

Research on Teaching Quality Standard of Higher Vocational Education Based on Employment Orientation

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Abstract: Since entering the new era, the employment situation has become more and more severe, and there are various factors affecting employment. The establishment of employment-oriented evaluation criteria for teaching quality in higher vocational education is a decisive factor in the social evaluation of higher vocational colleges and is also one of the ways to improve the teaching quality of higher vocational education. Employment plays an important guiding role in the survival and development of higher vocational education. Higher vocational education must face the market, adhere to employment-oriented and aim at improving students' employability. The employment of higher vocational education should be guided by employment, aimed at improving the employment ability of students, adhere to the scientific development concept of people-oriented, and vigorously promote the transformation of school running mode and the reform of teaching curriculum system. From the perspective of employment oriented, this paper analyzes the necessity and basic principles of establishing the quality standards of higher vocational education, and expounds the composition of the quality standards of higher vocational education.

1. Introduction

Higher vocational education is an employment-oriented education that trains high-level technical application-oriented talents. The level of employment rate is an important indicator of the level and quality of running a higher vocational college. The employment problem undoubtedly plays an important guiding role in the survival and development of higher vocational education [1]. The establishment of employment-oriented evaluation criteria for the quality of higher vocational education can further clarify the talent training direction and objectives of higher vocational education, highlight the school-running characteristics of higher vocational education, and is also of great significance for promoting the employment of higher vocational graduates [2]. The diversity of higher vocational education's specialties and the characteristics of courses determine that the talent training mode of higher vocational education has its own remarkable characteristics. In order to regard the employment of students as the most important orientation, higher vocational education should focus more on the evaluation system of education, the curriculum professional setting of students, the reform and innovation of professional courses learned, the training mode and means of students, the construction of teachers in schools, the training of teachers, the employment guidance of graduates and other aspects, and strive to reform and improve [3]. The competition among higher vocational colleges in the society is gradually strengthening, and the establishment of teaching quality evaluation standards has become an important means of improving the quality of teaching in higher vocational colleges [4]. The quality of teaching directly affects the reputation and strength of the college, and the establishment of teaching quality evaluation standards is imperative.

The talent training mode of higher vocational education is a system composed of multiple elements, including training objectives, curriculum system, teaching methods, teaching methods, etc. Many factors affect each other and cross-infiltrate, which affects the organization style and operation mode of the model [5]. Employment is the foundation of people's livelihood, which directly affects the vital interests of the majority of graduates and the masses, and affects China's economic construction and social stability [6]. The employment of higher vocational education should be guided by employment, aiming at improving students' employability, adhere to the scientific development concept of people-oriented, and vigorously promote the transformation of

the school-running model and the reform of the teaching curriculum system [7]. The employment of colleges and universities is an important part of the entire social employment system. How to do a good job in college graduate employment is a very important realistic issue. To transform the enormous population resource pressure into a strong human resource country, and cultivate hundreds of millions of high-quality laborers, tens of millions of specialized talents and a large number of top-notch innovative talents, the key is to comprehensively improve the quality of education [8]. Employment should be the starting point and the foothold of all work in higher vocational colleges. Doing a good job in employment has important practical guiding significance for improving the level and quality of higher vocational colleges. The analysis of the characteristics of higher vocational education is the logical starting point for studying the reform of talent training mode in higher vocational education.

2. Analysis on Characteristics of Higher Vocational Education

2.1 Characteristics of Educational Objects in Higher Vocational Education

The basic task of education is to find out the value of human beings, develop their potential and develop their personality by adopting appropriate training modes according to their intelligent structures and types. The popularization of the development of higher education has brought unprecedented development opportunities to higher vocational education. At the same time, it is also an inevitable trend to increase employment pressure. The society's demand for talents is often manifold. The demand for all kinds of talents is different. Higher vocational colleges need to formulate targeted quality evaluation standards in the face of different talents in the society. At the same time, they also need to make changes that keep pace with the times according to social changes [9]. At present, social development is in a period of transition, and industrial upgrading requires a large number of highly skilled personnel as a guarantee. Improving the quality of education in colleges and universities and optimizing the structure of education supervision have gradually become a powerful guarantee for the future development of higher vocational education. At present, many college graduates are often faced with heavy employment pressure because they are considered to lack experience and skills. On the one hand, enterprises lack high-skilled talents, and on the other hand, graduates cannot meet the employment needs of enterprises. Higher vocational colleges establish employment-oriented teaching quality evaluation standards, and the improvement of work ability as the focus of teaching can not only improve students' ability, but also effectively meet the society's demand for talents.

2.2 Characteristics of Talent Cultivation Objectives in Higher Vocational Education

The training goal of higher vocational education is to train high-quality skilled talents. On the one hand, employers require graduates to abide by disciplines and laws, have integrity, professionalism and sense of responsibility, and at the same time require graduates to have certain working experience or experience when they graduate. Higher vocational education must face the market, adhere to the employment orientation and aim at improving students' employability if it is to serve the overall construction of a well-off society and socialist modernization in combination with the characteristics of economic and social development [10]. The teaching emphasis of each higher vocational college is different. Vocational colleges are different from ordinary higher education colleges in order to cultivate talents needed for social development. As far as educational functions are concerned, the special functions of higher vocational colleges, which are different from those of ordinary colleges, should be to cultivate high-level skilled talents needed by economic society and to serve the development of regional economic law. In highlighting the characteristics of running a school, the college can strengthen the social popularity of the school and train outstanding students to the corresponding industries tendentiously at the same time.

The employment development status of students mainly refers to the salary that the graduates can get at the beginning of employment, the steady state of their jobs and the promotion of their jobs. The larger the number, the stronger the professional ability that the students of the higher

vocational education school have. Employment-oriented higher vocational education is based on a certain theoretical foundation. The application of these theories in the educational model has a comprehensive academic foundation for employment-oriented higher vocational education. Vigorously developing higher vocational education is an important guarantee for the popularization of higher education in China. The concept of career choices is constantly changing and developing with the changes in the environment of career choice. Only by knowing exactly the employment concept of college students can the education and teaching management, ideological and political education and employment guidance work of colleges and universities be more targeted. Thereby better education on employment. Fig.1 shows the dynamic evolution of the assessment system for college students' vocational education.

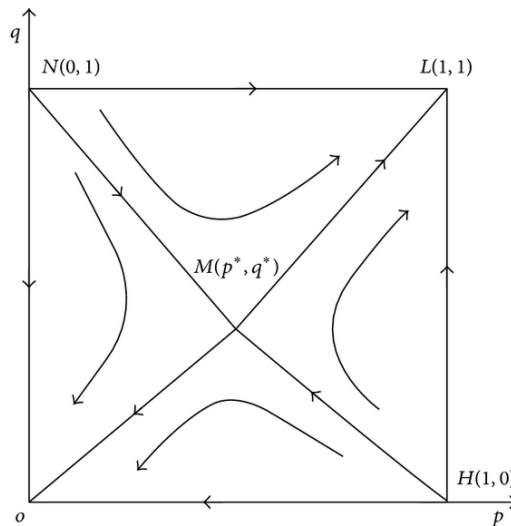


Fig. 1 Dynamic evolution of the vocational education assessment system

3. Composition of Teaching Quality Evaluation Standards for Higher Vocational Education

3.1 Good Professional Ability

Students' professional ability to study in school is not only limited to a specific skill in a certain industry, but also includes various abilities. In the era of planned economy, the employment of college graduates is under unified management and planned distribution, but now with the deepening of China's market economy system. The transformation of the whole society from traditional to modern and from closed to open has completely broken the traditional planning system. Higher vocational education should cultivate students not only professional ability, but also methodological ability and social ability. Since human growth is divided into stages, different stages of education and different types of education have different requirements and standards for teaching quality. The essence of higher vocational education is employment-oriented, follows the educational law of vocational attributes, and integrates vocational social needs and educational personality needs. The essence of higher vocational education is employment-oriented, follows the educational law of vocational attributes, and integrates vocational social needs and educational personality needs. Higher vocational education is one of the education that is most closely linked with social and economic development, is the pillar of the country's industrial modernization, and is also an education that promotes the educated's employment, entrepreneurship, career development and individual's own perfect development.

China's vocational education is transformed from general education. Its teaching quality view is still that of general education. Vocational education management is based on the actual needs of human development and social development. The personnel training evaluation index is divided, and the specific division is shown in Table 1.

Table 1 Division of talent training assessment

Evaluation Parameters of Talent Cultivation	0-25	25-30	30-35	40-45	45-50
Normalized value	0.25	0.3	0.35	0.45	0.5

Different understandings of the connotation of teaching quality view determine that people use different ways and means to realize the value of teaching quality. Judging from the trend of the vertical structure of vocational education, the focus of vocational education is bound to move up and the proportion of higher vocational education gradually increases. The purpose of the personality-based vocational education experiment is to study the influence of different vector dimensions on the judgment results of emotional orientation. The experiment used the first and second sets of data sets. Table 2 shows the accuracy results of the first set of data sets in different feature dimensions. The change trend of accuracy rate under different feature dimensions is shown in Fig. 2.

Table 2 Semi-supervised experimental results based on vector length

Feature dimension	20	40	60	80	100
Accuracy (%)	74.65	75.38	76.72	84.97	83.52

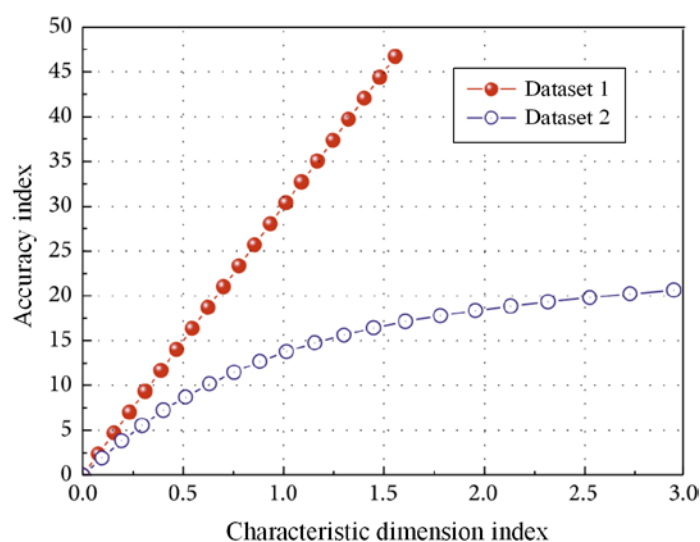


Fig. 2 Trends in the construction of vocational education patterns under different characteristic dimensions

3.2 Good Professional Quality

Students should not only have good professional ability but also have good professional quality. In the current employment competition, enterprises and society no longer only inspect the job skills of candidates, but also the quality of personality has become a major focus of attention. What is emphasized is how much one knows to measure the quality of students' learning and teachers' teaching, which belongs to the view of knowledge quality. The quality of students trained by higher vocational education should be closely related to market demand and jobs, so as to meet the needs of economic and social development for talents. Vocational education is obviously different from ordinary education, and the teaching quality view of vocational education is also different from ordinary education. The quality standard of talents in higher vocational education is how to measure the quality of graduates. We should measure the quality of graduates' employability, that is, employability should be the main standard to measure the quality of higher vocational talents. Based on the cultivation of practical ability of teachers in our school, we should establish a regular

rotation training system for professional teachers, and support teachers to work in enterprises and other employing units. Good professional quality requires students to have correct professional outlook, values and outlook on life. At the same time, it requires students to develop their own talents in an all-round way and become a high-quality talent with their own characteristics.

4. Conclusion

The establishment of the evaluation standard of vocational education teaching quality guided by employment is conducive to the relief of the employment pressure of the society, the solution of the employment problem of the students and the overall development of their abilities, as well as the characteristic orientation and development of the school. To improve the teaching quality of higher vocational education is a long-term, gradual and dynamic process. To improve the teaching quality evaluation system of higher vocational education is an important way and means to improve the quality of higher vocational education. Higher vocational education must continue to deepen the reform of education and teaching, adjust the professional structure and school running mechanism for the society and market, and actively explore the education and teaching mode to adapt to the development of the times. Higher vocational education is an important part of this system. The employment rate of graduates is an important criterion to test the direction of running a school, specialty setting, curriculum structure and quality of education and teaching. Higher vocational education should embody the concept of lifelong learning, cultivate students' learning ability, and enable them to adapt faster with stronger learning ability on the job, in the process of job rise or change. The establishment of employment-oriented teaching quality evaluation standards has produced outstanding results in some vocational colleges and is worth promoting in higher vocational colleges.

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