

Study on the Training Path of “Effective Connection” in the General College to Undergraduate Education

From the Perspective of Systematic Training

Xiaojuan Cao
School of Culture & Media
Eurasia University
Xi'an, China

Abstract—With the gradual clear development of “Made in China 2025”, vocational education has changed from emphasizing “skilled talents” to “technical skilled talents”. As a general vocational education at undergraduate level, the education of college to undergraduate is of particularly importance. However, after 20 years development, there is still a vicious circle of poor quality of enrollment, ineffective connection in training and no professional advantage in employment. The only way in the education of college to undergraduate is try to break the “education with broken ends” in the higher vocational stage and the “education with fault” in the undergraduate stage. Based on the perspective of systematic training, it will be a connecting mechanism for reference to try to implement the “progressive-shunt” education mode in the higher vocational stage and the “clinic education” in the undergraduate stage.

Keywords—general college to undergraduate; effective connection; “progressive-shunt” education mode; clinic education

I. INTRODUCTION

In June 1999, “the Decision of the Central Government and the State Council on Deepening Education Reform and Comprehensively Promoting Quality Education” clearly pointed out that “graduates from vocational and technical colleges (or vocational colleges) can continue to study in undergraduate colleges and universities after certain selection procedures. This training mode has set up an “overpass bridge” between vocational education and undergraduate education, opened up the practical exploration and theoretical research of the training mode of the upgraded education of unified enrollment in China. In the past 20 years, although there has been a “hundred flowers blooming” training mode in the practice of “college to undergraduate education”¹, there are still many difficulties due to the lack of theoretical guidance and systematic construction. Previous studies have fully affirmed the advantages of the general college to undergraduate education², and elaborated the

¹ According to the investigation of the college to undergraduate education of the National Higher Vocational College, there have been many kinds of talent training modes, such as “2 + 3”, “2 + 2”, “3 + 2”, etc.

² Yang Jintu: On the Situation of Higher Vocational Education in China. Published on China Vocational and Technical Education, 2003.26; Chen Yaling: Review and Reflection on the Reform and Development of

rationality³ and feasibility⁴. However, researchers have found that there are problems of no characteristics⁵ in its training objectives, curriculum repetition⁶, and lacking of coherence and systematic connection⁷. The quality of personnel training in college to undergraduate education is a major problem faced by vocational education at present, and the root lies in the poor connection between higher vocational education and applied undergraduate education caused by the “education with fault” of “education with broken ends” and applied undergraduate education. How to get through the “one-way development” of the two and establish the education and training concept of “interconnection and sharing” become an urgent problem to be solved.

II. THE CURRENT SITUATION OF THE GENERAL COLLEGE TO UNDERGRADUATE EDUCATION: NOT HIGHLIGHTING THE ADVANTAGES OF PROFESSIONAL TRAINING

The full name of the general college to undergraduate education is “the unified examination of selecting excellent vocational college graduates to start undergraduate learning”. This type of examination has built an “overpass bridge”

Higher Vocational Education in China: From the Perspective of Policy Text Analysis, Published on Heilongjiang Researches on Higher Education, 2006.11; Shi Weiping, Tang Zhibin: Enhancing the Attraction of Vocational Education: Problems and Countermeasures, published on Research in Education Development, 2009.08; Li Hongwei: Review and Outlook of the Policy of College to Undergraduate in China — On the Path of Developing Higher Vocational College in China, published on Vocational & Technical Education Forum, 2010.07.

³ Li Lun: A study on the Rationality of “College to Undergraduate” education in China, Master Thesis of North West Agriculture and Forestry University, 2007.

⁴ Pan Maoyuan, Wu Mei: On the Classification and Orientation of Colleges and Universities, published on Fudan Education Forum, 2003.03; Kuang Ying: Comparative Study on the Development and Changes of Higher Vocational and Technical Education, Doctoral thesis of East China Normal University in 2005;

⁵ Sun Yongqing: Thinking about “the Connection of College and Undergraduate” in Higher Vocational Colleges [J], Journal of Higher Correspondence (Philosophy and Social Sciences), 2012.2.

⁶ Liu Shouhe: The Problems and Strategies in the Course of College to Undergraduate [J], Journal of Anshun University, 2010.02.

⁷ Dong Dakui, Lu Ruifeng, Kuang Yuehua: A Practical Study on the Connection of Higher Vocational Education Courses in College to Undergraduate Education [J], Liaoning Vocational College, 2007.01.

between higher vocational education and applied undergraduate education. The length of higher education for graduates from ordinary colleges and universities are five years in the form of "3+2" education (3+3 for individual majors), and the training stage includes three years training of skilled personnel who focus on practical ability operation in vocational education, and two years of undergraduate education consistent with the original major or related major. From the perspective of years of education and education continuity, the graduates from general college to undergraduate should have stronger practical ability, wider basic knowledge and more room of improvement than those of four-year undergraduates.

However, the previous research on the employment status of college students who have been upgraded from college to university shows that the cold situation of college students is manifested in the low social recognition and difficult employment of graduates⁸, and the employers usually reflect that college to undergraduate students fail to highlight their professional advantages and find their own position in the employment market.

III. "EDUCATION WITH BROKEN ENDS" AND "EDUCATION WITH FAULTS" ARE THE HIDDEN DANGERS OF THE GENERAL HIGHER EDUCATION

Through an interview with the colleges and universities that set up higher vocational education and college to undergraduate education in China, it is found that higher vocational education has the problem of "education with broken ends"⁹, while general higher vocational education has the phenomenon of "education with fault".

A. Present Education Situation of "Taking Care Only of One's Own Business"

The higher vocational education and the general college to undergraduate education are generally completed by different educational subjects, and the two educational subjects is more prominent in the imagination of "take care only of one's own business".

1) *"Education with broken ends" in higher vocational colleges leads to the hindrance of follow-up education:* There are two polarization phenomena of "emphasizing undergraduate course" and "emphasizing skill training" in the talent training of higher vocational colleges. Some higher vocational colleges carry out higher vocational personnel training according to the "deleted version" of the undergraduate talent training program, which leads to the

⁸ Zheng Xiaohong, Du Fen'e, Han Bing: A Survey of College Students' Upgrading Education, published on *Education and Vocation*, 2010.31; Li Xiang: An Analysis of the Problems Related to the "College to Undergraduate" Education in Jiangsu Province, published on *Jiangsu Higher Education*, 2017.10; Liu Xiaowen, Guo Xiuli, Guo Zhijuan, Meng Wei: An analysis on the Current Situation of College to Undergraduate Students' employment and the Countermeasures, published on *Journal of Xingtai University*, 2017.02.

⁹ Luo Wenke: On the Training Mode of Higher Vocational and Technical Education at Undergraduate Level [J], *Journal of Changsha Railway University (Social Science)*, 2008.12.

"usurpation" of higher vocational education. In the process of connecting college to undergraduate in these colleges, the graduates will have neither excellent practical ability nor complete theoretical system due to the lack of skill training and repeated theoretical courses. Some other higher vocational colleges focus on the study of professional skills with the goal of "skilled workers" training. They don't pay enough attention to the teaching of theoretical courses. Students "know what it is and don't know why it is", and ignore the follow-up development and promotion of students.

The existence of these two phenomena leads to the prominent characteristics of "education with broken ends"¹⁰ in higher vocational colleges. The issue of "Decision on Speeding up the Development of Modern Vocational Education"¹¹ has solved the policy problem of "education with broken ends" in higher vocational colleges. However, higher vocational colleges have not made full use of the advantages of the policy system and are still immersed in "education with broken ends".

2) *The "education with fault" type hard connection of the general college to undergraduate:* In order to make full use of the teaching resources and save the cost of running a school, the personnel training mode of domestic colleges and universities includes "compress biscuits" (select the important technical basic courses and professional courses in the general undergraduate education to teach), "steamed bread with flour" (add some courses to train on the basis of the higher vocational education course), "T-type grafting" (train the college to undergraduate students according to the standard of the third year training of four-year undergraduates, and even let the upgraded students join the four-year undergraduate class in some colleges), which lead to the fault of knowledge structure, the failure of key courses, the repeated learned courses, and the disconnection of special courses. It is not only a theoretical problem, but also a practical one.

B. Education Process with "Different Objectives"

As the provider and receiver of students, they all have their own "small abacus" in the process of education and training, which is fully reflected in the contradictory psychology in the general college to undergraduate education.

1) *Higher vocational colleges — "One-Sided Enthusiasm" desire for college to undergraduate:* The current situation of "low score students entering higher vocational education", the public opinion of "even the failing students have the opportunity to enter the college" and the traditional concept of "a good scholar will make an

¹⁰ Zhang Junping: Construction Mode and Improvement Path of Modern Vocational Education System Under the Concept of Lifelong Education [J], *China Vocational and Technical Education*, 2019.03.

¹¹ Jin Haotian: Vocational Education is No Longer "Education with Broken Ends" [N], *Guangming Daily*, 2014.06.24 (006).

official", lead to the phenomenon of "five lacking of"¹² in higher vocational education, which is the helpless choice of parents and students. The "rate of college to university" of higher vocational colleges has become an important index for parents and students to choose colleges. If the upgrading channel of higher vocational education to undergraduate education can be got through, avoiding "education with broken ends", higher vocational colleges will attract more students. Therefore, higher vocational colleges have shown great enthusiasm in dealing with the general college to undergraduate education. In order to meet the needs of students and pursue the upgrading rate, higher vocational education has become a "preparatory class" of general undergraduate education.

2) *General college to undergraduate colleges — education process "In a Dilemma"*: The main education body of colleges that receive general college to undergraduate students is the four-year undergraduate students, and the education of college to undergraduate is only their "appetizer" or "dessert". In the fierce competition of enrollment market, ordinary college to undergraduate has brought a stable source of students to the receiving colleges, but they consider that this part of students is poor and with weak foundation. They are in a disadvantaging position than four-year undergraduate students in teaching investment and faculty allocation. Some colleges and universities arrange new teachers or teachers with relatively weak teaching ability to teach ordinary college students, and even some teachers have the "exclusion psychology" in teaching college students, which subjectively reduces curriculum requirements and assessment standards in the course of class.

IV. "EFFECTIVE CONNECTION" NEEDS THE JOINT EFFORTS OF HIGHER VOCATIONAL COLLEGES AND UNDERGRADUATE UNIVERSITIES

The students of general college to undergraduate" have received three years of higher vocational education before entering university, and they have relatively systematic professional knowledge and skills. However, these students come from different vocational colleges, and the curriculum and training mode of each college has its own characteristics. It is a systematic project to realize the effective connection of college to undergraduate education, and no education subject can complete it alone.

A. *Making Clear the Training Objectives of the General College to Undergraduate Education*

Universities should cultivate people who are capable of solving social problems¹³. With the development strategy of

¹² Zhang Xiaoli: Thoughts on the Development Predicament of Higher Vocational Education in China [J], Vocational & Technical Education Forum, 2005.28. The core problems of higher vocational education can be summed up as "five lacking of", that is, lacking of social identification, lacking of details of law, lacking of government action, lacking of school running characteristics and lacking of employment.

¹³ Han S. Brubeck, a philosopher of higher education, believed that there are two value orientations: epistemological philosophy and political

"Made in China 2025"¹⁴ becoming clear, vocational education has also experienced a deep change from emphasizing "skilled talents" to "technical skilled talents". In 2011, China proposed vocational education in undergraduate level. Pan Maoyuan thinks that "in the stage of popular higher education, more emphasis is placed on the adaptability and professionalism of social and economic development". When the general higher vocational college to undergraduate education is positioned as the undergraduate level vocational education, its training objectives and training path will be clearer: it not only connects the skill and application type of higher vocational education, but also highlights the technicality and innovation of the application-oriented undergraduate education.

B. *Implementation of the Concept of "Effective Connection"*

With the development of vocational and technical education to the stage of "technical and skilled" talent education, many countries have adopted the mode of "vocational qualification + academic education"¹⁵ in the training of skilled talents. However, vocational qualification certification and academic education in China have always been parallel lines. It is a feasible attempt to build a systematic education mode of "apprentice system (higher vocational education) + clinic system (college to undergraduate education)".

1) *Higher vocational education — a trial of "Progressive and Shunt" education*: In the stage of higher vocational education, the education mode of "broad foundation, flexible model and re-shunt" should be realized. That is, in the first year of the university, the barriers of the basic courses of liberal arts and science should be break, realize teaching synchronization with the platform courses of undergraduate education¹⁶, and meet the basic quality of professional skills education; in the second year of the university, module teaching (skill training room) is adopted. Students choose skill modules according to their own interests and hobbies and future career development. Each skill module is connected with industry needs and professional standards. Its curriculum is designed to complete the "basic skills" required by the post, and take

philosophy, and political philosophy is professional. He believed that universities should cultivate people who are capable to solve social problems.

¹⁴ Notice of the State Council "Made in China 2025", website of the Government of P.R.C., http://www.gov.cn/zhengce/content/2015-05/19/content_9784.htm Take talents as the basis of building a strong manufacturing country, establish and improve a scientific and reasonable mechanism for selecting, employing and educating people, and speed up the cultivation of professional and technical personnel, management personnel and skilled personnel urgently needed for the development of manufacturing industry.

¹⁵ The representatives among them are: Australian AQF model, British national vocational qualification certification framework model and Japanese professional degree postgraduate education and vocational qualification matching model

¹⁶ Wang Xuesong, Liu Wuping: On the Reform of Personnel Training Mode of "3+2" Higher Vocational and Undergraduate Education[J], Modern Business Trade Industry, 2015.17.

obtain industry qualification certificate or industry skills as the standard; In the third year of the university, teaching is organized by "shunt training". Guide students to carry out "one out of two" separate education according to their own interests and development direction (professional course education + pre-examination training in the direction of college to undergraduate education, and vocational quality education + employment skills training in the direction of employment).

This kind of teaching design not only guarantees the quality of higher vocational education, but also breaks the barrier of "education with broken ends" and lays the technical foundation and theoretical foundation for the follow-up higher vocational education.

2) *General college to undergraduate stage — "Clinic Education" exploration*: In recent years, there is an explosive growth on the research on the "clinic education" model of applied higher education in the United States by domestic scholars. The so-called clinic education refers to a talent training mode in which colleges and universities set up a quasi industry background practice environment and adopt various interactive methods to cultivate students' professional thinking and skills based on the training objectives of application-oriented talents. Ordinary college to undergraduate students have a certain theoretical foundation and professional skills, but they come from different colleges with different education levels and ability focus, just like the patients who come to the clinic are uneven, only when the medicine is applied to the right situation can the curative effect be remarkable. "Clinic education" mode can be carried out in the teaching stage of college to undergraduate education. Before the students enter the undergraduate stage, the quasi industry background practice should be set up to test the students, find out the advantages and disadvantages of the pre-learning, and carry out the "triage treatment" (the teaching class is set up) based on the "illness" (the learning disadvantages in the higher vocational stage) to "prescribe a medicine special for the disease" (set up the teaching mode and content); In the process of general college to undergraduate education, more attention should be paid to whether the "cure the disease" can be achieved, so as to "set up industry scenes (teachers) - actual practice (students) - expose problems (students) - make up for deficiencies (teachers)" and cultivate real "technical and skilled" talents.

V. CONCLUSION

The general college to undergraduate education is helpful to perfect the vocational education system¹⁷, and it is also a

¹⁷ Modern vocational and technical education system is a system formulated by the state and has legal effect, conforms to the economic and social development and human needs, and all kinds of vocational and technical education at all levels and other education intersect, connect and contact with each other.

practitioner of life-long education concept¹⁸. In 2020, China will become the largest manufacturing center in the world, which needs a large number of applied and skilled talents, but the lack of such talents is an indisputable fact, so it is particularly important to do a good job in general college to undergraduate education. To avoid the "two skins" between higher vocational education and general undergraduate education and highlight the training advantages of general college to undergraduate education, it is necessary to integrate higher vocational education and general undergraduate education, and do a good job in "three-year stage and two-year stage" application-oriented talents.¹⁹ Of course, the biggest advantage of this study is to incorporate the general college to undergraduate education into the education system, starting from connecting the two education subjects, and put forward the framework opinions for the education subjects. The implementation of the opinions requires the dialogue and consultation of two different educational subjects, and the overall planning of relevant parts is of particular importance.

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¹⁸ In 1972, the report "Learning to Survive - Present and Future of the Education" issued by the International Education Committee of UNESCO put forward the idea of lifelong education. College to undergraduate education undoubtedly provides a learning path for those students and improves the lifelong education system of vocational education.

¹⁹ Huang Chonglin, Deng Yu. Thinking on the Training Strategy of "Three-Two Sections" Applied Talents [J], Higher Education Forum, 2017.01.

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