



Research and Practice on the Construction of High-Level Professional Groups in Vocational Colleges

Taking the Major of Financial Services and Management as an Example

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Abstract. In 2019, the State Council issued the “National Vocational Education Reform Plan” and the Ministry of Education issued the “Opinions on Implementing High-level Vocational Schools and Professional Construction Plans with Chinese Characteristics” documents, requiring concentrated efforts to build a group of high-level professional groups. Taking the actual situation of the construction of high-level professional groups as the research object, this paper connects the occupational post groups and serving regional industries of regional industrial clusters, analyzes the construction background, group logic, talent training mode and other construction projects of professional groups, and builds a guarantee mechanism for the sustainable development of professional groups.

Keywords: Vocational colleges · High-level professional groups · Major of financial services and management

1 Introduction: The Background and Status Quo of the Construction of High-Level Professional Groups

In 2019, the Ministry of Education and the Ministry of Finance issued guidelines for the development of vocational education: “It is necessary to focus on the new requirements of running vocational education in the new era, focus on building about 50 high-level vocational schools and about 150 high-level professional groups, create service platforms for technical and skilled personnel training and technical skills innovation, support the development of high-priced key industries and regional pillar industries, and lead vocational education in the new era to achieve high-quality development.” Launching and implementing the “Double High” plan of high-level vocational schools with Chinese characteristics and professional cluster construction design means that promoting the

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construction of professional clusters is an important measure to effectively respond to the development of regional industrial clusters.

According to the analysis of the “2020 China Vocational Education Quality Annuals Report” issued by the Chinese Academy of Educational Sciences, in terms of professional construction, vocational colleges should set up majors in response to the needs of strategic emerging industries, initially form a dynamic adjustment mechanism for majors, and promote specialty construction with cluster development as the starting point. According to statistics, there are 253 professional groups approved by the Ministry of Education, covering 18 major categories of higher vocational majors. The top three categories of equipment manufacturing, transportation and electronic information are basically in line with major national strategies and regional pillar industries. Therefore, in the face of various changes brought about by new technologies and new industries, promoting the construction of professional groups has become the core content of the innovation and reform of higher vocational education.

2 Problems Existing in the High-Level Specialty Construction of Higher Vocational Colleges

2.1 Logical Rationality of Professional Groups

In the formation of professional groups in higher vocational colleges, there is a combination and reconstruction of similar majors or related majors, which makes the integration of various majors in the group loose and the cohesion is not strong, the connection between regional industries is insufficient, and the analysis of regional industrial clusters lacks depth, leading that the idea of forming a professional group lacks the group thinking of cluster development and the group logic of docking development, which in turn affects the connection and matching of majors within the group and the regional industrial chain or post group, and ultimately affects the construction effect of sharing and co-construction of professional groups [1].

In the construction of professional groups in higher vocational colleges, there is a lack of effective docking based on the development of service areas and in-depth research and analysis of job talent needs. Most of them are based on the formation of similar majors based on the original majors of the same college. It is difficult to break the interest pattern between different faculties and departments, and passively make adjustments or optimizations in local areas, which cannot truly realize that “the essence of the construction of professional groups is to break the constraints and limitations of the original professional organizations, systems, and resources, and through the inter-professional form to change the existing narrow-caliber talent training model based on jobs”.

2.2 The Professional Talent Training Structure Does Not Match the Industrial Structure

Most of the teachers in higher vocational colleges come from academic research colleges and universities, and a small number of them come from enterprises. The type of

teaching staff is single, and there is a lack of dynamic adjustment of technical innovation in the professional setting of vocational education, the transformation of industrial structure, and the content of course teaching. They can only use subject classification thinking as the basis for building professional groups, and simply optimize the subject basis between majors [2]. However, due to the unfamiliarity with the basic occupational positions corresponding to the majors, there is a disconnect between the transformation and upgrading of professional groups and industrial institutions and technological innovation.

The new requirements for technological innovation in China's industrial transformation and upgrading have prompted vocational education schools to incorporate the needs of industrial development for technological innovation into the talent training process, and professional settings and talent training models need to better meet the needs of industrial development. At present, the professional setting of higher vocational colleges is generally homogenized and benefit-oriented. The professional setting one-sidedly pursues social popular, ignoring the internal connection between the specialty construction in the structure of the talent market demand and the intensive development of the industry. The professional talent training structure of colleges and universities does not match the industrial structure, and there is serious "involution". At the same time, it also causes the contradiction between the supply and demand of market talents, such as "difficulty in employment" for college graduates and "difficulty in recruiting" technical and skilled talents in enterprises [3].

2.3 The Construction of the Curriculum System for Professional Groups Lacks the Deep Connection Between Schools and Enterprises

The educational philosophy of vocational education in higher vocational colleges is to highlight school-enterprise cooperation, work-study integration, and production-education integration, and to improve the quality of vocational talent training through the coordinated development of vocational education and industry. However, in the process of practice, higher vocational colleges have more on school-enterprise cooperation or work-study integration in terms of talent training plans, school-enterprise personnel exchanges, etc. In the talent training process, there is a lack of in-depth school-enterprise integration of industrial elements in terms of curriculum system, curriculum content, professional technology and practical teaching base. For example, the construction of the professional curriculum system lacks the in-depth participation of enterprises, the curriculum content is out of touch with the technical needs, the professional teachers' skills are out of touch with the skills requirements of the post group, and the exchange of school-enterprise personnel lacks an effective mechanism to guarantee [4].

The construction of professional groups is closely related to factors such as regional economic development, industrial structure adjustment, administrative system, and formulation of policies and regulations. At present, the construction of professional groups still lacks rich accumulation of successful practical experience, and the construction of supporting policy systems and evaluation systems is relatively lagging behind. As a result, the construction of professional groups lacks the intrinsic motivation to actively adapt to the development of the industry.

3 Implementation Strategies for the Construction of High-Level Professional Groups in Higher Vocational Colleges

3.1 Connecting with Regional Industries and Adjusting Professional Structure

The construction of professional groups is an important way for higher vocational colleges to meet the needs of regional industries and talents, and it is also a process for improving vocational colleges to adapt to the continuous adjustment of the regional economic and industrial structure. Only based on the interrelated needs of the regional industries and occupational groups it serves, can the concept be changed in terms of professional structure adjustment, curriculum system reconstruction, and innovation in the integration of production and education, and then explore effective paths and strategies for the construction of professional groups with an open mind.

Combined with the Guangzhou Municipal Government's "14th Five-Year Plan" and its long-term goals in 2035, and "accelerating the construction of a modern financial service system", the financial service and management professional group establishes the goal of providing high-quality technical and talent support for the industrial chain and post group it serves. When building the system structure of professional groups, it is necessary to clarify which links in the service industry chain each major of the professional group serves, which positions reflect the importance and urgency of talent needs, and clarify the relationship between job skills and the talent support and talent services provided by vocational education. Therefore, in order to connect with regional industries, the construction of the professional group system of vocational colleges should clearly define the development scale and technical content of the industry, establish an adjustment mechanism for "dynamic correlation between majors and industries", promote the establishment of professional groups to achieve seamless connection with industrial clusters, meet the needs of the quality of professional talent training and the innovation of regional industrial technology, talents and other elements of resources, and build a special professional group with strong cooperation, efficient management and coordinated development within the group.

3.2 Connecting Vocational Skills and Reconstructing the Curriculum System

It is a must to build a curriculum system based on work process and vocational skill standards. The teaching process of colleges and universities should be highly connected to the production and operation process, so as to realize the effective connection between professional teaching standards and enterprise job skills standards, and promote the seamless connection between curriculum teaching content and enterprise job ability standards.

According to the industrial guidance policies and industrial development direction in "14th Five-Year Plan" plan document of the Guangzhou Municipal Government, such as "supporting Guangzhou International Financial City to build a financial cooperation demonstration zone in the Guangdong-Hong Kong-Macao Greater Bay Area" and "building a financial system and mechanism to effectively support the real economy, strengthening financial support for small, medium and micro enterprises, technology enterprises, and 'agriculture, rural areas and farmers', expanding the scale of credit,

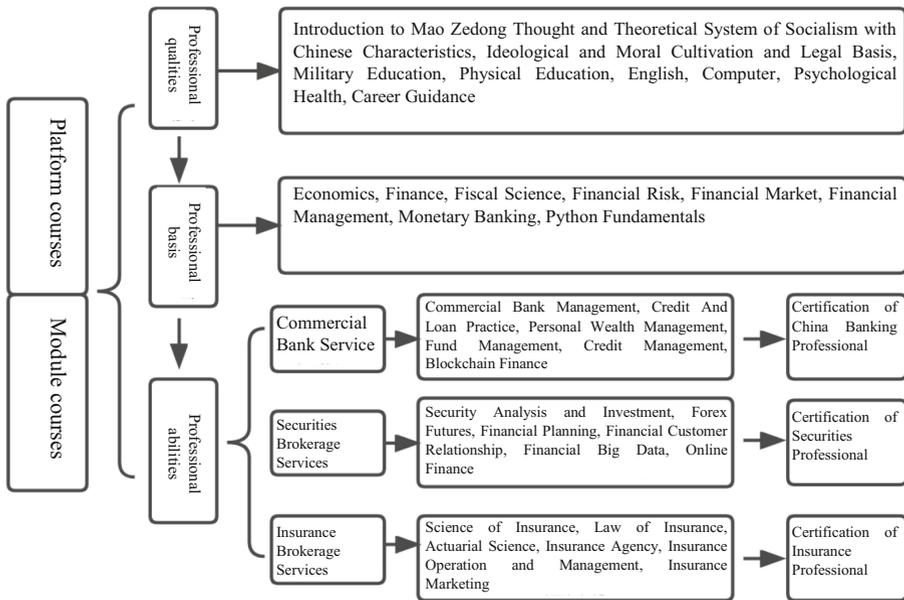


Fig. 1. Curriculum system based on vocational skills standards.

increase the first loan rate, and promoting the coexistence and prosperity of financial institutions and real enterprises”, professional groups of financial services and management in vocational colleges in Guangzhou should closely combine the characteristics of regional industries. The professional group curriculum system should be highly connected to employment positions and vocational skills, and a curriculum system based on vocational skills standards should be established. It is necessary to not only connect the job group and the qualification standards of vocational skills grade certificates, but also meet the needs of students’ career and sustainable development.

The curriculum system based on vocational skills standards (“Fig. 1”), based on industry positions and vocational skills, should build a “platform + module” professional group curriculum system. The “platform” common courses in the group cultivate the basic general abilities of the employment group, which are open to all professional learners in the group to meet the requirements of professional quality and professional foundation; the “module” individualized courses in the group can cultivate the specific ability and quality of key positions and the ability of professional transfer. It is opened for students of corresponding majors to meet the knowledge and ability training goals of different majors, and realize the talent training model of “bottom sharing, middle-level separation, and high-level mutual selection” [5].

3.3 Strengthening School-Enterprise Collaboration and Deepening the Integration of Production and Education

Higher vocational colleges should set up majors in close combination with regional industrial development, and cannot do without the participation of industry enterprises.

As a training and teaching base for cultivating professional practical skills, they should strengthen school-enterprise collaboration and the integration of production and education, and build a practical training teaching model of “learning by doing, teaching by doing”. Although there are many simulation training softwares that can complete the teaching of the training session, the relevance of various businesses in the financial industry requires higher quality of practitioners and professional judgment ability. Therefore, the training and teaching of financial services and management professional groups should strengthen the in-depth cooperation between schools and enterprises, and introduce enterprises to the school to build a training base. First of all, schools and enterprises need to negotiate the completion of the training base, including the appointment of the person in charge of the base, the formulation and implementation of the training plan, and the construction of long-term mechanisms such as management systems. Secondly, higher vocational colleges and enterprises can jointly fund the construction of training bases, introduce the business and technology of financial institutions and enterprises through the way of schools and enterprises, and integrate popular financial services in the market into the training and teaching links, such as the introduction of fund management or venture capital companies into the school, the establishment of financial data sharing bases, and the opening of business links such as financial data analysis and data collection of securities products in various financial markets to students, so as to let students to truly understand the working process of big data analysis and processing of financial securities products on the basis of dynamic financial markets, and to truly achieve the goal of “life-oriented” talent training [6].

It is necessary to build a high-level professional group, closely matching the needs of regional industries, optimizing the curriculum system structure and strengthening the integration of school-enterprise production and education are important construction measures. Taking this as the starting point, it is also very important to strengthen the construction of teaching staff, specialty construction and curriculum teaching reform, improve social service capabilities, improve teaching conditions, and gradually cooperate with each link in the construction of professional groups to promote the improvement and maturity of the high-level specialty construction mechanism, and effectively serve the needs of regional industrial development.

4 Conclusion

High-level professional groups with Chinese characteristics are the foundation and premise of the construction of high-level vocational colleges. They are closely related to the survival and development of schools, and are also closely connected to the industrial development needs of regions (industries) and the construction process of professional groups. It is necessary to pay close attention to the technological innovation of the development of industries, industries and enterprises, the dynamic demands of the market and the domestic and foreign industrial transformation situation, in order to dynamically adjust the connotation and extension of the group, improve the optimal design within the group, and truly build the professional group into a relatively independent educational and teaching entity with sustainable development. Vocational colleges should strengthen

the guarantee of school-running conditions and the construction of improvement mechanisms in the dynamic development, strengthen the construction of high-level professional group leaders and teaching and research teams, improve the concept and cultural construction of professional group construction, and form a self-improving professional group development mechanism and has Remarkably recognizable and influential professional group brand, achieve a higher level of talent training, and build a new era vocational education system with medium and high characteristics.

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