



Action-oriented Practice and Students' Vocational Competence Development in Higher Vocational Education

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Abstract: Higher vocational education has made certain achievements in the process of development in China, but it has been lagging behind in the practical application of action-oriented teaching mode. Due to the influence of traditional concept and financial factors, the practical courses cannot meet the demand of society for talents training, students lack of social experience and innovation ability, and the level of hands-on skills is not high, which leads to the low attention of higher vocational institutions to this specialty, the scale of operation is small and does not pay attention to the effectiveness. At the same time, schools do not have enough funds to support practical education, resulting in insufficient experimental facilities, rudimentary equipment and lack of teaching resources, which seriously restrict the development of higher vocational education. The development of higher vocational education is seriously restricted by the lack of teaching resources. Combined with the actual needs of China's higher vocational institutions, this paper puts forward the teaching idea of action-oriented and students' vocational ability cultivation, which has a better guiding function. Therefore, higher vocational institutions should combine the new requirements of students' vocational ability in the new era, explore the action-oriented classroom, improve the vocational education and training system with the joint participation of schools and enterprises, clarify the problems of vocational ability cultivation and employment of higher vocational students, so as to put forward scientific and reasonable countermeasures, which can meet the needs of higher vocational students' vocational ability improvement and also enhance their employment success rate.

Keywords: higher vocational education, action-oriented, vocational competence development

1. Introduction

Practical teaching is an important way to cultivate talents in colleges and universities, and it has a unique role in improving students' vocational ability, which can make college students understand professional knowledge and skills more deeply. Higher vocational education in China started late and developed slowly. In recent years, with the expanding social demand and the increasing reform of higher education, the scale of higher vocational colleges and universities is gradually shrinking and the number of students is not proportional to the number of students [1]. Due to the deep-rooted traditional concept and the lack of attention to the important influence of practical teaching activities on the cultivation of talents, it is difficult for students to adapt to job needs after graduation, which has caused the phenomenon of lack of innovative thinking and poor hands-on ability of college students. In the process of continuous development and innovation of education and teaching, action-oriented teaching method is a kind of teaching method which is commonly used in intelligent education, and it should combine "knowledge" and "practice" organically and expand the dispersive ideas, so as to mobilize all students' enthusiasm for learning. The teaching method should combine "knowledge" and "practice" and expand the divergent ideas, so as to motivate all students. In the environment of continuous development of education and economic system, the requirements of social development for professional talents are no longer limited to professional theoretical knowledge and professional ability, but are stipulated that excellent talents have perfect comprehensive professional ability. Therefore, teachers should be flexible in the teaching process to carry out diversified classroom teaching activities, which can promote the overall development of students' independent innovation ability, application ability, personal cultivation and other aspects, and can also effectively use action-oriented teaching method to improve the effectiveness of teaching [2].

2. An inquiry on the importance of the application of action-oriented pedagogy in students' vocational ability development education

2.1 Help students to build efficient classroom learning effect

Under the environment of continuous development and change of core concepts of teaching, the integration of action-

oriented teaching method into teaching can fully guarantee the successful implementation of teaching, and the combination of diversified teaching methods and teaching media can effectively improve the actual effect of teaching. Compared with traditional teaching methods, this teaching method not only effectively transmits the specific content of basic knowledge, but also completes the strengthening and assessment of students' professional abilities, which can promote the continuous development of students' most basic and comprehensive abilities. The action-oriented approach usually uses behavior as a supporting pedagogical orientation, so that the teacher should develop complete learning tasks and comprehensive learning goals for the students. The teacher can use diverse approaches in the classroom to enrich students' learning styles, to promote efficient learning tasks under action-driven conditions, to motivate students to improve the specific content of basic knowledge in the learning process, and thus to be able to improve their knowledge structure supported by different basic knowledge [3].

2.2 Cultivate students' craftsmanship and provide high-skilled talents for the society

In the traditional secondary vocational school teaching process, students carry out practical experience and skill knowledge learning training according to imitating teachers' actual operation, which will cause students to lack the ability to learn to think and solve problems, lack of initiative and sense of responsibility, and a serious derailment of industry-teaching comparison, and students' employment prospects appear exceptionally unpromising. The action-oriented teaching approach favors daily task classroom teaching, stipulating that students collect information in class to master the process of completing tasks, thus cultivating students' information gathering ability. After students complete the task in class, the teacher interprets and then conducts peer group and inter-squad evaluation, which can develop students' teamwork and ability to get along with others. Off-site students self-reflection is not enough and carry out teacher layout practice questions and innovative theoretical expertise in order to develop solid basic skills. Students according to give full play to their own subject efficacy, cultivate the concept of job duties and craftsmanship, so as to give the society various industries constantly give skilled personnel [4].

2.3 Practice is a characteristic of action-oriented teaching and an intrinsic requirement for professional competence development

Action-oriented learning links students' cognition with their future career development and highlights the important value and role of "action", which provides effective guidance for the development of professional education or talents. The core skills of higher vocational education are cross-disciplinary and interdisciplinary skills, and the training of core skills cannot be accomplished by a single discipline, but through the synergy of multiple disciplines. Thus, as an action-oriented teaching idea, it possesses a good means of realization. Higher vocational education should fully reflect the core skills in professional education, adopt the action-oriented education idea, take vocational work as the core, and fully implement the whole process education.

3. Exploration of action-oriented practice of higher vocational education and measures related to students' vocational ability cultivation

3.1 Docking with the needs of industry enterprises and cultivating the core vocational abilities of higher vocational graduates

The cultivation of talents in higher vocational institutions is the basic requirement of higher vocational education. With the innovative application of information technology empowering higher vocational education, the pattern of government coordination, industry-education integration and school-enterprise "dual" schooling is gradually formed, and the schooling mode of social diversification, school-enterprise deep cooperation and engineering combination is gradually matured. The development trend of new education concept, new teaching methods, big data and intelligent management methods of higher vocational education has gradually adapted to the requirements of new technological revolution, industrial changes and economic transformation and upgrading. In this context, higher vocational institutions need to reconstruct the curriculum system and vocational competence standards that adapt to the needs of enterprises and the workplace, highlight the cultivation of students' vocational abilities and qualities in classroom and practical teaching, and highlight the ten core vocational competencies of higher vocational students, so as to cope with the changes of new industries, new technologies, new materials, new processes and new standards, which can equip graduates with the ability to cope with the changing job market and make changes [5].

3.2 Cultivation of students' sense of active learning

Active learning is an indispensable part of vocational core competency. The root cause of this problem is that there is a big difference between the number of students enrolled in higher education institutions and undergraduate universities under the current recruitment system of higher education institutions. It is precisely the emergence of this series of problems that causes the talent cultivation mode of higher education institutions to suffer a lot. In order to change the current educational situation and shape students' vocational core competencies, higher education institutions must focus on shaping students' active learning awareness to start a series of classroom teaching research. In order to advance the curriculum goals, higher education institutions need to pay attention to teaching students' lifelong learning awareness in the process of classroom teaching activities. This requires higher education institutions to actively apply the most advanced technology in teaching to enhance and optimize classroom teaching, so that students fully realize that, at this stage, along with the rapid development of technology, students have learned technically on campus can not meet the needs of long-term career development, only if students have a sense of lifelong learning, students can rely on the continuous development of learning and training activities, stronger integration into industrial development. At the same time, higher education institutions also need to rely on practical activities to regulate students' perceptions of teachers. Only by actively playing their strengths so that students can penetrate the curriculum in practice, students will have the development trend towards a better future, which requires continuous and correct guidance from teachers of specialized subjects in higher education institutions. When students have a full understanding of the issues concerned under the guidance of teachers and by participating in classroom teaching and practical activities, their active learning consciousness can be shaped and they will look at school learning and training with a more proactive mindset, and even if they go into society in the future, students will maintain their learning rhythm.

3.3 Project teaching method

Vocational competence is a higher level of development of basic competencies, a vertical extension and horizontal migration based on basic vocational competencies. The education model of "learning by experience" organically combines professional knowledge, professional skills and basic competencies, and uses the same educational scenario to achieve teaching purposes. In higher education institutions, a "project" is a specific plan of activities with practical application based on predefined objectives. In essence, a project is an independent assignment set up in advance and carried out independently by students or teams, in which information collection, solution design and execution, result evaluation, and feedback of checkups are all carried out by the core of students. In this process, teachers only play the role of counseling, guidance, and answering questions, and students play various roles, forming a "corporate shift" type of role alternation. Students acquire systematic and accurate working methods and optimal working patterns, develop coordination skills, organizational and management skills, creative thinking skills, and adaptability to new conditions [6].

4. Conclusion

To sum up, in the environment of deepening reform gradually, in China's higher education institutions education and teaching management also in this process presents some new situations, we have to accurately grasp the problem, shaping the core concept of human-centered to carry out teaching management, teachers in the classroom teaching can be flexible to use action-oriented teaching method to improve student motivation, prompting students in the subjective interest to promote the scientific discussion of learning content, so that students can be prompted to devote themselves to practical engineering, giving students the space for reform and innovation and humane practice, so that students can be fully protected healthy and comprehensive development.

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