

The Dilemma of Professional Development of Higher Vocational Teachers and its Countermeasures in the Context of Millions of Enrollment Expansion

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Abstract: The million expansion of higher vocational education is of great significance for our country to solve the current structural contradiction of employment and the difficulties of human resources shortage in industrial development, and to promote the synergistic development of higher vocational education and local economy. However, the million expansion of student source special, the scale of the sudden increase, the lack of targeted talent training program, the evaluation system is not perfect to the professional development of higher vocational teachers has brought great pressure. Therefore, to promote the professional development of higher vocational teachers under the background of one million enrollment expansion, it is necessary to highlight the relevance of the talent cultivation program for the enrolled students, continuously expand the scale of teachers, strengthen the training and management of teachers, and realize the diversification of the evaluation system of teachers' professional development.

Keywords: Million Expansion; Higher Education Teachers; Professional Development.

1. Introduction

With the expansion of millions of enrollments, the type and scale of students in China's higher vocational colleges and universities have undergone significant changes, which not only brings significant opportunities and challenges to the reform and development of higher vocational colleges and universities, but also brings great pressure on the professional development of teachers in higher vocational colleges and universities. At present, the lack of teachers has seriously constrained the development of China's higher vocational colleges and universities, and even constrained the development of China's entire higher vocational education.[1] Therefore, in-depth investigation of the dilemma of professional development of higher vocational teachers and its countermeasures under the background of millions of enrollment expansion, to further promote the rapid development of higher vocational colleges and universities should attract the great attention of all walks of life.

2. Analysis of the Necessity of the Million Expansions

2.1. Millions of Enrollment Expansion is China's Need to Solve the Structural Contradiction in Employment

Employment is not only a means for people to earn a living, but also a basic way for them to integrate into society and achieve comprehensive human development.[2] Therefore, employment is not only an important economic issue, but also an important political issue. Since the founding of New China, the Party and the Government have traditionally attached great importance to the issue of employment, and great achievements have been made in employment work. However, in a big country like China with a population of 1.3 billion, we will face the pressure of total employment for a long time, especially at the present time when we are in the period of

shifting the economic growth rate and the structural contradiction of employment is getting more and more serious. According to the data released by the National Bureau of Statistics, in 2022, the national urban survey unemployment rate averaged 5.6%, and the year-end national urban survey unemployment rate stood at 5.5%, still leaving a large number of unemployed people. On the other hand, some enterprises are still unable to recruit talents suitable for the production and development of their positions. In 2022, the ratio of the number of people seeking employment in public employment service organizations in 100 cities nationwide will be 1.46. The main reason for this is that, with the accelerating pace of economic restructuring and industrial transformation and upgrading, the reserve of high-quality human capital in some regions and industries is insufficient. The million expansion is precisely an effective way to solve the above structural contradiction in employment. First of all, higher vocational colleges and universities can combine their own professional construction capacity building with the expansion of student demand for professional demand and market demand for skilled personnel, which is not only conducive to guaranteeing the quality of education and teaching in higher vocational colleges and universities, but also able to realize the precise supply of talents. Secondly, the expansion of higher vocational enrollment not only takes care of the needs of the broadest regional population to improve their academic qualifications, but also helps to enhance their professional reputation, so that more people are willing to enter the front line of production and work to contribute to the development of China's high technology and skills.

2.2. Million Expansion is the Need for China to Solve the Shortage of Human Resources for Industrial Development

At present, China has entered the late stage of industrialization. By the end of 2022, the total number of skilled personnel in the country has exceeded 200 million,

with more than 60 million highly skilled personnel, the proportion of skilled personnel in the total number of employed persons exceeds 26%, and the proportion of highly skilled personnel in the skilled personnel has reached 30%.[3] However, judging from the current situation, there is still a gap between the total number, structure, training and utilization of skilled personnel, especially highly skilled personnel, and the actual needs. The distance from the General Office of the CPC Central Committee and the General Office of the State Council "on strengthening the construction of highly skilled personnel in the new era of the opinions" put forward by the target, "by the end of the '14th Five-Year Plan' period, skilled personnel accounted for more than 30% of the proportion of employed people, highly skilled personnel accounted for the proportion of skilled personnel to reach 1 / 3 "There is still much room for improvement. Higher vocational colleges and universities as the main body of high-skilled personnel training, million expansion is precisely through a large-scale increase in high in-school student training and increase the effective supply of skilled personnel. First, higher vocational colleges and universities can strengthen the school's professional settings relative to the industrial demand of enterprises, to achieve the precise supply of professional talents. Secondly, higher vocational colleges and universities can connect the content of the school curriculum with the vocational standards of enterprises to meet the requirements of industrial development on the quality of talents. Third, the million expansion of higher vocational colleges and universities can integrate the spirit of craftsmanship into the general culture classroom in the teaching process, expanding the supply of high-skilled talents with basic professional ethics. Fourth, higher vocational colleges and universities can build a campus cultural atmosphere that honors professional ethics and respects the culture of craftsmen, and always inculcate students to develop a good quality of professional ethics. Thus, the number of highly skilled talents in China will be expanded and their comprehensive quality will be upgraded.

2.3. The Million Expansion is China's Need to Promote the Synergistic Development of Higher Vocational Education and Local Economy

With the rapid development of China's entire economy, the synergistic development of higher vocational education and local economy has become increasingly important. First of all, the coordinated development of higher vocational education and regional economy can provide more skilled talents for the regional economic development and significantly enhance the social service capacity of higher education. Given that higher vocational education adheres to the concept of learning to use, and strengthens the teaching method of combining practice and theory, it can enable students to master practical skills faster and quickly adapt to the work requirements of employers, which has a positive effect on promoting the development and upgrading of the regional economy. Secondly, regional economic development can point out the professional direction for the training of talents in higher vocational colleges and provide financial, technical and practical training base support for the construction and development of higher vocational colleges. Higher vocational education requires a large amount of funds, and the participation of regional economy in local higher vocational education can promote the diversification of higher education

funding sources and help form a diversified higher education investment system. Again, the synergistic innovation of higher vocational education and regional economy can combine and synergize the advantages of the two fields in order to achieve a higher level of common development. In carrying out collaborative innovation, higher vocational education institutions can strengthen cooperation with real economic structures such as small and medium-sized enterprises and provide them with services such as applied technology, technical counseling and talent support. In addition, higher vocational education can also carry out large-scale innovation projects oriented to the needs of industrial development, promote the linkage of industry, academia and research, and promote in-depth scientific and technological originality, technology transfer and transformation of achievements. Higher vocational million expansion in the cultivation of more adapt to the regional economic development of talents at the same time, the thirst for financial resources is bound to increase greatly, and thus is also bound to form a benign interactive relationship with the development of the regional economy.

3. Analysis of Major Problems of Higher Vocational Teachers' Professional Development and Their Causes in the Context of Millions of Enrollment Expansion

3.1. The Lack of Pertinence and Differentiation in the Talent Training Program for the Expanded Student Population has Objectively Led to a Lack of Clarity in the Goals of Professional Development for Higher Vocational Teachers

The enrollment targets of the million expansion are more complex, including not only graduates of ordinary high schools and secondary schools (including junior colleges, technical schools and vocational high schools), but also retired military personnel and laid-off unemployed persons, migrant workers and new vocational farmers. Their vocational experience, professional foundation and employment needs are completely different from those of traditional student sources. Therefore, the Department of Vocational Education and Adult Education of the Ministry of Education has made it clear in the Implementation Plan for the Special Work of Higher Vocational Enrollment Expansion that all higher vocational colleges and universities should follow the principle of "no drop in standards, diversified modes and flexible academic systems" to improve the relevance, adaptability and effectiveness of talent cultivation, and develop specialized talent cultivation programs according to the characteristics of the diversification of the sources of students who should be fresh graduates and non-fresh graduates, who are employed and unemployed, and who are in different age groups. The characteristics of the student source, such as freshmen and non-freshmen, employed and unemployed, different age groups and other diversified characteristics, categorized the preparation of professional talent training program. However, from the reality of the survey on talent training programs of higher vocational colleges and universities, a considerable part of higher

vocational colleges and universities still use the talent training programs of existing majors, and fail to set up separate talent training programs for the expanded students. Even if a few higher vocational colleges and universities have prepared separate talent training programs for the expansion of students, they are still characterized by similarity. In particular, there is a high degree of similarity between the talent cultivation objectives of "general high school" students and "social enrollment sources", which completely fails to reflect the uniqueness and differences of the talent cultivation mode of social enrollment sources, and objectively results in the lack of clarity of the goals of professional development of higher vocational teachers.

3.2. Millions of Expansion of the Special Student Population, the Sudden Increase in Scale, and the Lack of Innovation in the Teaching Model Objectively Led to the Incremental Pressure of Higher Vocational Colleges and Universities to Promote the Professional Development of Teachers

Millions of enrollment expansion has brought about a large increase in the number of social sources of students and different learning needs, in order to achieve the expected personnel training goals, higher vocational colleges and universities to promote the professional development of teachers under increasing pressure. First of all, based on the special needs of the enrollment expansion, teachers need to have a higher level of professional skills. From the survey data, although the vast majority of teachers in higher vocational colleges and universities hold the corresponding vocational qualification certificates and have the quality of dual-teacher teachers, only a very small number of students think that the skill level of teachers is ahead of the demand of enterprises in teaching, and the vast majority of students think that the skill level of teachers does not match with the demand of enterprises, and a small number of students even think that the teachers lack practical skills, and that they should be hired to ask the staff of the enterprises to teach the students' skill courses. Secondly, as social students are included in higher vocational colleges and universities to receive vocational education for the first time, teachers still lack understanding of students' learning needs and characteristics, so it is more important to carry out targeted off-the-job training activities for teachers, increase teachers' understanding of social students' learning situation and improve teachers' vocational skill level. However, due to the millions of enrollment expansion, the student scale suddenly increased, most of the higher vocational colleges and universities teacher strength is relatively insufficient, it is difficult to organize off-the-job training for teachers specifically targeting the social source of students. Again, many of the students enrolled in the million expansion have work units, and the professional foundation and professional ability are quite different, it is suitable to use half-work half-study and targeted learning mode, therefore, from both the theoretical and practical point of view, the higher vocational colleges and universities should actively innovate the teaching mode, using the centralized offline teaching on weekends and holidays and online teaching based on information technology platforms during weekdays, in order to fully cope with the conflicting working time and study time of these students. The contradiction of conflicting working time and study time. All these reasons objectively

lead to the increasing pressure on higher vocational institutions to promote teachers' professional development.

3.3. The Appraisal and Evaluation System is Not Perfect, Which Objectively Leads to the Ineffectiveness of Promoting Teachers' Professional Development in Higher Vocational Colleges and Universities

The appraisal and evaluation system, as a feedback link for higher vocational colleges and universities to strengthen teachers' professional development, is an important way and means to test the effect of higher vocational colleges and universities to promote teachers' professional development. However, the current appraisal and evaluation system of higher vocational colleges and universities for teachers' professional development is not perfect, which objectively leads to the ineffectiveness of higher vocational colleges and universities in promoting teachers' professional development. First, the evaluation content is not perfect. Teachers' professional development should include the development of subject specialties and the development of educational specialties. However, a considerable portion of higher vocational colleges and universities do not have a unified understanding of the academic level requirements of teachers, which objectively results in an imbalance in the professional development of teachers. This imbalance is mainly manifested in two aspects: one is too much emphasis on professional skills and hands-on ability, while ignoring the development of professional basic theory; the other is too much emphasis on the development of subject specialties, while ignoring that the teacher himself is also a profession, a profession that needs the support of educational theory. Secondly, the evaluation method is not reasonable enough. At present, the professional development of higher vocational teachers, to a large extent, is measured according to the evaluation standard of the title, and the evaluation of teachers' professional and technical positions, is still following the standard of ordinary colleges and universities, focusing on the assessment of teachers' scientific research ability, while the goal of higher vocational colleges and universities is to cultivate high-quality skilled personnel, and the specificity of its cultivation goal determines that the comprehensive quality of higher vocational teachers can't be measured by the scientific research ability only, and it should include professional teaching, practice and scientific research, and should include professional teaching, practice and scientific research. It should include the promotion and application of professional teaching, practice and scientific research achievements. Again, the main body of evaluation is relatively single. Higher vocational education aims to further improve students' vocational skills to match the higher requirements of enterprises' positions in the context of industrial transformation and upgrading. Therefore, from the point of view that the skilled talents supplied by vocational education can realize the matching of supply and demand and the seamless docking with the demand of enterprise positions, the assessment and evaluation subjects of the professional development of higher vocational teachers should at least involve the industry, enterprises, schools, as well as civil organizations and other subjects. However, the current evaluation of teachers' professional development in most higher vocational colleges and universities is still dominated by school self-evaluation.

4. Countermeasures and Suggestions for the Professional Development of Higher Vocational Teachers in the Context of Millions of Enrollment Expansion

4.1. Highlight the Relevance and Differentiation of the Talent Development Program for Expanded Students and Identify Specific Goals for Professional Development for Higher Education Teachers.

Highlighting the relevance and difference of the talent training programs for the expanded student population is a prerequisite for higher vocational colleges and universities to clearly define the goals of professional development for higher vocational teachers. Expanded students receive vocational education aimed at improving their skills through human capital investment to match the new requirements brought by industrial transformation and upgrading, higher vocational colleges and universities need to prepare a separate talent training program for the expanded students to highlight their relevance and differences, so as to ensure the specific goals of professional development of higher vocational teachers. First of all, to prepare a separate talent training program for the enrolled students, the following issues must be fully considered: First, whether it is in line with the direction of industrial transformation and upgrading; second, whether it meets the demand of the industry and enterprises for vocational qualities and skills, and strives to achieve the "moral", "technical" and both; third, whether it is in line with the direction of industrial transformation and upgrading. Third, whether it is in line with the cognitive level of the students to be enrolled, so as to strike a balance between the academic level and skill level of the students. Secondly, the preparation of a separate talent training program for the expanded student body must fully take into account the learning needs of the expanded student body, especially the strong demand for vocational skills of the expanded student body. Once again, separate preparation of talent training programs for the expansion of students must be based on a full analysis of the academic situation of the expansion of students, following the principle of "stratification and classification, seeking common ground while reserving differences", to build talent training objectives that match the basis of the source of the student population and the structure of the type of talent, which not only reflect the requirements of social development on the general knowledge and skills of the workforce, but also match the heterogeneity of the expansion of students. It should not only reflect the requirements of social development on the general knowledge and skills of the labor force, but also match the heterogeneous characteristics of the enrolled students.

4.2. Expanding the Size of Teachers, Strengthening Teacher Training and Selection and Recruitment Management, and Reducing the Pressure on the Professional Development of Senior Teachers

Teachers are the first resource for the development of

education, the key force for the survival and development of schools, and the improvement of the quality of "dual-teacher" teachers is a cumulative process.[4] In terms of the current situation of the construction of higher vocational colleges and universities teachers, based on the millions of enrollment expansion, the student population has increased suddenly, the objective situation of diversified learning needs, there is an urgent need to expand the scale of the teacher, strengthen teacher training and selection and recruitment management. First of all, the recruitment standard should be strict, and the first level of teachers should be good. According to the "Implementation Program for Deepening the Reform of the Construction of "Dual-Teacher" Teacher Teams in Vocational Education in the New Era" jointly issued by the Ministry of Education, the National Development and Reform Commission, the Ministry of Finance, and the Ministry of Human Resources and Social Security in October 2019, dual-teacher teachers should have both theoretical teaching ability and practical teaching ability. Therefore, when recruiting new teachers, higher vocational colleges and universities should strictly require them to have working experience in enterprises and conduct strict internship assessment before deciding whether to formally employ them. Secondly, regular training should be organized to continuously improve teachers' teaching ability. Different from the traditional teacher training, in view of the special situation of diversification of the social student population, teacher training should fully consider how to choose the course content according to the learning needs of the students, how to choose the teaching method according to the learning ability of the students, how to evaluate the learning effect of the students, etc., and should also fully consider the expectations of different groups such as the government, enterprises, and the parents of the students for the training of teachers in order to ensure that the scientific and reasonable teacher training activities. At the same time, the expectations of different groups such as the government, enterprises and students' parents for teacher training should be fully considered to ensure the scientific and reasonable nature of teacher training activities. Once again, the management of hiring teachers from enterprises should be strengthened to alleviate the shortage of "dual-teacher" teachers. Due to the millions of enrollment expansion, higher vocational colleges and universities have an obvious shortage of teachers, especially "dual-teacher" teachers, and it is urgent to recruit enterprise teachers to participate in teaching to alleviate the shortage of teachers. On the one hand, selecting and employing enterprise teachers as teachers can promote the deep participation of enterprises in collaborative education, realize the goal of school-enterprise cooperation and resource sharing; on the other hand, it can promote the comprehensive transformation of teachers in higher vocational colleges and universities to "dual-teacher" teachers. Therefore, it is necessary to set up a certain proportion of enterprise teacher positions, open up the part-time teaching channels for high-level technical and skilled talents from enterprises, and strengthen the interaction between enterprise teachers and teachers on campus, so as to promote teachers on campus to systematically master the technical process of practical business, the orientation of vocational positions and the requirements of vocational qualities and skills, and to promote the enrichment of teaching experience of enterprise teachers.

4.3. Constructing a Perfect and Diversified Evaluation System to Promote the Matching of Teachers' Professional Development with the Development of Schools and the Needs of Enterprises for Employment.

Assessment and evaluation is an important part to test the effect of the development of things, and the lack of evaluation standards is not only unfavorable to the professional development of higher vocational teachers, but also unfavorable to the development of the whole higher vocational education.[5] Therefore, higher vocational colleges and universities should build a perfect and diversified evaluation system for teachers' professional development, so as to promote teachers' professional development to match with the development of schools and the demand of enterprises for labor. First of all, it should strive to realize the diversification of evaluation contents. Teachers' professional knowledge, professional ethics, educational thinking, educational wisdom, and physical psychology should be evaluated in an all-round way. When setting specific evaluation indexes for each content, there should not only be performance evaluation indexes, but also responsibility evaluation indexes and even more quality evaluation indexes, so as to promote teachers' professional development through the diversification of evaluation contents. Secondly, we should strive to realize the diversification of evaluation methods. Reasonable evaluation methods can promote the professional development of higher vocational teachers to establish a balance between teaching, scientific research and social service, so as to avoid a single orientation of their professional development, which affects the development of other aspects. On the one hand, it can be combined with the learning characteristics of the enrolled students, the new changes and new requirements of education and teaching to evaluate the teaching effectiveness of higher vocational teachers. On the other hand, the evaluation of social service ability of higher vocational teachers can be carried out by combining social practice and the promotion and application of scientific research achievements. Again, diversification of evaluation subjects should be sought. In terms of internal evaluation, the school should form an evaluation group composed of scientific research department, teaching department, disciplinary inspection department, teachers' representatives, students' representatives and so on,

in order to carry out an all-round evaluation of the professional development of higher vocational teachers. In terms of external evaluation, a diversified evaluation system involving "government - industry enterprises - third party (society)" is formed, with the government playing a supervisory and guiding role in the quality of higher vocational colleges and universities and the industry enterprises playing a supervisory and guiding role in their own professional development. The government plays the role of supervising and guiding the quality of higher vocational colleges and talents cultivation, the industrial enterprises put forward feedback and constructive opinions on the effect of teachers' professional development in light of their own employment needs, and the third-party evaluation organization implements objective and neutral evaluation to ensure that the professional development of higher vocational teachers matches with the development of the schools and the employment needs of the enterprises.

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