

TALENT CULTIVATION MODEL IN THE CONTEXT OF SPRING COLLEGE ENTRANCE EXAMINATION

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Abstract

The study starts from the background of the spring college entrance examination in Guangdong Province, combines theories and research results of talent cultivation, draws on the experience of talent cultivation in China and abroad, and explores secondary vocational schools to realize "dual-oriented" talent cultivation mode from the perspective of cultivating students' learner autonomy ability. The study will provide new ideas and suggestions to explore the "dual-oriented" talent cultivation mode from the perspective of cultivating students' learner autonomy ability. The "dual orientation" is the "employment orientation" which can reflect the social function of vocational education - market-oriented and employment-promoting, and the "education orientation" which can reflect the nurturing function of vocational education for the overall development of people - personal and ability-oriented. This study focuses on the talent cultivation model implemented by Shenzhen K School in the context of the Guangdong Provincial Spring College Entrance Examination. This study can provide reference for the talent cultivation mode of secondary vocational schools, help secondary vocational colleges and universities optimize their talent cultivation programs and cultivate more composite skill talents.

Keywords: Talent Cultivation, Spring College, Entrance Examination, Employment Orientation, Education Orientation

Statement of the Research Problems

In China, secondary vocational education is a kind of secondary-level vocational education implemented at the high school level, based on nine-year compulsory education and training a large number of skilled personnel and high-quality workers to meet the market demand for the first line of social production and services. In addition to general knowledge and culture education, secondary vocational schools also provide students with vocational knowledge and skills training according to job requirements.

1. High-level policy-oriented design for government. Since the beginning of the 21st century, the state has carried out a series of reforms in secondary vocational education to promote the effective and smooth integration of secondary vocational education and higher vocational education, to build a "bridge" for the growth of talents in the vocational education system, and to promote the healthy development of vocational education.

2. The actual requirements of society. China is currently in the biggest change of this century. Against the background of continuous iterative renewal of high technology, China's development has entered a new stage, with major changes in industrial structure and accelerating technological transformation and upgrading, the demand for skilled personnel in all industries has changed from the previous demand for skilled personnel to the increasingly

urgent demand for high quality technically skilled personnel. Enterprises not only need employees with skilled operation skills, but also need them to have high comprehensive quality and good learning ability to cope with the ever-changing technological changes.

Research Questions

This study briefly describes the changes in policy and positioning of secondary vocational education in economic and social development at the national and societal levels, and now raises the following questions.

1. Does the spring college entrance examination require secondary vocational schools to be college-oriented, or is it a combination of employment-oriented and college-oriented? What factors can have a significant impact on students' employment and further education choices?
2. What is the current status of the talent cultivation model implemented by secondary vocational schools in the context of the spring college entrance examination?
3. What talent cultivation model should be implemented in secondary vocational schools to meet the sustainable development and lifelong learning of secondary school students in the context of spring college entrance examination?

Research Objectives

This study starts from the background of the spring college entrance examination in Guangdong Province, clarifies the current situation of talent cultivation mode implemented in Shenzhen secondary vocational education in response to national and regional planning and call, analyzes the problems of talent cultivation mode, combines theories and research results of talent cultivation, draws on the experience of talent cultivation in China and abroad, and explores secondary vocational schools to realize "dual-oriented" talent cultivation mode from the perspective of cultivating students' learner autonomy ability. The study will provide new ideas and suggestions to explore the "dual-oriented" talent cultivation mode from the perspective of cultivating students' learner autonomy ability. The "dual orientation" is the "employment orientation" which can reflect the social function of vocational education - market-oriented and employment-promoting, and the "education orientation" which can reflect the nurturing function of vocational education for the overall development of people - personal and ability-oriented. "The main purpose of this study is to examine the social function of vocational education, which is market-oriented and employment-oriented. Specifically, the main objectives of this study are as follows.

1. Exploring new talent cultivation mode path.
2. Innovating education and teaching methods of secondary vocational education.

Research Hypothesis

Based on the problem, purpose and research structure of this study, combined with relevant conceptual definitions, grounded theory, and literature reviews and summaries of Chinese and foreign talent cultivation models, the specific hypotheses of this study are as follows.

H1: In the context of the spring college entrance examination, the willingness of secondary vocational school students to go on to higher education is significantly higher than their willingness to be employed, so schools must implement a talent cultivation model that balances employment and further education, satisfying both the social function and the

nurturing function of vocational education.

H2: Students' own factors have a greater influence on the implementation of the talent cultivation model than other external factors such as school factors, family factors, and spring college entrance examination policy factors.

H3: The lack of aspects related to learner autonomy skills of secondary vocational school students leads to the inability to maximize the effectiveness on academic performance.

Research Benefit and Significant

1. Theoretical significance

In terms of theoretical significance, this study takes humanistic theory, new vocationalism education theory, multiple wisdom theory, organizational development theory, etc. as the basis, composes Chinese and foreign literature on talent cultivation model and other related literature, tries to explore new talent cultivation model paths from the perspective of lifelong learning theory that cultivates and improves students' learner autonomy ability in secondary vocational schools, and to some extent enriches the talent cultivation in secondary vocational schools Theoretical research.

2. Practical significance

In terms of practical significance, this study, through literature analysis, questionnaire survey and generalization, combined with the author's work experience as a full-time teacher in secondary vocational schools, not only investigates and studies the impact of the spring college entrance examination policy level on talent cultivation in secondary vocational schools, but also conducts a comparative study with factors such as students themselves, schools and families. The analysis of the current talent cultivation model, the proposed countermeasures for the shortcomings, and finally, the talent cultivation model for other secondary vocational schools for reference.

Theory and Literature Reviews

I have applied the following theories to support my study. There are humanistic learning theory, new vocationalism theory of Education, multiple intelligence theory, organizational development theory, lifelong learning theory.

Foreign vocational education is developed earlier, various regulations and systems are more sound, and many talent cultivation models have been explored and are more advanced. Among them, Germany's "dual system" is the most typical, which is a model for enterprises and corresponding vocational schools to jointly train talents; Singapore's "teaching factory" model combines schools, training centers and enterprises into a trinity; the "community college" model in the United States cultivates talents with vocational and technical skills for society; Japan's "industry-university-research" model is a model in which production, learning and research are closely integrated, and enterprises provide students, provide places for internship and training, what's more makes schools and enterprises work together to overcome technical issues and problems.

Although vocational education in China started late (the first vocational education law of the People's Republic of China was promulgated in 1996), by studying and learning from various advanced talent cultivation models abroad, and then combining China's national conditions and educational advantages to highlight Chinese characteristics, the talent

cultivation model of vocational education in China has formed a certain scale, and the development trend has shown regional and diversified. Vocational education grouping model, "order-based" talent cultivation model and "integration of industry and education" talent cultivation model are all more typical models of talent cultivation model in vocational schools in China at present.

Conceptual Framework

Graduation intention and employment intention are set as dependent variables in this study.

The independent variables are divided into students' own factors and external factors.

Students' own factors include learning initiative, learner autonomy ability, learner type, and learning achievement.

External factors include spring college entrance examination policy factor, school factors and family factors.

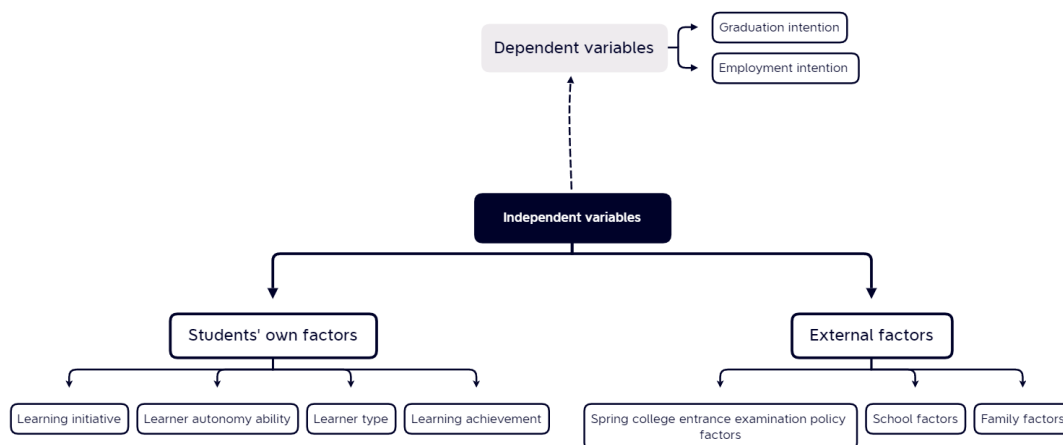


Figure: Conceptual Framework of the Study

Research result

The innovation of this study is to study the role of comparing related factors in the process from the perspective of secondary vocational school students' intention to graduate, so as to explore the importance of these factors considered in the process of implementing the talent cultivation model, as well as to try to explore the possibility of improving secondary vocational school students' own knowledge ability and technical skill ability from the perspective of cultivating learner autonomy ability, in order to meet the social composite technical skill. In this way, we will explore the possibility of improving students' knowledge and technical skills in secondary vocational schools from the perspective of cultivating learner autonomy ability in order to meet the needs of society's complex technical skills and the long-term, comprehensive development of individuals themselves.

H1 is consistent with the hypothesis that, after understanding the policies related to the spring college entrance examination, most of the students who originally determined and chose employment shift to choose further education, but there are still a small number of students who firmly choose employment, so we should implement a talent cultivation model that takes

into account the dual orientation of employment and further education.

H2 was not confirmed in this survey, and students' own factors did not play a greater influence than other external factors.

H3 is consistent with the hypothesis that the lack of learner autonomy skills of students in secondary vocational schools does not play a key role in academic performance, and the reason for this is that the lack of learner autonomy skills does not lead to a significant utility.

Discussion and Conclusion

Through the analysis of various aspects and dimensions and the analysis of whether there are significant differences in different variables, it is found that secondary vocational school students have a strong willingness to go on to higher education, and various factors such as students' own factors, spring college entrance examination policy factor, school factors, and family factors all influence and restrict their employment and higher education choices. In the context of the Spring College Entrance Examination, only a small number of factors influencing academic performance, which plays a key role in the 3 subjects of Chinese, Mathematics, and English examinations, play a role. In addition, the lack of students' learner autonomy ability and the lack of attention to the school factors such as the level of teachers, curriculum, and learning atmosphere prevented the effective connection of the factors and their superimposed effect.

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