

Teaching Quality Guarantee and Countermeasure for Higher Vocational Colleges Facing Foreign Educational Experience

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Abstract: With the development of social economy, the enrollment of higher vocational colleges is increasing, but the inefficiency of teaching quality in higher vocational colleges in China needs to be solved urgently. The foreign teaching mechanism and management experience are references for the quality guarantee of higher vocational education in China. Higher vocational education, as an educational system that provides the most basic technical talents for the national development, is closely related to the national economy. However, due to historical reasons, there has not been a complete higher vocational education system formed in China. The construction of the guarantee system needs not only the active participation of schools, but also government and enterprises providing financial support and job opportunities for the reform of the education system. Referring to the development experience of foreign higher vocational colleges, in this paper the problems existing in China's higher vocational education are expounded, and some solutions are proposed in order to provide a theoretical basis for higher vocational education guarantee. The effective reference of foreign countries to our higher vocational education and the system to guarantee the quality of our higher vocational education are discussed in depth, and corresponding suggestions for the development level and stage of higher vocational colleges are put forward.

1. Introduction

Over the past decade, China's higher vocational education has developed rapidly, and higher vocational colleges around the country have also expanded their enrollment rapidly, forming a pattern of higher vocational education institutions that combine private teaching with public schools. Private schools play an important bridge role in higher vocational education because they have the advantage of direct contact with enterprise, and play an important role in solving students' employment and providing technological talents for enterprises by connecting schools with enterprises. The transformation of China from a big manufacturing country to a manufacturing great power cannot dispense with the support of higher vocational colleges. The education quality assurance system of higher vocational colleges has always been a disadvantage in our country, which does not match the rapid development of social economy in our country. (Yang Guilin)

However, according to various news reports, higher vocational colleges often have all kinds of negative news because of management problems. Therefore, it is especially important to ensure the quality of teaching in higher vocational colleges, not only to improve their image, but also to create an elegant learning environment for students, in which way can students learn more efficiently the skills they need to use in their work and highlight the people-oriented concept of education in China.

2. Many problems in the guarantee system of vocational education in China

2.1. Imperfect laws and regulations on vocational education

As is known to all, in the environment of governing the country according to law, the law is the basis for a person to live and produce, not to mention the fact that the qualification of a school is more concerned by all aspects of society. If there is no complete set of education laws for higher

vocational colleges, schools will be stuck in the status quo without legal provisions when implementing management measures. Without perfect legal support, it will be difficult to guarantee the quality of education. China's first Vocational Education Law was promulgated and implemented in 1996. However, with the social progress and economic development, vocational education, as the most closely related education to economic development, has been developing continuously, and the previous laws cannot meet the current level of vocational education development (Sarina.). Therefore, China needs to promulgate a new law at the level of vocational education to regulate and supervise the quality of higher vocational education. At the same time, protecting the status of vocational education from the legal aspect and safeguarding the legitimate rights and interests of vocational schools will help schools strengthen their own management and improve the level of teaching quality.

In the aspect of economic development, the government's regulating and controlling plays an important role in stabilizing economic growth, which has enabled the sustained and rapid development of China's economy for decades. However, in higher vocational colleges, it has not been regulated by the government. On the contrary, the government has some problems in the management of teaching and education in higher vocational colleges (Han Chunyan). China's education undertakings adopt the way of centralized management, and vocational education is also treated by centralized management. Under the macro-control, the current education system has formed a complete system based on decentralized management and respective responsibility, which can manage our education as a whole and make the allocation of national education resources more reasonable. In vocational education, the government has neither played a managerial role, nor linked enterprises with schools, which spurred the enthusiasm of running schools. The government has strong support in mobilizing the cooperation between enterprises and schools in running schools. Only when the government participates in the macro-control of vocational education can the quality assurance of higher vocational education be better supervised. While establishing and perfecting laws and regulations, the government also needs to set up a foundation to support the improvement of the quality of higher vocational education and provide funds for vocational education reform(Liao Minhui).

2.2. Low participation of relevant enterprises in the process of education

Since the quality of education in higher vocational colleges has not kept up with the development of social economy, there is a discriminatory attitude towards the enrollment of higher vocational colleges. In addition, in the early stage of China's economic development, most of the factories were built by foreign investment, and the distrust of China's higher vocational education level led to the low participation of enterprises in vocational education. On the one hand, enterprises in the industry cannot find the talents with high professional skills they want to recruit. On the other hand, they are unwilling to participate in the training of talents in higher vocational colleges, which is contrary to the apprenticeship system in Germany. German enterprises actively participate in enterprise education and examine students in the process of their education. If all the indicators of the students meet the requirements, they can go to the company after graduation without accepting the recruitment process and directly participate in production, which saves the process of students from school to society to enterprises, and improves the efficiency of solving employment problems. If our higher vocational education system refers to German apprenticeship system, it will reduce the probability that students and enterprises can not accurately dock with each other. Enterprises can not only find high-skilled and high-quality talents, but also form a good influence on the school and will be willing to recruit more staff in higher vocational colleges.

2.3. The incompleteness of the teaching system itself and the low confidence of students themselves

Compared with foreign flexible and efficient teaching modes, China's teaching mechanism is far behind. The backwardness of the system inhibits the students' active thinking and leads to their low creativity. The weakness of the teaching staff also causes the incompleteness of the teaching system of higher vocational colleges in China. Vocational colleges have developed rapidly since the reform and opening up, but the weakness of the teaching staff is not compatible with the level of

enrollment expansion. At present, the majority of higher vocational colleges adopt large-scale education, with more than 50 students in each class, which is not conducive to the improvement of students' practical ability. But for higher vocational education, practical ability is the most important for students to learn. Based on the current situation and the experience of other countries, the educational circles in China have put forward the idea of establishing and improving the quality guarantee system of vocational education.

3. Foreign advanced management experience

3.1. The National Vocational Qualification Council System in Britain providing a reference for the improvement of China's education system and related laws

The National Council for Vocational Qualifications, established in Britain as early as the 1990s, had formulated and implemented a complete teaching system for higher vocational education, in addition to a complete teaching system, Britain has a number of legal rules to support the implementation of the system, which play an important supervisory role in guaranteeing the quality of teaching. The system provides for the classification of professional qualifications into five levels, namely, skilled workers, technical workers, technicians or supervisors, senior technicians or junior managers, professionals or intermediate managers. The characteristics of the five grades depend on the level of technical ability of one person. The task of sharing, judging, and assessing responsibilities is strictly defined by the qualification requirements of each level. The vocational system strictly stipulates the one-to-one correspondence between vocational qualification and general education diploma certificate, so that higher vocational education will not be discriminated against by others in society. Comparing with the discriminatory behavior of vocational students in China, British vocational education has strict regulations on respecting students' dignity. Higher vocational education abroad has distinct characteristics, which are based on the national economic development level and historical development curve.

3.2. American community college education model providing a reference for Chinese government's participation in education quality guarantee

Academic and vocational education in the United States after high school is recognized as one of the most successful models in the world. In addition, in recent years, the American vocational education community has carried out a series of reforms in community colleges: people's concept of professional competence in all aspects of society are renewed to form the viewpoint of emphasizing the cultivation of learning ability with a view to laying a foundation for personal life-long development. In terms of schools, new teaching structures and curriculum designs have been set up to integrate academia and profession, and training bases have been established to solve the widespread unemployment problem. In the field of education, keeping up with the development of technology, using new technological abilities, cultivating students' entrepreneurial abilities, cultivating students' good entrepreneurial consciousness, and setting up lifelong files for students, all these above are conducive to feedback the contribution of their technological abilities to society for students and higher vocational colleges.

3.3. Reference to Germany's modern apprenticeship system improving the participation of enterprises in teaching quality assurance

As a former manufacturing power in the world, Germany has advanced viewpoints and experience in cultivating technical talents, and the biggest highlight of which is the apprenticeship mechanism. The apprenticeship mechanism has a strong advantage in cultivating the technical ability of workers, which has attracted the attention of all countries in the world. China has also carried out research on relevant aspects many years ago. (Wang Xiaohuai) On the basis of absorbing the advantages of traditional apprenticeship mechanism, Germany has actively carried out the study of modern apprenticeship system, and has achieved important results, and immediately put it into the education system of higher vocational colleges. Under the modern apprenticeship system, students spend one third of their time in school during the last semester, and

the remaining two-thirds in the enterprise for practice training where a teacher with rich experience will be arranged to supervise their training results during the internship. This mode of cooperation between schools and enterprises has begun to infiltrate into vocational education schools in China, under which both sides sign agreements with students, and students directly enter into enterprise work after graduation. At the same time, it solves the two major problems of students' employment and the lack of technical talents in enterprises. The apprenticeship system in Germany can greatly increase enterprises' participation in higher vocational education system and provide reference for China's reform.

In order to improve the quality of vocational education, developed countries attach great importance to the formulation of quality indicators of vocational education. The European Vocational Education Guarantee Framework promulgated by the European Union in 2009 has designed a complete set of quality indicators system as a common indicator of the quality of vocational training in EU countries. Whether it is the strict hierarchical system of vocational education in Britain, the community education in American vocational education or the advanced modern apprenticeship system in Germany, there are awakening tips on the quality guarantee of higher vocational education institutions in China, and each of them has its own advantages. Of course, Japan's corporate education, Australia's modular training and so on also have an important reference role for our country.

4. The Countermeasures for constructing the quality guarantee system of vocational education in China

4.1 Improving relevant laws and regulations

Compared with Britain, although China has introduced laws and regulations such as Education Law and Vocational Education Law, it is far from enough for the level of economic development and social development of our country. China's plan to transform into a manufacturing power country before 2025 is particularly in need of higher vocational colleges to provide high-skilled talents to the society, and the quality of higher vocational education needs to be put on the agenda (Jiang Yulian, Liu Li). The state should preside over the promulgation of a series of laws and regulations on Vocational education, and refine the problems that will be encountered in the guarantee system of vocational education, so that every content in the construction and reform of vocational schools can be legally and regularly followed. To this end, China can learn from the British practice and introduce a law that strictly defines the occupational level. The skills that each level of people must possess and the minimum wage that they will receive should be guaranteed, so as to increase the enthusiasm of employees, stimulate their creative ability, and make greater contributions to business and society. In the quality guarantee of education, it regulates the duties and powers in practicing education from the perspective of law, and provides comprehensive legal support for the education of higher vocational colleges. Under the law, it is believed that the level of vocational education in our country will reach a new peak and the quality of education will be guaranteed.

4.2 Renewing the views of enterprises on higher vocational colleges and promoting the exchange between enterprises and schools

China needs to establish a set of cooperation and exchange mechanism to guarantee vocational education, with the main participants of the government, schools and enterprises, under whose coordinated efforts to improve the school's ability to run schools and form a set of internship mechanisms to test the ability of students so as to judge whether the quality of education in higher vocational colleges has improved. The quality guarantee system of vocational education covers all aspects of vocational education, and the influence of enterprises on vocational colleges is also an important part of it (Wang Yongyan, Liu Yongtao), of which the content China may learn from the apprenticeship system in Germany under which Germany quickly resumed manufacturing production and became a world economic power. If China can refer to the apprenticeship system in

Germany, the status quo of Chinese enterprises not participating in the teaching of higher vocational colleges can be improved.

4.2.1. Enhancing students' practical skills in the cooperative exchange system of enterprises

Enterprises play a role in attracting students in communication. Referring to the modern apprenticeship system in Germany, classes are opened in enterprises, so that students can benefit from practice, learn practical skills, improve practical ability, and enhance creativity. Students learn theoretical knowledge in class and practical ability in enterprises, which ensures the teaching level of vocational colleges. The exchanges between enterprises and schools can also recognize the teaching level and understand the culture of the school so that they can participate in the job fair organized by the school in the future, strengthen the communication between the enterprise and the school, and form an information sharing mechanism. Schools can specially train relevant talents for enterprises. Enterprises directly digest the graduates of higher vocational colleges, which saves a lot of time for students to find jobs.

4.2.2. Schools playing a guiding role in cooperative communication

Enterprises can't choose a better source of students from the college entrance examination, but as a school with the ability to recruit students can. After the College Entrance Examination, higher vocational colleges try their best to recruit students from all over the country and guide their employment. If the school has signed an agreement with enterprises, it can achieve targeted enrollment, and recruit some students with development potential according to the requirements of the enterprises, and provide students with strong learning ability. Schools need to implement psychological guidance to guide students' employment after the start of school season, because students entering the campus are confused about the future. At this time, they need the guidance of the school to set a positive and good goal for them to strive for. The learning atmosphere of the school has improved, and the quality of teaching in higher vocational colleges will also be improved. The ultimate goal of higher vocational colleges is to provide technical talents for all walks of life in our country. The quality of talents is related to the development space of enterprises, and the development of students after graduation is related to the popularity and reputation of schools.

4.2.3. The government playing a macro-control and supervisory role in the cooperation and exchange mechanism

A purely pure mechanism will become corrupt if it does not have a complete internal oversight system, as the most vulnerable individual under which students need double protection from the government. Students are the main body of manufacturing enterprises in the future, and their rights and interests must be protected from infringement. Only in this way can China's manufacturing industry develop rapidly, and China can be transformed into a powerful manufacturing country. The government forms a set of information feedback mechanism between schools and enterprises, combines the information of both sides, macroscopically adjusts and controls the teaching scale of higher vocational colleges, so as to expand the educational level reasonably. At present, our country has reached a peak period of students. The main body of students will change from high school to kindergarten and primary school because of the implementation of the comprehensive second child policy. It is necessary for the state to issue a reasonable policy to reduce the educational scale of higher vocational colleges and ensure the level of educational quality. In short, the vocational education of higher vocational colleges in China is in a critical turning point. At this time, through the cooperation of society, schools, government and enterprises, a complete system to guarantee the quality of education in higher vocational colleges must be formed to ensure the sustainable and efficient development of China's manufacturing industry.

4.3 Focusing on the training of teachers

In order to improve the teaching level of higher vocational colleges, some developed countries have established a sound professional quality guarantee system under which the most important thing is the group of teachers. Teachers directly contact with students and teach them knowledge, which will directly affect their understanding of theoretical knowledge, and then affect the

educational level of higher vocational colleges. Our country can establish a set of system about teacher's teaching quality evaluation according to our national conditions and actual conditions, so that the system can be open to the outside world and students can always look at the level of their teachers' teaching ability, pay attention to the teacher's teaching dynamics, and realize the openness of teachers' work can improve the teacher's sense of responsibility and realize more interactive communication between teachers and students. The publicity of information will contribute to the construction and improvement of teaching quality guarantee system in higher vocational colleges. In the training of teachers, attention should be paid to strengthening quality education and improving teachers' teaching ability, while not forgetting to enhance teachers' educating ability. In the long run, educating is far more important than teaching.

4.4 Establishing a set of standardized teaching system through various forces socially

With the increasing role of human resources in economic and social development, the management of vocational education in curricula and specialties in various countries is becoming more scientific and standardized. Improving the guarantee system of higher vocational colleges in China is an important part of establishing a complete vocational qualification framework and establishing a strict access qualification level examination. There should not only be a set of professional qualification access system for students after employment, but also a system for regulating the teaching qualification of teachers. Teachers need not only high theoretical ability, but also practical ability. Students should be taken as the starting point to improve their practical ability and provide ideological guidance for their future work. A correct understanding of higher vocational colleges should be formed in the society. Attending regular universities is not the only key for having good jobs and contributing to the country. Only with a correct understanding can a good atmosphere be formed. Only when higher vocational colleges implement various measures to ensure the quality of teaching, can they receive support from all walks of life.

4.5 Establishing a vocational education supervision system with the aim of optimizing teaching

In order to monitor the quality of teaching in a timely manner, some developed countries have established the quality testing system of vocational education, among which the Danish output testing is an important indicator of quality testing, from which China can learn to test the training effect of students in school time, during internship period and work time. In schools, the quantity and quality of the finished products that students participate in the production industry can be tested at the enterprise stage by means of teaching test, which can be used to evaluate the teaching quality of higher vocational colleges, form a complete feedback system, and reflect the students' situation to the school so that the school improves the teaching mode and curriculum design according to the feedback. This system is divided into two parts, and one part is inside the school mainly managed by the personnel inside the school, focusing on the survey of students' satisfaction and the speed of improvement of students' ability. The part outside the school is mainly based on enterprises, supplemented by schools, and completes the testing of students' practical ability, skill level and creativity in off-campus work. The test results of the two parts inside and outside the school are shared by the school and the enterprise, providing a data foundation for improving the education quality guarantee system of higher vocational colleges.

5. Conclusions

China plans to realize the transformation from a large manufacturing country to a manufacturing great power in 2025, and strengthening vocational education is an important way. It is especially important to build a complete and efficient teaching system and establish a monitoring system for the quality of higher vocational education. The foreign high-quality teaching management experience provides a reference for our country. Britain has a complete set of laws and regulations which regulate the level of vocational education and the competence level of the occupational personnel, from which the legislative bodies can learn to improve the integrity of China's education law while refining the education law, and make everything legal. The community college system in

the United States provides China with a model of post-college education, to which China can refer to improve the infrastructure of vocational education in China, select appropriate reform methods in teaching methods, and complete the transformation of China's education system. The apprenticeship system in Germany has pointed out the direction for the quality of vocational education in China. Through the school-enterprise cooperation, the orientation of students will be completed, and enterprises, schools, students and the government will benefit from the exchange and cooperation mechanism.

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