

# Research on the Professional Setting of Higher Vocational Colleges from the Perspective of Social Needs

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## Abstract

**The skill education of professional courses in higher vocational colleges has important practical significance for the improvement of higher education quality and the training of social professionals. Especially in the face of China's increasing economic aggregate and service demand, the choice of professional curriculum content and education methods in higher vocational colleges, as well as the connection between professional curriculum settings in schools and social needs, determine the future social employment of students, the quality of independent entrepreneurship. From the perspective of social needs, this paper discusses the setting of professional curriculum content and teaching methods in higher vocational colleges, and according to the social industrial structure, employment demand and other external environment development and changes, proposes targeted professional setting and talent training strategies to meet the needs of social comprehensive professional talents.**

## Keywords

**Social needs; higher vocational colleges; professional settings; problems.**

## 1. Introduction

Foreword: The education and training of professional and technical talents in higher vocational education should adhere to the needs of social enterprises as the orientation, facing the broad market space, employment and entrepreneurship, and organize the planning of professional curriculum teaching content. According to the "National Implementation Plan of Vocational Education Reform" issued by the State Council in 2019, with the national policy of modernizing vocational education and the constructing specialty clusters, the existing financial funds, basic education facilities and teaching talents in the school will be used to accelerate the reform and innovation of the professional school system and direction, and continuously improve the vocational education teaching system and clarify the teaching goal, which is to develop long-term cooperation with social enterprises in professional practice, so as to cultivate high accomplishment and high-quality talents with production and service capabilities.

## 2. The Changing Trend of My Country's Industrial Structure and Social Employment Demand

Since the 1950s, the global economic development direction and industrial structure have undergone several large-scale adjustments. Among them, developed countries such as the United States, the European Union, and Japan have taken the lead in abandoning high-energy, high-pollution, labor-intensive industries and intensively experiencing development networks, focusing on the development of high-end manufacturing industries such as communications, electronic computers, integrated circuits, precision machinery and semiconductors. The development and reform of China's social industrial structure originated in the 1970s and 1980s. Since the reform and opening up, the primary and secondary industries such as high energy-consuming industries, labor-intensive industries, and general technology industries

have remained in place for a long time, which have occupied the main position of China's industrial and agricultural production. Before 2000, the public-owned economy was still China's main economic development model. The overly complex and inefficient industrial production links caused problems such as bloated social industrial structure, high demand for employment, and low technical content in the overall production links. After the 1990s, my country also began to make a series of rectifications and adjustments to the extensive economic model of high energy consumption, high pollution and low output. High-end industries focusing on network information technology, industrial automation technology, national defense and biochemical technology, and aerospace technology have begun to receive attention from the national government, state-owned or private enterprises, Lenovo Group, Haier Group, ZTE, Tsinghua Tongfang, Tsinghua Unigroup With the support of industrial policies, such enterprises have developed relatively rapidly, and once became a global influential technology brand.

From the perspective of the development process of my country's social industrial structure, the trend from high energy consumption and high pollution industries to high integration and high added value is the main feature of the structural adjustment of the primary, secondary and tertiary industries. Especially with the rapid development of Internet information technology, big data, cloud computing technology, and artificial intelligence technology, high-end manufacturing, e-commerce and Internet of Things industries are gradually reforming and replacing labor-intensive industries, and automated manufacturing has begun to occupy the larger proportion of the socio-economic structure. Therefore, under this circumstance, the demand for professional talents of social enterprises is not only limited to low-end processing and manufacturing technology, but also requires professional talents to have more professional computer operation, software application capabilities, and industrial innovation capabilities in a changing social and economic environment, in order to adapt to the fierce international technological competition of the information age. Therefore, the establishment of professional curriculum content and educational methods in higher vocational colleges should also keep pace with the development of the social market environment and industrial technology to promote the renewal and upgrade of modern high-end manufacturing and service industries.

### **3. The Importance of Setting Higher Vocational Professional Curriculum Education based on Social Needs**

#### **3.1. Professional Teaching Goals based on Social Talent Needs**

The ultimate goal of professional courses for students in higher vocational colleges is to successfully participate in employment and entrepreneurship in the future. Especially under the severe employment situation in China and high demand for high-end talents, the development of education and teaching goals for professional courses in higher vocational colleges based on social talent needs can help provide students or graduates with the establishment of professional learning content and learning planning. For example, the current local government administrative departments and education departments often propose the teaching direction and educational goals of professional courses to higher vocational colleges according to the recruitment needs of social enterprises. Teachers make organizational plans for the content of textbooks and develop professional theories for students. The teaching of knowledge and practical cases meets the diversified professional talent needs of social enterprises.

#### **3.2. Improve and Optimize the Teaching Content and Educational Methods of Professional Courses**

The continuous transformation and upgrading of my country's industrial structure, as well as the decline in the number of employees in the field of industrial production and the

improvement of professional skills, have an important impact on the future career development of students. Therefore, in the professional curriculum education and teaching of higher vocational colleges, the introduction of the development concept based on social needs can reform and innovate the original "indoctrination" curriculum teaching, and continuously optimize the teaching content and educational methods of the subject professional curriculum to make. It has changed from pure theoretical knowledge learning to extensive participation in extracurricular professional practice drills, gradually improving students' professional skills in multiple fields. For example, with the development of tertiary industries such as tourism, fitness, health care and medical care, and housekeeping services, higher vocational colleges have also begun to introduce extracurricular networked teaching resources and multimedia teaching equipment to the teaching of related professional courses, in order to innovate methods, guide students to participate in the learning of various courses, and cultivate talents with higher professional qualities.

### **3.3. Deepen the Long-Term Cooperation Between Schools and Enterprises and Students' Professional Practice**

From the perspective of professional curriculum education for social needs, higher vocational colleges will cooperate with off-campus companies to develop various courses and practical education in accordance with their own teaching status, and achieve relatively good teaching results. At present, most vocational colleges in China will sign cooperative education and personnel training agreements with local enterprises in professional education. According to the needs of social enterprises for professional talents, they plan to recruit students for their majors and conduct professional theoretical knowledge and practical exercises. Such courses as teaching deepen students' case practice in professional laboratories and training rooms, and help colleges and universities realize the integrated development of production, education and research as soon as possible in different majors.

## **4. Problems in the Teaching Settings of Professional Courses in Higher Vocational Colleges**

### **4.1. The Teaching Settings of Professional Courses Rarely Introduce Emerging Technologies**

In the era of Internet information industrialization, most higher vocational colleges still focus on the theoretical knowledge of textbooks for the teaching of students' professional courses. There is a lack of introduction and explanation of emerging technologies in the classroom, including big data and cloud computing technology, artificial intelligence technology, and 3D printing technology, teaching of new composite material technology, biomedical technology, etc. Facing the transformation and upgrading environment of the traditional industrial manufacturing industry and the tertiary service industry, higher vocational teachers only teach students a single mechanical equipment use and debugging plan, which can no longer meet the industrial needs of automatic and intelligent production.

### **4.2. The Teaching of Professional Courses Ignores the Main Status of Students and Exchanges Between Teachers and Students**

In the teaching process of different professional courses, higher vocational teachers should not only focus on the secondary industry, tertiary industry and other production fields, but also develop the teaching content of different high-tech information fields and life service fields for the needs of professional technology and service management talents. The learning differences and internal needs of different students should also be taken into account. However, the current setting of professional curriculum teaching content and teaching mode in higher vocational

colleges usually rarely takes students as the main body of the entire curriculum. With regard to students' learning in professional theoretical knowledge, production and practice projects, there is little understanding of knowledge and poor industrial practice. The problem of proficiency makes students less motivated to study the course. Later, from the perspective of the interaction between teachers and students in higher vocational schools, due to the more onerous teaching tasks of the course, teachers usually only answer the common questions raised by students, but hardly engage in "one-to-one" with students in the classroom. For one-to-one interactive communication, students are rarely assessed and evaluated after the completion of course teaching. Therefore, it is difficult to get timely feedback on the learning situation of different students, and the classroom teaching effect of the whole professional theory and practice is poor.

### **4.3. The Disconnect Between Professional Curriculum Teaching and Social Practice**

Another problem with the setting of professional curriculum education content and teaching methods in higher vocational colleges is that there is a serious disconnect between the content of teachers' classroom teaching and the demand for talents in social industry practice. For example, in the teaching of numerical control technology courses in the industrial production industry, higher vocational teachers usually lead students to go deep into the CNC machining workshop and explain the composition and operation methods of lathe equipment. Although these professional teaching can improve students' CNC machining skills, they lack the correctness. The cultivation of students' innovative ability and flexible practical ability can easily lead to poor application of students in the face of different numerical control equipment. While in the teaching of service-oriented majors such as marketing and hotel management, teachers only explain some marketing skills, service management concepts, etc. to students, which are quite different from real social practices and are difficult to provide help for students' future employment and entrepreneurship .

## **5. Research on the Innovative Setting of Professional Curriculum Teaching in Higher Vocational Colleges based on the Perspective of Social Needs**

### **5.1. Combine Market Research to Construct Educational Goals for Diversified Talent Training**

In the current professional education process of higher vocational colleges, the professional knowledge of different subjects covers a wide range, but the professional curriculum content has low practical application in the society. Therefore, the degree of professional counterpart should become an important issue of concern for higher vocational curriculum teaching. Under this circumstance, vocational teachers should conduct extensive market surveys on the needs of social enterprises and analyze the market competitiveness of different professional skills before teaching professional courses. Then, based on this requirement, the higher vocational colleges should formulate diversified professional skills training talent education and teaching goals, give full play to the advantages of teaching teachers and educational resources in the school, strengthen the teaching of theoretical knowledge, social practice ability, and communication ability of a professional student, and reasonably grasp the content of different courses Setting, teaching progress, etc., and provide support for the development of students' professional and comprehensive qualities.

## **5.2. Strengthen The Professional Management Mechanism of Higher Vocational Education and Construction of Teaching Content Inside and Outside the Class**

The professional setting must be closely integrated with the local industrial structure and economic construction, and the quality of professional curriculum teaching in higher vocational colleges is closely related to the construction of teacher curriculum, teaching content and education management mechanism. Based on this, the development of the higher vocational professional education and teaching system, the direction of running schools, etc., first of all, according to the needs of social posts, it's a must to introduce more diversified extracurricular online teaching resources, enrich and improve the existing curriculum content, and increase the teaching knowledge related to professional post ability, carry out professional theory, case practice, etc. for students, make detailed analysis and teaching guidance for existing classroom teaching problems, continuously stimulate students' enthusiasm for curriculum learning, expand professional vision, and meet the needs of different students' professional curriculum learning. After that, it is necessary to strengthen the establishment of professional education management mechanisms in higher vocational colleges. According to the actual conditions of industrial manufacturing, electronic information, materials and energy, biochemical drugs, etc., social industry associations, the higher vocational colleges should participate in jointly formulating the standadization of professional curriculum teaching and education management systems, set up and implement a comprehensive management mechanism for the number of students enrolled in different majors, curriculum education goals, teaching content and employment guidance, etc., conduct regular student professional study surveys, draft survey reports, and listen to the professional setting and construction opinions of different education subjects , gradually to improve the teaching reform and guidance of professional courses, and to cultivate high-quality professional skills talents that meet the needs of social enterprises.

## **5.3. Improve the Practical Teaching of Professional Courses and Long-Term Cooperation Between Schools and Enterprises**

By introducing network equipment such as multimedia software, PPT courseware, and building a professional training platform with complete functions, higher vocational colleges can educate students with different individual needs and learning conditions, and achieve the integrated development of professional teaching as much as possible. First, the higher vocational colleges focus on the use of online teaching models such as MOOC, micro-classes, and flipped classrooms to strengthen the training of students' vocational skills and practical capabilities. Emphasizing on the professional requirements of social talents in different disciplines, a combination of text, pictures, video and audio is adopted to carry out experimental training teaching for different students. Second, higher vocational colleges have signed a series of legally effective cooperative education agreements with social enterprises to improve the current professional curriculum content and teaching methods, and guide students to participate in classroom case studies and extracurricular production practices, tracking and mastering the learning situation of students in different professional courses, and launching extensive problem exchanges and interactive discussions with them, answering students' doubts about the practice of professional courses in and out of class, and therefore to ensure the scientific effectiveness of professional curriculum education.

## **6. Conclusion**

Facing the increasingly competitive professional development environment in the social market, higher vocational colleges must conduct extensive cooperation with social enterprises from the perspective of social needs. This has become the direction of professional education's

future efforts. Therefore, in the teaching process of professional courses of different disciplines in higher vocational colleges, by introducing more emerging technology theories, project practice content, and combining the needs of market professionals, perfecting and optimizing the teaching process and teaching mode of professional courses, not only can the higher vocational schools create a special professional with social practical significance, it is also conducive to the construction and formation of students' comprehensive quality and ability.

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