



Research on the Construction Path of Industrial College of Pilot School of Vocational Education at Undergraduate Level

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Abstract: Undergraduate level pilot education is a trend of education reform and industrial development, which can optimize the structure of higher education and accelerate the upgrading of industrial structure. However, there are still some problems in the specific practice process, which urgently need to be solved by effective measures. Based on this, this article analyzes the problems faced by the construction of industrial trainees in pilot schools for undergraduate vocational education, and proposes effective construction paths for reference.

Keywords: Undergraduate Level; Vocational Education; Pilot School; Industrial College; Path Research

1. Introduction

With the development and progress of society, higher requirements are put forward for education and teaching. Vocational education is an important part of the education system. It is closely connected with the industrial economy and plays a great role in promoting the development of social economy. In order to improve the level of vocational education, various places have carried out practical exploration of undergraduate level vocational education, and increased the intensity of the construction of industrial colleges in pilot schools.

2. The problems faced by the construction of the industrial college of the undergraduate-level vocational education pilot school

2.1 Lack of sufficient attention to discipline construction

Discipline is an indispensable element for colleges and universities to implement teaching, and the quality of discipline construction is related to the comprehensive strength and level of colleges and universities. Although from the name point of view, undergraduate-level vocational colleges are undergraduate education, but due to the study and practice of the predecessor's higher vocational education, there are some shortcomings in the discipline construction. The details are as follows: First, the focus of the pilot schools during the higher vocational period is on professional construction, and no attention has been paid to discipline construction. They believe that their education is mainly oriented towards student employment, and they generally carry out professional construction based on the actual development of regional industries. Second, the pilot school is a new form of vocational education, and there is no comprehensive policy guarantee at the level of discipline construction^[1].

2.2 The development of scientific research is slow

As far as the pilot schools are concerned, there are still obvious shortcomings in scientific research, which will adversely affect the development of the schools. The reasons are: first, the pilot school lacked scientific research awareness during the higher vocational period and lacked effective policy guidance; second, the pilot school's scientific research positioning was unclear. Higher vocational colleges are positioned as teaching-oriented colleges. Therefore, in educa-

tion and teaching work, it is often the goal of training vocational and technical talents, the implementation of vocational teaching research as the task, and scientific research and teaching and research are placed on the same position. Although higher vocational teaching and research work is very important, scientific research cannot be ignored, especially after higher vocational education has become a pilot school for undergraduate vocational education, the importance of scientific research is self-evident^[2].

2.3 The overall teaching quality and level of the teaching staff needs to be improved

From the actual situation, the quality of the teaching staff of higher vocational colleges, the predecessor of the pilot school, has had an impact on its development. The details are as follows: First, the teacher recruitment standards are not clear. When recruiting teachers, colleges and universities only pay attention to whether they have work experience or academic qualifications, and do not inspect the comprehensive abilities of teachers. The recruited teachers are either lacking in theoretical knowledge, or the teaching level is not high, and they cannot take on the heavy responsibility of teaching; second, teaching Training needs to be improved. Although many colleges and universities now provide professional training for teachers, undergraduate and professional vocational education are different. If the professional teacher training method is adopted, it will certainly not achieve an ideal effect^[3].

3. The construction path of the industrial college of the pilot school of vocational education at the undergraduate level

3.1 Strengthen the integration of disciplines and provide support for the industrial construction of pilot schools

There is a clear distinction between disciplines and majors. Disciplines refer to the process by which scholars in a certain scientific field revolve around certain codes of conduct or resources to innovate, use, and pass on knowledge. The major is mainly the basic unit for the training of professional talents in the division of labor and disciplines in the society. The professional construction cannot be separated from the support of the discipline construction, and the discipline construction must also be guaranteed by excellent human resources in the professional construction. Out of consideration of time, energy and other factors, it is the best choice to integrate the two to strengthen the integration of disciplines. The details are as follows: First, the government's guiding function must be brought into full play. The education administrative department should recognize the important role of discipline construction and emphasize its importance to make up for the shortcomings of the pilot school's discipline construction. At the same time, it is necessary to ensure the consistency of the overall plan of discipline construction and implementation measures, and provide corresponding policy support, financial support, etc. Second, establish and improve institutional mechanisms. To do a good job in the industrial construction of pilot schools, it is bound to be inseparable from the guarantee of an effective system and mechanism. It is necessary to build a complete structural adjustment mechanism to meet the needs of continuous addition of new professional structural adjustments; update the teacher assessment mechanism. For vocational education, the most prominent feature is applicability. It is necessary to support and encourage teachers to transform scientific research results into excellent teaching resources and link them with the development of real industries to provide a guarantee for the development of the regional economy. At the same time, it is necessary to increase contact with various pilot schools and learn from their successful experience. In addition, it is necessary to maintain a good cooperative relationship with local enterprises, implement the integration of production and education, and jointly explore and formulate a sound talent training plan.

3.2 Make up for shortcomings in scientific research and promote the smooth progress of industrial construction of pilot schools

Since it is undergraduate level vocational education, regardless of its predecessor, it must be carried out in accordance with the requirements of undergraduate education during the construction of pilot schools. Therefore, the concept of "professional construction and ignoring discipline construction" has always existed in higher vocational education. We must change, and at the same time, we must effectively handle the relationship between talent training and suitable

services. The details are as follows: First, the school must do a good job in scientific research positioning. To effectively make up for the insufficiency of traditional scientific research, pilot schools must be well positioned for scientific research. Based on the characteristics of undergraduate vocational education, it is necessary to “career” as a guide, focusing on the cultivation of students’ vocational abilities, and linking them with post work, so as to better adapt to the needs of social development. Second, policy guidance. The education department shall issue guiding policies and systems for undergraduate vocational education to create a good environment for undergraduate vocational education. At the same time, it is necessary to differentiate between the scientific research team and project requirements based on the application characteristics of undergraduate vocational education, so that the industrial construction of the pilot school can proceed smoothly.

3.3 Optimize the faculty team to provide power support for the industrial construction of pilot schools

To better conduct undergraduate vocational education, it is bound to be inseparable from a professional faculty. The main purpose of undergraduate vocational education is to cultivate high-quality skilled talents to meet the needs of social positions. To cultivate talents, teachers’ teaching quality level is very important. The details are as follows: standards must be developed. To optimize the teaching staff, there must be a sound standard for the construction of the teaching staff. For example, in the teacher recruitment stage, the recruitment standards should be raised, and the comprehensive quality level of the candidates should be considered. New teachers must have professional vocational certificates or masters and doctoral students with outstanding educational professional ability. In particular, academic leaders must have high academic qualifications, abilities, and other aspects, as well as strong scientific research capabilities. Of course, for relatively high-quality talents in the industry, they may not have very high academic qualifications. Special instructions can also be given when recruiting, or they can be given more opportunities for performance during interviews. Newly hired teachers must undergo pre-job training and assessment before they formally take up their posts, and only teachers who have passed the assessment can get on their posts. Second, we must increase the training and education of teachers. In fact, school-enterprise cooperation is not only a form of training professionals, but also an effective channel for undergraduate vocational education teachers. Under the conditions of implementing the teacher training system for entering enterprises, pilot schools and enterprises should also cooperate with each other to jointly build a teacher training and education platform, formulate a complete training plan, and improve the teaching ability and level of teachers. In addition, experts or high-quality talents in the industry should be hired from outside to give lectures on pilot schools and organize teachers to conduct skills training. If conditions permit, the pilot schools will also arrange for teachers to participate in some training programs such as provincial training or national training in turn, and arrange outstanding teachers to study at some of the more famous scientific research institutions at home and abroad to enrich the knowledge storage of teachers. Continuously improve the knowledge structure of teachers to lay the foundation for better implementation of education and teaching.

4. Conclusion

In summary, the implementation of undergraduate-level vocational education covers a lot of content and is a systematic and complex task. We need to correctly understand the problems existing in the construction of industrial colleges of pilot schools, strengthen the integration of disciplines, and make up for the shortcomings of scientific research. We should also optimize the teaching staff, constantly explore new construction and development paths, and provide power support for the industrial construction of pilot schools.

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