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Analysis on the Objective and Positioning of Higher Vocational Education Talents

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Abstract

Since the 1990 s, our higher vocational education not only occupies half of the field of higher education, but also the talents trained in higher vocational colleges have effectively met the needs of social production, construction and management for a long time, and made great contributions to the social and economic development. With the progress of science and technology and the adjustment of industrial structure, a large number of vocational positions and post groups based on high - tech industries emerged rapidly. Technical and skilled talents trained by higher vocational education limited to specialized level could not meet the actual needs of these posts for talents, and higher vocational education began to gradually adapt with social needs. Based on the urgent practical needs, it is imperative to develop undergraduate - level higher vocational education, cultivate high - level technology application talents, and provide talent support for economic development and scientific and technological progress. This paper presents the diversity of the demand of higher education, the transformation of vocational education is different from the types of undergraduate education, and then discusses the need of transformation and regions, to summarize the experience of international application universities and analyze the success of application technology universities.

Keywords

Undergraduate courses; Vocational education; Talent training.

1. Introduction

With the promulgation of a series of policy documents, such as the Decision of the State Council on Accelerating the Development of Modern Vocational Education and the Construction Plan of the Modern Vocational Education System (2014 - 2020), these all provide the policy basis and efforts direction for the theoretical research and practical exploration of higher vocational education at the undergraduate level. Based on the policy provisions and regulations at the national level and the urgent needs from a realistic perspective, China is imperative to develop undergraduate - level higher vocational education, cultivate high - level technical applied talents, and provide talent support for economic development and social progress. China's undergraduate level higher vocational education in China is in the stage of exploration and development, practice time is short in time, theoretical research is not mature. So far, the domestic academic circle has a different understanding of the connotation of higher vocational education, including its talent quality specifications and many other basic issues, which is also different. How should the goal of higher vocational education talent training for undergraduate level locate and what characteristics? Where is the specific difference between its training goal and orientation of ordinary undergraduate education and higher vocational education talents at the specialized level? What measures should be taken to ensure the realization of the talent training objectives and the effectiveness of talent training? The research on how to organize

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education and teaching activities scientifically and how to carry out the evaluation of the quality of talents are still scattered and not in - depth enough. At the same time, the summary and improvement of practical experience is also weak. The researchers seem to not pay attention to in - depth and comprehensive theoretical research and discussion based on the actual situation of existing undergraduate pilot majors in higher vocational colleges. Therefore, the relevant theoretical system needs to be constructed and improved. Because of the lack of relevant systematic theory for guidance, so in practice, some undergraduate higher vocational education pilot vocational colleges to their own orientation, development ideas is not clear, some vocational colleges even give up their own characteristics, from the core of students practical ability training, mechanical follow ordinary schools of higher learning, take the academic development road, thus deviate from vocational education unique talent training direction, not only lead to the talents unable to adapt to the needs of economic development, also make their own development into trouble.

Figure 1. Combination of Vocational Education with Bachelor Degree Education

2. Research Status

The combing and analysis of the existing research can help us have a deeper understanding of the problems studied. Through consulting the literature, the author found that there are many studies on the problem of higher vocational education, but the systematic analysis of the literature at home and abroad.

In terms of the research on the orientation of talent training objectives of higher vocational education at the undergraduate level, H.W. French, through the analysis of the classification of technical talents in some industrialized countries, thinks that higher vocational education at the undergraduate level should aim at training "technicians". Therefore, h.w.french thinks that the higher vocational education at the undergraduate level trains technicians. Li Haohao, Karl vilheim and others pointed out that higher vocational education at the undergraduate level should cultivate advanced applied talents with specialized knowledge and technology by analyzing the orientation of talent training objectives of German University of Applied Science and technology. Huang Yani (2004) analyzed the higher vocational education at the undergraduate level in Germany, and believed that the cultivation of bridge type vocational talents with practical application technology should become an important focus of higher vocational education at the undergraduate level. Wang Ningning et al. (2015) analyzed and summarized the development background and talent training experience of Japan University of technology and science, and believed that cultivating high-level technical talents with application ability, practical ability and creative ability and certain dedication should be the

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goal of higher vocational education at undergraduate level. Du Caiping (2011) pointed out that the goal of cultivating high-quality applied talents is the best choice for higher vocational education at the undergraduate level in the UK by combing the development process of Polytechnics.

2.1. Domestic Research Status

After more than 20 years of rapid development, China's higher vocational education has occupied half of the wall river in the field of higher education, both in terms of the number of universities and the scale of students. However, while the rapid expansion of higher vocational education, the connotation development is relatively slow, and the quality of talent training is difficult to meet the needs of China's social and economic development for advanced technology application talents. Based on this, in the specialized level of higher vocational education at the same time, the academic circle began to pay attention to the undergraduate level higher vocational education and its talent training target orientation and gradually start research, in order to realize the sustainable development of the undergraduate level higher vocational education in China, and further deepen and enrich the theoretical research in the field of vocational education in China. Considering the study of higher vocational education in the late 1990 s, the retrieval time span of relevant literature was concentrated in 2000 - 2015. With the subject of "Higher Vocational Education" , "Higher Vocational Education" , "Technical Undergraduate", "Higher Vocational College" , 189 related documents, 21 doctoral papers, 20, including technical talent training, 40 related documents and 20 related documents. From the search of the year of relevant literature, the number of research papers in the direction gradually increasing, which shows that in recent years with social and economic development and scientific and technological progress, the national demand for high - level technology applied talents is gradually expanding, scholars to undergraduate higher vocational education and talent training and other related issues gradually heating up.

2.2. Current status of foreign research

Studies on the training of higher vocational education, OECD, UNESCO and other authoritative websites and found that higher vocational education has different ways and different countries, it is difficult to find literature related to this study. It is also difficult to find relevant research results through access to some famous comparative education journals, such as the Journal of Vocationaland Technical Education (Journal of Vocational and Technical Education), and the Journal of Technical and Vocational Education (Journal of Technical and Career Education). In view of the less direct research on the orientation of higher vocational education talents, the penetration in the discussion and discussion of school education and teaching, and the limitation of literature retrieval and academic ability, etc. (H.A.Foechek) has predicted that at some time in the future, there may be at least four basic types of bachelor's degree teaching program —— science, engineering science, engineering, and engineering technology at the university undergraduate level. Mr. Yang Jindi once wrote out that the development of undergraduate higher vocational education is the inevitable trend of the development of high - level education in the world, and further emphasized that the Japanese University of Technology and Science, the German University of Applied Science and the British College of Polyscience and Technology are mainly the implementation of undergraduate - level higher vocational education.

3. Research Ideas

Based on the positioning of talent training objectives, this paper analyzes the research status at home and abroad and defines the relevant concepts by combing the relevant literature on the positioning of talent training objectives of undergraduate level higher vocational education. On

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this basis, this paper expounds the basis of talent training goal orientation of undergraduate higher vocational education from two aspects of theory and reality. By using the method of comparative study, this paper analyzes the theory and practice of talent training goal orientation of undergraduate higher vocational education in Japan, Germany and Britain, and summarizes their experience in this aspect. Finally, the paper points out the exact orientation of the talent training goal of China's undergraduate higher vocational education, that is, to cultivate advanced technology application-oriented talents. Taking Shanghai Institute of electrical engineering as an example, the paper analyzes the practice of the talent training goal orientation of mechanical design, manufacturing and automation specialty of the Institute, In order to explore and think about the related theory of talent training goal orientation of undergraduate level higher vocational education in our country, on this basis, it puts forward reasonable measures to ensure the effectiveness of the training of advanced technology application-oriented talents: update the concept; improve the quality of the talent training; Strengthen the construction of legislation; We should strengthen the practice and highlight the application of talent training measures.

Figure 2. Vocational education graduates will receive a bachelor's degree

4. Research Methods

4.1. Literature Research Method

This study uses the literature research method, through consulting and analyzing a large number of relevant literature, to form a more comprehensive and systematic understanding of the current research status of undergraduate level higher vocational education personnel training in China, and through combing the relevant research results, to have a general understanding of the target positioning of undergraduate level higher vocational education personnel training in Japan, Germany, Britain and other developed countries, So as to lay a theoretical foundation for this study.

4.2. Comparative Study Method

This study attempts to find and summarize the experience of Japan, Germany and Britain in talent training goal orientation and its realization through comparative analysis of talent training goal orientation of undergraduate level higher vocational education, so as to provide experience reference for talent training goal orientation of undergraduate level higher vocational education in China.

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4.3. Case Study Method

This study takes Shanghai Institute of electrical engineering as a case, through the analysis of the talent training goal orientation of mechanical design and manufacturing and automation specialty, in order to think and explore the theory and practice of talent training goal orientation of undergraduate level higher vocational education in China.

5. The Basis for the Orientation of Talent Training Objectives Oo Higher Vocational Education at Undergraduate Level

As a type of education greatly influenced by economic factors, higher vocational education has always been in constant change and development. As a reflection of the society's expectation of educational activities, the orientation of talent training objectives is guided by a certain theoretical basis and stable in a certain range, but at the same time, it changes with the changes of social and economic development and has a dynamic attribute. Therefore, to study the basis of talent training goal orientation of undergraduate level higher vocational education, we should not only discuss the theoretical level, but also focus on the analysis from the perspective of reality.

5.1. Theoretical Basis for the Orientation of Talent Training Objectives of Higher Vocational Education at Undergraduate Level

5.1.1. The Main Content of the Theory of Man's All-round Development

Marx and Engels put forward the concept of "all-round development of human beings" in German Ideology, and in the process of exploring the way to realize the all-round development of human beings, they constructed the Marxist education theory with the all-round development of human beings as the core. After development and deepening, this theory eventually became the guiding ideology and theoretical basis of the socialist education teleology. Generally speaking, the content of Marxist theory on human's all-round development mainly includes the following aspects:

(1) the development of human's physical strength and intelligence, ability and interest are unified in the harmony of full and free development of personality and coordinated development of various aspects

(2) The improvement of social productivity is the material basis and social condition for the realization of man's all-round development

(3) The combination of education and productive labor is an important way and method to realize man's all-round development and an objective law of historical development.

5.1.2. The Theory of Human's All-round Development and the Orientation of Talent Training Objectives the Theory of Human's All-round Development

This paper points out the direction of human development from the perspective of human development and social development, and holds that the unity and harmonious development of individual intelligence and ability, ideological and moral character and mental state is the real all-round development of human. Its pedagogical enlightenment is that undergraduate higher vocational education, like ordinary higher education, is also an important form of education to realize people's all-round development. When positioning its talent training objectives, we should make dynamic adjustments according to the actual situation of Higher Vocational Education in different development stages and under different conditions. As a kind of education type with both the attributes of higher education and the characteristics of vocational education, the orientation of talent training objectives of higher vocational education at undergraduate level should not only consider making the educated meet the academic standards stipulated in the higher education law, strengthen quality education, pay attention

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to the combination of scientific spirit and humanistic quality, and pay attention to professional ability The cultivation of method ability and application ability should integrate the personality development and personality perfection of the educated organically, so as to make them develop freely and comprehensively in professional quality such as knowledge and ability, and non professional quality such as moral spirit and aesthetic taste. In other words, the realization of people's all-round development is not only the internal requirement of the development of undergraduate level higher vocational education, but also the important theoretical basis of its talent training goal positioning.

5.2. Pedagogical Basis: Talent Classification and Education Classification Theory

5.2.1. Main Contents of Talent Classification and Education Classification Theory

As early as the spring and Autumn period and the Warring States period, Confucianism, Taoism and Mohism discussed the orientation of talent training objectives. Confucius, the founder of the Confucian school, set the goal of the whole Confucian talent training as to cultivate the "gentleman" who is the leader of the gentry class, and required the personality education of talents. Mozi, the representative of Mohist school, advocates universal love and the cultivation of "civilian" talents in education. In addition, Liu Shao in the Three Kingdoms period elaborated the concept of talent classification in his book "records of people". In this paper, he divided talent into monarch talent and Minister talent, and subdivided general talent into concurrent talent, professional talent and independent talent. According to the talent classification, he made the corresponding appointment plan. Thus, the idea of talent classification has appeared in ancient China. Modern talent classification theory divides talents into academic talents, those who discover and study objective laws, and applied talents, those who use objective laws to seek direct benefits for society. Applied talents are subdivided into engineering talents, technical talents and skilled talents. Among them, skilled talents mainly refer to technicians engaged in simple skill operation in the production process, Engineering and technical talents mainly include technical engineers and technicians who rely on intelligence skills to complete more complex work in the actual production department. The classification of education corresponds to the classification of talents, and different types of talents need corresponding education types to cultivate. According to the relevant discussion of American education expert Friedrich on the classification of education types, China's education types can be divided into academic, engineering, technical and skill categories. Combined with the relevant provisions of the international standard classification of Education (ISCED, 2011), all kinds of education at all levels are divided into nine levels, with the fifth level as the dividing line. Levels 0-4 belong to the category of non higher education, and levels 5 and above belong to the field of higher education. On this basis, the fifth level of education is divided into two categories: A and B. category 5A is theoretical academic education, mainly cultivating academic talents; Class 5B belongs to practical technical vocational education, which mainly cultivates technical application-oriented and skilled operation oriented talents.

5.2.2. Theory of Talent Classification and Education Classification and Orientation of Talent Training Objectives

The theory of talent classification and education classification shows that, to a certain extent, the change of talent classification directly determines the differentiation of education types. The social classification of talents should be considered first in positioning the training goal of a kind of education type talents. At the same time, the theory of talent classification and education classification shows that the purpose of talent classification and education classification is not in the type itself, it is more to guide colleges and universities to make clear their own positioning and characteristics, so as to go beyond the classification and realize the personalized and diversified development of Higher Education. As a type of education with

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distinct vocational attributes in the field of higher education, higher vocational education, based on the theory of talent classification and fully considering the needs of social and economic development, takes the training of technical and skilled talents as its training goal. It is this unique talent training goal that makes higher vocational education achieve rapid development, And in the past for a long time to promote social and economic development, scientific and technological progress has played an important role. As a product of the differentiation of higher education types, the higher vocational education at the undergraduate level should focus on the theory of talent classification and formulate its own talent training objectives.

5.3. Psychological Basis: Multiple Intelligences Theory

5.3.1. Main Contents of Multiple Intelligences Theory

There are different opinions on the structure of intelligence in the academic circle. Some scholars advocate the single factor theory, two factor theory, and some researchers support the multi factor theory. Until 1983, Howard Gardner, a famous American scholar and professor of psychology at Harvard University, put forward the theory of multiple intelligences. Since then, the academic community has formed a relatively unified understanding of the structure of intelligence. After more than 20 years of deepening and development, the theory of multiple intelligences has gradually become an important psychological basis for educational reform in many countries. After the theory of multiple intelligences was put forward, Gardner reinterpreted the connotation of "intelligence", pointing out that everyone has eight intelligences to varying degrees, including speech intelligence, mathematical logic intelligence, spatial intelligence, music intelligence, body movement intelligence, interpersonal intelligence, self cognitive intelligence and natural observation intelligence, and they all exist in a relatively independent way. There is no difference between each kind of intelligence, but individuals have their own unique strengths and weaknesses. For example, people with strong spatial intelligence may have rich spatial imagination, and people with high sports intelligence may prefer practical activities. At the same time, individual intelligence can be further developed and improved through education and postnatal efforts. The combination of various advantages of intelligence can make the individual play a greater potential. According to the theory of multiple intelligences, the ability to solve practical problems in life or to create products needed by society should be taken as the standard to measure the level of intelligence. Therefore, the theory of multiple intelligences is a great leap in the history of human intelligence and the development of psychology.

5.3.2. Theory of Multiple Intelligences and Orientation of Talent Training Objectives

The theory of multiple intelligences shows that each person's intelligence structure is different in the specific way of composition, and each student has different characteristics in the way of learning and ability development. However, almost all people solve problems in the way of intelligent combination. Education must recognize and face up to the diversity of talent's intelligence structure, and correctly treat individual differences. The ultimate goal of education is to cultivate people needed by the society, promote individual physical and mental health, and realize the full development of intelligent structure. Under the influence of traditional ideas, there have been misunderstandings about Vocational Education in our society. It is generally believed that vocational education is a kind of low-level education type, students receiving vocational education are "poor students", and vocational education cultivates low-level skilled personnel who only know simple operation. However, the theory of multiple intelligences enlightens us that compared with the students receiving general education, the students receiving vocational education can only show to a certain extent that their intellectual strength is not in abstract thinking such as mathematical logic, but may have greater advantages in image thinking such as self cognition and interpersonal communication. Therefore, higher vocational education at the undergraduate level should start from the theory of multiple intelligences, and

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create conditions to promote the mining and development of their superior intelligence on the basis of recognizing the diversity and uniqueness of students' intelligence types, so as to lay a foundation for the all-round development of their comprehensive quality. It can be seen that the theory of multiple intelligences has laid an important psychological foundation for the orientation of talent training objectives of undergraduate higher vocational education in China.

6. The Orientation and Realization of Talent Training Objectives of Higher Vocational Education at Six Undergraduate Levels

6.1. Connotation of Talent Training Objectives of Higher Vocational Education at Undergraduate Level

China's undergraduate level higher vocational education is rising under the background of the improvement of modern industrial production level and the rapid development of high-tech industry, which is similar to the background of the emergence of undergraduate level higher vocational education in Japan, Germany, Britain and other developed countries, so it also has similar practical demands in the orientation of talent training objectives. The important enlightenment from the rapid development of higher vocational education at the undergraduate level in Japan, Germany, Britain and other developed countries is that talent training is the fundamental task of higher vocational education at the undergraduate level, and ensuring the quality of talent training is the premise and foundation to realize the sustainable, healthy and rapid development of higher vocational education at the undergraduate level, which all depends on the scientific and reasonable orientation of talent training objectives. The goal of personnel training is not only the premise and foundation for the smooth development of all educational activities, but also the end result of educational activities. It embodies the expectation of the society for educational personnel training activities. To some extent, the orientation of talent training objectives should not only be combined with the general education purpose of the country, the social demand for talents in a certain period, but also consider the essential attributes of specific types of education and other factors. As a "direction mark" reflecting the overall quality requirements of the society, the orientation of talent training objectives reflects people's requirements for the direction and specifications of talent training. As far as the undergraduate level higher vocational education is concerned, the orientation of talent training objectives should generally meet two requirements: first, the trained talents must have the special attributes of higher vocational education, That is to say, the trained talents must have the characteristics of application, technology and occupation; Second, the trained talents must meet the academic standards of undergraduate education stipulated by the higher education law, and have the corresponding theoretical knowledge foundation. As a specific type of education, it undertakes the task of transforming the technical principles in the production process into the actual productive forces. To a certain extent, this particularity determines the talent training activities of the undergraduate level higher vocational education and the general higher education There is a big difference between the activities of engineering talents and the activities of training skilled talents in higher vocational education. If we say that the talents trained by the higher vocational education at the junior college level are oriented to specific professional posts, then the talents trained by the higher vocational education at the undergraduate level are oriented to post groups. Their knowledge, ability and quality allow them to work across posts. Therefore, to some extent, higher vocational education at the undergraduate level belongs to the social practice of cultivating advanced technology application talents. To sum up, the author aims to cultivate talents of higher vocational education at the undergraduate level with solid and profound technical theoretical knowledge foundation, strong practical ability, application ability and certain creative ability, the ability to transform technical principles into material entities, the

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characteristics of engineering technology type and technology application type, and the ability to serve production, construction and construction Management and other practical production departments of senior technology application-oriented talents.

6.2. Characteristics of Talent Training Objectives of Higher Vocational Education at Undergraduate Level

Higher vocational education at undergraduate level is different from ordinary undergraduate education in type and higher vocational education at junior college level in level. Based on its own special attributes, the orientation of its personnel training objectives also has distinct characteristics. Specifically, it is mainly reflected in four aspects: solid and profound technical theoretical knowledge foundation, highlighting the applicability of knowledge, paying attention to the cultivation of innovation ability, and taking into account the improvement of humanistic quality. 1. Solid and profound technical theoretical knowledge foundation. The rapid development of high and new technology has given birth to new production technology and production process, which puts forward higher requirements for the scientific and cultural level of employees and the mastery of technical theoretical knowledge. Having solid and profound technical theoretical knowledge is the premise of understanding and mastering professional knowledge, the foundation of realizing the effective exertion and application of technical application ability, and the important condition of realizing individual sustainable development. The future of talents cultivated by higher vocational education at undergraduate level is facing the changing technical work. The nature of this kind of work determines that practitioners must have strong technical application ability and the ability to comprehensively use knowledge to solve practical problems. The problem-solving and the cultivation and exertion of technical application ability need the guidance of theoretical knowledge, and need to be guided by solid and comprehensive knowledge It is supported by profound technical and theoretical knowledge. Therefore, emphasizing the solid and profound technical theoretical knowledge foundation, and paying attention to the integration and expansion of technical knowledge are the outstanding characteristics of the talent training goal orientation of undergraduate level higher vocational education.

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