

Exploration and Practice of Vocational College Students' Social Practice System Based on "Three Characteristics"

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Abstract: This paper expounded the important significance of the construction of vocational college social practice system to improve the employment quality of higher vocational graduates. After analyzing the problems existing in vocational college students' social practice, the "three characteristics" of vocational college social practice system, such as educative nature, professionalism, hierarchical characteristics etc, were explored. The measures to strengthen the construction of social practice system were also presented.

Keywords: Quality of employment, Social practice system, Educative nature, Professionalism, Hierarchy.

1. Introduction

As an important measurement index, the quality of employment in higher vocational colleges reflects the quality of talent training in higher vocational colleges to a certain extent [1]. In the past five years, the employment rate of vocational college graduates has maintained a high level, and the employment rate of higher vocational graduates has been stable at about 90% after half a year. In 2020, under the influence of COVID-19, the employment rate of vocational college graduates still reached 84.23% [2]. However, high employment rate does not mean high quality employment. There are four "low" phenomena in the employment quality of vocational college graduates: low professional matching rate, low employment salary, low job stability and low employment satisfaction. In the face of the low level of high employment rate in higher vocational colleges, it is of profound significance to seriously analyze the problems existing in the social practice of vocational college students and explore it with embodies education, highlights professionalism and pays attention to hierarchy [3,4].

2. To Explore the Significance of Vocational College Social Practice System to Improve the Quality of Graduates' Employment

2.1. To Promote Vocational College Students to Establish A Good Employment Concept

Vocational college students have inaccurate self-positioning in employment, high expectations of jobs, working environment and salary. The vague and idealized employment concepts, such as the idea of choosing a job independently, seeking a job by oneself, and the idea of actively starting a business are not strong for Vocational college students. The goal of vocational college education is to cultivate high-quality technical and skilled talents who can meet the needs of production, construction, management and service. After graduation, vocational college students are mainly employed in grassroots and front-line production jobs.

According to a survey, 67% of vocational college graduates in 2021 are employed in private enterprises and small and medium-sized employers. So the deep social base for vocational college students, especially the enterprises to participate in social practice activities, help students to understand the society, enterprise and industry, and to objectively analyze the employment environment, understand ourselves, and rationally design career goals, combining with timely adjust employment expectations and straighten the employment mentality, thus establishing good concept of employment.

2.2. To Promote Vocational College Students to Improve Their Vocational Ability

At present, vocational college students lack good vocational ability. In recent years, our country has been paying more attention to vocational education, but the evaluation of vocational college graduates is still low, including the poor professional post ability, post adaptability, professional and technical ability, the lack of hard-working spirit, learning ability, learning self-discipline, innovation ability, communication ability, teamwork ability and so on. According to the new Vocational Education Law of the People's Republic of China issued in 2022, vocational education should be market-oriented and practice-oriented to promote employment and strengthen competence. In carrying out vocational education, we should carry forward core socialist values, provide ideological and political education, and professional ethics education to the educatee, cultivate the spirit of model workers, labor and craftsman, impart scientific, cultural, professional knowledge, technical skills, provide vocational guidance, and thus comprehensively improving the quality of the educated. Therefore, cultivating and improving students' professional ability and competitive ability has become the primary goal of higher vocational education and the core issue of improving the quality of employment. The social practice is an effective way to improve students' vocational ability. In the real environment of practice, students understand the requirements of the society on the professional skills, professional ethics and professional quality of talents, capture the coordinates of

career development, strengthen the understanding of the profession, and improve the stability of the profession. The professional knowledge learned was used to solve practical problems, which improving the ability to use knowledge and promoting the internalization and professional skills. Taking the initiative to learn new knowledge and new skills can help them overcome practical challenges with the spirit of exploration, improve our learning ability and cultivate the spirit of innovation. Learning to communicate and cooperate with others is to improve communication ability, interpersonal communication and teamwork ability, and then promote the cultivation of sustainable development ability [5].

2.3. To Promote School-Enterprise Cooperation and Broaden Employment Channels

Vocational colleges carry out social practice in enterprises to promote school-enterprise cooperation, broaden employment channels, and thus achieving a win-win situation between schools and enterprises. The benefits of social practice to enterprises are reflected in: Firstly, enterprises in the practice of the first spot intuitive, in-depth selection of talents in line with the needs of enterprises, lay a good talent reserve foundation for the development of enterprises; The second is to make use of the advantages of human resources, technical services, management services and other aspects of higher vocational colleges, jointly carry out new product research and development and technological innovation, to solve problems in technology, management and operation; The third is to use the school's teachers, equipment, venues and other teaching resources for enterprise staff training. The benefits of social practice to the college are reflected in the following: Firstly, the school obtains first-hand information about the talent needs of enterprises in the industry and the corresponding vocational ability requirements of vocational posts, and invites enterprises to participate in professional adjustment, optimization of talent training program and teaching reform, improve the school's level and quality of talent training, and promote high-quality employment of students; Second, to establish a good image of the college through social practice, the enterprise actively recruit talents from the school, broaden students' the employment channels; Thirdly, enterprises provide reasonable remuneration for students in practice, and some enterprises carry out aid activities to solve the economic problems of some poor students; Fourth, enterprises provide sponsorship for schools to promote the development of campus culture and skills competitions.

3. Problems Existing in Current Higher Vocational Social Practice

3.1. The Goal of Social Practice Does Not Fit the Training Goal of Higher Vocational Talents

Vocational education is an education type with the same important status as general education. Higher vocational colleges and undergraduate colleges undertake the common educational goal of cultivating socialist builders and successors with all-round development of morality, intelligence, body, beauty and labor. However, due to their different types, their goals of talent training are bound to be different. Higher vocational education is to train high-quality

technical and skilled talents directly facing the production and service front line, which has the characteristics of practicality, professionalism and strong technology. Therefore, the social practice activities of higher vocational colleges must meet the goal of talent training of higher vocational colleges. In practice, social practice vocational colleges tend to follow the practice of the characteristics of undergraduate course colleges and universities, including how to "a program under which officials", "four into community", social investigation, voluntary service, public welfare activities, social publicity and follow alumni and "red tour" visit carrier etc, such as the lack of fit at the same time, embody the characteristics of higher vocational talents training target system of social practice.

3.2. The Combination of Social Practice and Specialized Subject Is Less

It is less combination between higher vocational social practice and specialized subject, which mainly reflected in: one is the lack of content combination. Social practice is lack of organic combination with professional ability and professional post so that it separated from the students' professional background. So practical activities fail to reflect professional characteristics; Second, Professional teachers rarely participate in social practice. Practical activities are mostly organized and implemented by student work departments, Youth League committees, student unions, etc. Most of the guidance teachers are ideological instructors. Due to the lack of certain professional background, the ideological instructors can't design in-depth and guide social practice activities so that the practice often become a mere formality, thus making the connotation of the social practice lack of depth. Third, social practice is mainly carried out in rural areas and communities, and there are few cooperate with enterprises. Social practice activities are rarely carried out in enterprises. Even if there are social practice activities carried out in cooperation with enterprises, the effect is not good. Main reason is that higher vocational colleges and enterprises did not fully understand the benefits of social practice to both sides, especially enterprise think poor skill levels of students in the enterprise burden to the enterprise's management and production practice, thus the enthusiasm of the lack of cooperation. Some enterprises regard students as cheap labor and operators. So, college students gain little The students' enthusiasm to participate in social practice is impaired.

3.3. Social Practice Becomes A Mere Formality

Social practice often suffers from the phenomenon of "three low" phenomena: low student participation initiative, low coverage of student participation in team practice, and low real rate of practical activities. Due to the current higher vocational social practice content without depth, obsolete form, lack of guidance etc., it is less attractive among students. In addition, the current higher vocational students of the post-00s family life condition is good and long love grew up in the home. a strong sense of self, personality is distinct, the lack of the spirit of the bear hardships and stand hard work, dedication. They are not willing to go down to the grass-roots level to participate in practical activities in rural areas and enterprises, Even if participate in practical activities, they will retreat due to small difficulties or setbacks, and even can not cope with setbacks well, resulting in psychological problems. Therefore, there is a low initiative of higher vocational college students to participate in social practice. At present,

social practice in higher vocational colleges is still elitist social practice. The group of team practice organized by the school is mostly student party members and student cadres. The coverage rate of student participation in team practice is low, and thus the popularization of social practice is still not realized. In addition, the students who participate in the practice in the form of decentralized practice, due to the practice involved in many places, wide distribution, scattered personnel, which brings difficulties in process management and real-time monitoring. It is easy to appear the phenomenon of fraud, thus the real rate of practice is low.

4. Exploration and Practice of Social Practice System in Higher Vocational Colleges

4.1. To Construct The "Three-Character" Higher Vocational Social Practice System

In order to fully promote the improvement of higher vocational employment quality, higher vocational social practice must explore the social practice system with higher vocational characteristics. Higher vocational education is higher education in level and vocational education in type [4]. Therefore, the social practice system of higher vocational students should not only have the characteristics of social practice of ordinary colleges and universities, but also but also reflect the characteristics of higher vocational colleges. The social practice system of higher vocational education should have the following characteristics: first, it reflects the basic attribute of higher education social practice for education; The second is to highlight the essence of higher vocational social practice for professional; Third, according to the characteristics of students, it needs to pay attention to the hierarchy.

4.1.1. Embodying the Educational Character

At the National Conference on Ideological and political work in Colleges and universities, General Secretary Xi Jinping pointed out that it is necessary to "attach importance to and strengthen the construction of the second classroom". To attach importance to practical education, we need to innovate ways, expand education channels, and create more opportunities and stages for students to participate in social practice. Social practice is the main form of practical education in higher education. It is an important link in the ideological education of college students, and a necessary way to promote the growth of college students. Its ultimate goal is to promote the all-round development of students, so education is the basic attribute of social practice in colleges and universities. Higher vocational education is a type of higher education, and higher education is the basic attribute of higher vocational colleges. Higher vocational social practice must have the characteristics of social practice of ordinary colleges and universities, namely, education. Higher vocational education pays attention to professional development and skills training. However, higher vocational education can not be a simple vocational training institution, only paying attention to its training side, and ignoring its educational characteristics. Higher vocational education should not only cultivate the students' technology and professional comprehensive ability, but also pay attention to the development of his personality and creativity, thus cultivating high-quality technical skilled personnel of sustainable development. So higher vocational social practice

must adhere to student-oriented concept, and reflect the basic properties of the higher education social practice for educational. In practice, we should excavate students' potential, enlighten students' wisdom, edify students' sentiment and promote students' all-round development.

4.1.2. Highlighting the Professional

Higher vocational education is the high-level education in the modern vocational education system, and also the important part of higher education in China. Since higher education character is the basic attribute of higher vocational colleges, higher vocational social practice must have the characteristics of common higher education, namely, education. At the same time, higher vocational education has the character of vocational education. It cultivates strong practical ability and ability to analyze and solve practical problems on the spot, which is different from ordinary higher education. Therefore, social practice activities in higher vocational education should be oriented to the promotion of vocational ability, highlight professionalism in the design, and highlight the vocational standard of higher vocational education. These make it an extension of vocational practice teaching system, so as to stimulate students' professional interest, help students adapt to the vocational environment, and promote the cultivation of students' practical ability. At the same time, it is also conducive to promoting the reform of the talent training mode of "the integration of industry and education and the combination of work and study".

4.1.3. Paying Attention to Hierarchy

In higher vocational colleges in different phase of the students' professional skills, intelligence, quality, grade structure, emotional attitude and other levels and demand is not the same, especially the acquisition of professional skills is administrative law. Higher vocational is the social practice should be reflected student-oriented concept in the education idea. According to the principle of their aptitude, and following the law of the development of education and the regularity of the growth of the students, higher vocational colleges need pay attention to the hierarchy when designing social practice. According to different grades, different ability level of students to carry out hierarchical social practice activities. Social practice in general can divide two kinds. One kind is ideological social practice based on ideals and beliefs, socialist core values, patriotism, and the cultivation of basic civic morality. The main of activity practice is visits and social surveys, social publicity, public welfare activities, and visiting alumni. Other kind is professional social practice based on vocational ability training. The main carriers of these practice activities is post practice, skill training, innovation research, entrepreneurial practice and so on. The hierarchical social practice system we have constructed includes the following aspects. According to the level of students' professional skills, different levels of practical activities are carried out. Grade one students have a relatively shallow grasp of professional knowledge, and carry out social practice activities with ideological social practice as the main, professional social practice as the auxiliary, and training students' basic professional ability as the goal, and cognitive practice. Higher vocational colleges encourage students to go deep into various departments of the enterprise to carry out post following practice activities in the mode of job rotation, and preliminarily understand the characteristics of the industry, occupation, enterprise and post. This is conducive to students to clarify their professional direction, and establish stable professional thinking, thus lay a good foundation for

career planning. According to the different levels of talent training direction, students in grade two go deep into the core position of the enterprise, carry out social practice activities based on professional social practice, training students' comprehensive vocational ability as the goal by implementing post practice, skill training, entrepreneurial practice. In the stage of graduation design, students in grade three carried out social practice activities with the goal of cultivating students' innovation consciousness and innovation and entrepreneurship ability, through on-the-job practice, enterprise real project research, and entrepreneurial practice. Social practice runs through the whole learning career of

higher vocational students. According to the length of practice time, it can be divided into daily stage, winter and summer vacation stage, and graduation design stage. The practical activities are integrated into ideological and professional activities. In the daily stage, ideological social practice is mainly carried out. The winter and summer vacation stage is dominated by professional social practice, supplemented by ideological social practice. The graduation design stage is also dominated by professional social practice.

Figure 1. Hierarchical social practice system

grade	phase	Practice category	Practice carrier	Level of ability cultivation
In grade one	Daily	Ideological social practice	Volunteer service, Public benefit activities, etc.	General ability
	The winter and summer vacation	Professional social practice (auxiliary)	Work practice, Cognition practice etc.	Basic vocational ability
		Ideological social practice (main)	Volunteer service, Social propaganda, Social surveys, etc.	General ability
Second grade	Daily	Ideological social practice	Volunteer service, Public benefit activities, etc.	General ability
	The winter and summer vacation	Professional social practice (main)	Field practice, Skills training, Entrepreneurship practice	Comprehensive vocational ability
		Ideological social practice (auxiliary)	Volunteer service, Public benefit activities, etc.	General ability
The third grade	Daily	Ideological social practice	Volunteer service, Public benefit activities, etc.	General ability
	Graduation design stage	Professional social practice	On-the-job practice, Enterprise real project research, Entrepreneurial practice etc.	Innovation consciousness, Innovation and entrepreneurship ability

4.2. To Establish A Three-Way Linkage Mechanism Of "Business, Enterprise and College"

Higher vocational social practice highlights professionalism. The professional social practice focuses on training students' vocational ability penetrating through the whole system of higher vocational social practice. In order to institutionalize, standardize and normalize the practical activities with very professional characteristics, the base construction of social practice is the guarantee for the effective development of practical activities. Wenzhou city is the birthplace of China's private economy. The college gives full play to the advantages of Wenzhou private economy in the demand for high-tech and skilled talents, the advantage of resources agglomeration industry association and the advantage of flexible mechanism of private enterprises. Under this condition, the college actively serves the regional economy, and carries out all-round and multi-level cooperation with industry associations and private enterprises, to establish a tripartite linkage mechanism of "banks, enterprises and schools". This promotes the construction of practice bases.

4.3. To Strengthen the Construction of Professional Guidance Teachers

The effective and in-depth development of social practice activities in higher vocational colleges cannot be achieved without the participation and guidance of professional teachers. Professional teachers have profound professional theoretical knowledge, strong practical ability and good research and development ability, which are important resources for social practice guidance. Professional teachers participate in the guidance of social practice and can cooperate with enterprise personnel in technology and scientific research, so as to promote school-enterprise cooperation. They can understand the demand standards of enterprises for talents to carry out curriculum reforms. They can master the new technology, new dynamics of the enterprise to improve their own technology application ability and practical ability. They can also guide students' practice, improve students' professional level, stimulate students' enthusiasm and initiative to participate in social practice. The main measures to strengthen the construction of professional guidance teacher team are listed as follow: First, the college establish a system of combining enterprise training and guiding students' practical activities under the guidance of

professional teachers. Second, the college security social practice guidance funds. According to different professional titles and different workloads, the college formulates a system for issuing guidance funds to ensure that the guidance funds are in place. Third, the college need to establish comprehensive evaluation management methods. The guidance workload and allowance of professional teachers is reasonably identified firstly. The effect of guidance practice should be linked to the teaching performance assessment and evaluation of teachers, so as to stimulate the enthusiasm and initiative of teachers.

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