

# **Innovation and Entrepreneurship in Chinese Vocational Education based on the Perspective of the New Economic Normal Exploration of Teaching Reform Innovation**

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## **Abstract**

**Compared with other types of education, vocational education needs to match the current social and economic development and the needs of the talent market. At present, China's economy is transforming in the direction of informationization and modernization. Under the perspective of the new economic normal, China's vocational education should be more in line with the new economic normal, to provide the society with new technical and skilled talents in line with the needs of the market, and to further promote the social and economic development. To this end, this paper analyzes the current status of China's vocational education teaching reform based on the new economic normal perspective, and puts forward further innovative suggestions and strategies for readers' reference.**

## **Keywords**

**New Economic Normal; Vocational Education; Teaching Reform.**

## **1. Introduction**

Unlike other types of education, vocational education has two essential characteristics, namely, employment-oriented and social service, which determines that China's vocational education has a closer relationship with China's society and economy[1]. Vocational colleges and universities, as an important position for exporting technical and skilled talents to the society, should correspond to the needs of social and economic development. At present, China's economy is transforming in the direction of informationization and modernization. For this reason, under the perspective of the new economic normal, China's vocational education needs to adapt to the new economic normal, and through further reform and exploration of vocational education teaching mode, it is conducive to realizing the vocational education personnel training level, level, ability, structure and the development of the economic development of the "new normal" development requirements, and to promote the formation of a new coordinated relationship between vocational education and economic and social development. The formation of a new coordinated relationship between vocational education and economic and social development.

## **2. Background of the Study**

Vocational education takes the cultivation of technical and skillful talents as its main goal and the service of the society as the purpose of its activities, and helps the learners to acquire the ability to master knowledge and apply knowledge and to form good professional ethics and professional qualities through the practice of the curriculum, so as to serve the needs of social production[2]. It can be seen that vocational education is closely connected with the development of social production, and vocational education should be transformed with the development of the economy in order to better adapt to the needs of the market economy in the new era.

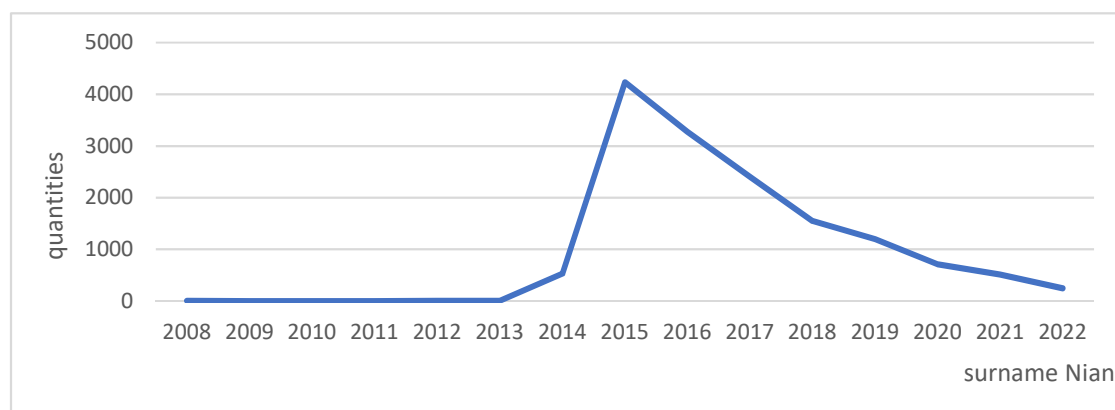
The term new normal first appeared in the central economic work conference in 2013, the emergence of the new normal breaks China's traditional economic structure, promoting China's economic development towards a new journey. The new normal of the economy refers to the social economy in the growth process of economic growth from high-speed growth to medium-high speed growth, the economic structure is not considered to be optimized, and the power is gradually shifted from factor-driven, investment-driven to innovation-driven strategy[3]. As China's economic development is moving towards a new stage, how to better promote China's economic development has become a hot topic of discussion.

Vocational education is an important part of national education and an important source of social labor. Vocational colleges and universities, as the main place to provide labor for social and economic development, need to meet the needs of the current market development and provide excellent talents and labor that meet the requirements of the times. For this reason, under the perspective of the new economic normal, vocational education should play its role in educating people, and realize educational transformation through teaching innovation and reform, so as to provide high-quality technical and skilled human capital for China's new economy.

### 3. Status of Research

#### 3.1. Theoretical Research on the New Economic Normal

The term "new economic normal" appeared in the 2013 Central Economic Work Conference, which mainly refers to the sustainable development and stable growth of the economy based on the symmetry of the economic structure[4]. As of November 2022, a total of 14684 journal articles and academic papers have been searched on China Knowledge Network with the theme of "new economic normal", and the specific contents are shown in Figure 1. It began to rise gradually, and reached its peak in 2015, but from the point of view of the number of studies, the economy is more studied in China. The studies on the new normal economy are mainly distributed in economic system reform, enterprise economy, finance, macroeconomic management and sustainable development, industrial economy, agricultural economy, trade economy and higher education. Agricultural economy, trade economy and higher education are among the many fields it covers.

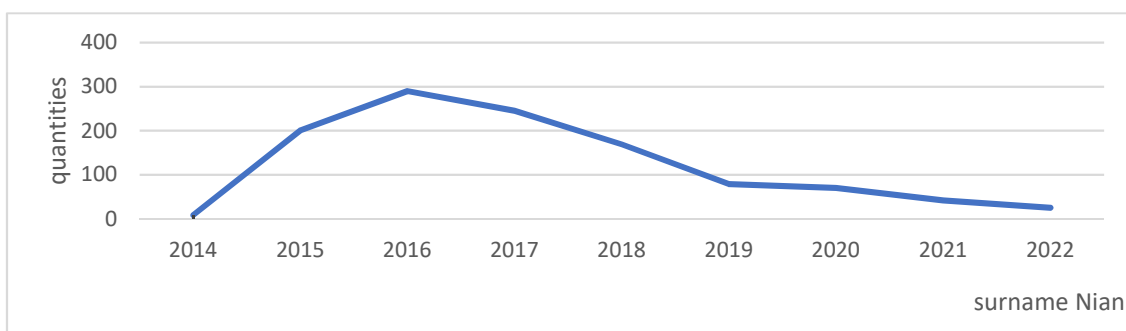


**Figure 1.** Trends in the publication of literature on the "new economic norm"

#### 3.2. Research on Education in the New Economic Normal

A total of 1,130 literature studies were searched on China Knowledge Network with the theme of "new economic normal" and "education", as shown in Figure 2, which shows that the relationship between education and the new economic normal has been explored more abundantly. Gan Zichao (2015) researched the vocational literacy cultivation of higher

vocational students on the basis of the new economic normal, and proposed to strengthen school-enterprise cooperation, improve the top-level design, promote the combination of work and study and other teaching reforms, and promote the comprehensive improvement of students' vocational literacy. Wang Lei (2016) based on the employment psychology of college students under the perspective of the new economic normal as the research goal, analyzed their psychological problems and put forward corresponding solution strategies, providing a theoretical basis for realizing the smooth employment of college students. Li Linjun (2020) puts forward the realistic dilemmas faced by innovation and entrepreneurship education in colleges and universities under the perspective of the new economic normal, and proposes the promotion strategies such as enhancing the faculty, strengthening the tripartite cooperation among colleges and universities, enterprises and the government, etc., to promote the promotion and development of entrepreneurship and innovation education in colleges and universities. Ling Yunzhao (2022), in the context of the new economic normal, integrates college employment guidance and ideological education, and introduces employment guidance strategies such as strengthening employment guidance and cultivating values to promote the ideological quality of college students while improving the employment rate of the society and promoting the overall development of the social economy.

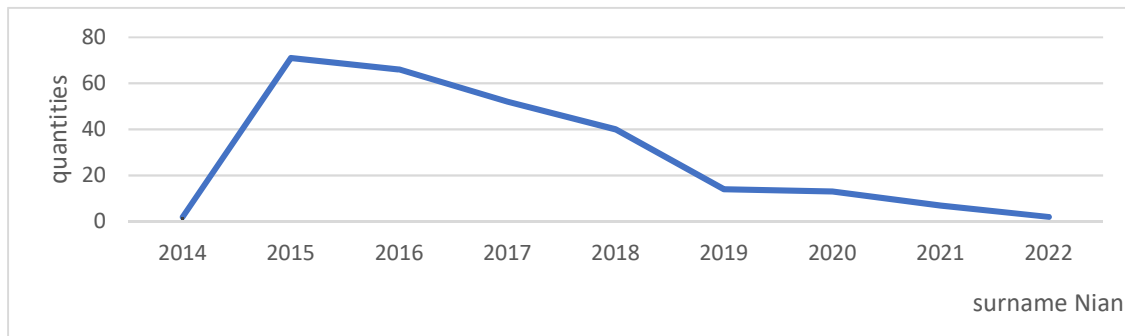


**Figure 2.** Trends in publications on the "new economic normal" and "education".

### 3.3. Research on Teaching Reform in Vocational Education based on the Perspective of the New Normal Economy

In China Knowledge Network to "economic new normal" "vocational education" as the theme of the search a total of 267 literature research, specific content see Figure 3, can be seen that vocational education in the new normal economy under the field of education accounted for a relatively large. Among them, Zhang Liang (2016) proposed that the development of vocational education should be normalized and transformed under the new economic normal, and proposed that vocational education should be transformed from "serving the local" to "serving the region", and that "internal development" should be transformed to "internal development", and that "internal development" should be transformed to "internal development". "to "internal and external equal emphasis on the transformation" and "individual action" to "group development" transformation, etc., to give the proposed strategy to promote vocational education to the mass entrepreneurship and innovation, leading to social progress and economic prosperity. Xu Jamei (2016) takes Suzhou Information Vocational and Technical School as an example to analyze the construction and practice of higher vocational talent cultivation objectives in the context of the new economic normal[5]. Lin Ning (2018) takes Kaifeng City Vocational College as an example to analyze the construction of school-enterprise cooperation in local vocational colleges under the background of the new economic normal, and proposes a variety of construction strategies, such as the integration of production and education and the integration of production, learning, research and teaching, in response to the current situation of carrying out. Zhang Hong (2021) continues to take Qingdao Institute of

Vocational Technology as an example to explore the new normal of higher vocational education accurately serving the regional economy, and puts forward specific action strategies and courses of action based on the status quo of education from the aspects of based on serving the region, proactive docking in the region, and capacity cultivation orientation, to push forward the reform of the field of vocational education.



**Figure 3.** Trend of publications on "New Economic Normal" and "Vocational Education".

Based on this, this paper continues to further excavate and explore the reform and innovation of vocational education teaching under the perspective of the new economic normal, so as to promote the formation of a new coordinated relationship between vocational education and economic and social development in China.

## 4. Status of Teaching Reform in Vocational Education in China

### 4.1. Ambiguity in Teaching Philosophy and Orientation of Teaching Objectives

Under the background of the new economic normal, the social requirements for the quality of talents are gradually improving. However, according to the survey, although the current vocational schools have carried out certain reforms and innovations in the teaching mode and teaching content, their teaching philosophy is still based on the input of theoretical knowledge to students, and the teaching evaluation mode of "score theory" is obvious. However, under the requirements of the new economy, the market demand for comprehensive and applied talents increases, and schools should change their teaching concepts and teaching objectives. Through diversified teaching activities such as project-based curriculum and task-driven teaching mode, the comprehensive practical ability of students can be improved. At the same time, for students in vocational colleges and universities, the traditional concept of vocational teaching classroom is mainly to teach students theoretical knowledge and the basic operation of a certain program, the lack of in-depth practice and understanding of the knowledge, this teaching philosophy and teaching objectives, although it can be adapted to a certain extent to the form of social development. But the lack of practical application ability of cheap labor will eventually be eliminated by social needs, is not conducive to the sustainable development of China's economy. According to the above analysis, it can be seen that part of China's vocational teaching concept is still affected by the traditional teaching ideology, the students' professional learning achievements as an important learning evaluation standard, which is not conducive to the development of China's vocational education.

### 4.2. Poor Distribution of Curricula

According to the survey, although schools offer a rich variety of courses, students pay little attention to non-specialized courses such as cultural courses and quality courses due to the influence of learning pressure, insufficient guidance from schools and lack of guidance from teachers. The non-specialized courses such as cultural courses and quality courses are virtually

useless, which is not only a waste of teaching resources, but also not conducive to the improvement and development of students' comprehensive ability. In addition, in the subject course mode, teachers mostly use the lecture method to convey the theoretical knowledge in the textbook to students, and in this process, students only complete the mechanical memorization mode, which seriously neglects the subjectivity and initiative of students. In addition, the content of the subject curriculum is broad, and there is a lack of connection between the specific requirements and content of the jobs, which is contrary to the concept of vocational teaching and the teaching objectives, and it is not possible to give full play to the practicality of vocational education and the function of educating people.

### **4.3. Low Level of Teaching of Teachers**

At present, the overall level of teaching ability of vocational teachers is on the low side, and they are unable to meet the requirements of "dual-teacher" teachers. This is mainly due to the recruitment standard of teachers in schools and the insufficient level of training in schools. At the same time, according to the survey, some teachers reflect that their professional happiness and sense of professional fulfillment are decreasing and on the contrary, their sense of professional burnout is increasing when they carry out teaching activities. In addition, there is a certain irrationality between the salary level and the structure of teachers' payment for teaching work. These factors affect teachers' ability and teaching level to a certain extent.

### **4.4. Small Scale of School-Enterprise Cooperation**

Enterprise practice is a direct platform for students to grow rapidly, but according to the survey, students in vocational schools rarely have the opportunity to go to enterprises to carry out "real-world" training, students' theoretical knowledge can not be materialized, which is not conducive to the cultivation and development of students' practical ability. From the enterprise level, the enterprise as a commercial organization needs to seek economic benefits for itself, the school-enterprise cooperation will increase the enterprise's operating costs, increase the risk of work-related injuries, which is not conducive to the enterprise's economic development. From the school level, the education content of vocational schools cannot fully meet the needs of enterprises, and vocational schools lack the capital and ability to attract enterprises to cooperate with them, which, to a certain extent, causes the small scale of school-enterprise cooperation, and the cooperation relationship floats on the surface.

## **5. Suggestions for Teaching Reform and Innovation in China's Vocational Education under the Perspective of New Economic Normalcy**

### **5.1. Creation of Employment-oriented and Service-oriented Teaching Concepts and Teaching Objectives**

Teachers' teaching philosophy and teaching objectives are a tangible and direct reflection of the philosophy and educational objectives of vocational education. Teaching objectives, as the starting and ending point of all educational work, play a guiding role in teachers' vocational education work. Teaching philosophy is the teacher's conceptual response to the self-teaching, from the spiritual level to guide teachers to carry out educational work[6]. Teaching philosophy promotes the formation of teaching objectives to a certain extent, on the contrary, teaching objectives also guide the transformation of teaching philosophy, and the two are interpenetrating and interconnected. For this reason, schools should change the traditional vocational teaching philosophy and teaching objectives, and promote vocational education from the source to meet the needs of the development of the new economic normal.

In the context of the new economic normal, it is necessary to create a teaching philosophy and teaching objectives that are "employment-oriented and service-oriented" in order to meet the

needs of the new economic development. The so-called "employment" refers to the fact that learners can find a suitable job after receiving vocational education and contribute to social and economic development as laborers or talents. For this reason, when teachers carry out vocational teaching activities, they should improve the comprehensive ability of students, introduce the practice of the curriculum, and promote the transformation of students into technical-skill-oriented talents[7]. Secondly, the so-called "service" refers to the concrete application of theoretical and practical knowledge to social production activities after completing vocational teaching to realize the purpose of serving the society. Under the current new form of economic development, the society needs more compound application talents with strong comprehensive ability. For this reason, schools and teachers should think far ahead when carrying out vocational teaching activities, improve students' practical ability and realize the upgrading of industrial chain and value chain.

## **5.2. Enriching the Content of Curricular Materials and Promoting the Transformation of Disciplinary Courses into Project-based Courses**

Curriculum culture is the main carrier of teaching activities in vocational education. For this reason, schools and teachers have to strengthen the curriculum culture in their vocational teaching activities, which is mainly reformed and innovated through the enrichment of curriculum materials and the creation of project curricula[8].

First, the content of curriculum materials in vocational schools should be enriched. Curriculum materials can also refer to course contents. On the one hand, vocational schools need to update and improve the content of the curriculum in a timely manner. Under the perspective of the new economic normal, schools and teachers need to effectively adjust the content of specialized courses in line with the development needs of vocational talents, and introduce students to current industry standards and future development trends, help students form a complete vocational framework, and promote the enhancement of students' comprehensive abilities. At the same time, schools need to combine the cultural curriculum with the vocational needs of students' development and rationally arrange the curriculum according to the actual needs of production and life. On the other hand, schools need to enrich the content of the curriculum, introduce elective courses, and start from diversified course contents such as science and technology, traditional culture, history, art, etc., to enrich the learning life of the students while expanding their knowledge reserve. At the same time, schools can infiltrate the spirit of traditional Chinese culture and moral qualities into classroom activities and classroom practice while carrying out elective courses, so as to improve the students' good moral qualities and excellent vocational qualities, and to help the students' all-round development.

Secondly, to realize the transition from the subject curriculum to the project curriculum. First of all, a subject curriculum is a curriculum based on subject knowledge and organized in a logical system inherent in that knowledge. For this reason, vocational schools should strengthen the reform of the curriculum model and promote the transition from the subject curriculum to the project curriculum, so as to improve the overall social recognition of vocational schools. The project course is a teaching mode that takes the actual workflow of production, management, operation and service of enterprises as the core of the course activities, and completes a certain project or work through students' independent inquiry and group cooperative inquiry. This teaching mode meets the needs of the development of vocational education under the new economic normal, and has a better effect on the goal of cultivating technical and skillful talents.

### **5.3. Creating a Mechanism for Diversifying Positions and Improving the Teaching Standards of Teachers**

The level of teacher competence determines the quality of education[9] . Under the new economic normal, vocational education has to input a large number of labor and applied talents for economic development. For this reason, it is necessary to strengthen the reform and innovation of vocational education teaching work. And the quality and level of teachers is a major important link that cannot be ignored in this also education teaching reform. First of all, Vocational colleges and universities need to improve the access system of vocational teachers and fundamentally improve the level of teachers. Schools can improve the vocational college teacher recruitment assessment system, through the comprehensive quality examination, vocational skills testing and structured interviews layer by layer to screen out quality teachers. Secondly, the school can improve the teacher training system. The teacher training system can be divided into pre-service training, on-the-job training and other diversified training modes. After teachers enter the education industry, schools can organize teachers to participate in teaching and research activities, so that young teachers in the activities to absorb more experience and lessons, so that the old teachers in the activities to understand the innovation of new teachers, to promote the common development of new and old teachers. Schools can also carry out the "old with new" training mode, according to the new teacher's own teaching characteristics for new teachers to provide new teachers with the same old teachers to guide, to promote the overall enhancement of the ability of new teachers. In addition, in-service training, schools can also invite education experts and scholars to carry out lectures in our school, organize excellent teachers to participate in the curriculum practice selection activities, election of teachers to other schools for observation and learning. Schools should enhance as many diversified learning activities as possible for teachers to improve their teaching ability and teaching level, and provide talent support for carrying out the teaching reform of vocational education. Finally, institutions at all levels should improve teachers' professional happiness[10] . On the one hand, vocational schools can improve the salary of teachers, and at the same time formulate a reasonable reward mechanism to improve the treatment level of teachers materially. On the other hand, vocational schools need to provide teachers with reasonable space for relaxation and entertainment. Teaching pressure is the main reason for the high mobility of teachers. For this reason, schools can create a sports base for teachers to provide a place for teachers to relax. Alternatively, schools can equip teachers with professional psychologists to relieve teaching pressure on a regular basis, so as to spiritually improve teachers' professional happiness and sense of achievement.

### **5.4. Strengthening the Connotative Docking of School-enterprise Cooperation**

Based on the above analysis, on the one hand, vocational schools need to enhance their cooperation value to attract more enterprises to carry out school-enterprise cooperation activities with vocational schools. Vocational schools can, with the support of the government and with the help of policies and opinions such as the Decision on Vigorously Developing Vocational Education, clarify the rights, obligations and responsibilities between enterprises and schools, so as to reduce the pressure for enterprises. On the other hand, vocational schools need to strengthen the connotative docking of school-enterprise cooperation to truly provide enterprises with comprehensive and applied talents that meet the development needs of their own enterprises. First of all, vocational schools can combine the culture and spirit of the enterprises with which they cooperate with the teaching activities and contents, cultivate students' sense of professional ethics in a subtle way, so that students can quickly adapt to the working environment of the enterprises after arriving at their posts, alleviate the pressure of the enterprises on employing people, and become real "professionals". Secondly, under the teaching goal and philosophy of "employment-oriented", vocational schools can combine

enterprise positions with project-based courses to improve the employment rate of students, thus attracting enterprises to actively participate in school-enterprise cooperation activities. Finally, the school can dock the training base with the enterprise workshop, and through the study of the enterprise workshop, carry out a one-to-one scene simulation and restoration in our school to provide students with simulated practice sites. In this way, it can not only reduce the employment pressure and industrial and commercial risks of enterprises, but also provide real practice places for vocational school students, provide sufficient space for students' practical operation, promote the transformation of students to technical and skill-oriented talents, and make schools and enterprises achieve win-win results.

## 6. Conclusion

In summary, in the context of the new economic normal of "stabilizing growth, promoting reform, adjusting structure, and benefiting people's livelihood", vocational education should conform to the transformation and upgrading of the economy in the new era, and provide the market with high-quality technical and skilled talents, and need to reform and innovate in three aspects, namely, educational philosophy and teaching objectives, teachers' vocational ability and development level, and the establishment of a platform for school-enterprise cooperation. Reform and innovation, for China's rapid economic and social development in the new era to provide a large number of high-quality composite integrated talents.

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