vocational Education through the Practice of Talent Training Mode

1. There are inconsistencies in talent training goals

When the secondary and tertiary vocational education is connected, it is easy to have differences in the goal of talent training. Specifically, on the one hand, there are differences in professional education. At present, some secondary vocational colleges only attach importance to the training of single skills and elementary skills, which are inconsistent with the goals of “multi-skills training” and “senior skills training” of tertiary vocational colleges. It is difficult for both parties to reach a consensus on the goal of talent training; another In terms of quality education, there are differences. Some secondary vocational colleges only focus on the growth of students’ skills, and often ignore students’ personal qualities. When students start to get in touch with the content of tertiary vocational education, they are likely to lag behind in terms of personal quality, and it is difficult to achieve the talent training goals established at the stage of

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doi: 10.18282/le.v10i1.2229

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tertiary vocational education [1].

2. The connection between secondary and tertiary vocational courses is poor relevance

When implementing the talent training model for linking up secondary and tertiary vocational education, there will be some “disconnected” phenomena in curriculum linking. Specifically, on the one hand, communication is out of touch when setting up courses. Due to the lack of emphasis on communication, the courses set by some secondary vocational colleges are similar to those set by tertiary vocational colleges. If the two parties are not actively coordinating, students may receive repeated education, which will affect their enthusiasm for learning; on the other hand, the skills are out of line in the course setting. In the secondary vocational education system, some students only have access to basic knowledge and skills, and it is difficult to quickly adapt to the tertiary vocational education system. However, some teachers ignore this “unsuitability” and forcefully penetrate the content of secondary and tertiary vocational education [2], making students feel that “the more they learn, the harder they are”, and they have no confidence.

3. insufficiency of a professional teaching team

If we want to promote the training of talents for the connection between secondary and high vocational education, we must build a professional teaching team suitable for the education of the connection between secondary and high vocational education. Currently, the main problems exposed by the teaching team are as follows: First, the concept cannot keep up. When implementing the linking education between secondary and tertiary vocational education, some teachers’ concepts cannot keep up. Especially when dealing with secondary vocational students, these teachers always adhere to the perspectives of “no”, “cannot”, and “not allowed” and underestimate the learning ability of students; secondly, the ability cannot keep up. Some teachers do not fully understand the connotation of the linking education between secondary and tertiary vocational education, and do not know how to carry out effective teaching. This is a defect in teaching ability. In general, the connection between secondary and tertiary vocational education is within the teaching team [3], and it is necessary to change concepts, improve abilities, and quickly adapt to related tasks.

two. Countermeasures in practice between the connection of secondary and tertiary vocational education

1. Clear and definite the goal of talent training

On the one hand, set professional education goals. Secondary vocational colleges and tertiary vocational colleges can jointly formulate talent training goals, combine professional characteristics, and set “professional education goals for the connection between vocational and vocational education” for each profession, so that students have a transitional stage, and gradually transition from single skills to primary skills. To multi-skills, advanced skills, to obtain better professional results; on the other hand, set quality education goals. In order to speed up the promotion of education in the connection between secondary and tertiary vocational schools, secondary vocational colleges can set the “targets of quality education for the connection between secondary and tertiary vocational schools”, pay attention to student behavior patterns, ideological conditions, psychological endurance, cultural training, etc., and consciously strengthen students’ personal qualities [4], to achieve the goal of training talents for the connection of secondary and high vocational education.

2. Strengthen the links between secondary and tertiary vocational courses

On the one hand, communicate more when setting up courses. Strengthen the communication between secondary vocational colleges and tertiary vocational colleges to avoid duplication of courses. For example, regularly organize “secondary and tertiary vocational curriculum convergence seminars”, “secondary and tertiary vocational curriculum convergence innovation path sharing meeting”, “secondary and tertiary vocational curriculum convergence summary meeting”, etc., to timely improve the problems in the curriculum setting; on the other hand; , Pay attention to skill cohesion when setting up courses. From secondary vocational education to tertiary vocational education, students may experience various maladjustments in skill learning. In order to avoid this “unsuitability”, teachers can offer “secondary

and tertiary vocational skills connection courses” and “secondary and tertiary vocational skills connection training” [5] to help students adapt to technical education as soon as possible. Let students learn more confidently.

3. Strengthen the construction of teachers

First, change the teaching concept. Teachers who are responsible for the linking education between secondary and tertiary vocational education must actively change their personal ideas, believe in students’ personal abilities, and believe in students’ growth space. For example, teachers can set up an “incentive mechanism for the linking of secondary and tertiary vocational studies” to encourage students to independently construct a second classroom, get in touch with the content of the link between secondary and tertiary vocational education in advance, and strive to become a leader in the linking of secondary and tertiary vocational studies, creating a “you chase me” Catch up with a competitive form of learning atmosphere; second, improve teaching ability. Schools can organize “secondary and tertiary vocational education-method training”, “secondary and tertiary vocational education-content training”, “secondary and tertiary vocational education-assessment mechanism training” to strengthen teachers from different perspectives such as methods, content, and assessment mechanisms. Comprehensive ability in the linking education between secondary and tertiary vocational education. Or, hold an “open course for the connection of secondary and tertiary vocational education”, regularly test the actual teaching level of the teaching team, supervise the independent growth of the teaching team, and continue to absorb the new concept of the connection of secondary and tertiary vocational education.

4. Conclusion

At this stage, some regions of our country have implemented a talent training model that connects secondary and tertiary vocational education, but the results have been minimal. It can be seen that the implementation of the talent training model for the connection of secondary and tertiary vocational education cannot be carried out too hastily. It requires scientific concepts, scientific methods, and scientific plans. As relevant faculty and staff, we must be deeply aware that the talent training model for connecting secondary and tertiary vocational education is not just a simple superposition of “secondary vocational education” and “tertiary vocational education”, but the internal integration of the two education systems. When advancing the specific work of cultivating talents through the connection between secondary and tertiary vocational education, faculty and staff must grasp the respective characteristics of “secondary vocational education” and “tertiary vocational education”, take scientific and effective measures to coordinate the relationship between the two, and truly realize the “1+1> 2” education effect.

Acknowledgements

“This research was supported by Humanities and Social Sciences Foundation Project in the Tianjin Sino-German University of Applied Sciences (ZDKT2018-029),

Key cultivation projects of Tianjin Teaching Achievement Award(PYZJ-005),Planning subject for the 13th five year plan of Tianjin education sciences (VEWT-007) .

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