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The Theoretical Logic, Challenges and Countermeasures of Vocational Education Enabling the Development of New Quality Productive Forces

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Abstract: New quality productive forces are the advanced productive forces that conform to the needs of new economic development and accord with the new development concept. Vocational education has become one of the research hotspots of the development of new quality productivity, and the two two-way empowerments. However, vocational education is faced with problems such as lagging education concept, mismatch of education system, and poor degree of integration of industry and education. Therefore, vocational education needs to change the concept of education, optimize the professional structure, improve the level of teachers, deepen the integration of industry and education.

Keywords: New Quality Productive Forces; Vocational Education; Logical Relationship; Realistic Challenges; Practical Countermeasures.

1. Introduction

Productivity forces are the fundamental driving force for the development of human society. In September 2023, during his visit to Harbin, Heilongjiang Province, General Secretary Xi Jinping creatively put forward the concept of "new quality productive forces" [1]. Innovation is the most remarkable feature of new quality productive forces, education, technology and talent are the most important focus of new quality productive forces, and talent is the core element of new quality productive forces. From the perspective of education, "vocational education is the closest education to the industry", which can cultivate high-quality technical talents to meet the rapid economic development. Vocational education should cultivate high-quality technical talents in line with the development of new quality productive forces.

By studying the theoretical logic of two-way empowerment of vocational education and new quality productive forces, this paper clarifies the real obstacles and practical countermeasures of vocational education, explores the future development direction of vocational education, and contributes to the development of new quality productive forces.

2. The Internal Logic of Two-Way Empowerment of Vocational Education and New Quality Productivity

Vocational education and new quality productivity two-way empowerment (as shown in figure 1), new quality productivity to promote the reform of vocational education system, innovate education content, optimize talent training mode, promote the cross-border integration of vocational education; vocational education to serve the development of new quality productivity, through talent empowerment, technology empowerment, innovative use of new quality labor materials, expand the scope of labor objects, promote the organic integration among various elements of new quality productivity.

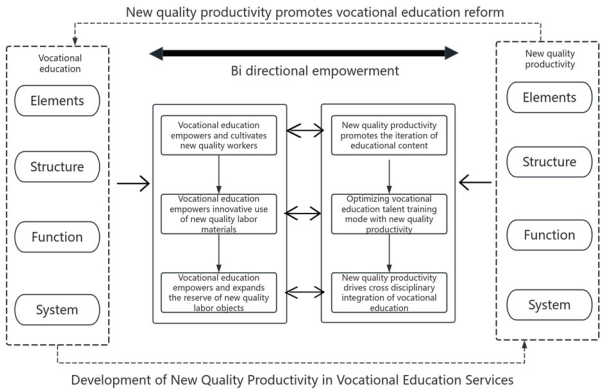


Figure 1. The theoretical logic of the bidirectional empowerment of vocational education and new quality productivity

(1) New quality of productive forces to promote the reform of vocational education

With the development of new quality productive forces, the ability, endowment, knowledge and quality of laborers have higher requirements, so the social demand for education is also changing accordingly. In order to train new quality workers who meet the needs of the market, vocational education needs to constantly update the content of iterative vocational education, optimize the talent training mode, and carry out cross-border integration, so as to realize the specifications of vocational education talent training to meet the needs of industrial development.

(2) High-quality vocational education service, new-quality productivity development

Vocational education serves the development of new quality productive forces, the creation of new quality workers through talent empowerment and technology empowerment, the innovative use of new quality labor materials, the ability to expand the scope of labor objects, and the organic integration of various elements of new quality productive forces.

3. Vocational Education Enables the Practical Dilemma of the Development of New Quality Productivity

(1) The concept of vocational education is still lagging behind

At present most vocational colleges education concept and the development of new quality productivity does not match, vocational colleges in the process of cultivating talents excessive utilitarian, short-sighted, is still by cultivating "practical, standardized" talents of the traditional ideas, emphasize cultivating students' professional knowledge and technical skills obviously cannot meet the demand of the development of new quality productivity. In addition, due to the influence of "valuing education over technology" and "secondary education", the social prejudice over vocational education still exists.

(2) The structure of the vocational education system needs to be improved

First, the content of education does not match with the development needs of new quality productive forces. The current curriculum and professional content of vocational education are disconnected from the demand of new quality positions. Second, the innovation of teaching methods and teaching modes is limited. At present, vocational colleges also adopt the teaching mode with teachers as the main body and teaching in the classroom, ignoring the growth mentality. Third, it is difficult for teachers to support the development of new quality productivity. Many teachers lack practical work experience.

(3) The integration of industry and education in vocational education still needs to be deepened

School-enterprise cooperation and the integration of industry and education are the characteristics of vocational education and an important starting point of cultivating new quality talents. However, there are still some deficiencies in the mode of deep integration in practice. First of all, the lack of relevant government policies and legal measures as the guarantee of school-enterprise cooperation. On the one hand, it increases the legal risks of school-enterprise cooperation, and the willingness to participate in school-enterprise cooperation is not high. Secondly, the school-enterprise cooperation goals are inconsistent.

(4) The level of openness of vocational education needs to be improved

Opening up to the outside world is a basic state policy of China. The development of new quality productive forces has the characteristics of systematic openness, and we need to draw lessons from all advanced scientific, technological and cultural achievements among countries. In this case, higher requirements are put forward for the opening level of vocational education opening to the outside world, but many vocational colleges have many practical problems in the process of "going out". First, it lacks guidance and support from policy documents on international exchanges and cooperation. There is a lack of foreign exchange platforms for vocational education, imperfect systems in Sino-foreign cooperation in running schools, transnational exchanges, exchanging international students, and international industrial cooperation, and the weak external attraction of vocational education, which restricts the comprehensive opening of vocational education.

4. The Implementation Countermeasures of Vocational Education to Empower the New Quality Productivity

(1) Strengthen policy guidance and change the concept of education

According to the requirements of The Times of new quality productivity, vocational education should set up the "concept of great vocational education". First, to change the traditional bias towards vocational education, further emphasize the cornerstone of vocational education, and be widely recognized by all sectors of society. We should strengthen the supervision of the employment system of enterprises, refine the employment norms, make them clearer and more specific, and guarantee the fair job-hunting rights of vocational college graduates. Second, update the concept of education. Change the utilitarian and short-sighted education concept, pay attention to the personalized development of students, and establish a comprehensive and sustainable development of education concept.

(2) Optimize the professional structure and promote the coordination between the supply and demand of talents

First, according to the development of new quality industry and talent needs, optimize the professional structure and layout. Professional Settings should focus on the industrial changes, and make timely professional adjustment according to the market demand. Second, optimize the enrollment and training program, and optimize the combination of professional groups. Enrollment students according to professional groups and categories, strengthen the compound of professional development, and cultivate new quality talents with cross-professional knowledge and cross-professional application ability. Third, build vocational education characteristic majors and enhance their social influence. According to the characteristics and teaching resources of vocational colleges, the professional fields and development direction with competitive advantages are determined, and the professional competitiveness and social influence are constantly enhanced.

(3) Improve teachers' ability and enhance the innovation ability of the colleges and universities

First of all, change the role cognition and teaching concept, and actively adapt to the new technological changes. Secondly, the teacher training system should be improved, regularly organize teachers to participate in various forms of academic exchanges, project cooperation and other training, constantly update their professional knowledge and practical experience, and improve teachers' digital literacy. Finally, introduce high-level talents, such as industry experts, front-line engineers, and enterprise technical personnel, to join the teacher team, form a "double teacher" team, and improve the level of teachers.

(4) Deepen the integration of industry and education, and realize the diversified education of vocational education

Try to explore the mechanism of collaborative education and risk sharing, enterprises and universities to participate in the construction and management, so as to solve the problem of inconsistent target interests of enterprises and universities. Second, vocational colleges should improve the teaching evaluation system, encourage teachers to participate in enterprise project research and development, process transformation, technology upgrading and other problems, and include teachers' participation and enterprise research

into the evaluation, so as to further deepen the integration of industry and education.

(5) Open wider to the outside world and strengthen international cooperation and exchanges

The development of new quality productive forces needs a higher level of vocational education to open to the outside world. The opening up of vocational education to the outside world should long adhere to the combination of "going out" and "bringing in", build a new pattern of international exchange and opening up of vocational education, and better empower new productive forces. First of all, policy guidance and system improvement. The government should vocational education at the opening to the outside world, including simplify students application process, establish students scholarship system, academic degree mutual recognition agreement, etc., also should promote fusion with "Belt and Road" countries and other partners around the students, vocational education opening to the outside cooperation agreement, build legal guarantee system for international cooperation.

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