

Core Orientation, Practical Difficulties, and Innovative Strategies-Thoughts on Deepening the Reform of Vocational Education Evaluation in the New Era

Chen Jinju
Hangzhou Polytechnic
Hangzhou, 311402, China

Abstract: Vocational education is different from basic education, and its comprehensive evaluation should have distinct professional characteristics. Constructing a new vocational education evaluation system and promoting vocational colleges to cultivate high-quality applied talents with professional characteristics have become an important topic of vocational education in the new era. Based on the analysis of the four outstanding problems in the current vocational education evaluation system, this paper needs to learn from the successful experience of the construction of the western vocational education evaluation system, establish scientific values for the development of vocational education, continue to improve the legal system of vocational education evaluation, and establish a national Qualification framework system, etc., and strive to form a new era vocational education evaluation system that reflects Chinese characteristics.

Keywords: Core Orientation; Practical Difficulties, Innovative Strategies, Vocational Education Evaluation

1. INTRODUCTION

The "Overall Plan for Deepening Educational Evaluation Reform in the New Era" issued by the State Council in 2020 clearly stated that "it is necessary to improve the evaluation mechanism that is compatible with the development of vocational education." For vocational colleges, they focus on the employment rate of students, for employers, they focus on students' comprehensive professional ability. For students, they focus on their own career development and the realization of self-worth. Therefore, the construction of a vocational education evaluation system from the perspective of multiple subjects is the development trend of the current evaluation reform in the field of vocational education. Vocational education is an important part of my country's education system and has made great contributions to my country's modernization drive. After the founding of New China, the development of vocational education has experienced a development process from small to large, from low to high, from less to more participation, from weak to strong, and from small to significant contribution, and has accumulated rich development experience. It provides precious enlightenment for the construction of a modern vocational education system with Chinese characteristics and world-class standards in the new era.

After more than 70 years of development, my country's vocational education has achieved world-renowned achievements. Vocational education has provided strong talent support for my country's economic and social development. The incompatibility of the development of the industrial structure and the incompatibility with the multi-level and diversified educational needs of the people has become an important reason for the low social recognition, low attractiveness, and low support of vocational education for vocational education. The national "14th Five-Year Plan" clearly states that "enhance the adaptability of vocational and technical education". Although these reforms or improvement methods cannot be said to be ineffective at all, they cannot

fundamentally solve the problem, because these methods have not grasped the vocational education. The core and essential issues of education. We believe that the fundamental and real problem of improving the attractiveness of vocational education is the problem of interests. French philosopher Helvetia said: "Interest is our only driving force."

Marx pointed out: "Once 'thoughts' leave 'interests', they will definitely make themselves look ugly." From the perspective of students' self-cognition, vocational school students don't care much about their future social status and social class. There is no social elite, and there is no extravagant hope of "living poetically". Vocational skills are undoubtedly one of the most valued aspects in current vocational education, but vocational skills are not equal to professional abilities. What students learn in school is a knowledge point and a single skill. In actual work scenarios, multiple knowledge points and skills are often required to be applied at the same time. Can students apply the knowledge and skills they have learned in their professional activities? To be able to successfully complete specific professional tasks, this truly reflects their professional ability. With the continuous expansion of the scope of my country's vocational education system, vocational school education dominated by the school-age population has gradually transformed into a lifelong education system that combines academic education and vocational training. The national qualification framework system for formal education (mainly referring to vocational training) and non-formal education (mainly referring to self-study, online learning, etc.) recognizes various levels of academic diplomas and vocational qualifications obtained by individuals through different channels and promotes personal career development.

2. THE PROPOSED METHODOLOGY

2.1 The Practical Dilemma of Deepening the Reform of Vocational Education Evaluation

Vocational education evaluation in my country has always played the role of instrumental management means, providing various symbolic and referential value judgments and factual judgments for educational activities and educational objects, and directing educational activities to make positive improvements according to preset educational goals and positive development. However, there are still some problems that cannot be ignored in the evaluation of vocational education. For example, there is a "five-only" tendency in evaluation orientation. In recent years, to send more students to higher vocational schools, some secondary vocational schools have gone to the misunderstanding of "only going to school" and "only scoring". Another example is that the subject of evaluation is relatively single and tends to be "administrative".

Misplaced reforms and repeated reforms are problems with people's cognition of things, that is, they do not recognize the true cause and essence of things, and they just start to do it with superficial cognition or even perception, and they make moves. to change. This is a simple way to solve a profound problem. This is like a problem with the roots of the tree, but you are struggling with the wilting treetops and yellow leaves. This is a blind reform led by superficial cognition, or "heal the head when the head hurts, and the foot when the foot hurts." type of reform. This is like prescribing prescriptions and performing surgeries indiscriminately before we have found the cause of the disease and pinpointed the focus of the disease. Students' development is accompanied by an increase in the degree of active participation and self-directed learning. From the perspective of development, students who do not study seriously during school may develop into irresponsible work attitudes in the future; cheating on exams may develop into fraud and dishonesty; to future professional ethics.

Students will encounter setbacks in their studies, and they will also encounter setbacks in their work. Only by cultivating a good learning attitude can they develop a good professional attitude. Students develop good learning ability during school, and they will form good professional ability after working. Combining the characteristics of vocational education evaluation systems in developed countries such as Germany, the United States, and the United Kingdom, it has certain enlightenment and reference significance for the research on the evaluation mechanism of vocational education in my country, the construction of evaluation standards and the reform of evaluation methods. From the content characteristics of vocational education quality indicators in Germany and the United States, both countries attach great importance to the construction of the national qualification framework system and the recognition of students' skills and qualifications by enterprises (industries). In particular, the orientation of the quality evaluation of vocational education in the two countries is student-centered and attaches great importance to students' career planning, employability, and sustainable development. This evaluation orientation is worthy of our country's reference and reflection. The teaching team is the first resource for the development of vocational education and the key force supporting the reform of national vocational education in the new era. Building a high-quality "double-qualified" teacher team is the basic work for accelerating the modernization of vocational education.

2.2 The core orientation and innovative strategy of deepening the reform of vocational education evaluation.

The "implementation plan for deepening the reform of "double-qualified" teacher team construction in vocational education in the new era" puts forward specific requirements for deepening the reform of "dual-qualified" teacher assessment and evaluation. Vocational education reform must find its own appropriate path. According to Professor Xie Weihe's point of view, reforms in the past were driven by development, but now they are driven by reforms. The former focuses on development and is boosted by reform, which is a breakthrough in extension and forced by development. The latter is a reform that opens the way for reform and optimizes development. In other words, the current vocational education reform is a reform that has entered the "deep water area". The reform of the "deep water area" is the emergence and manifestation of the deep-seated contradictions and problems in vocational education.

Big data is a collection of data that far surpasses traditional databases in terms of information loading, storage, and processing, and is capable of processing. It has the characteristics of large scale, diverse types, and fast computing. In the smart campus, thousands of computers can be mobilized through the cloud computer platform to process a large amount of unstructured or semi-structured data. In this way, the full sample, the whole process and all-round data of students can be obtained without sampling, thus ensuring the integrity of the data.

The key to transforming the education administration method is from the top-down management education method of the omnipotent government to a new education administration method in which multiple subjects participate in education governance. Academic evaluation is aimed at judging and grading the level of learners' academic achievement (learning performance), and those at a certain level must meet the quality requirements of relevant standards. Therefore, it is necessary to establish an academic evaluation standard system, improve the evaluation methods of vocational skill examinations and professional ability, and explore the establishment of an academic evaluation system that combines process assessment and result assessment. Professor Zhong Binglin, president of the Chinese Society of Education, once wrote an article emphasizing: "Currently, my country's education reform has entered the 'deep water zone', the internal and external environment of educational development has become more complex, the complexity of educational decision-making has increased, and the difficulty of implementing reform measures and innovation exploration has increased."

Every student has his own characteristics, hobbies, and specialties. The traditional talent training mode tends to be modular training and assembly line work. The school evaluates all students uniformly based on the mastery of important knowledge points and the proficiency of individual skills. Although the students cultivated meet the teaching requirements, there are some excellent students among them, but more students lack individuality and cannot see their own advantages and disadvantages. Strengths, loss of confidence in learning due to the gap with outstanding students. Since the Ministry of Education and the Ministry of Finance implemented the high-level vocational schools and professional construction plans with Chinese characteristics, a total of 56 vocational colleges have been selected into the list

of high-level vocational schools, becoming the leader in the high-quality development of vocational education in the new era.

Deepening the reform of vocational education evaluation and establishing a scientific vocational education evaluation system cannot be accomplished overnight. It is necessary to select qualified pilot colleges for practical exploration, and then gradually promote it after obtaining successful experience. The plan is put forward in the implementation of reform tasks: "The country and provinces (autonomous regions, municipalities) select qualified places, schools and units to carry out pilot projects, and play a role in demonstration."

3. CONCLUSION

The rapid development of information technology has brought new opportunities for vocational education evaluation and made it possible to reconstruct the vocational education evaluation system. The vocational education evaluation system in the new era integrates the whole process of student learning and all elements of personal development, leading to fundamental changes in the operating mechanism of students, teachers and schools, and building a bridge between the vision of students' employment and the employment needs of enterprises, can follow the law of the growth of technical and skilled talents, take the growth of students as the guide, and promote the comprehensive and individual development of students. At the same time, improve the evaluation and incentive system for technical and skilled talents, create a good environment where everyone can become a talent, and everyone can show their talents to the fullest, and strive to let everyone can shine in life.

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