

Strategies for Improving the Effectiveness of Skilled Talent Training from the Perspective of Lifelong Learning

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Abstract: The new era calls for skilled talents. In response to the practical demands of the transformation and upgrading of modern industries, high-quality skilled talents have become in short supply for the sustainable development of industries. Vocational talents trained under the current model are confronted with problems such as insufficient practical ability, low comprehensive ability and professional quality, and weak stamina for sustainable development. Based on this, this paper examines the core connotation of lifelong learning and its theoretical guidance for cultivating skilled talents, analyzes the educational dilemmas faced by skilled talent training, and finally puts forward practical paths to improve the effectiveness of skilled talent training from the perspective of lifelong learning.

Keywords: Lifelong learning; Skilled talents; Talent training

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1. Introduction

Against the backdrop of industrial transformation and upgrading and the construction of a skill-based society, the market demand for high-quality, sustainable development-oriented skilled talents continues to rise. However, the traditional stage-based vocational education model suffers from several problems, including weak practical abilities of talents, insufficient momentum for career development, and a disconnect between school education and enterprise needs. Grounded in the core concept of lifelong learning, this study focuses on improving the effectiveness of skilled talent cultivation. It hypothesizes that deep integration of lifelong learning and vocational education can resolve the current educational dilemmas. By analyzing practical challenges in talent cultivation, this study constructs a long-term cultivation pathway, providing theoretical and practical support for the high-quality development of vocational education and the long-term cultivation of skilled talents.

2. The core connotation of lifelong learning

2.1. Lifelong learning is a way to implement the new development philosophy

High-quality development is the top priority in building a modern socialist country in all respects,” and talents are the fundamental and strategic support for accomplishing this important task. Building a new development paradigm calls for technical and skilled talents. Accelerating the construction of a new pattern of lifelong and comprehensive learning is an objective need to speed up talent training and improve national quality, as well as a necessary way to implement the new development philosophy.

2.2. Lifelong learning is a need for cultivating skilled talents

Lifelong learning helps learners improve their self-awareness and self-drive, and enhance their sense of self-worth and self-efficacy. The new era has put forward demands for technical and skilled talents. To promote the all-round development of skilled talents, lifelong learning and continuing education are indispensable sources of motivation. In the process of growth, skilled talents can achieve lifelong development only through lifelong learning ^[1].

2.3. Lifelong learning is a precondition for building a skilled society

Education in the new era is increasingly becoming lifelong, and China is striving to build a lifelong learning system and a learning society. Promoting learner-centered lifelong learning aims to stimulate the motivation of the whole nation, especially skilled talents, to pursue truth and improve skills, develop the learning habits of independent learning and self-motivation, and form a good social atmosphere of a skilled society where everyone can learn anytime and anywhere.

3. Theoretical guidance of lifelong learning for cultivating skilled talents

3.1. The concept of lifelong learning is an important source of curriculum ideology and politics

The concept of lifelong learning provides important guidance for colleges and universities to cultivate skilled talents with both moral integrity and professional competence. College teachers should implement the concept of lifelong learning, keep pace with the times to continuously improve their professional and moral cultivation, and constantly enhance their ability to teach and educate people. Only by firmly establishing the concept of lifelong learning and attaching importance to the improvement of students’ comprehensive quality and ability can teachers continuously enhance their awareness and ability of curriculum ideology and politics, pass on the concept of lifelong learning to students, and give play to the exemplary and leading role of ideological and political elements in the teaching process.

3.2. Lifelong learning promotes students’ views on labor and skills

Labor education is the only way to improve lifelong learning skills, and directly affects the labor value orientation and labor skill level of contemporary college students. The concept of lifelong learning can be truly implemented in the process of labor education, enabling students to understand the truth of “learning by doing and doing by learning,” promoting them to establish the values that “labor is the source of happiness” and “labor is glorious and skills are precious,” improving their professional skills and comprehensive literacy as future workers, and enhancing their sense of accomplishment and honor.

3.3. Lifelong learning brings endogenous power for students' long-term development

Endogenous power is the internal strength and subjective initiative of students' self-development, and the core force driving their growth, development, and success. Lifelong learning can give full play to the creative ability of each student, ensuring that all learners acquire the knowledge and skills needed for sustainable development, so as to meet people's learning needs for survival and a happy life.

4. Educational dilemmas faced by skilled talent training

4.1. Insufficient connection between skills competitions and practical teaching

Vocational skills competitions play a leading and promoting role in professional construction and teaching reform, especially in cultivating students' professional competence ^[2]. However, there is currently an awkward situation of insufficient connection between skills competitions and practical teaching. From the perspective of students, due to the limitation of resource allocation for skills competitions, competition opportunities cannot cover all students in teaching practice, resulting in low participation and popularity of skills competitions, and students cannot exercise professional and practical skills through competition practice. From the perspective of teachers, there is a lack of professionally skilled teachers; some teachers only focus on daily teaching and complete teaching tasks mechanically, without understanding vocational skills competitions or carrying out teaching reform and curriculum construction based on students' skill needs. From the perspective of competition practice itself, there is a lack of effective practical teaching. Many skills competitions tend to "focus only on results," relying too much on intensive training before competitions instead of integrating skill training into daily teaching. In addition, teachers and students who participate in competitions but do not win awards will lose motivation for sustainable development.

4.2. Low social recognition increases students' sense of crisis

Low social recognition of vocational colleges is an important factor restricting the development of vocational education. Social recognition affects students' perceptual understanding of their majors, and has an important impact on the formation of their professional identity and the improvement of their interest in professional learning. However, students are in the stage of maturing self-judgment and independent thinking ability. Low social recognition will lead to psychological insecurity and identity crisis. At present, vocational education has not been fully recognized by the public, and there is even the concept of "vocational school discrimination," which causes vocational college students to suffer from identity anxiety and emotional deprivation, affecting their self-confidence and motivation. Therefore, this paper argues that every means should be tried to improve social recognition of vocational education and vocational students, and attach importance to the cultivation of students' sense of identity. Cultivating students' professional identity is an important part of vocational college education. Only when students correctly understand themselves and their environment can they improve their individual identity, find their direction of efforts, and better achieve their life goals and self-worth ^[3].

4.3. Disconnection between campus learning and social job demands

In professional construction, the talent training mode of colleges should be coordinated with social needs. Whether the talent training programs formulated by vocational colleges are scientific and reasonable, and whether students' campus learning is closely related to professional competence and enterprise post

competence requirements, directly affect the quality of talent training in vocational colleges, which in turn directly affects the employment rate. In today's rapid economic and technological development, enterprises not only require graduates to have basic professional knowledge, but also have an increasing demand for skilled, high-quality, and interdisciplinary talents. At present, there is a poor connection between talent training and social talents in vocational colleges, and a disconnection between campus learning and social job demands. Vocational college students are anxious about difficulties in finding jobs, while skilled enterprises are faced with labor shortages and difficulties in recruitment. One important reason is the disconnection between campus learning and social job demands. Many vocational colleges focus too much on theoretical knowledge and neglect students' practical skills, leading to the failure to effectively cultivate skilled talents and the disconnection between what students have learned and their abilities and actual social needs.

4.4. Insignificant effect of multi-subject collaborative education

With the development of the economy and society and the deepening of the market economy, employers have put forward higher requirements for talents, and the single-subject talent training mode can no longer adapt to the current situation. Collaborative education is an effective measure and carrier to implement the educational effect for vocational college students. We should make full use of the resources of the government, schools, families, and society through multi-subject collaborative education, form a good atmosphere for the whole society to care about students' development and growth, and improve the quality of collaborative education. Only when multiple subjects participate in talent training and form a unified talent training concept can we effectively give play to enthusiasm and initiative, and improve the effect and efficiency of talent training. However, although a collaborative education mechanism for different subjects has been proposed at the policy and theoretical level, there are deficiencies in practical practice, which have not attracted the attention of educational subjects. The division of powers and responsibilities is unclear, the sharing of information and resources among various subjects is insufficient, and there is a lack of a reasonable evaluation mechanism and adequate guarantee conditions for the effect of collaborative education, which cannot effectively promote the improvement of students' comprehensive literacy and practical ability.

5. Practical paths to improve the effectiveness of skilled talent training from the perspective of lifelong learning

5.1. Adhering to the integration of morality and skills, and strengthening the development of students' core literacy

The fundamental task of colleges and universities is to foster virtue through education. Nowadays, high-quality development has become the main theme of vocational colleges. Against this background, whether vocational education can promote the development of students' core literacy is particularly critical. Therefore, adhering to the educational concept of "integrating morality and skills" has become the basic principle for vocational colleges to foster virtue through education and cultivate talents. Students' core literacy is the essential quality and key skills for students to adapt to and integrate into society. Strengthening core literacy is the key for every student to develop themselves and master excellent skills. Firstly, vocational colleges should become important bases for cultivating skilled craftsmen. The fundamental task of vocational colleges to foster virtue through education is to cultivate skilled talents with both morality and skills. Vocational education should not only enable students to acquire knowledge, but also teach them humanistic literacy,

professional skills, innovative awareness, and craftsman spirit, provide more positive guidance for students, and boost their diversified success. Secondly, adhere to the “five education simultaneously” to promote the all-round development of students. Vocational colleges should adhere to the simultaneous development of moral, intellectual, physical, aesthetic, and labor education, based on social development and students’ lives, integrate theory with practice, promote talent growth in practice, establish a multi-dimensional talent evaluation mechanism, and explore a high-quality talent training mode for cultivating innovative and interdisciplinary talents.

5.2. Adhering to innovative thinking, and promoting professional social recognition

The implementation of the new Vocational Education Law is conducive to improving the recognition of vocational education. To promote the high-quality development of vocational education through high-quality training of technical and skilled talents, this paper argues that the vocational education guarantee system should be further improved, and social policies conducive to the development of technical and skilled talents, and do a good job in publicity and guidance to enhance the social recognition of vocational education. A key link here is to make the training goal of vocational education clearer. Some vocational colleges have not yet been independent from hierarchical education, and their education quality cannot meet the current social demand for technical and skilled talents. Only by transforming from “hierarchical education” to “type education” and recognizing that vocational education is equally important as general education can we help shape social consensus and improve public recognition of vocational education. In addition, this paper argues that the status... should be constantly raised of technical and skilled talents and inspire more young people to take the road of becoming talents through skills. By providing a stage for skilled talents to display their skills and talents, and creating a social atmosphere where “labor is glorious and skills are precious,” we can strengthen social recognition of vocational education and skilled talents. Finally, this paper argues that full play should be given to the media’s role in public opinion guidance, publicize the state’s support and attention to vocational education, demonstrate the role of vocational education and skilled talents in promoting economic development and social transformation, and provide a good public opinion space for the sound development of vocational education and the improvement of social recognition ^[4].

5.3. Promoting the connection between supply and demand, and forming a demand-oriented training mechanism

For vocational colleges, talent training should be oriented by industrial demand to avoid disconnection from social development and industrial demand. Some vocational colleges lack pertinence and practicality in talent training plans, curriculum setting, and ability training, resulting in inconsistency between students’ campus learning content and social demand, and weak practical ability that cannot adapt to enterprise needs. To solve these problems, we should start from the following aspects. Firstly, the government should increase financial support for the development of vocational colleges and vocational education, so as to promote vocational colleges to train more skilled talents in line with social needs, adapt to enterprise iteration, industrial transformation and upgrading, and social progress, and promote the connection between vocational professional construction and industrial transformation and upgrading. Secondly, colleges and universities should continuously optimize the talent training mode, promote the integration of industry and education as well as the integration of science and education through school-enterprise cooperation, realize the integration of posts, courses, certificates, competitions, learning, and innovation, and promote a more effective

connection between talent supply and demand. Teachers should be assigned to enterprises for internship and training to integrate theory with practice and improve their professional quality. Thirdly, enterprises should strengthen cooperation with vocational colleges, explore the modern apprenticeship system with enterprises entering schools, enable students to carry out employment internship more conveniently, gain deeper professional experience, feel more intuitively the importance of professional skills for their own development, enhance their professional competitiveness and career planning awareness, cultivate correct employment views through personalized employment guidance, and help students achieve accurate employment.

5.4. Strengthening the integration of industry and education, and establishing a multi-linkage education mode

The integration of industry and education is an important mode of talent training in vocational colleges and the development direction of modern vocational education construction. The integration of industry and education refers to the integration of production and education. In student training, production and teaching promote each other and complement each other. Teaching is carried out in production practice, and production is carried out in teaching, which is an effective way to cultivate applied and innovative talents. Deepening the integration of industry and education and establishing a multi-linkage education mode are of great significance for improving the quality of vocational education, promoting students' employment and entrepreneurship, and boosting the quality and efficiency of vocational education under the new situation^[5]. Firstly, this paper argues that importance should be attached to the integration of industry and education and integrate this concept into student training, teacher construction, curriculum construction, employment, and entrepreneurship, so that the integration of industry and education becomes the guiding ideology and action guide of vocational colleges. Only in this way can we accelerate the transformation and upgrading of vocational education, improve the compatibility between professional education and social needs, and help vocational students improve their comprehensive quality. Secondly, this paper argues that special actions should be carried out to visit enterprises and expand posts to promote employment, actively connect with employers, fully investigate and study the current employment situation of students, expand the employment market and channels, further understand the employment destination and post retention rate of graduates, draw lessons from experience, and deepen the depth of talent training. Finally, this paper argues that multiple measures should be taken to build an integrated education platform of industry, university, and research, and establish a multi-linkage education mode involving the government, schools, and enterprises. This mainly includes leading the high-quality construction of schools through Party building, promoting the all-round development of students' morality, intelligence, physical fitness, aesthetics and labor, inheriting red genes, and becoming strivers in the new era; strengthening practical education through school-enterprise cooperation and the integration of industry and education, stimulating students' learning motivation, teaching them to be grateful, tempering the quality of hard work, and striving to forge ahead.

6. Conclusion

This study constructs a skilled talent cultivation system from the perspective of lifelong learning. Theoretically, it addresses the limitations of existing research, which emphasizes short-term training while neglecting lifelong development, thereby improving the theoretical framework of vocational education.

Practically, it proposes multi-dimensional implementation pathways that can effectively alleviate the structural contradiction between talent supply and demand. Compared with previous single-dimensional studies, this paper establishes a systematic cultivation system, achieving dual innovations in research perspective and system architecture. However, this study lacks empirical data support, and the multi-dimensional guarantee mechanism for cultivation has not yet been elaborated. Future research may optimize pathways through empirical investigations, improve the institutional framework, integrate digital scenarios, and continuously refine the lifelong cultivation model for skilled talents.

Disclosure statement

The author declares no conflict of interest.

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