A Study on the Mechanism of Opening and Universal Vocational College Skills Competition Based on the Concept of “World Vocational Skills Competition”

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Abstract: International vocational skills competitions have a widespread influence in the world and play a positive role in promoting the cultivation of vocational skills talents in many countries, which is of great significance to the development and progress of society. This study firstly describes the World Vocational Skills Competition, and then analyzes the development difficulties of the competition in higher vocational colleges, including the obvious tendency of the competition to be utilitarian, the lack of interdisciplinary innovation and integration, and the lack of openness and universality. Finally, the concept of “World Vocational Skills Competition” is used as a guide to build an opening, permeable and integrated vocational school skills competition mechanism, to further promote the change of the target concept of vocational school skills competition, and to comprehensively examine the all-round quality of students. Through the participation of enterprises, we will improve the innovation ability of teachers and students, and build an open and permeable vocational school skills competition platform.

Keywords: “World Vocational Skills Competition”; Openness; Universality; Vocational college skills competition; Mechanism

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1. Introduction

In today’s world, countries attach great importance to cultivating high-quality talents, and the concept of relying on education to make the country powerful and relying on talents to make the country strong has become the consensus of

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the ruling government. International vocational skills competitions have a wide influence in the world and play a positive role in promoting the cultivation of vocational skills talents in various countries, which is of great significance to the development and progress of society.

2. The World Vocational Skills Competition

The international skills competition is called “World Skills Olympics”, which reflects the advanced level of vocational skills development in the world today, is a stage for cooperation and exchange of vocational skills education and training among countries, and is a guiding benchmark of vocational skills education and teaching reform. The World Skills Competition is divided into 6 categories, including structure and construction technology, creativity and art, information and communication technology, manufacturing and engineering, social and personal services, transportation and logistics, with a total of 46 competition items. The national vocational colleges and universities skills competition is still in the stage of development and improvement in China from scratch, but only after ten years. Compared with the World Skills Competition, the National Vocational College Skills Competition has a relatively low level of “internationalization” and a weak “international benchmarking rate”, so that it does not have the “international influence” of the World Skills Competition. In terms of competition orientation, the World Skills Competition highlights its “social nature” and its participation is wider. Its purpose is “good skill training can bring a bright future to young people”, and its goal is “to have a close connection with social production and meet the needs of social development”, so as to attract young people in the whole society to receive good vocational education and inspire them to learn skills. With the help of the skills competition platform, we can showcase and compete in vocational skills and promote the exchange and sharing of youth skills.

3. Difficulties Faced by the Development of Skills Competitions in Higher Vocational Colleges

(1) Obvious Tendency of Utilitarianization of Skill Competitions

At present, various regions and institutions in China have organized different levels and types of vocational skills competitions. The competition results of vocational schools are an important basis for the evaluation of school merits and priorities, and some schools also take the students’ vocational competition results as an important basis for the evaluation of teachers’ titles. Therefore, many higher vocational colleges and universities attach great importance to skills competitions, and the participation of students and teachers is relatively high. However, as far as the concept of skill competition is concerned, some colleges and universities regard
skill competition as a kind of utilitarian activity and do not fully realize the role of using competition as practice and promoting learning with competition.

(2) Insufficient Penetration of Vocational Literacy of Technical Competition Students

Many institutions of higher education neglect the cultivation of students’ comprehensive literacy, especially professional literacy, when they train students in vocational skills. The international vocational skills competition not only examines the skill knowledge, but also investigates the students’ interdisciplinary innovation ability and professional literacy and other comprehensive abilities, which are all the contents of the international vocational skills competition. However, professionalism as an invisible ability is not easy to quantify when investigated, and this subtle cultivation has not yet attracted enough attention.

(3) Insufficient Cultivation of Multidisciplinary Integration and Innovation Ability

The competition items and the examination of competitors in today’s world vocational skills competitions pay more and more attention to students’ ability, especially the interdisciplinary innovation ability. This ability requires students to have a deep understanding of their majors on the one hand, and to have a certain understanding and involvement in related majors on the other hand, so that they can solve practical problems through multidisciplinary knowledge.

(4) Lack of Openness and Popularity of Higher Vocational Skills Competitions

At present, many colleges and universities participate in vocational skills competitions to different degrees, and many vocational colleges and universities have achieved good results through vocational skills competitions and improved the vocational ability of students and teachers. But there are also some vocational institutions that do not participate in vocational skills competitions, and some organizers of vocational skills competitions do not conduct extensive publicity and mobilization. This has caused the openness and popularity of vocational skills competitions to fail to achieve the expected effect.

4. Constructing an Open and Popularized Vocational Skills Competition Mechanism with the Concept of “World Vocational Skills Competition” as a Guide

(1) Promote the Transformation of the Concept of Vocational Skills Competition Objectives

Guided by the competition concept of the World Vocational Skills Competition, China’s national vocational skills competition and local vocational
skills competitions continue to innovate the competition concept. The competition objective constantly highlights the comprehensive quality of students, especially the quality of professional ethics, and cultivates high-quality skilled talents with comprehensive development of morality, intelligence and physical fitness through the guidance of mainstream ideological values to meet the development of society.

(2) Comprehensive Examination of Students’ Comprehensive Qualities

In the vocational skills assessment, attention is paid to the assessment of students’ ability of comprehensive interdisciplinary literacy. From the perspective of the current competition items of the World Vocational Skills Competition, students are not only required to master professional skills proficiently, but also required to use a variety of professional knowledge and skills to solve practical problems, which puts forward high requirements for students’ comprehensive literacy. National vocational skills competitions at all levels should pay attention to the examination of relevant abilities when organizing relevant competition items in order to promote the development of higher vocational institutions in this field.

(3) Student-centered and Innovative Integration through Enterprise Participation and Teacher Enhancement

International vocational skills competitions attach great importance to the examination of students’ innovation ability. Therefore, China’s vocational skills competition should highlight innovation in project setting and project content selection. Vocational schools can continuously stimulate students’ innovation consciousness through the form of school-enterprise cooperation, and schools should put forward higher requirements on teachers’ innovation and practice ability by introducing teachers and going out for further training.

(4) Establishing an Open and Popular Platform for Skills Competitions in Higher Vocational Colleges and Universities

To carry out vocational skills competitions, we must do a good work of publicity, improve the participation rate and degree of participation of vocational colleges and universities, and enhance the social influence and radiating power of vocational skills competitions at all levels. The skill competitions should further realize openness and popularity, and truly achieve the goal of promoting practice and learning through competitions. Government departments should actively integrate competition resources and provide various guarantees for competition activities by coordinating enterprises and relevant colleges and universities. Colleges and universities should also actively mobilize their participation and pay attention to the role of skill competitions in higher vocational institutions. The improvement of the influence of technical competitions needs to be driven and promoted by continuously cultivating excellent technical talents to realize the typical demonstration to form a larger influence in the society.
5. Conclusion

It can be seen that the reform of vocational skills competition guided by the concept of World Vocational Skills Competition plays a crucial role in cultivating skilled talents, and all efforts are needed to jointly promote the further improvement of the quality of skills competition. This thesis firstly analyzes the World Vocational Skills Competition related to it, and then analyzes the current dilemma of the development of skills competition in higher vocational colleges. Finally, with the concept of “World Vocational Skills Competition” as the guide, an open, permeable and integrated vocational school skills competition mechanism is constructed to further promote the change of the target concept of vocational school skills competition and to comprehensively examine the comprehensive quality of students. Through the participation of enterprises, the innovation ability of students driven by teachers is improved, and an open and permeable vocational school skills competition platform is built.

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