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The Breakthrough of Dilemmas and Innovative Paths in the Construction of High-Quality Courses in Higher Vocational Education Driven by the Reform of the Three Teachings

Yong Li*

Heilongjiang Communications Polytechnic, Harbin 150025, Heilongjiang, China

**Author to whom correspondence should be addressed.*

Abstract: As the core grasp for the connotative development of higher vocational education, the reform of the Three Teachings (teachers, teaching materials, teaching methods) provides fundamental guidelines and practical directions for the construction of high-quality courses. Guided by the core standards of "double characteristics and one degree" (innovation, practicality, and challenge), the construction of high-quality courses in higher vocational education aims to solve problems such as homogenization of traditional courses, insufficient practicality, and disconnection from industrial needs. Based on the core requirements of the reform of the Three Teachings, this paper analyzes the current dilemmas faced by the construction of high-quality courses in higher vocational education in terms of faculty strength, teaching material system, teaching implementation, and evaluation mechanism. Combined with the professional and market-oriented nature of higher vocational education, it explores targeted breakthrough strategies and innovative paths, providing theoretical references and practical insights for promoting the iterative upgrading of higher vocational course quality and cultivating high-quality technical and skilled talents.

Keywords: Reform of the three teachings; Higher vocational education; High-quality course construction; Dilemma breakthrough; Innovative path

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1. Introduction

With the in-depth advancement of the Vocational Education Quality Improvement and Excellence Cultivation Action Plan, the construction of high-quality courses has become a key carrier for higher vocational education to deepen teaching reform and improve education quality. Focusing on the three core elements of teachers, teaching materials, and teaching methods, the reform of the Three Teachings injects momentum into the construction of

high-quality courses from the source, and the two complement each other and work synergistically [1]. At present, although certain progress has been made in the construction of high-quality courses in higher vocational education, in the process of implementing the reform of the Three Teachings, there are still practical challenges, such as mismatches between teachers' abilities and the requirements of high-quality courses, insufficient adaptability of teaching materials, and lagging innovation in teaching methods. Based on this, under the background of the reform of the Three Teachings, systematically sorting out the dilemmas in the construction of high-quality courses in higher vocational education and exploring scientific and effective breakthroughs and innovative paths are of great significance for promoting the transformation of higher vocational education from scale expansion to quality improvement and meeting the industrial demand for high-quality technical and skilled talents.

2. Practical dilemmas in the construction of high-quality courses in higher vocational education driven by the reform of the three teachings

2.1. Gap between faculty construction and the requirements of high-quality courses

Teachers are the core support for the construction of high-quality courses. The reform of the Three Teachings prioritizes the improvement of teachers' abilities, but the current higher vocational faculty still cannot fully meet the high standards of high-quality course construction. On the one hand, the quality of the construction of the "double-qualified" teacher team is uneven. Although some teachers have a certain theoretical foundation, they lack front-line industrial practice experience, and have an insufficient grasp of core job skills and industrial technology iteration trends. This leads to the disconnection between curriculum design and practical needs, making it difficult to integrate real work scenarios and job tasks into the classroom [2]. On the other hand, teachers' teaching innovation ability needs to be improved. Most teachers still use traditional lecture-based teaching models, are not proficient in the application of new teaching methods such as project-based, case-based, and flipped classroom teaching, and cannot deeply integrate information technology with courses. They cannot effectively stimulate students' learning initiative, making it difficult to meet the requirements of "high-level" and "innovative" high-quality courses. In addition, the teacher training system lacks pertinence. Existing training mostly focuses on the update of theoretical knowledge, ignoring the organic combination of practical skill improvement and teaching method innovation, making it difficult to help teachers quickly adapt to the actual needs of high-quality course construction [3].

2.2. Insufficient adaptability and timeliness of the teaching material system

As the core carrier of teaching content, the quality of teaching materials directly determines the effectiveness of high-quality course construction. Although the higher vocational teaching material system has been gradually optimized, driven by the reform of the Three Teachings, there are still many problems. First, the content of teaching materials is disconnected from industrial needs. Some teaching materials have a long compilation cycle and lagging updates, failing to timely integrate new industrial technologies, processes, and specifications. This results in a gap between teaching content and actual job requirements, making it difficult to cultivate students' job adaptability [4]. Second, the compilation model of teaching materials is rigid. Most of them take theoretical knowledge as the core thread, lacking the systematic integration of practical skills and professional literacy. The case design is outdated, and the practical training projects are not highly operable, which cannot support the core requirement of "practicality" for high-quality courses. Third, the selection and customization of teaching materials lack flexibility. Most higher vocational colleges still rely on unified textbooks, and the development

of customized textbooks, loose-leaf textbooks, and work manual-style textbooks targeting the professional characteristics of the university and regional industrial characteristics is insufficient, making it difficult to meet the personalized needs of high-quality course construction for different majors [5]. At the same time, the integration of teaching materials with digital resources is not in-depth, lacking supporting online question banks, virtual simulation resources, etc., which cannot support the development of mixed teaching models.

2.3. Difficulties in the implementation of teaching method innovation and poor effectiveness

The reform of teaching methods is a key link in the reform of the Three Teachings and an important means for high-quality course construction to break through traditional teaching bottlenecks. However, the current innovation of teaching methods in higher vocational education still faces difficulties in implementation and poor effectiveness. On the one hand, the innovation of teaching models is superficial. Although some teachers try to adopt project-based and case-based teaching, they lack scientific teaching design and implementation processes, and still stay at the level of "changing the form without changing the content". They fail to truly realize the transformation from "teacher-led" to "student-centered", and cannot effectively cultivate students' independent learning ability, innovation ability, and team collaboration ability [6]. On the other hand, the depth of integration of information technology and teaching is insufficient. Although most higher vocational colleges are equipped with hardware resources such as smart classrooms and online teaching platforms, they are only used for basic functions such as courseware display and homework assignment. They fail to give full play to the advantages of information technology in virtual simulation teaching, personalized teaching, and process evaluation, making it difficult to support the "innovative" construction requirement of high-quality courses.

2.4. Imperfect course evaluation mechanism and deviated orientation

A scientific evaluation mechanism is an important guarantee for the quality of high-quality course construction, but the current higher vocational course evaluation mechanism still has problems of deviated orientation and imperfection. First, the evaluation subject is single. Most evaluations are dominated by teachers, lacking the participation of students' self-evaluation, mutual evaluation, industry enterprises, and employers. The evaluation results are difficult to fully reflect the course quality and students' ability levels, and cannot meet the requirements of "process-oriented" and "comprehensive" evaluation for high-quality course construction. Second, the evaluation content is one-sided. It overemphasizes the assessment of theoretical knowledge, and insufficiently evaluates students' practical skills, professional literacy, and innovation ability, which is contrary to the goal of higher vocational education to cultivate technical and skilled talents, and also difficult to reflect the core requirement of "high-level" for high-quality courses [7]. Third, the evaluation method is rigid. Most of them adopt traditional forms such as final exams and written assessments, with a low proportion of process evaluation. They lack dynamic tracking and evaluation of students' learning processes, project completion, and job adaptability, and cannot effectively guide students to focus on ability improvement and process accumulation.

3. Innovative paths for the construction of high-quality courses in higher vocational education driven by the reform of the three teachings

3.1. Build a "double-qualified" faculty team adapted to high-quality course construction

Based on the requirements of faculty construction in the reform of the Three Teachings, focusing on the training

of “double-qualified” teachers, construct a faculty construction system of “simultaneous introduction and training, school-enterprise collaboration” to provide talent support for high-quality course construction. On the one hand, improve the training mechanism for “double-qualified” teachers, deepen school-enterprise cooperation, establish teacher enterprise practice bases, and compulsorily require professional teachers to regularly take on-the-job internships and participate in project research and development in enterprises. This helps them familiarize themselves with industrial technology iterations and job requirements, transform practical experience into teaching resources, and integrate them into the entire process of high-quality course design and teaching implementation. At the same time, optimize the teacher training system, conduct targeted special training on teaching method innovation, information technology application, and curriculum design, and invite industry experts and famous teachers to give lectures and demonstration classes to improve teachers’ teaching innovation ability and high-quality course construction ability [8]. On the other hand, improve the teacher introduction and incentive mechanism, focus on introducing technical backbones and skilled craftsmen from industry enterprises as part-time teachers, enrich the practical teaching force, and form a collaborative teaching team of “full-time teachers + part-time teachers”. Establish a performance appraisal system matching high-quality course construction, incorporate course construction effectiveness, teaching innovation achievements, and students’ ability improvement into assessment indicators, increase incentives for excellent high-quality course construction teams and individuals, and stimulate teachers’ enthusiasm and initiative in participating in high-quality course construction [9]. In addition, build a teacher teaching innovation platform, encourage teachers to form course construction teams, carry out special research on high-quality course construction, promote experience exchange and achievement sharing among teachers, and improve the overall level of the faculty.

3.2. Construct a dynamically adaptable teaching material and resource system

Guided by the teaching material reform in the reform of the Three Teachings, based on the “practicality” and “innovation” requirements of high-quality course construction, construct a teaching material and resource system of “school-enterprise co-compilation, dynamic update, and multi-dimensional integration”.

First, promote the iterative update of teaching material content, deepen school-enterprise cooperation, and jointly compile teaching materials with industry enterprise experts, front-line technical personnel, and professional teachers. Integrate new industrial technologies, processes, and specifications into teaching material content, highlighting the job pertinence and practical operability of teaching materials [10]. Focus on developing loose-leaf textbooks and work manual-style textbooks, and timely adjust teaching material content according to changes in industrial development and job requirements to achieve accurate docking between teaching material content and job needs.

Second, enrich the presentation form of teaching materials, promote the in-depth integration of teaching materials with digital resources, and develop supporting digital teaching resources such as online courseware, virtual simulation resources, practical training guidance videos, and online question banks. Construct a three-dimensional teaching material system of “paper textbooks + digital resources” to support the development of mixed teaching models and improve the interest and effectiveness of teaching.

Third, optimize the teaching material selection and management mechanism, give teachers and professional teams more autonomy in teaching material selection, and encourage them to select high-quality textbooks and develop customized textbooks in combination with professional characteristics and regional industrial characteristics [11]. Establish a teaching material evaluation and feedback mechanism, regularly collect opinions on the use of teaching materials from teachers, students, and industry enterprises, and timely optimize the content

and presentation form of teaching materials to ensure that teaching materials adapt to the needs of high-quality course construction.

3.3. Innovate teaching implementation models adapted to high-quality course construction

Closely following the requirements of teaching method innovation in the reform of the Three Teachings, focusing on students, and combining the professional characteristics of higher vocational education, innovate teaching implementation models to improve the teaching quality and effect of high-quality courses.

First, deepen the innovation of teaching models, promote new teaching methods such as project-based, case-based, flipped classroom, and mixed teaching, integrate real work projects and industry cases into classroom teaching, and guide students to carry out inquiry-based learning and cooperative learning in groups. Realize "learning by doing and doing by learning" to cultivate students' job skills and innovation ability. For example, in professional course teaching, take real enterprise projects as carriers, decompose course content into several project tasks, and guide students to complete the entire process of project design, implementation, and acceptance to improve their comprehensive application ability [12].

Second, promote the in-depth integration of information technology and teaching, make full use of resources such as smart classrooms and virtual simulation teaching platforms to carry out virtual simulation teaching and online-offline mixed teaching, break the constraints of time and space, and expand teaching scenarios. Use virtual simulation technology to simulate complex work scenarios and dangerous operation processes, make up for the shortage of practical training venues and equipment, and improve the safety and effectiveness of practical training teaching. Use online teaching platforms to carry out teaching activities such as pre-class preview, post-class expansion, and online interaction to realize dynamic tracking and personalized guidance of students' learning processes [13].

Third, optimize the teaching organization form, flexibly adopt small-class teaching and group teaching according to course characteristics and student needs, reduce class size, and improve teachers' attention and guidance to students. Deepen school-enterprise collaborative education, extend the classroom to the front line of enterprise production, carry out on-site teaching and on-the-job internship teaching activities, realize the organic integration of teaching processes and production processes, and improve students' job adaptability.

3.4. Establish a scientific and diversified evaluation and feedback mechanism for high-quality courses

Guided by the reform of the Three Teachings, based on the "double characteristics and one degree" standards of high-quality course construction, construct a "multi-subject, multi-dimensional content, process-oriented" course evaluation and feedback mechanism to ensure the quality of high-quality course construction.

First, improve the multi-subject evaluation system, construct a four-party evaluation system of "teacher evaluation + student self-evaluation + student mutual evaluation + industry enterprise evaluation", give full play to the advantages of all parties, and comprehensively evaluate the course quality and students' ability levels. Teachers focus on evaluating students' learning processes, knowledge mastery, and skill application; students reflect on their learning processes and improve their independent learning ability through self-evaluation and mutual evaluation; industry enterprises evaluate students' job adaptability, professional literacy, and innovation ability in combination with job needs to ensure the objectivity and comprehensiveness of evaluation results.

Second, expand the multi-dimensional evaluation content, break the limitation of single theoretical knowledge evaluation, and include theoretical knowledge, practical skills, professional literacy, innovation ability, and learning processes into the evaluation scope to construct a comprehensive evaluation content system

[14]. According to the characteristics of different courses, reasonably set the weight of each evaluation indicator, highlight the evaluation proportion of practical skills and innovation ability, and conform to the talent training goals of higher vocational education and the requirements of high-quality course construction.

Third, innovate process-oriented evaluation methods, reduce the proportion of final exams, and increase the weight of process-oriented evaluation indicators such as classroom performance, project completion, homework submission quality, practical training reports, and on-the-job internship performance. Adopt a combination of online and offline evaluation methods, track students' online learning data through online teaching platforms, and dynamically evaluate students' learning processes in combination with offline classroom interaction, project presentations, and practical training operations. At the same time, establish an evaluation result feedback and application mechanism, regularly feed back evaluation results to teachers and students, guide teachers to optimize teaching content and methods, and help students adjust their learning strategies. Organically combine evaluation results with course optimization, teacher improvement, teaching material revision, and talent training program adjustment to form a closed-loop mechanism of "evaluation-feedback-optimization" and promote the continuous improvement of high-quality course construction quality [15].

4. Conclusion

The reform of the Three Teachings provides a core grasp and practical path for the construction of high-quality courses in higher vocational education. As an important carrier for the connotative development of higher vocational education, the construction of high-quality courses is a concentrated manifestation of the effectiveness of the reform of the Three Teachings. At present, the construction of high-quality courses in higher vocational education still faces practical dilemmas in terms of faculty team, teaching material system, teaching implementation, and evaluation mechanism. It is necessary to take the reform of the Three Teachings as the guide, and make precise efforts in faculty team construction, teaching material resource optimization, teaching model innovation, and evaluation mechanism improvement to solve development problems. By building a "double-qualified" faculty team, constructing a dynamically adaptable teaching material resource system, innovating teaching implementation models, and establishing a scientific and diversified evaluation and feedback mechanism, we can promote the quality and efficiency of high-quality course construction in higher vocational education and achieve the dual improvement of course quality and education effect.

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