

# **The strategies of improving the quality of talent cultivation in higher vocational colleges**

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## **Abstract**

With the development of intelligence and the transformation and upgrading of traditional industries, vocational education will also usher in major changes. How to effectively explore the connotation of vocational education talent cultivation and improve the quality of talent cultivation in vocational colleges has great practical significance. This article mainly analyzes the influencing factors of the quality of talent cultivation in vocational colleges, and proposes effective strategies to improve the quality of talent cultivation in vocational colleges. Through the implementation of these strategies, the quality of education can be improved, and more high-quality technical and skilled talents who can meet the needs of the new era can be cultivated.

## **Keywords**

Quality of talent cultivation, Higher vocational education, Technical and skilled personnel.

## **1. Introduction**

The essence of Vocational and technical college education is professional and practical. In the process of talent training, vocational and technical college colleges have abandoned the traditional subject centered curriculum teaching mode, increased efforts to reform the curriculum system, shifted from subject based to employment guidance, focused on strengthening practice, and established a parallel and interactive content system of theory and practice teaching.

At present, in order to meet the needs of enterprises for talents, many vocational and technical college colleges continue to strengthen the contact with industry enterprises, and strive to improve the quality of talent training and market adaptability. "The Ministry of education on comprehensively improving the quality of teaching in Vocational and technical college education" clearly pointed out that. Vocational and technical college education is a type of higher education development. With the mission of training highly skilled talents for production, construction and service, it plays an irreplaceable role in accelerating the process of social construction in China. In the practice of the functions of higher vocational education, vocational and technical college colleges have been on the road of connotative development. With connotative characteristics as the main force to promote the development of education, they shoulder the responsibility of training young talents and serving the society.

## **2. Analysis of the influencing factors of talent cultivation quality in higher vocational colleges**

### **2.1. Insufficient internal driving force for deep integration of production and education and collaboration between schools and enterprises**

As the cornerstone of vocational education, the integration of production and education and the cooperation between schools and enterprises play a decisive role in promoting the common progress of education and industry. However, vocational colleges still need to overcome a series of challenges in deepening the integration of production and education and strengthening close cooperation between schools and enterprises. Although the concepts of "combining production and education" and "school-enterprise cooperation" have been deeply rooted in people's hearts, in actual implementation, they often remain at the superficial level of cooperation, lacking deep-seated interaction and integration. This situation limits the depth and breadth of the integration of production and education, and fails to fully leverage the synergistic effect of school-enterprise cooperation. In an ideal state, the integration of production and education should be a deep cooperation between schools and enterprises based on common goals, that is, schools should precede the cultivation of high-skilled talents based on the actual needs of enterprises, and at the same time, use enterprise resources to enhance teaching practice and innovation capabilities. However, in reality, enterprises often fail to obtain corresponding benefits while investing in human and technological resources. This imbalance has led to insufficient internal motivation for school-enterprise cooperation and affected the actual effectiveness of the integration of production and education [1].

### **2.2. Insufficient precise alignment between talent cultivation objectives and industrial development**

In terms of talent cultivation objectives, vocational colleges should consider students' cognitive patterns, job competency standards, and holistic development goals, and build a professional knowledge system, practical ability system, and professional literacy system that includes both vocational and educational objectives. The establishment of professional programs, the formulation of talent training plans, and the construction of curriculum systems should closely follow the pace of emerging technological changes and industrial transformation and upgrading. The current construction of majors and curriculum often fails to respond to the changing needs of the diversified labor market in a timely manner, showing a certain degree of lag. In terms of the specifications and goals of vocational education talent cultivation, vocational colleges usually take majors as the basic unit to analyze their corresponding professional qualities, professional knowledge, and skills. This kind of talent cultivation specification design and goal positioning based on positions fails to fully integrate with the requirements of industrial development and closely align with the talent needs of enterprises, resulting in a disconnect between talent cultivation and market demand [2].

### **2.3. The lack of systematic design of students' vocational ability**

In the context of economic structural transformation, industrial restructuring, and rapid development of science and technology, the cultivation of talents in vocational colleges must prioritize enhancing students' professional adaptability and employability. However, the professional development and curriculum system design of current vocational education lag behind the changes in social needs to a certain extent, and some graduates have difficulties in adapting to the diverse talent needs of enterprises. The best combination of school education and enterprise employment needs lies in the work process and specific tasks. Teaching practice combined with the actual working environment of enterprises can effectively improve students' professional adaptability. Vocational colleges should consider how to build a

vocational ability system from individual vocational ability to job adaptability, and then to sustainable vocational development ability based on students' cognitive rules. At present, there are few successful cases of systematic design of vocational competencies in higher vocational colleges, and most colleges have not yet formed a complete vocational competency training system, which limits the comprehensive development and improvement of students' vocational competencies.

### **3. Effective strategies for improving the quality of talent cultivation in higher vocational colleges**

#### **3.1. Clarify the orientation of talent cultivation and improve the "precision" of goals**

In the wave of globalization and informatization, the refinement, specialization and differentiation of industrial chain are gradually becoming the dominant trend of social development. The vigorous development of emerging industries has continuously promoted the demand for compound skilled talents and spawned many new professions. As the cradle of talents for emerging industries, vocational colleges need to actively adapt to the development needs of the regional economy, closely coordinate with the industrial chain layout of the economic belt city cluster, pay close attention to the emergence of new positions and changes in industry demand in relevant professional fields, and clarify the direction and characteristic positioning of their educational services. By continuously optimizing and adjusting the professional structure, and actively implementing a dynamic adjustment and updating mechanism for majors, vocational colleges can continuously improve the alignment between major settings and local economic development. Based on this, the primary task of reform and practice of talent cultivation mode in higher vocational education is to put the cultivation of high-skilled talents that meet the needs of the industry in the front, and clarify the goal orientation of talent cultivation by closely aligning with the talent needs of industrial restructuring [3].

#### **3.2. Grasp the key of talent cultivation and realize the dual integration of schools and enterprises**

School-enterprise cooperation is the cornerstone of building a modern vocational education system, and it is also an important means to explore and utilize job resources. As the main body of talent demand, enterprises not only select talents based on their own development needs, but also expect students to be competent in specific work tasks in a complex social environment. Whether the school's talent cultivation takes into account the diverse enterprise talent needs, the work process under complex social systems, and the outcome requirements in specific work situations directly affects the satisfaction of enterprises with the quality of school training. From the perspective of effectively improving students' employability, it is a common challenge for both schools and enterprises to enable students in vocational colleges to better master technical skills and quickly grow into talents needed by enterprises. The cultivation of talents in higher vocational education should learn to leverage the power of industry to iteratively upgrade teaching capabilities and stimulate the driving force for teaching innovation, achieving deep cooperation between industry and education, and from combination to integration.

#### **3.3. The teaching elements are updated synchronously to maintain the progressiveness of the content**

To effectively improve students' employability and level, and to closely align students' vocational abilities with the talent needs of enterprises, we must ensure that the professional teaching content is closely integrated with the latest technologies applied in the industry. This

means incorporating new technologies, processes, and specifications into curriculum standards and teaching content to promote the continuous updating of professional construction. Cooperating with enterprises to develop teaching materials to reflect the actual production and the latest trends in the industry is an effective way to solve this problem. At the same time, updating teaching elements, reshaping classroom environment, and widely adopting modern teaching modes such as project-based teaching, situational teaching, and flipped classroom are also key ways to ensure that teaching content remains advanced. We seek breakthroughs in the transformation and development of electronic information majors, the updating and reconstruction of teaching content, and all of these are based on this point. For example, the curriculum system of professional groups is reconstructed, and through this reform, the integration, construction, and optimization of traditional knowledge structures and new generation information technology are achieved.

### **3.4. Strengthen real-life practice to improve students' adaptability**

In the growth process of modern enterprises, technical skills and professional qualities constitute the key factors to maximize efficiency and effectiveness. As the base for talent cultivation, vocational colleges must integrate the working context of enterprises into the teaching process to adapt to the characteristics of modern enterprises. Teaching activities should be infused with a sense of professional responsibility and work ethic, aligning the practical teaching structure closely with the actual work process, and achieving an organic integration of the learning process, work process, and professional competencies. Faced with the continuous emergence of new business forms and the rapid progress of new technologies, it is difficult for students to master all the professional skills needed for lifelong work during their school years. In the context of a skill-based society, vocational education should pay more attention to the all-round development of people, emphasize lifelong learning and development, and achieve the improvement of human capital throughout the life cycle. While mastering professional skills, students who can regenerate and transfer knowledge will be able to adapt quickly to different positions and achieve role transformation.

To achieve this goal, vocational colleges should take a series of measures. Firstly, a practical teaching platform that works closely with enterprises, such as training bases and internships, should be established to allow students to learn and grow in a real work environment. Secondly, the actual work processes and standards of the enterprise should be incorporated into the teaching content, so that students can be exposed to the requirements of actual work during the learning process. In addition, schools should encourage students to participate in real projects with enterprises, using this as an opportunity to enhance their ability to solve practical work problems. These practical measures will significantly enhance students' professional adaptability.

### **3.5. Emphasize the participation of diverse stakeholders to ensure the scientific nature of the evaluation**

The cross-disciplinary nature of vocational education requires the diversification of evaluation subjects. The evaluation of students' professional competence should not be conducted solely by schools, but should involve multiple stakeholders including the government, schools, industry enterprises, and society. The evaluation system for students' professional competence is not only the guide for talent cultivation, but also an important measure of the quality of professional development. In practice, we have established a multi-party participation mechanism for evaluating the quality of talent training, aiming to pay attention to and meet the demands of various stakeholders, and to place the voice of industry enterprises in an important position. In terms of evaluation content design, we have strengthened the assessment of professional skills and the ability to solve practical problems. The evaluation plan fully considers the sustainability and development of vocational students' professional abilities. In

terms of the choice of evaluation methods, we have adopted the evaluation of "achievements, effects, and results" instead of the previous evaluation method of "emphasizing knowledge and neglecting skills", and we have paid more attention to process evaluation and value-added evaluation. Through these diversified evaluation mechanisms, not only can students' vocational abilities be more comprehensively assessed, but also the fairness and scientificity of the evaluation can be ensured, thus providing a solid foundation for the continuous improvement of higher vocational education and the enhancement of talent cultivation quality.

#### 4. Conclusion

Higher vocational education aims to provide talent support for industries, sectors, and enterprises. The talent cultivation of vocational education must be closely aligned with the needs of economic and social development. We must establish a mindset of serving students' lifelong career development, while also fostering a forward-looking perspective that is closely connected to the development of industries and sectors. We aim to cultivate more high-quality technical and skilled talents who can adapt to the needs of industries, sectors, and enterprises in the new era.

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