

An Analysis of the Current Situation, Problems and Countermeasures of cultivating vocational normal students in Colleges and Universities in Guangxi

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ABSTRACT

Some colleges and universities in Guangxi undertake the arduous task and important mission of training vocational normal students. The training of vocational normal college students is still in the preliminary exploration stage, facing many problems such as the need to improve the quality of talents, the relatively low employment rate of professional counterparts, and the weak professional practice ability. In order to solve problems above, we must intensify the reform and innovation of talent training programs, teaching teams, learning platforms and many other aspects. so as to better promote the training of vocational normal students.

Keywords: *Vocational normal students, problems, countermeasures*

1. INTRODUCTION

In 2019, the State Council promulgated the National Vocational Education Reform Program (hereinafter referred to as the Program), which clearly shows the importance of vocational education at the national level. The reform of vocational education is imperative, so do teacher training of vocational education, which is worth paying much attention to. In the program, the "double-qualified" teachers are clearly defined at the national level, that is, teachers can carry out both theoretical and practical teaching. Some colleges and universities in Guangxi shoulder the responsibility of training vocational normal students, who are part of the "double-qualified" teaching faculties in the future, so it is very important to reposition the training of vocational normal students. Through the analysis of the existing research results, it is found that the traditional teacher training still emphasizes theory rather than practice, which leads to low quality of trained vocational undergraduates, especially with weak practical abilities. According to the investigation, the training goal of vocational normal students is to become "double-qualified" teachers. However, it is difficult to integrate their abilities of theory teaching and practice teaching. This study analyzes the reasons why the theoretical teaching and practical teaching in the training of vocational normal students can't be equal and balanced from many aspects, and further puts forward the countermeasures to reform the training of talents, so as to provide the theoretical framework and practical basis for the training of other vocational normal students in Guangxi.

2. PROBLEMS OF CULTIVATING VOCATIONAL NORMAL STUDENTS AND UNIVERSITIES IN GUANGXI

The training requirements of vocational normal students are different from those of general ones. In the terms of their characteristics, the cultivation of vocational normal students is more professional, technical and normal, while general ones is academic and normal. According to the results of investigation and research, it is concluded that problems of teachers' cultivation in some colleges and universities in Guangxi are as follows.

2.1. Low Employment Rate of Professional Counterpart

The proportion of vocational normal students who carry on teaching after graduation is about 10%, which means the majority of students quip teaching after graduation. It can be said that the rate of current professional counterpart is low. Therefore, the author summarizes the reasons as follows after relevant study and exploration.

The first reason is the recruitment mechanism in secondary vocational schools. According to the existing recruitment process of secondary vocational schools, they apply to the Education Bureau for the recruitment of talents. The Education Bureau decides whether to accept the application from the secondary vocational schools according to the existing staff situation. If the application is accepted, the next step is to organize candidates' registration, examination, interview, etc. After that, the Education Bureau assigns the recruited talents to the secondary vocational schools to teach, which deprive

rights of vocational schools to decide on recruitment [1]. If the application is not accepted, then secondary vocational schools will not be able to recruit new teachers but to wait until new opportunity to recruit later. The recruitment led by the education bureau focus on high score. Whether it is in the examination or interview, it is generally based on the relevant knowledge and skills of professional courses, supplemented by education and teaching knowledge. Candidates with high score are usually good at professional knowledge. In the recruitment process, the Education Bureau generally does not pay special attention to whether the candidates are vocational normal students or general normal students. With the popularization of higher education, the number of graduate students gradually increased, graduate students draw much more attention compared with undergraduate students. Although the state attaches great importance to the training of professional teachers, there is still a lack of norms and rectification of the recruitment mechanism of secondary vocational schools. Thus, the nation must strengthen the reform in order to create more opportunities and solutions for more vocational normal students who want to go to secondary vocational schools to teach.

Secondly, vocational normal students are not interested in becoming secondary vocational teachers. From the view of position and nature of teacher profession, choosing to be a teacher is to choose to sacrifice and to be poor. In addition, the social status of teachers in secondary vocational school is not high, and they are often treated differently, because the level of development of vocational education can't be compared with basic education. Although the National Vocational Education Reform Program issued by the State Council in 2019 clearly put forward that vocational education and general education should have the same important position and play the same role [2], how to enhance the attraction of vocational education, how to improve the status of vocational education and how to improve the status of their teachers are still important issues amid the development of vocational education in China. Therefore, vocational normal students have little eager to become teachers in the secondary vocational school for its future development. They would rather choose professions closely related to their own major rather than related works.

Thirdly, the professional and practical abilities of vocational normal students are not enough to meet the recruitment requirements of secondary vocational schools. It is necessary for vocational normal students to do practical teaching during their senior year, which lays a solid foundation for their future career as teachers. Through the feedback of teaching practice in schools, it is known that their professional and practical abilities are not satisfactory. The education and teaching skills of the vocational normal students can be exercised and promoted in the educational practice, but it is difficult to promote their professional and practical abilities during practice.

It is difficult for vocational normal students to achieve professional counterpart employment due to above reasons, which, to some extent, causes the waste of educational resources in some colleges and universities in Guangxi.

2.2. Less Prominent Professional and Practical Abilities

The cultivation of vocational normal students should highlight the orientation and goal of "double-qualified" teachers. Through the above analysis, it can be seen that the main problem of vocational normal students amid their practice is their weak professional and practical abilities. However, what causes this problem? Based on the study and exploration of this problem, the author will analyze the talent training process of vocational normal students and illustrate the main reasons why the training process doesn't emphasize the cultivation of professional and practical abilities. The main reasons are listed as follows:

Firstly, the cooperative and diversified training parties fail to play their own roles. The training goal of vocational normal students is "double-qualified" teachers. Some studies show that the cultivation should give full play of the main position and role of undergraduate colleges, industrial enterprises and secondary vocational school. In general, undergraduate colleges and universities are responsible for teaching professional theory, enriching students' professional, theoretical knowledge and strengthening students' professional foundation. Industrial enterprises are responsible for the training of professional and practical abilities, the training of students' practical operation ability, and the combination of theory and practice or the ability of applying theory to practice. Secondary vocational schools are responsible for the training of practical ability of education and teaching, and the cultivation of students' teaching ability in various aspects [3]. However, the reality is that enterprise doesn't fully participate in the cultivation of vocational normal students, which restricts its main role in the training. At the same time, the cultivation of students mainly depends on teachers themselves, which led relatively low quality of vocational normal students, who are not popular among secondary vocational schools.

The second reason is the lack of regulation and supervision at the policy level. As we all know, vocational education should follow the road of cooperation between school and enterprise and the combination of work and learning. Our country issued some policies to stimulate enterprises to participate in the talent training of vocational education. Vocational normal students are the professional and technical personnel. However, nation issued few policy documents to strengthen the cultivation of vocational normal students through joint action of university, industrial enterprises and secondary vocational schools. Although state requires to train 24,000 teachers per year, there are few policy document to guide the training and motivate enterprises to participate in the cultivation. At the same time, the quality of teachers' training is also lack of supervision. The level of professional practice ability is an important index to measure the quality of teacher training. The country must attach great importance to the supervision of training quality of vocational normal students.

The third reason is the facilities and equipment of training room in the school. The construction of training base has a significant influence on the cultivation of professional and practical abilities of vocational normal students. The construction of multi-function training base can promote students' professional and practical abilities. The first problem of training base construction in colleges and universities is backward technology, which can't meet the requirements of teachers' teaching, practical needs and professional learning needs of students. The second problem is low utilization rate of equipment, or even zero utilization rate, as teachers don't want to open new equipment for their relatively low practical ability. The third reason is that existed training room isn't open to the outside for the lack of systems and regulations of training room.

2.3. The Quality of Talents to be Improved

The source of vocational normal students affects the quality of vocational education. High-quality vocational normal students promote the development of vocational education, while low-quality ones hinder its development. The source of students is usually ordinary high school graduates and higher vocational college graduates. There are some differences in the background of vocational normal students, whether their college entrance examination results or their comprehensive quality. In order to cultivate more "double-qualified" vocational teachers to meet the requirements of the society, four colleges and universities must stress on the promotion of talent quality amid their talent training. The source of students is the fundamental and key problem. Colleges and universities should grasp the gap of talent qualities and find a better way to solve the problem. Based on the study and exploration on the problem of differences in talent quality, the author will further analyze the reasons of it from the following aspects:

Firstly, the quality of students varies. Guangxi Normal University, Guangxi University of Science and Technology, Nanning Normal University, Guangxi Normal University of Science and Technology all have training bases for vocational normal students. However, Guangxi Normal University ranks the top, while Guangxi Normal University of Science and Technology ranks the last from the aspect of ranking of colleges and universities in Guangxi. Therefore, it can be said that there is a certain gap of the quality of students in the four colleges and universities. These colleges and universities cannot choose their students as they wish, because they are not so-called "985", "211" universities, or even not so-called "double first-class" universities.

Secondly, there exist differences between studies in university and in middle school. According to constructivist learning theory, knowledge is self-constructed rather than passively accepted by learners. It is known that students can carry out independent learning and give full play to the subjective initiative of individual, as their mental development is relatively mature during

their university age. However, middle school students depend on teachers' guidance and advice, because their mental development is not mature. Through comparison, it can be found that the autonomous study of college students is relatively strong, while that of middle school students is poor. However, according to the survey, there are some problems in the self-learning of vocational education normal students who have entered the university, such as lack of understanding, lack of methods and ability. These students have neither realized the role transformation nor found the appropriate learning method, and they can't carry out autonomous learning and inquiry. Therefore, these students have not realized the difference between learning during college years and middle school years.

Thirdly, teachers become more and more professionalized. The importance of education is recognized widely. No matter what kind of education, basic education, vocational education, higher education or even preschool education all play pivotal roles in society. It can be said that with the increasing importance of education, the status of teachers has drawn more and more attention, and teaching, as a career, has become more and more professional. The profession of teaching will become a special profession, and will be more and more irreplaceable in the future, similar to doctors, lawyers and so on. With the advancement of teaching specialization, education major in colleges and universities must attach great importance to the teaching of professional knowledge, the inheritance of teachers' professional skills and the shaping of teachers' professional quality. Vocational normal students should also realize the importance of basic knowledge, basic skills and basic quality of teachers.

3. COUNTERMEASURE ANALYSIS OF CULTIVATIONAL NORMAL STUDENTS IN GUANGXI UNIVERSITIES

3.1. Develop a Talent Training Program that Highlights the Characteristics of Vocational Education

The talent training program is the guidance of talent training and the programmatic document. Before actual talent training, it is necessary to fully demonstrate the talent training program through field investigation, expert argumentation and etc., so as to ensure the direction and goal of talent training and better guide the talent training. The characteristics of training program of professional talents of vocational normal students in our college are as follows: it highlights the orientation of talent training serving local places. For example, the personnel training program of logistics management (vocational education teachers) specialty has clearly defined the training of full-time teachers of logistics specialty in Guangxi secondary vocational school or professional trainers of human resources department of Guangxi logistics enterprises and

institutions. Secondly, it highlights the goal of “double-qualified” talent training. The existing four training programs of vocational normal programs have all defined the training objectives of “double-qualified” teachers. Thirdly, the curriculum system of six modules are constructed by General Education Curriculum, Subject Basic Curriculum, Core Curriculum, Teacher Education Curriculum, Vocational Development Curriculum and Comprehensive Practice [4]. Among them, the curriculum of general education focuses on cultivating students' correct world outlook, outlook on life and values, and healthy psychology. The basic curriculum of subjects focuses on strengthening professional foundation and consolidating professional theory. The core curriculum of specialty focuses on enriching professional knowledge and improving students' professional ability. The curriculum of teacher education focuses on increasing students' knowledge of vocational education teachers, enhancing their teaching ability and improving their professional education teachers' accomplishment. And the curriculum of career development focuses on cultivating students' professional innovation ability and broadening students' professional vision. Comprehensive practice centers on the cultivation of students' professional practical ability, innovative spirit, entrepreneurial ability and the ability to achieve socialization. The construction of scientific and reasonable curriculum system is the guarantee for the training of teachers and talents.

3.2. Build a High-quality Teaching Team of Vocational Education

Teaching team is the key to improve the quality of talent training [5]. The training of undergraduate by vocational teachers requires both professional teachers with solid theoretical foundation and practical guidance teachers with practical experience in enterprises. In the construction of teaching team, it requires to proceed from the vision of lifelong education, train in an all-round way, pay attention not only to theory but also to practice, and promote the professional development of teachers with high quality. The general principle of building a teaching team is to train local teachers and to introduce external teachers. Internal training is to enhance the connotation and quality of the teaching team of vocational education teachers, while external introduction is to enhance the strength and ability of the teaching team of vocational education teachers. The main targets of internal training are young professional teachers. The measures taken are as follows: The first step is to equip young teachers with mentors. At the school level, special documents have been issued to clarify the duties and tasks of mentors and to promote the teaching and scientific research of young teachers. The second step is to provide opportunities for young teachers to go out for training. The school has created opportunities for young teachers to study in famous universities in Guilin, Wuhan and Shanghai, so as to promote the professional ability of young teachers. The third step is to

send young teachers to enterprises to train, so as to enhance their practical training abilities. As for external introduction, college leaders and professional teachers go out to introduce doctors, professors, senior engineers and other high-level talents mainly from enterprises, other colleges and universities.

3.3. Strengthening the Characteristic Construction of Teacher Training Base of Vocational Education

The training base of vocational education teachers is the backup force of promoting the training of vocational normal students. It is very important to build a training base of vocational education teachers with full function and distinctive characteristics. As we all known, training base for vocational education teachers should give full play to three major functions, namely, talent training, scientific research and social services. First of all, as for talent training, college clearly defines the talent training goal of “double-qualified” teachers, which not only emphasizes the consolidation of students' professional and theoretical knowledge, but also emphasizes the enhancement of professional, practical training skills and teaching skills. Secondly, as for scientific research, the college has vigorously carried out the research on the training project of vocational education teachers in Guangxi, set up the scientific research platform for vocational education innovation team, and carried out the construction and research on automobile service and engineering. Finally, as for social service, the school actively establishes the cooperative relationship with many secondary vocational schools, draws closer the relationship between colleges and secondary vocational schools, and lays the foundation for realizing the deep cooperation between colleges and secondary vocational schools.

3.4. Strengthening the Teaching Skills Training of Vocational Normal Undergraduates

Teaching skills is a necessary skill and indispensable weapon for teachers of vocational education. Without outstanding teaching skills, rich professional knowledge can not be spread out, excellent professional skills can not teach students to solve practical production and life problems. Teaching skills are as important as professional knowledge and professional skills, and should integrate with other two. The study and exercise of professional knowledge and technical skills are long-term and continuous, and the same is true of the training of teaching skills. Our college attached great importance to the training of teaching skills, carried out a special teaching skills competition for teachers and students of vocational education, organized and guided students to participate in the teaching skills competition of district normal students. A book by UNESCO entitled "Education—Wealth in it" proposes that the four pillars of education for the twenty-

first century are "learning to learn, learning to do, learning to live, learning to live together ". Therefore, teachers in our college pay special attention to education when organizing students to train their teaching skills. In addition, teachers in our college also pay special attention to various forms of teaching skills training. In addition to the traditional teaching skills competition, probation, educational practice and other forms, teachers have also created the form of simulated teaching.

3.5. Strengthen the Construction of Professional Learning Platform for Vocational Normal Undergraduates

Learning platforms are important tools to promote the initiative and enthusiasm of vocational normal undergraduates. From the training goal of them, the construction of these professional learning platforms must highlight professionalism, comprehensiveness, innovation and openness. Professional learning platforms can cultivate students' basic survival abilities to engage in professional activities. Comprehensive learning platform can cultivate students' abilities to engage in professional and social activities. Innovative learning platform can cultivate students' innovative spirit and quality. Open learning platform can cultivate students' team spirit and cooperation abilities and achieve utility maximization[6]. At present, school learning platforms, which are built by the college, includes professional skills training platforms, teaching skills training platforms, comprehensive quality development training platforms and etc. The out-of-school learning platforms includes the off-campus training base of enterprise production site, the off-campus training base of the secondary vocational school, and so on.

4. CONCLUSION

It is a fundamental measure to develop Guangxi's vocational education and better serve the local economic and social development. This paper systematically analyzes the current situation and existing problems of vocational education normal university students training, and gives corresponding solutions, hoping to provide useful references for normal university students to solve the problems they face.

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