

# *Analysis on the Path to Improve the Social Service Ability of Higher Vocational College*

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**Keywords:** Higher Vocational Colleges, Social Service Ability, Promotion, Path

**Abstract:** Social service ability is an important part of the comprehensive ability of higher vocational colleges, and also an important manifestation of the development of higher vocational colleges themselves. With the rapid development of China's economy, the status of higher vocational colleges in social and economic development has become increasingly prominent. Improving the social service ability of higher vocational colleges is not only an important task of national vocational education reform, but also an urgent need of regional economic development. However, there are also some problems in the social service of higher vocational colleges, such as unclear orientation, disconnection between specialty setting and industrial demand, low quality of teachers, insufficient cooperation between schools and enterprises, narrow social service field, imperfect social service system, insufficient policy support and guarantee, and insufficient propaganda. In view of these problems, based on the connotation of social service ability of higher vocational colleges, this paper analyzes the current situation and existing problems of social service ability of higher vocational colleges, and puts forward the effective path to improve the social service ability.

## **1. Introduction**

Social service ability is one of the three major functions of institutions of higher learning. Higher vocational colleges should make full use of their own expertise and characteristics, take industry (enterprise), government and community as the main service objects, and directly provide intellectual support and technical support for individuals and local economy in the form of vocational skills training, adult education, continuing education, scientific research and technology promotion. Social service ability is an important index to measure whether higher vocational colleges adapt to the needs of social development, to test the teaching quality of higher vocational colleges, and also the key to whether higher vocational colleges have competitive advantages. Therefore, how to improve the social service ability of higher vocational colleges is particularly important.

## **2. The Connotation of Social Service Ability in Higher Vocational Colleges**

The Outline of China's Medium and Long-term Education Reform and Development (2010-2020) gives a macro definition of the social services of all colleges and universities: a series of activities

provided for social development in a purposeful, planned and organized way, starting from directly meeting the needs of social reality and relying on personnel training and scientific research [1, 2]. The social service function of higher vocational education has obvious characteristics different from those of undergraduate research colleges, focusing on training applied talents, technology dissemination, technology promotion, technical training, etc., and providing various services to regions and industries [3].

## **2.1 Social Services in a Broad Sense**

In a broad sense, social service means that higher vocational colleges provide technical services such as technical talents, product development and research and development to industry enterprises through the way of "talent output", and provide technical and cultural professional services such as talent support and skill promotion to government agencies and public welfare posts. Although social service in a broad sense can comprehensively and systematically describe the connotation of "social service", it overlaps with the other two functions of schools, namely, teaching and scientific research, and does not conform to the principles of taxonomy.

## **2.2 Social Services in the Narrow Sense**

In a narrow sense, social service means that schools use their own resources to directly devote themselves to the construction and development of local and social aspects, including social, political, economic and cultural services, including public welfare and paid services, in the form of schools providing talents and facilities to local areas to solve local problems.

Social service in a narrow sense can better highlight the object, content and form of "social service" and other functions, and it is easier to determine indicators and evaluation. Therefore, this paper takes the concept of social service in a narrow sense as the research object, which makes the study objective, stable and comparable.

## **3. Current Situation of Social Service Ability in Higher Vocational Colleges**

### **3.1 Serving Employment and Promoting China's Economic and Social Development**

It is the fundamental task of higher vocational colleges to provide high-quality technical and skilled personnel for China's economic and social development. From the perspective of employment situation, the graduates of higher vocational colleges have made indelible contributions to regional economic construction. Higher vocational colleges have become the accumulation center of local technical skills, which play an important role in optimizing the local talent structure, improving the quality of labor force, enhancing the vitality of the city and promoting local economic development.

### **3.2 Serving Enterprises and Promoting Their Economic Development**

Scientific research fund is an important indicator of scientific research and innovation in higher vocational colleges, and a symbol to measure the innovation vitality and innovation ability of a higher vocational college. In recent years, with the continuous improvement of the school-running level of higher vocational colleges, more and more higher vocational colleges participate in enterprise technology research and development, product upgrading and transformation and undertake government scientific research projects, and the funds for scientific research and social services of higher vocational colleges are increasing year by year.

### **3.3 Develop High-Quality Skills Training to Promote the Construction of a Lifelong Learning Society**

It is an important way to improve the level of regional human resources and promote stable employment for higher vocational colleges to carry out technical skills training for the society and improve the vocational skills and comprehensive quality of regional workers. At present, we are in an information age, and the speed of knowledge updating is accelerating, which requires our producers and managers to constantly accept new knowledge and production skills and management methods. Developing technical skills training can not only improve the comprehensive quality of workers, but also promote the learning atmosphere of the whole people, so that everyone can learn actively and promote the formation of a lifelong learning society.

### **3.4 Serving Targeted Poverty Alleviation and Helping to Overcome Poverty**

Vocational education is the most direct and effective way of poverty alleviation through education, and the participation of vocational colleges in precise poverty alleviation is one of the important contents of social services. Higher vocational schools insist on precise poverty alleviation and make use of their unique advantages to carry out all-round work in poverty alleviation through vocational education, science and technology, and paired poverty alleviation, which plays an irreplaceable role in the battle against poverty [3].

## **4. Problems of Social Service Ability in Higher Vocational Colleges**

### **4.1 There are Great Differences in the Ability and Level of Social Services among Schools**

The imbalance of social service ability among schools is prominent. For example, the amount of horizontal technical services received by some schools is more than 10 million yuan, while that of some schools is only more than 100000 yuan, which is very different. Another example is the amount of vertical research funds, some higher vocational schools reach millions of yuan, while some higher vocational colleges only have hundreds of thousands of yuan, and the difference between the two is very large. In addition, from the perspective of technology transaction volume, this shows that the scientific research foundation of some high-level higher vocational schools in Xinjiang is still weak, the social service ability is not high, and some higher vocational schools seldom carry out relevant social services.

### **4.2 The Overall Level of School Social Services Is Not High**

In the current society, as the main position of training skilled and applied talents, higher vocational schools should play an important role in promoting industrial upgrading and reducing production costs. However, through the analysis, it is found that the social services of higher vocational colleges are mainly social training, mainly including technical skills training, technical consultation, etc., and the technical services for enterprises to solve technological updates, production process transformation, product upgrading and other aspects are relatively small, the service level is not high, the service area is narrow, and it is difficult to meet the development needs of enterprises.

### **4.3 Insufficient Social Service Ability of Teachers**

The heavy teaching task in higher vocational colleges is an important reason that affects the

improvement of teachers' social service ability. With the continuous expansion of enrollment, the number of students in higher vocational colleges has increased, which has brought some pressure to the teaching work of schools and aggravated the task of teaching management. Many full-time teachers usually spend most of their energy on writing teaching plans, preparing lessons, attending classes and guiding students to participate in various competitions. They have limited time and energy to invest in technology research and development, technical services and other aspects. They pay more attention to teaching than scientific research, accumulate less scientific research and improve their scientific research ability slowly. Some teachers lack systematic scientific research training and weak scientific research ability, which makes it difficult to carry out high-level research and development activities and affects the development of social services.

#### **4.4 Lack of School Social Service Platform**

In recent years, higher vocational schools in Xinjiang have been emphasizing school-enterprise cooperation and promoting the deep integration of industry and education. Most higher vocational schools cooperate with enterprises, creating internship posts for students and establishing a base for the integration of industry and education. However, from a realistic point of view, the depth of integration of industry and education is still not enough, many cooperation is still a mere formality, substantive cooperation is less, simply let students do some simple work, to a large extent, restricting the development of social services in higher vocational colleges.

#### **4.5 Imperfect Social Service System and Mechanism**

At present, the incentive mechanism of social service in higher vocational colleges is not perfect, and the evaluation system of social service is not perfect. There is a unified standard and basis for teaching and scientific research assessment in higher vocational colleges, but there is no perfect evaluation system for social service assessment, which is difficult to transform into the workload of professional title evaluation. In a sense, the tendency of "only papers" and neglecting professional skills and social service ability in the evaluation of professional titles in higher vocational colleges is still serious [4]. To a large extent, this has affected the enthusiasm of teachers to carry out social service work. At present, most higher vocational colleges lack the evaluation mechanism of social service and have not yet formed a perfect evaluation index system, which is not conducive to guiding teachers to carry out social service normally.

#### **4.6 Lack of Social Service Brand**

Some of the traditional specialties of vocational colleges which originally belonged to industries or enterprises and had strong professional background were gradually weakened. In order to cater to the development of market economy, higher vocational colleges are competing to set up popular majors, and social services have not been followed up in time. It is difficult for higher vocational colleges to have distinctive specialties and teachers to provide social service projects with brand effect for regional industries and enterprises [5]. There is no influential social service brand, which leads to the lack of social service ability in Colleges and universities.

### **5. Effective ways to Improve the Social Service Ability of Higher Vocational Colleges**

#### **5.1 Strengthen the Overall Planning Of Social Services**

The basic function of higher vocational colleges is social service, and social service, as the core

competitiveness of the development of higher vocational colleges in the new era, is the internal driving force for the cultivation of innovative talents and the resource concentration for deepening the integration of industry and education. Under the background of the vigorous development of the construction of characteristic high-level schools, Xinjiang high-level higher vocational schools should take the promotion of social service ability as the focus and breakthrough of school connotation development. We should improve our ideological understanding, change the concept of running a school, establish the awareness of social service, put the construction of social service capacity in the same important position as the professional construction and teaching reform, strengthen the overall planning, explore the inclusion of social service in the professional construction plan, form an atmosphere of attaching importance to social service in Colleges and universities, and enhance the social service awareness of all teachers and students. Higher vocational colleges should strengthen the supply and demand docking with local government departments, industry enterprises and associations, formulate the "14th Five-Year Plan" social service plan as a whole, and clarify the phased tasks and key projects of the school in training high-quality technical and skilled personnel, serving the transformation and upgrading of the industry, serving the development of small and medium-sized enterprises, promoting the upgrading of workers' technical skills, and promoting social lifelong learning.

## **5.2 Improving the Social Service Ability of Teachers**

The construction of teachers' social service ability is not only the inevitable requirement of the development of higher vocational education itself, but also the premise and basis for higher vocational colleges to serve regional economic development, and also the urgent need for the professional growth of higher vocational teachers [6]. Therefore, it is particularly important to improve the social service ability of university teachers and the social service level of university teachers for high-level higher vocational schools in Xinjiang in the new era. On the one hand, the school's scientific research work should be further strengthened, the investment in scientific research funds should be further increased, scientific research projects in line with the development of colleges and universities should be set up, and the teaching staff should be encouraged and supported to actively declare various topics at all levels around the frontier of science and technology, national strategic needs and local economic construction, and actively carry out scientific research lectures. To lay a solid foundation for improving teachers' social service ability. On the other hand, we should always take the market as the center, grasp the trend of local economy, further improve the system of teachers' on-the-job practice and training in enterprises, promote teachers' in-depth practice and training in enterprises, understand the needs of enterprises in the industry, provide enterprises with more advanced production technology and management mode, and promote teachers' own ability. To further enhance the social service ability of university teachers.

## **5.3 Further Optimize the Structure of School Teachers**

Teachers are the key to the construction of high-level higher vocational colleges and the development of social services. In order to build a high-level social service, we must equip a high-level teaching staff. In the new era, Xinjiang's high-level higher vocational schools must attach great importance to the construction of teaching staff, actively introduce talents, and further optimize the structure of teachers. Efforts should be made to meet the requirements of the development of vocational education in the new era and to strengthen exchanges and cooperation between schools and industries, enterprises and technological research institutes. Through strengthening in-depth cooperation and exchanges with industries and enterprises, we should

broaden the sources of high-level teachers, increase the introduction of high-skilled talents with enterprise work experience, and build a high-quality talent team. In accordance with the requirements of full-time and part-time combination, double-teacher combination and integration of production and education, we should strive to build a high-level "double-teacher" teaching innovation team with solid theoretical basis and strong professional practical ability. We should rely on high-level professional construction, attract high-quality and high-level professional leaders from the society, provide a good working environment and platform, support professional leaders to lead teams to carry out technological research and development activities, and form their own academic authority. By optimizing the structure of teachers, we can further enrich the high-level talent team of high-level higher vocational schools in Xinjiang, and provide strong support for improving the social service ability of schools.

#### **5.4 Actively Build a Social Service Platform**

The sustainable development of social service in higher vocational colleges needs the support of the platform. Under the background of promoting the integration of industry and education and school-enterprise cooperation in vocational education, Xinjiang's high-level vocational schools should make full use of the opportunities of cooperation with industry and enterprises, actively build a social service platform with the participation of multiple subjects, and provide convenience for university teachers to carry out social services. Make full use of the social service platform constructed by higher vocational colleges, so that teachers can go deep into enterprises to exchange and learn, and effectively carry out social services. At the same time, we should actively focus on the key areas of development in Xinjiang during the 14th Five-Year Plan period, combine our own school-running characteristics, and make use of our own technological advantages to effectively connect with enterprises. Teachers are encouraged to strengthen cooperation with industry enterprises, overcome technical difficulties and provide technical services and information services for enterprises.

#### **5.5 Establish and Improve the Social Service Mechanism**

To build a high-level social service mechanism in higher vocational colleges in Xinjiang, we must focus on solving the important problems faced by the current social service in higher vocational colleges, improve the rules and regulations of social service, and let teachers have rules to follow in social service. It is necessary to formulate practical guidance and management methods for the evaluation of social services, and make clear provisions on the content, scope, mode, form and objectives of social services, so as to evaluate the implementation effect of social services [7]. We will improve and implement the system of achievement identification, assessment and incentive for teachers and students to carry out school-enterprise cooperation and provide technical support to cooperative enterprises, encourage higher vocational teachers to make use of their professional characteristics and school curriculum construction to carry out technical development and social services, and encourage university teachers to actively participate in social services. We should pay attention to promoting the communication and cooperation between higher vocational colleges and local enterprises in Xinjiang, build a communication platform, establish and improve the operation mechanism of social service in higher vocational colleges, and improve the social service ability of higher vocational colleges.

#### **5.6 Build Social Service Brand**

Social service brand is the reputation of social service ability in higher vocational colleges. For

higher vocational colleges, social service brand is the vane of school innovation level, the embodiment of teachers' strength in higher vocational colleges, and an important indicator to test the comprehensive ability of schools. In the process of running a school, Xinjiang's high-level vocational colleges should form an effective linkage with local leading enterprises according to their own characteristics, form their own service content and form, and form their own social service brand influence. Higher vocational colleges should actively carry out social training, rely on their own professional characteristics and social influence, actively carry out vocational skill level certification, and provide strong technical support for regional economic and social development. On the other hand, we should integrate resources to build social service brands, such as providing technical support, integrating our own excellent teachers, strengthening exchanges with leading enterprises in the region in the field of professional technology, participating in technological innovation of enterprises, providing strong technical services for enterprises, and creating new economic benefits for enterprises. Combining with their own professional characteristics, they should gradually establish social service brands in characteristic areas, enhance their social service capabilities, and better serve regional economic development [8].

## 6. Conclusion

To sum up, improving the social service ability of higher vocational colleges is not only the need of their own development, but also the inevitable requirement of social development. If higher vocational colleges want to achieve sustainable development, they must focus on the existing problems in the social service ability of higher vocational colleges, formulate development strategies in line with their own institutions, and effectively improve their social service ability. In order to meet the needs of the current economic and social development and make due contributions to higher vocational education, we should find a way to train higher vocational talents and innovate the construction of performance evaluation system, and constantly improve our own social service system.

## Acknowledgements

Foundation Project: School-level Cultivation Project of Hotan Vocational and Technical College (HZ202305); Research Project of Hotan Agricultural Vocational Education Group (LM2023009).

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