

An Analysis of the Path to Enhance the Social Service Ability of Vocational Colleges

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Keywords: Vocational colleges; Social service capability; countermeasure

Abstract: In recent years, with the rapid development of China's economy and the continuous optimization of industrial structure, vocational education has received much attention and developed rapidly. The social service ability of vocational colleges is becoming increasingly important as a key factor in the construction of high-level modern vocational colleges. Improving the social service ability of vocational colleges is an important development direction for the current development of vocational education in China. This article introduces the importance of vocational colleges providing social services, points out the many problems that vocational colleges in China face in terms of social services, and takes the existing problems as the starting point to analyze and propose strategies to improve the social service capabilities of vocational colleges, which is of great significance for the long-term development of vocational colleges.

1. Introduction

The introduction of relevant policies such as the National Vocational Education Reform Implementation Plan and the Vocational Education Quality Improvement and Excellence Action Plan (2020-2023) not only puts forward requirements for vocational colleges to provide social services, but also provides policy support and guarantees. At present, the social service ability of vocational colleges is a key element of their new round of development and also their core competitiveness. Former President of the University of Wisconsin, Van Hayes, believes that social service should be regarded as a core element alongside teaching and research, as one of the three major functions of modern universities. Broadly speaking, social services refer to various services provided by universities directly or indirectly to society, including talent cultivation, knowledge and skills dissemination, technology promotion, and direct participation in the development of enterprises and institutions[1]. Narrowly defined social services are discussed as the core functions of universities, including school enterprise cooperation, technology achievement transformation, training services, and self operated enterprises. Vocational colleges in order to better serve local economic development, provide high-quality skilled talents to enterprises, and output technological applications, vocational colleges should establish correct concepts, actively carry out social services, broaden service paths, strengthen training capabilities and quality, and form a social service chain that is in line with the characteristics of the times, industries, and enterprises. The social services of vocational colleges need to focus on regional economy and local characteristics, consider the actual situation of the school

itself, and choose to enhance social service capabilities from a point to an area perspective. Taking characteristic majors as the "focus", after forming a virtuous cycle from social service implementation to social service capacity improvement, it drives the "comprehensive" development of vocational college representatives, achieving twice the result with half the effort.

2. The importance of enhancing social service capabilities in vocational colleges

2.1 Local economic development needs

Vocational education aims to cultivate comprehensive talents with certain theoretical knowledge and professional skills. Compared with general education, vocational education focuses more on the cultivation of practical hands-on abilities. The educational goals of vocational education determine that among all current types of education, vocational education is most closely related to socio-economic development. Against the backdrop of rapid economic development in our country, there is a huge demand for highly skilled talents in society[2]. Therefore, vocational colleges play a very important role in cultivating talents in enterprises and industries. Vocational colleges generally provide social services with the guidance of boosting local regional economy, connecting with weak links in local technological development, combining their own educational characteristics and professional advantages, and formulating talent cultivation strategies in a planned manner. Through "school enterprise cooperation", they find and choose suitable social service entry points, enhance the overall competitiveness of enterprises and industries, and promote the development of local economy.

2.2 Development needs of vocational colleges

In order for vocational colleges to achieve effective scale expansion and overall improvement of service quality, it is necessary to study strategies for improving the social service level of vocational colleges and enhance their social service awareness. Vocational colleges should focus on the overall market situation, conduct more comprehensive research on the changing trends of industry structure, target market demand, center on student employment situation, and carry out comprehensive and meticulous adjustments of disciplines and majors; At the same time, we need to further improve school enterprise cooperation, improve the training system of higher vocational colleges, promote the construction of high-level vocational colleges, and promote vocational education reform.

2.3 Personal development needs of students

Compared to regular education students, vocational college students have the advantage of possessing strong practical skills, which are often closely related to the social service activities of vocational colleges. The platform built through school enterprise cooperation enables students to understand the actual production of enterprises as early as possible and learn relevant skills in a targeted manner. This also increases the employment competitiveness of vocational college students to a certain extent, which is conducive to their long-term personal development.

3. The main problems in improving social service capabilities in vocational colleges

3.1 School enterprise cooperation is superficial, and there is a lack of practical teaching bases

The relative scarcity of practical teaching bases in vocational colleges is not conducive to the cultivation of students' practical skills. The practical teaching base is an important carrier for improving students' practical abilities and enhancing their awareness of innovation and

entrepreneurship. Building a practical teaching base is not only a means of reforming traditional teaching and education, but also an effective platform support for the integration of industry and education. At present, vocational colleges have promoted the construction of practical teaching bases through school enterprise cooperation. However, in the face of the increasing demand for vocational talents from society, the shortage of practical teaching bases inside and outside vocational colleges has become increasingly prominent, becoming one of the important bottlenecks that restrict vocational colleges from playing their social service functions.

3.2 Difficulties in connecting universities with industry demands and insufficient depth of integration between industry and education

In the process of constructing local vocational colleges, some of them lack the degree of specialization oriented towards emerging industries, the depth of cooperation with enterprises, and the integration of social training programs with industries, resulting in the difficulty of providing social services to meet the needs of social development, leading to supply-demand contradictions[3]. Firstly, the degree of integration between professional settings and emerging industries is insufficient. At present, China's economic structure has undergone significant changes, and the talent required for industries has also changed accordingly. Local vocational colleges need to align their professional settings with industry demands, build a complete talent chain, and provide sufficient support for industrial development. However, in some local vocational colleges, the updating speed of the professional system is relatively slow, neglecting the real needs of social development, resulting in the inability of the talents trained to meet the needs of social development, leading to the problem of job incompatibility and difficulty in providing talent support for industrial development. Secondly, the integration of industry and education is not deep enough. Currently, the school actively cooperates with enterprises to jointly develop cooperative projects and implement practical exploration of industry education integration. However, some cooperative enterprises have a relatively passive attitude and lack interest in school enterprise cooperation, which can easily lead to the phenomenon of "one side hot", resulting in enterprises not being able to participate in the process of discipline construction, talent cultivation, and innovative practice, and not forming the effect of cooperative education, which restricts the comprehensive play of the social service function of local vocational colleges. Finally, the social training program is not deeply integrated with the industry. Currently, the types of training programs offered by some local vocational colleges are relatively single, making it difficult to meet the employment needs. The training programs of some local vocational colleges cannot achieve the participation of multiple subjects, and there is also a problem of high fees, which leads to insufficient experience and skills taught, making it difficult to meet the needs of social development.

3.3 The social service system has not been formed and the working mechanism is not sound

One is the lack of a social service system. At present, most vocational colleges have established institutional systems for talent cultivation, scientific and technological services, and social training, but they have not coordinated the construction of a social service system[4]. The management systems formulated by departments such as academic affairs, technology, training, and personnel lack coordination and systematicity. Some functions are not clearly defined, while others have certain contradictions and conflicts. Secondly, the mechanism for social service work is not sound. At present, the information management, collaborative innovation, incentives, performance mechanisms, assessment and evaluation, and guarantee supervision mechanisms for promoting social service work in most vocational colleges are not yet complete.

4. Pathways for vocational colleges to enhance their social service capabilities

4.1 Expand practical teaching bases

The key to improving the service of vocational colleges to the local economy is to adhere to the integration of industry and education, form a school running model that links industries, enterprises, professions, and majors, and promote regional economic development through a series of talent training models such as school enterprise co construction, virtual simulation training, and order based training. Firstly, vocational colleges should focus on regional development needs, focusing on core elements such as funding, technology, talent, and policies, and build platforms that promote teaching and assist teaching through production, so that students can better connect their knowledge with industry. Secondly, vocational colleges increase support efforts and build high-level, specialized industry education integration training bases. In order to solve the "dual skin" problem of talent cultivation and industrial development, and promote the high-quality development of vocational education industry education integration, the National Development and Reform Commission, Ministry of Education, Ministry of Human Resources and other departments issued the "Implementation Plan for Empowering and Enhancing Vocational Education Industry Education Integration (2023-2025)" in 2022, which clearly proposes to cultivate more than 10000 industry education integration oriented enterprises nationwide. The Outline of the 14th Five Year Plan also proposes the major task of building 100 high-level, specialized, and open industry education integration training bases. The practical training and teaching base is an important component of vocational education, and an important carrier for the transformation of scientific and technological achievements and the improvement of talent cultivation quality[5]. Therefore, vocational colleges should expand the scale of practical teaching base construction through school enterprise cooperation and other means, and build a platform for school enterprise cooperation.

4.2 Develop a professional system for serving regional economic development

To effectively solve the problems of insufficient intimacy between talent training programs and regional economic development, low quality of talent training, and lack of social service platforms in vocational colleges, it is necessary to closely combine the characteristics and professional advantages of local vocational colleges, with the aim of enhancing social service capabilities, develop a professional system that serves regional economic development, build a diversified social service platform, and provide important support and guarantee for the high-quality development of social service work in local vocational colleges. Firstly, in the process of establishing a professional system to serve regional economic development, close communication with local governments, industries, and enterprises should be strengthened, communication bridges should be built, and a deep understanding of the needs of regional economic development and the talent needs of industry enterprises should be deeply understood. Based on actual needs, majors should be set up, curriculum design should be optimized, and talent training programs should be closely linked with regional economic development to improve the quality of talent training. Secondly, vocational colleges should conduct in-depth analysis of the current industrial, economic, and employment situation, delve into industries and enterprises, grasp new development trends, adjust course content settings according to actual needs, optimize talent training plans, and carry out talent training work in line with reality[6]. Finally, local vocational colleges should adhere to keeping up with the times, closely combining with the development situation of the digital economy, integrating modern industries such as digital economy, intelligent manufacturing, and intelligent production into the professional system setting, enhancing the foresight of the professional system setting, closely aligning with the social and economic development situation, and enhancing the social service capabilities of local vocational

colleges.

4.3 Improve the mechanism of social service work

A sound institutional system is an important guarantee for vocational colleges to enhance their social service capabilities and provide high-quality social services. The specialized management agency for social services shall formulate management systems related to social services, solidify the mechanism of social service work, regulate and constrain social service behavior, stimulate social service vitality, and provide institutional guarantees for improving social service capabilities and levels. Vocational colleges can only win social service projects on the basis of fully understanding social needs, and can only ensure the effectiveness of social services on the basis of accurately matching social needs. Therefore, vocational colleges should establish a social service information management mechanism to solve the problem of information asymmetry. On the one hand, through channels such as city industry education consortia jointly built by schools and enterprises, industry industry education integration communities, vocational education groups, industrial colleges, and enterprise research, we can understand and grasp the trends of regional economic and social development, as well as the service demands and cooperation opportunities of society, industry, and enterprises. We can timely inform faculty and improve the pertinence of services. On the other hand, a comprehensive review of the school's brand, profession, faculty, facilities, and other social service resources, as well as the social service projects that can be undertaken, will be conducted to create a social service themed website that showcases the school's social service resources and important achievements, enhancing society's confidence in the school's social service capabilities, and striving to become the preferred school for social organizations when there is a service demand. In order to improve the enthusiasm of teachers and staff to participate in social services, vocational colleges should integrate social service indicators into annual assessments, performance allocation, professional title evaluation, job promotion, and excellence evaluation, increase the proportion of social service work, establish a mechanism for integrating teaching workload, scientific research workload, and social service workload, and allow teachers to convert social service workload that exceeds the assessment standards into teaching workload or scientific research workload. Based on the characteristics, potential, and social resources of teachers, vocational colleges establish and improve a teacher classification management mechanism, and set up social service-oriented teachers with application research and achievement transformation as the main tasks. Engineering majors mainly assess the performance of scientific and technological achievement transformation, while humanities majors mainly assess decision-making consulting achievements and social influence.

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