

Practice Research on Effective Integration of Middle and Higher Vocational Colleges

-- Take Wenzhou Polytechnic as an Example

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Abstract

Through the analysis of the problems in the integration of higher vocational education, this paper takes Yongjia College of Wenzhou Polytechnic as an example to do practical research in the aspects of talent training mode, curriculum cohesion, student selection, etc., in order to further improve the effective connection of higher vocational education.

Keywords

Middle and higher vocational integration, Effective connection, Vocational education.

1. Introduction

According to the Decision of The State Council on Accelerating the Development of modern vocational Education, the Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) and the Guiding Opinions of the Ministry of Education on Promoting the Coordinated Development of Middle and Higher Vocational Education and other documents, the connection of middle and higher vocational education has become the foundation of the construction of modern vocational education system in China. It has become the direction and goal of vocational educators to carry out the joint training of high quality technical talents in higher vocational education. In order to enhance the overall attractiveness of vocational education, accelerate the construction of modern vocational education system, and adapt to the needs of the training of skilled talents required by social and economic development, this paper explores how to promote the effective integration of higher vocational education.

2. Current Situation of Middle and Higher Vocational Integration

2.1. The misalignment of training objectives in middle and higher vocational schools

There are differences in training objectives between middle vocational education and higher vocational education. Middle vocational schools pay attention to the cultivation of students' practical skills and professional qualities, emphasizing that students can be competent for specific vocational posts; Higher vocational colleges pay more attention to cultivating students' professional knowledge, theoretical literacy and innovation ability, and provide students with the ability to further study or engineering and technical positions. In terms of practical experience, middle vocational students have more experience in vocational practice, while vocational students are relatively stronger in theoretical knowledge. Due to the differences in training objectives and practical experience in higher vocational schools, students may face the challenge of adapting to theoretical learning and academic requirements in higher vocational schools.

2.2. The contradiction of curriculum convergence between higher vocational schools and middle vocational schools

There are differences in the curriculum of middle vocational schools and higher vocational schools. Middle vocational schools pay attention to the cultivation of vocational practical skills, while higher vocational schools pay attention to the cultivation of theoretical knowledge and professional quality. This difference in setting may result in students needing to make up or retake prior courses during the bridging process. Middle vocational schools pay attention to the cultivation of practical skills, while higher vocational schools pay attention to the integration of theoretical knowledge and practice. Therefore, students need to adapt to more theoretical learning and skill assessment in the process of moving from Middle vocational schools to higher vocational schools, which may be a certain challenge for some students who are accustomed to practice. There is also a certain duplication of professional theoretical courses, which are divided into basic courses and specialized courses. The duplication of these two types occurs in the courses of Middle vocational schools and higher vocational schools. There are fewer basic courses in higher vocational schools and more courses in professional skills, which leads to the weak basic academic ability of Middle vocational students and affects the learning effect in higher vocational schools.

2.3. The lack of cohesion in the selection of higher vocational schools

There is a lack of connection between Middle vocational and higher vocational selection. The selection examination for higher vocational schools is based on the combination of knowledge and skills, but it still can't truly reflect the students' conduct, professional quality and ability in the Middle vocational schools, and can't reach the purpose of selecting talents in higher vocational colleges.

3. The Exploration of Effective Integration of Middle and Higher Vocational Schools

3.1. "1+3+1" talent training innovation model

Yongjia College of Wenzhou Polytechnic breaks the traditional training form of 3 years of Middle vocational and 2 years of higher vocational education, forms a comprehensive integration of the field of middle and higher vocational training, a comprehensive sharing of educational resources, and a comprehensive understanding of talent training, and establishes a "1+3+1" five-year vocational education talent training mode of middle and higher vocational integration (hereinafter referred to as "1+3+1" training mode).

"1+3+1" training mode, the first "1" is the first year, focusing on cultivating students' cultural heritage and professional quality, offering basic cultural courses, professional cognition courses and career planning courses. Guide students to clarify the career path and understand the required qualities and skills. "3" focuses on cultivating students' professional knowledge and skills, offering professional core courses, professional expansion courses, comprehensive practical training, professional skills practical training, etc. Guide students to grasp the integration of professional theory and skills, and master several professional technologies. "1" focuses on cultivating practical ability and solving practical problems, offering graduation project and post internship. Guide students to skillfully use their skills, seamlessly connect positions, and be competent for career development.

3.2. Establish teaching and research groups in higher vocational schools to promote the convergence of teaching implementation

In order to realize the effective connection of the teaching process in higher vocational schools, it is necessary to implement it into the usual teaching activities, establish a large teaching and

research group in higher vocational schools, build a platform for teaching and research activities, implement teaching and research activities once a month, and actively carry out the formulation of talent training programs, curriculum system design, curriculum implementation, textbook development, skill competitions, quality evaluation, etc. Form regular exchanges, thematic discussion of regular teaching and research activities mode. To explore the construction of integrated teaching innovation team in higher vocational schools, and promote two-way exchanges between teachers in higher vocational schools.

3.2.1. Set up a teaching and research group for the integration of middle and higher vocational education

The integrated training mode of middle and higher vocational schools should form the normal teaching and research activities of middle and higher vocational teachers to realize the mutual integration of teachers and professional ability improvement. The teaching and Research Group is set up, which is composed of all professional teachers in the integration of middle and higher vocational schools, and carries out regular teaching and research activities focusing on personnel training, curriculum construction, teacher training, teaching ability improvement, and practical training base construction, so as to ensure the unified design and management of teaching plans, curriculum standards, textbook selection, and teaching content.

3.2.2. Carry out integrated teacher training in middle and higher vocational schools

Establish a teaching and research group mentoring plan to form a mentorship system with higher vocational teachers as "teachers" and Middle vocational teachers as "apprentices". In the whole plan, as instructors, they should have two-way communication with other teachers to share and exchange their respective teaching experience, specify work plans, formulate corresponding teaching objectives and tasks, and clarify the important and difficult points of the teaching plan. Enrich the teaching methods in the teaching process, and open their shells, guide all aspects of the teaching process, and give corresponding teaching suggestions. Formulate a training system that runs through the four levels of "new teachers, competent teachers, backbone teachers and expert teachers", and gradually establish a professional development mechanism for integrated teachers in middle and higher vocational colleges.

3.3. Create an organic bridging curriculum system

The teaching and research group of the middle and higher vocational colleges jointly formulated the integrated talent training program of the middle and higher vocational colleges, created the course system of the orderly connection between the middle and higher vocational colleges, avoided the disconnection and simple repetition of the course content, realized the continuity, logic and integration of the course content connection, and focused on improving the effectiveness and adaptability of the course. Led by the relevant departments of our college and the teaching and research department of the specialty, in conjunction with Middle vocational schools and industry enterprises, on the basis of full demonstration, to jointly build the regional characteristics of the middle and higher vocational integration talent training program. Follow the law of talent growth, take into account the needs of students' growth and social employment needs, determine the training specifications, make overall arrangements for teaching plans, course selection, practice, examination evaluation, quality monitoring and other links, and effectively guarantee the quality of talent training. Adhere to the integration of courses and certificates, and promote the integration of curriculum and teaching content with vocational post ability and vocational skill level certificates. Fully mobilize the industry, enterprises, vocational college experts and other forces, according to the integrated core curriculum standards, jointly develop and write integrated curriculum materials. The higher vocational colleges shall urge the Middle vocational schools to implement the corresponding teaching arrangements in accordance with the established talent training program and do a good job in training process management.

3.4. Implement the early-warning system of school status and the dropout system

Students in the Middle vocational school during the study of moral, intellectual, physical, American, labor comprehensive development, the scores of all subjects passed the examination, good performance during the school, to obtain the selection qualification. Students start to participate in the selection from the first grade, the implementation of dynamic elimination and process management system.

In view of the serious impact of individual students on their studies, school status warning procedures are set up to remind students themselves and inform parents (guardians) of possible adverse consequences in a timely manner, and the school, family and students themselves jointly take measures to help students successfully complete their studies. For students who do not meet the requirements of school status management, the withdrawal system shall be implemented in the first three years of Middle vocational school system, and in the second two years of higher vocational school student management regulations.

4. Conclusion

The effective connection between higher vocational and middle vocational education is an important issue in the integration of higher vocational education and one of the important directions of the development of vocational education and general education. Yongjia College of Wenzhou Polytechnic innovatively constructs the "1+3+1" integrated talent training model, exploring and practicing the connection between Middle vocational and higher vocational schools and student management and other links. Through the implementation of measures such as optimizing the talent training program, creating an organic connecting curriculum system, and the whole process supervision and selection of middle and higher vocational schools, the effective connection between middle and higher vocational schools can be further improved.

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