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Teaching Research and Reform of Higher Vocational Medical Education in Guizhou Province of China

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ABSTRACT

With the development of Guizhou's economy and society, higher vocational medical education in Guizhou has developed rapidly, making it its mission to cultivate practical and skilled talents oriented to the grassroots and serving for frontline. However, due to the social environment, policy environment and insufficient funding, many difficulties and problems are faced. It is necessary to have a unified management throughout the province, rationally lay out higher vocational colleges and specialties, and promote the healthy and rapid development of medical higher vocational education in Guizhou with advanced concepts, proper policies, and sufficient funds in place, making higher vocational medical education in Guizhou enter a benign development period.

1. Introduction

With the rapid development of the country, a large number of application-oriented and operation-oriented talents are needed. Higher vocational medical education is part of higher education. In the process of massification and popularization of higher

education in China, higher vocational medical education plays a pivotal role, which cultivates a large number of high-quality application-oriented talents for the country with the aim of cultivating practical and skilled talents oriented to the grassroots and serving for frontline. In recent years, the school size and student enrollment number of higher vocational colleges have expanded rapidly. How-

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ever, at present, higher vocational medical education has certain problems in terms of school regulations, school characteristics, school management, school hardware and software conditions, teaching quality, specialty settings and curriculum arrangements. In order to better grasp the development opportunities and make higher vocational medical education in Guizhou enter a benign development period, this paper attempts to start from the development status of higher vocational education in Guizhou to explore and discuss the countermeasures to promote the reform and development of higher vocational medical education in Guizhou.

2. The Development Status and Training Modes of Higher Vocational Education in Guizhou

2.1 Lack of Connotation Development

Higher vocational education in Guizhou Province started in 1998, from the organization and establishment originated from general universities and colleges, the restructuring of adult colleges, the merger of secondary schools in various regions, and the upgrading of secondary or secondary vocational schools, developing to where it is today. It can be said that the platform for higher vocational education in Guizhou has been basically completed. However, it is not optimistic that there are not many large-scale medical vocational colleges. Although the scale of higher vocational education has developed, the connotation adapting to it has shown obvious deficiencies. The main performances are: the scale of higher vocational colleges is small, the number of higher vocational students is small, there is still a big gap compared with ordinary higher education. Compared with the situation in which higher vocational education accounts for half of the higher education all over China, it is far from the situation. And many higher vocational colleges include general higher education, general secondary education and secondary vocational education. Pure higher vocational education does not have an absolute advantage.

Since many higher vocational colleges are reformed or upgraded from other school forms, they are inherently inadequate in terms of higher vocational education thoughts, infrastructures, practical training conditions, and faculty levels. After establishment, the capital investment is seriously insufficient, and the concept change is not in place, so that education and teaching cannot reach their goal of cultivating high-quality application-oriented talents. Higher vocational education organized by vocational and technical colleges subordinated from some general colleges and universities has become a compression education of

general undergraduates. The proportion of practical training in teaching plans is too small, and the skills are cultivated in a single way. The teaching is still based on the related disciplines and the theoretical teaching is the main body, ignoring the cultivation of vocational skills, which cannot reflect the characteristics of higher vocational education; some of the upgraded higher vocational colleges have turned higher vocational education into a magnified and even repetitive education for secondary vocational education. In the same school's teaching plan, the difference between secondary vocational education and higher vocational education is only reflected in the amount of courses, while the differences between knowledge structure and skill structure cannot be reflected.

The products of higher vocational colleges are students. The ability of students to serve the society is an embodiment of the school's ability and an important indicator of the school's comprehensive strength, which can indirectly reflect the maturity of the school's specialty construction and the closeness to the related industries and society. The reality shows that the level of higher vocational education in Guizhou is not high, the characteristics of vocational education are not obvious, and the quality needs to be improved.

2.2 The Characteristics of Vocational Education Need to Be Strengthened Urgently

Lack of overall planning in specialty setting and development, although the specialty is developing rapidly, the repetition is serious. Many schools have computer majors, accounting majors, and tourism majors, but some specialties are still seriously lacking. The characteristic specialties and specialty advantages of schools are not strong, and the market competitiveness is weak. With the full implementation of the Poverty Alleviation Program and the adjustment of the national industrial structures, the forefront of production requires a large number of application-oriented talents. Obviously, Guizhou lacks a specific overall planning guidance for the specialty settings and construction to meet the needs of higher vocational talents in Guizhou's social and economic development. There is still a gap between the training of application-oriented talents in higher vocational colleges and social development needs in Guizhou.

2.3 The Education Concepts Need to Be Strengthened Urgently

Due to the backward education concepts on education system and school management, many colleges have unreasonable curriculum settings. The performance is as follows: the course structure is single, the content is outdated, the order of the courses is not reasonable, and the links

between the courses are not close; the teaching channels are single, and most of them still follow the single traditional mode of class teaching. The individual differences of students are difficult to take care of, which limits the development of students' personality; the teaching methods lack innovation, and the "teaching plus examination" constitutes the main body of teaching activities, which ignores the improvement of students' quality and the cultivation of innovation ability.^[1]

In addition, the teaching evaluation system is simple. The evaluation of students is over-emphasizing test scores, and the examinations and tests are still the only magic weapon for teachers to evaluate students, which ignores the development and evaluation of students' innovative ability. This single form is not conducive to examining the overall quality of students, and is not conducive to the cultivation of the independence and creativity of students. Besides, the evaluation method for teachers is single and the content is not reasonable. It is difficult to truly judge the level and achievements of teachers.

2.4 Traditional Higher Vocational Medical Education Focuses on Classroom Teaching while Operating Ability Is Poor

After the students graduated to work, lots of knowledge has to be re-learned, the practicality is not targeted, the learning is out of touch, and some students' employability is poor, which is far from the characteristics of modern vocational education, and the ability to adapt to job needs is weak.

3. New Policy and Talent Requirements of the Country for Modern Vocational Education and Teaching

The strategic deployment of the "Deepen Comprehensive Reform in the Field of Education" adopted by the 19th National Congress of the Communist Party of China puts forward new requirements for the continuous promotion of the scientific development of higher education and the overall improvement of the quality of talent cultivation. To implement the spirit of the 19th National Congress of the Communist Party of China, we must intensify efforts to deepen the reform of education and teaching, innovate the training mechanism for talents in universities and colleges, and comprehensively improve the quality of talent cultivation.

3.1 Innovate System and Mechanism, Establish a "Comprehensive Education Concept", and Explore Diverse Talent cultivation Modes

It is necessary to focus on the core elements of talent cul-

tivation objectives, curriculum system, teaching methods, teaching evaluation, and teaching environment. Vigorously promote the integration of the curriculum system and teaching contents, implement the teaching method reform oriented by students' independent learning and active practice, and establish a diverse, individualized and open education system. Construct an educational and teaching environment that is conducive to the development of students' comprehensive ability and individuality. It is necessary to follow the law of talent growth and in light of the actual situation of the school, constantly explore and improve various types of talent cultivation modes, and take the connotative development path with quality as the core.^[2]

3.2 Optimize the Curriculum System, Promote the Reform of Teaching Methods, and Construct a Reasonable Curriculum and Practical Teaching System

It is necessary to rationally design the curriculum structure according to the talent cultivation objectives, and combine the specialty training standards to construct a curriculum system with specialty core courses as the mainstay, and to do a good job of the "Double Basic" (basic knowledge points and basic skills) of specialty knowledge. According to specialty needs, the curriculum system should be integrated and adjusted, the teaching content should be reformed, and the characteristics of professional talents should be highlighted. Teachers should be encouraged to adopt heuristic, inquiry, discussion, and participatory teaching methods, focusing on cultivating students' independent learning ability to raise, analyze, and solve problems, and inspiring students' thinking potential. Strengthen the construction of teaching resources, establish a platform for teaching resources sharing, and promote the opening of quality educational resources, such as quality online open courses. Support teachers to use the network education platform and other modern educational technologies and means to carry out teaching activities and improve the quality of multimedia teaching. Actively promote the reform of the curriculum evaluation method, combine the learning process examination with the student ability evaluation, which not only comprehensively evaluates the knowledge acquisition, exploration research, innovative thinking and other aspects of the learning process, but also evaluates the basic knowledge and key content requirements of the syllabus. For classroom teaching, Confucius-type Classroom (knowledge-driven, teacher-initiative, and students-active) Socrates-type Classroom (problem-driven, student-initiative, and teacher-student interaction), Flipped Classroom (MOOC online-learning, classroom- questioning), Independence Classroom (in-

teresting target-driven, autonomous & conscious-active, curricular & extracurricular-linkage) and other forms of classroom teaching should be used flexibly according to different teaching contents.^[1] As the distribution center of ideas, models and mechanisms, the focus of reform is to start from the classroom and the curriculum reform. The classroom is the home of all education reforms. All reform ideas and measures must go to the classroom to reflect the efficiency and results.^[3] There are methods of teaching, but no fixed rule of teaching. The methods and means to improve the quality of teaching are diverse and systematic. It is necessary to teach according to different disciplines, different courses, different contents, and different objects. As long as it is conducive to enhancing the teaching effect and improving the quality of teaching, it is a good method; any classroom that achieves knowledge, enlightens wisdom, and develops abilities, it is a good classroom.^[4]

3.3 Focus on the Mutual Promotion of Scientific Research and Teaching

Make full use of the faculty and experimental conditions to strengthen the construction of courses and teaching materials. Focus on timely integration of the latest scientific research results into the classroom teaching contents, so that students can know about the academic frontiers. Promote improvement in teaching conditions through scientific research. Introduce high-quality educational resources, grasp and follow the general direction of higher education development.

3.4 The Renewal and Development of Modern Vocational Education Thoughts and the Transformation of Modern Medical Models

With the renewal and development of modern vocational education thoughts and the transformation of modern medical models, its influence is gradually infiltrating into education and teaching, which requires all educators to pay more attention to the combination of society and individuals; pay more attention to the penetration of humanistic spirit in science and technology education; pay more attention to quality education; pay more attention to the main role of students and the ability to analyze and solve problems; pay more attention to specialty technology and skills education, and better serve the society. Do a good job of “Six Dockings”, that is, “the docking between occupational ethics education and comprehensive quality standards; the docking between specialties and related industries, enterprises and posts; the docking between specialized course contents and occupational standards;

the docking between teaching process and productive process; the docking between academic certificates and occupational qualifications; the docking between vocational education and lifelong education docking”.^[5]

4. Favorable Conditions and Restrictive Factors for the Development of Higher Vocational Medical Education in Guizhou

With the gradual improvement of the policy environment and social environment, the introduction of “New Medical System Reform Scheme”, the vigorous development of general medicine and community health services, the demand for talents in society and the market has steadily increased, and a large number of health technicians are required at the grassroots level. There is a large space for the development of higher vocational medical education in Guizhou. In the 8 specialties or specialty demonstration groups that have been established, the degree of development varies. For example, the two specialties of nursing and clinical medicine are relatively mature; while for the two specialties of medical imaging technology and medical beauty technology, the development history of these two specialties is relatively short, the specialty core construction workload is large, which is still in the exploration stage. The direction of medical imaging technology social services should be oriented to the industry, and the development of service projects is difficult. The potential social training demand for the specialty of medical beauty technology is relatively large, but there are many social training institutions. Therefore, the development of school projects must create brands and highlight features.

The development of the local economy and the intrinsic advantages of medical vocational education have significantly improved the students’ admission rate, registration rate and employment rate. As far as our school is concerned, the registration rate in these years has reached 85%, and other peer colleges are similar, which shows that the social recognition rate of higher vocational medical education has improved. In particular, with the implementation of a series of policies (such as the implementation of the occupational qualification access system), it will bring good development opportunities and favorable conditions for higher vocational medical education.

On the other hand, the restrictive factors for the development of higher vocational medical education in Guizhou are: late start, low starting point, insufficient capital investment, low faculty levels, poor training conditions, outdated education concepts, backward education and teaching level, and further improvement of talent quality is needed.

Due to historical and practical reasons, the funds for higher vocational education in Guizhou are insufficient. The normal operation of higher vocational colleges relies mainly on the original foundation, limited social financing and tuition income below the cost of education, and is stretched in terms of teacher training and training base construction. The faculty members engaged in higher vocational education have low academic qualifications, low professional titles, and there are few “double-certificated teachers”, so that available teachers still have single knowledge structure, and weak practical ability, which cannot adapt to the new situation requirements in terms of how to cultivate practical innovative talents.^[6]

5. Thoughts and Suggestions on Teaching Reform of Higher Vocational Medical Education in Guizhou

Teaching work is always the central task of the school. The quality of teaching is always the lifeline of the school. It is the eternal theme of the school to cultivate innovative qualified talents. All reforms must be innovated and carried out around above three aspects.

5.1 From the Aspect of Schools

5.1.1 Practically Change Ideas

Clarify the nature and essence of education, which is the high moral values establishment and people cultivation. Students are trained to have “independent personality, the spirit of exploration, the ability to learn, and the capability to practice”, so that students can form correct values, outlook on life, and worldview. Therefore, every vocational education worker should be a conscious and sober educator.

5.1.2 Effectively Optimize the Operating Environment of Higher Vocational Education, Increase Propaganda Work, and Promote Educational Informationization

As a kind of education, higher vocational education, due to the late start and limited conditions for school-running, people generally attach importance to general higher education and despise vocational and technical education. There are even thoughts and awareness of despising vocational education in the society and even in the education circles. Some local governments and functional departments also have insufficient understanding of the status and role of higher vocational education. Due to the low social recognition rate and insufficient social support, there are “Three Lows” phenomena of low starting point

of students, low registration rate and low employment rate, which have seriously affected the normal development of higher vocational education. Therefore, we should increase the propaganda work of higher vocational education from the school-running level, school-running characteristics, training objectives and employment prospects, etc., especially for some good vocational colleges to be established as a model to let people change their concepts about higher vocational education, fully understand the role and status of higher vocational education in the country’s economic and social development, and thus establish a good image. At the same time, the employment information channels for higher vocational students and students are opened, so that higher vocational education can find a broader development space in the social environment with open information. At the same time, the enrollment and employment information channels for higher vocational students should be opened, so that higher vocational education can find a broader development space in the social environment with open information.

5.1.3 Strengthen and Improve Students’ Understanding of National Vocational Qualification Certification System and Labor Employment Access System

The implementation of the vocational qualification certification system has created a good employment environment for vocational students. If a strict labor employment access system is implemented, no one can be employed without training or without the related qualification certificates, which will be greatly beneficial to higher vocational education, so that the advantages of higher vocational education can be fully reflected. As long as the employment position access policies are actively developed and implemented, a virtuous circle will be established among vocational and technical education, position qualification training and employment.

5.1.4 Build High-quality Teachers and Management Teams

Adjust the policy of teacher title evaluation in higher vocational colleges and establish a high-quality team of teachers with higher vocational characteristics. Due to the distinctive characteristics of higher vocational education teaching, it is necessary to adjust the evaluation scale from over-emphasizing the academic theoretical level and research ability of teachers to paying more attention to the knowledge transfer ability and knowledge conversion ability of higher vocational teachers. Therefore, a set of policies should be established to meet the qualifications of teachers with higher vocational education characteristics,

and then paving the way for the establishment of a “double-certificated teachers” team to provide system guarantee for ensuring the implementation of higher vocational characteristic education.

5.2 From the Aspect of Government

Strengthen government’s policy management of higher vocational education, and do well in top-level design as follows:

5.2.1 Do Well in the Scale and Enrollment Control of Higher Vocational Colleges

Avoid the vicious competition brought about by blind expansion and the decline in the level of school-running. Reduce the battle for student enrollment between schools, making higher vocational education in Guizhou develop moderately.

5.2.2 Support Higher Vocational Colleges with Good Conditions to Improve the Status of Higher Vocational Education

Build the brand of higher vocational colleges to fully demonstrate the connotation and advantages of higher vocational education, thereby improving the status and reputation of higher vocational education, and gradually promote the overall level of school-running through the construction of model higher vocational colleges.

5.2.3 Improve the Education Level of Vocational Colleges, Consummate the Vocational Education System, and Do well in Lifelong Education

In the vocational education system, there are only vocational high schools, vocational technical schools or secondary technical schools and higher vocational colleges. After that, it is difficult to have the opportunity to further study. This kind of capping method of vocational education is not conducive to the further study and development of higher vocational students, which is also not conducive to cultivating high-level application-oriented talents. At present in Guizhou, the proportion of secondary vocational education entering to higher vocational education is about 50%; and the proportion of higher vocational education entering to general higher education is less than 10%. The proportion is too small to meet the students’ needs for study, so that higher vocational education becomes the end of education. Therefore, vocational and technical undergraduate courses should be set up in qualified vocational and technical colleges to enroll students of four-year undergraduate or higher vocational students for further study, increase the proportion of students from higher

vocational education entering to general higher education, and truly build a vocational education system from primary to intermediate to advanced.

5.2.4 Build Open-type Practical Teaching Bases through Co-construction of Both the Government and Colleges on the Stage Offered by the Government

For higher vocational colleges, practical teaching conditions are the fundamental guarantee for the quality of education and characteristic teaching. For a long time, the school’s funds are tight, the equipment is rudimentary, and the update is not timely, and it cannot meet the needs of practical teaching of higher vocational education. How to build a practical teaching base? What kind is it? How to use it? It has been plaguing vocational and technical colleges. We believe that the government should invest in guiding funds, and then enterprises and schools invest in multiple fields, and establish several high-level practical teaching bases according to the industry characteristics and specialty advantages of different colleges. In addition to meeting the teaching needs of the college, it should be managed by the college and is open to the outside on the basis of the principle of mutual benefit. There are many experiences in other provinces that are worth learning.

5.2.5 Strengthen the Government’s Macro-control, Use System to Monitor the Teaching Quality and Use Policies to Guide the School-running Characteristics

The government functional department should establish a scientific evaluation system to evaluate the enrollment system, teaching organization, curriculum system, practical teaching, evaluation system and student employment; organize experts to review the teaching plans of higher vocational colleges, and comprehensively monitor the scale, structure, quality and effectiveness of higher vocational education; develop quantitative standards for the characteristic education of higher vocational education, so as to promote the improvement of teaching quality and the substantial development of higher vocational education characteristics.

5.2.6 Use Policy and Financial Advantages to Encourage the Development of Specialties in Short Supply

It is necessary to have a concept of unified management throughout the province in the construction of higher vocational specialties, starting from the overall situation of the provincial economic development, formulate pref-

erential policies, use government subsidies to guide and encourage, and develop the “unpopular” specialties in society, especially the technological specialties that are in short supply.

6. Conclusion

In summary, comprehensively deepening the reform of education and teaching is the key to improving the quality of talent cultivation. This requires us to closely focus on the needs of society and the needs of students’ comprehensive development, guided by advanced education concepts, and based on the construction of teachers, deepen the reform of education and teaching management, strengthen the cultivation of students’ ability, and comprehensively deepen the comprehensive reform of education and teaching.

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