

Research on the Quality of High-skilled Personnel Training in Higher Vocational Colleges in Jiangxi Province of China

Xuefei Zhang and Xianyin Li

Krirk University, Bangkok, Thailand

Corresponding Author, E-mail: la_chada@hotmail.com

Abstracts

Highly skilled talents are an important part of the talent team system of each country and an important force dependent on social and economic development. The social influence of a higher vocational college depends on the contribution of students to economic development and human social progress, and the quality of the quality of cultivation of higher vocational colleges. The training of highly skilled personnel is the basis and core of the quality of higher vocational colleges, and the school-enterprise cooperation is the necessary channel for higher vocational colleges to train high-skilled personnel, which is of great significance to improve the quality construction and innovative development of higher vocational colleges.

Keyword: high skilled personnel; training; higher vocational college; china

Introduction

In the past 30 years, China's rapid economic development is closely linked to the population structure with abundant labor force. However, with the acceleration of China's aging population, the labor supply is in the process of continuous major changes. According to the National Bureau of Statistics and the seventh census, by the end of 2021, China had 880 million working-age people, accounting for 62.5 percent of the country's total population. The working-age population had decreased by more than 40 million compared with 2010, and the proportion of the working-age population was also on the decline. China's working-age population began to decline in 2012, but the proportion of those aged 15 to 64 is still above 70%; the proportion of those aged 35 to 64 is rising, while the proportion of those aged 15 to 35 is declining, suggesting that the workforce driving technological innovation is shrinking (Wan, 2022; Ma, 2022; Wang, 2021).

Of course, from the data alone, it is premature to consider the labor shortage; in fact, the relative shortage of labor is a very complex research topic, not only the quantity of labor force, but also the quality of labor force. In other words, how to provide jobs for more people, while dealing with labor shortages in some areas, industries and sectors. From the number of college graduates in the last decade, About 10 million graduates come from vocational colleges every year, Due to the continuous expansion of the enrollment scale, The increasing number of skilled personnel trained in higher vocational colleges, This means that the number of graduates is increasing year by year, Every year, a large number of vocational college graduates in need of jobs; But companies can't find the right skills, There are "labor shortage" and "employment difficult" coexist embarrassing phenomenon; The widespread "labor shortage" problem in enterprises, In fact, it is difficult for companies to recruit the jobs they need, Unable to recruit highly skilled talents with higher professional ability level required by enterprise positions; In fact, this reflects that the ability requirements of graduates trained by higher vocational colleges do not meet the job needs of enterprises (Kuang, 2006).

* Received: May 2 2023; Revised: May 8 2023; Accepted: May 9 2023

In the context of China's current economic transformation, university-enterprise cooperation has become an important means to promote the development of higher vocational colleges. As an economically underdeveloped area, the school-enterprise cooperation of higher vocational colleges is worth further study. This study aims to explore the current situation and problems of school-enterprise cooperative talent training in higher vocational colleges in Jiangxi Province, and propose corresponding solutions.

Main Body

This study will fully comb on the basis of the existing research results and practice accumulation, the quality of higher vocational colleges as a whole system, through the analysis of the current research literature, given more focus on "teaching process work quality" and "training quality", this research will focus on higher vocational colleges through university-enterprise cooperation talent mode to cultivate students' vocational ability research. Through interview method, the objective analysis of higher vocational colleges high skilled personnel training quality and influencing factors, university-enterprise cooperation personnel training mode and students' professional ability training elements and dilemma, actively draw lessons from the successful experience and practice of high-skilled personnel training at home and abroad, put forward Suggestions and countermeasures to improve the quality of highly skilled personnel training (Lu, 2022).

Specifically, the research contents of this study mainly include the following three aspects: firstly, the analysis of the various factors of the talent training model in higher vocational colleges; secondly, the influence of the key factors on students' professional ability; and the improvement of the training.

At present, Jiangxi province, as a populous province in China, is the national vocational education innovation and development highland jointly built by the third ministerial province in China. As the Ministry of Education of Jiangxi province people's government of the whole province to promote vocational education comprehensive reform quality merit opinion, the province will build the Midwest Jiangxi highland of technical skills talents, employment entrepreneurship ability promotion training highland, vocational colleges bacon casting soul education highland, vocational education system and mechanism innovation highland, service of economic and social development.

Jiangxi Provincial Party Committee and Provincial Government highlighted the development of vocational education and the vocational education reform and development trend is good, and the number of vocational colleges and full-time students in Jiangxi. Higher vocational education is an important part of higher education in Jiangxi Province, which is a new growth point of higher education in Jiangxi Province and a new driving force of social and economic development in Jiangxi Province. With Henan higher vocational education stepping into the fast track of development and its scale expanding rapidly, the quality of talent training has been more and more valued by the society (Liu & Shen, 2022).

Therefore, this study targeted higher vocational colleges in Jiangxi Province, China.

In order to intuitively understand the current situation of teaching management, teachers' ability, curriculum setting and participating in enterprise practice in Jiangxi Province, as well as the current predicament of various elements of the talent training mode of school-enterprise cooperation in higher vocational colleges, and opinions on improving the quality of talent training, this study mainly adopts the interview method.

Student representatives of higher vocational colleges, interview, understand the problems related to school talent training quality, from the school aspects of hardware and software conditions, management system, understand the higher vocational colleges teaching management, teachers' ability, curriculum and enterprise practice the present situation, and understand the students to the school in the quality of talent training opinions and views, etc. Through in-depth exchanges, collect related university-enterprise cooperation enterprise practice and the actual situation of students' professional ability training, to further understand and understand students of higher vocational colleges of high skilled talent training quality, in order to facilitate a comprehensive understanding of university-enterprise cooperation personnel training mode on the influence of students' professional ability and other related issues.

By asking higher vocational colleges and enterprise related personnel, from the concept, interests, resources, system, understanding the higher vocational colleges colleges cooperation personnel training mode of the current dilemma, understand the university-enterprise cooperation personnel training mode to improve the quality of skilled personnel training countermeasures and the most representative typical cases, understand higher vocational colleges in colleges cooperation training highly skilled talents measures, the existing problems, the view of the problems and solving Suggestions. Through in-depth exchanges, we will collect the actual situation of the internship and the training of highly skilled talents in relevant school-enterprise cooperative enterprises, further understand the complexity of the training of highly skilled talents, and explore its regularity and difficulty, so as to explore the related issues such as improving the path of the training quality of highly skilled talents in higher vocational colleges (Li & Ding, 2001).

(1) Formulate the interview objectives and arrangements

The research goal is to understand the difficulties and solutions in the implementation of the school-enterprise cooperation talent training mode, which will help to further improve the talent training effect of school-enterprise cooperation. Make the interview arrangement, determine the subjects who need to be interviewed, such as teachers, students and representatives of the cooperative enterprises, and determine the interview questions of each respondent, including the difficulties, successful examples and solutions of school-enterprise cooperation, etc.

(2) Formal interview

Through face-to-face interviews, I had in-depth exchanges with teachers, students and representatives of cooperative enterprises in higher vocational colleges to understand their cognition, experience and views on the school-enterprise cooperation talent training mode. In the interview, use semi-structured interview to guide the questions and guide the respondents to discuss the process by using video and recording.

In the face of school representatives, the interview questions mainly include the following aspects: what efforts have the school made in the mode of school-enterprise cooperation, and what institutional measures has the school taken in the cultivation of students' vocational ability? At present, in the whole process of school-enterprise cooperation talent training, what difficulties or practical problems are encountered in the aspects of school-enterprise cooperation mechanism, professional training program, implementation of practical teaching and teacher training? What opinions and suggestions on improving the quality of talent training.

In the face of enterprise representatives, the interview questions mainly include the following aspects: what is the vocational ability of students trained by higher vocational colleges, and what is the gap with the job needs of enterprises? At present, in the whole process of school-enterprise cooperation talent training, what difficulties or practical problems are encountered in the school-enterprise cooperation mechanism, professional training program, implementation of practical teaching and teacher training? What opinions and suggestions on improving the quality of personnel training in higher vocational colleges.

In the face of student representatives, the interview questions include the following main aspects: how are the school conditions in the field of talent training, and what measures have been taken in the cultivation of students' vocational ability? What is the final internship result (level) obtained in the school-enterprise cooperation enterprises? What are the practical problems or difficulties in the training of school and enterprises such as theoretical learning and practical operation? Talk about what aspects of enterprise internship experience is helpful to students, how the experience and feeling of enterprise practice, talk about the opinions and suggestions on the quality of school talent training.

(3) Data analysis

The collected interview data were organized, make the interview verbatim draft and coded, and use the statistical software analysis method to summarize, classify and analyze the interview data. Identify the difficulties in the implementation of the school-enterprise cooperation talent training mode, and explore the methods to solve the difficulties.

Discussion And Contributions

Based on the findings, the study reached the following discussion and suggestions:

(1) Analysis of the status quo of school-enterprise cooperation in higher vocational colleges in Jiangxi Province

School-enterprise cooperation has been widely used in higher vocational colleges in Jiangxi Province, especially in the construction of practical training bases and providing practical training opportunities. However, there are still some problems of inflexible cooperation mode and unequal distribution of resources (Zhang & Jiang, 2022).

1. The cooperation mode is inflexible. At present, the cooperation mode between most higher vocational colleges and enterprises is still confined to the traditional cooperation framework, lack of innovation and flexibility. On the one hand, the number of cooperation projects is limited, mainly focusing on the construction of practical training bases, and the lack of cooperation opportunities in more fields. On the other hand, the cooperation framework lacks personalized customization and can not fully meet the needs of enterprises.

2. Uneven resource distribution. In the school-enterprise cooperation, there are some imbalance of good university resources and scarce enterprise resources. Due to their resource advantages, some colleges and universities can attract more high-quality enterprises to cooperate, while some universities with weak foundation are difficult to establish effective cooperative relations with excellent enterprises. This leads to the unfair phenomenon of school-enterprise cooperation, and some students cannot get the opportunity to cooperate with high-quality enterprises, which affects their practical ability cultivation and employment prospects.

(Ii) The impact of school-enterprise cooperation on students' ability cultivation

In the school-enterprise cooperation talent training mode, there are several important factors affecting students' vocational ability. First, the matching degree between the setting of cooperative projects and the practice environment has a key impact on the cultivation of

students' professional ability. When the practical environment is closely combined with the students' majors, the students can better apply their theoretical knowledge to practice, so as to improve their professional ability. Secondly, the quality and ability of the teaching staff and the enterprise tutors also have an important impact on the students' professional ability. Excellent teachers and corporate mentors can provide students with effective guidance and teaching practice, and improve students on their professional ability level. In addition, the close cooperation and complementary relationship between schools and enterprises is also an important factor affecting students' vocational ability. By discussing curriculum and teaching methods and sharing resources, schools and businesses can promote each other and improve students' professional abilities (Chen & Jin, 2023).

School-enterprise cooperation has a positive impact on students' ability cultivation. Through cooperating with enterprises for practical training and practical activities, students can get more close to the actual working environment and contact the actual work content in advance. In practice, students can apply the knowledge and skills they have learned to enhance their professional quality and practical operation ability. In addition, cooperation with enterprises can also help students understand the industry trends, grasp the demand of the job market, and improve their employment competitiveness.

(iii) Problems and challenges of school-enterprise cooperation

There are some difficulties and challenges in the implementation of the talent training mode of school-enterprise cooperation in higher vocational colleges. First of all, the distribution of rights and interests between the two parties is not balanced, and enterprises tend to pay more attention to their own interests and ignore the students' practical environment and education quality. In addition, due to the rapid change of enterprise demand, the talent training mode of universities must constantly follow up, but the cycle of negotiation and cooperation is relatively long, which leads to the cooperation mode cannot be adjusted in time. In addition, the lack of effective communication channels and mechanisms between higher vocational colleges and enterprises leads to poor information transmission and inconsistent ideas, which affects the effectiveness of cooperation (Zhou & Tang, 2014). In the process of studying the school-enterprise cooperation of higher vocational colleges in Jiangxi Province, the following problems and challenges are found:

1. The concept of school-enterprise cooperation is not unified. Different higher vocational colleges have different understandings of the concept of school-enterprise cooperation, and lack of unified cooperation goals and values. This leads to the great difference in the cooperation direction and depth of school-enterprise cooperation, which affects the effectiveness and output quality of cooperation (Zhao & Zhang, 2020).

2. Lack of deep integration into industrial cooperation. Some school-enterprise cooperation only stays at the level of the construction of training base and student practice, and lack of deeper industry-university-research cooperation. This leads to the short-term effect of cooperation results, which can not really improve students' innovation ability and practical ability (Zhai, 2018).

3. Enterprise demands do not match the research direction of teachers. In school-enterprise cooperation, enterprises often expect schools to provide high-quality talents in line with the market demand, while the research direction and teaching content of teachers are more theoretical. Therefore, how to improve teachers' practical ability and teaching quality, and strengthen the communication and cooperation between enterprises and teachers, has become an urgent problem to be solved (Pan & Huang, 2013).

Conclusion and Recommendations

Based on the above conclusions and problem analysis, this study makes the following suggestions:

(1) Strengthen the unity of the school-enterprise cooperation concept

Higher vocational colleges should attach importance to the unity of the concept of school-enterprise cooperation and establish a unified cooperation goals and values. By clarifying the direction and goal of cooperation, it can better guide the development of school-enterprise cooperation and improve the effect and quality of cooperation.

(2) Deepening the integration of industry-university-research institutes in university-enterprise cooperation

Higher vocational colleges should actively promote the development of university-enterprise cooperation to the deeper integration of industry-university and research. Strengthen the technical exchanges and cooperation between schools and enterprises, share resources, jointly carry out scientific research projects, and cultivate students' innovation ability and practical ability.

(3) Strengthen teacher training and enhance their practical ability

Strengthen teacher training, improve teachers' practical ability and teaching quality, and pay attention to the cultivation of the ability of practical teaching on the basis of professional knowledge. At the same time, strengthen communication and cooperation with enterprises, understand the market demand, make corresponding curriculum and teaching adjustments.

(4) Government support and policy guidance

Government departments should increase their support for school-enterprise cooperation, provide policy and financial support, and build a platform for school-enterprise cooperation. At the same time, enterprises are encouraged to participate in school-enterprise cooperation, provide appropriate resources and conditions, and promote school-enterprise cooperation to achieve better results.

In addition, schools should also pay attention to the cultivation of students' professional ability, and cultivate students' practical operation ability and problem-solving ability through carefully designed practical courses, internship programs and innovative activities. At the same time, schools can actively seek opportunities to cooperate with enterprises, and provide students with more practical opportunities and internship positions to improve students' professional ability.

References

Chen Y.Y. & Jin W.L. (2023). Study on the effective mode of school-enterprise cooperative talent training in vocational education. *Jiangsu Business Theory* 3(05), 119-122 + 126.

Kuang Y. (2006). *Compare higher vocational education: development and change*. Shanghai: Shanghai Education Press.

Liu M.L. & Shen B.L. (2022). The construction of the teaching quality monitoring and evaluation system for applied talents training. *Theoretical Research and Practice of Innovation and Entrepreneurship* 6(22), 99-101.

Li J. & Ding X.D. (2001). Research and exploration of industry-education cooperative education. Shanghai: Shanghai Jiao Tong University Press.

Lu X.W. (2022) Take the e-commerce major as an example. *Liaoning Higher Vocational College Journal* 4(10), 16-19.

Ma M.Z. (2022). Exploration and practice of achieving the evaluation mechanism of talent training quality. *Journal of Wuhan Light Industry University*. 2(06), 114-120.

Pan J.H. & Huang R.Q. (2013). Development theory of vocational education. Chongqing: Southwest Normal University Press.

Wang J. (2021). Analysis of talent training quality strategy based on the improvement of professional quality of students in higher vocational colleges. *Quality and Market* 3(15), 49-51.

Wan L.L. (2022). International comparison and experience reference of talent training quality evaluation system in higher vocational colleges. *Journal of Guangdong Communications Vocational and Technical College*. 3(02), 101-105.

Zhang Q. & Jiang S.D. (2022). Discussion on enterprise quality talent training and vocational education. *Quality and Standardization*. 7(08), 43-45.

Zhai Z.H. (2018). Research on factors affecting the quality of higher vocational talents. *Liaoning Higher Vocational College Journal* 2(01), 9-13 + 75.

Zhao F. & Zhang Z.X. (2020). Under the background of "big data" talent training program ". *Computer Knowledge and Technology* 6(15), 196-197.

Zhou J.S. & Tang L.W. (2014). *Study on the long-term mechanism of school-enterprise cooperation in higher vocational education*. Hangzhou: Zhejiang Gongshang University Press.