

Research on the Path of Innovating the Talent Cultivation Model in Vocational Colleges under the Vocational Education Group Model

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Abstract. This study aims to explore the innovative path of talent cultivation models in vocational colleges under the vocational education group model. Through analyzing the current situation of vocational education, the theory and practice of vocational education groups, and the current situation of talent cultivation models in vocational colleges, this paper proposes innovative ideas in resource integration and sharing, school-enterprise cooperation and industry-education integration, curriculum setting and teaching reform strategies, as well as the construction of teaching staff. These paths help optimize the talent cultivation model in vocational colleges, enhance students' innovative abilities and comprehensive qualities, and adapt to the new demands of social development.

Keywords: Vocational Education Group; Vocational Colleges; Talent Cultivation Model; Innovative Path.

1. Introduction

With the rapid development of society and the continuous innovation of technology, higher vocational education, as an important part of the national talent training system, has attracted wide attention for its educational quality and teaching mode. At present, higher vocational education is facing a critical period of transformation from traditional mode to innovative mode, and curriculum reform has become an important way to improve students' innovation ability. This study aims to deeply explore how to effectively innovate the talent training mode of higher vocational colleges under the mode of vocational education group, in order to adapt to the new requirements of the new era for higher vocational education.

2. Analysis of the Current Status of Talent Training Models in Vocational Colleges

2.1. Current Development Status of Vocational Education Groups at Home and Abroad

From the perspective of the current development status of vocational education groups at home and abroad, this model has been widely promoted and applied globally. In foreign countries, some developed vocational education nations, such as Germany and Australia, have formed relatively complete vocational education group systems, providing strong support for the development of vocational education in these countries. In China, with the continuous deepening of vocational education reform, vocational education groups have also achieved rapid development. Many local governments and educational institutions have actively explored the development model of vocational education groups, promoting innovative development of vocational education through school-enterprise cooperation, industry-academia-research integration, and other methods.

However, compared with foreign countries, there are still some problems and challenges in the development process of China's vocational education groups. For example, some vocational education groups still face certain obstacles in resource sharing, collaborative education, and other aspects, and need to further improve relevant mechanisms and policies. In addition, the operational efficiency and quality of vocational education groups also need to be further improved to meet the social demand for high-quality skilled talents.

2.2. Overview of the Traditional Talent Training Model in Vocational Colleges

The traditional talent training model in vocational colleges focuses primarily on imparting theoretical knowledge, with relatively insufficient cultivation of practical skills. Although this model can lay a solid theoretical foundation for students, it has obvious shortcomings in cultivating students' practical abilities and innovative thinking. To more visually understand the gap between the traditional model and new requirements, the following is a simplified data analysis table showing the comparison between the focus of student ability training in the traditional model and the talent needs of the new era.

Table 1. Comparison of Traditional Talent Training Model in Vocational Colleges and Talent Needs in the New Era

In terms of ability cultivation	Focus of Traditional Mode (%)	Talent demand in the new era (%)
theoretical knowledge	70	40
practical operation ability	20	40
Innovative thinking and problem-solving skills	10	20

As seen from the above table, the traditional model devotes a large proportion to theoretical knowledge, while the demand for practical operation ability and innovative thinking in the new era has increased significantly.

2.3. Challenges Faced by Talent Training Models in Higher Vocational Colleges

With the progress of science and technology and the upgrading of industries, the talent training models in higher vocational colleges are facing various challenges. The following is a data analysis table on the current challenges, revealing the key issues that higher vocational colleges need to address.

Table 2. Challenges faced by talent training models in higher vocational colleges

Challenge factors	Extent of impact (1-10 points)
Changes in talent demand caused by technological and industrial upgrading	8
The increase of students' personalized and differentiated needs	7
Weak teachers team	6
Lack of practical teaching resources	7

According to the table above, the change of talent demand caused by technological and industrial upgrading is the biggest challenge that higher vocational colleges are facing. The insufficient personalized needs of students, teachers and practical teaching resources are also problems that cannot be ignored.

2.4. Analysis of Needs for Talent Cultivation in Vocational Colleges

In order to better meet the needs of the industry and student development, vocational colleges need to conduct thorough needs analysis. The following is a data analysis table on the current talent cultivation needs of vocational colleges.

Table 3. Needs for Talent Cultivation in Vocational Colleges

demand side	Importance evaluation (1-10 points)
Cultivation of professional skills and innovative abilities	9
Cultivation of interdisciplinary knowledge and comprehensive ability	8
Cultivation of Professional Quality and Soft Skills	8
Meeting the needs of personalized and differentiated teaching	7

From the table above, it can be seen that the cultivation of professional skills and innovation abilities is regarded as the most important, while interdisciplinary knowledge, professional quality, and personalized teaching needs are also equally important.

3. Innovative Paths for Talent Cultivation in Vocational Colleges Under the Vocational Education Group Model

3.1. Resource Integration and Sharing

Under the vocational education group model, higher vocational colleges can fully utilize the resource advantages within the group to achieve effective integration and sharing of teaching resources. This includes but is not limited to teaching equipment, training bases, library materials, and excellent teaching courses. Through the integration of resources, higher vocational colleges can avoid duplicate construction of resources and improve the efficiency of resource utilization. At the same time, resource sharing can also promote exchanges and cooperation between different colleges and universities, and jointly improve teaching quality.

In order to maximize resource integration and sharing, vocational education groups can establish a unified teaching resource library, formulate rules and management mechanisms for resource sharing. In addition, modern information technology such as cloud computing and big data can be used to build an online teaching platform, so that teaching resources can be shared and utilized in a wider range.

3.2. School-enterprise Cooperation and Integration of Production and Education

School-enterprise cooperation is one of the core strategies under the vocational education group model. Through close cooperation with enterprises, higher vocational colleges can more accurately grasp market demand and industry development trends, so as to adjust the direction and content of talent training. This cooperation model can not only provide students with more practical opportunities and employment channels, but also provide customized talent training services for enterprises. The integration of production and education combines teaching with industrial production, so that students can be exposed to actual work environments and tasks during the learning process. This integrated model helps to improve students' practical abilities and professional qualities, making them better adapt to future job positions. To achieve the integration of production and education, higher vocational colleges can jointly develop courses, build practical training bases, and even carry out scientific research projects with enterprises.

3.3. Strategies for Curriculum Design and Teaching Reform

Under the vocational education group model, the curriculum design of higher vocational colleges should pay more attention to practicality and forward-lookingness. The curriculum design should be closely integrated with industry needs, timely update teaching content, and introduce emerging technologies and domain knowledge. At the same time, teaching reform is also an essential link. Higher vocational colleges should actively explore innovative teaching methods and methods, such as project-based teaching, situational teaching, etc., to improve students' learning interest and practical ability.

In addition, the reform of the teaching evaluation system is also a key link. The traditional evaluation method with examination results as the only criterion can no longer meet the needs of modern vocational education. Higher vocational colleges should establish a diversified evaluation system, including students' practical ability, team collaboration ability, innovation ability and other aspects.

3.4. Teacher Troop Construction

The high-quality teacher troop is an important guarantee for the quality of talent cultivation in vocational colleges. Under the vocational education group model, vocational colleges can improve the overall quality and teaching level of the teacher troop through various ways. First, they can strengthen the on-the-job training and academic exchanges of teachers, so that teachers can update their knowledge structure and teaching methods in time. Secondly, they can introduce experts and technical personnel in enterprises as part-time teachers or practical mentors to enhance the practicality of the teacher troop. Finally, they can also stimulate teachers' teaching enthusiasm and innovation ability by establishing incentive mechanisms and evaluation systems.

4. Conclusion

Through the in-depth study of the talent training mode of higher vocational colleges under the vocational education group mode, this paper reveals the shortcomings of the traditional mode and the necessity of innovation. The proposed innovation path not only helps to improve the teaching quality of higher vocational colleges, but also better cultivates students' practical ability and innovative thinking. Looking forward to the future, the vocational education group will play a greater role in higher vocational education, promoting the continuous innovation of talent training mode to meet the social demand for high-quality skilled talents.

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