

# Exploration of Teaching Mode Reform for the Major of Pet Care and Management in Secondary Vocational Schools from the Perspective of “Five-Link Simultaneous Promotion”

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**Abstract:** With the rapid development of the pet economy in China, the demand for high-quality technical and skilled talents in the pet care and management industry is increasingly urgent. As the main base for talent cultivation in this field, vocational colleges are closely related to the adaptability of their teaching modes and the quality of talent training. At present, the teaching of the major of Pet Care and Management in secondary vocational schools has problems such as a disconnection between teaching content and the industry, weak practical education, and insufficient resource integration. Based on this, based on the perspective of “Five-Link Simultaneous Promotion”, combined with the education law of secondary vocational education and the development needs of the pet industry, this paper deeply analyzes the dilemmas of current professional teaching and explores methods to construct three-dimensional teaching reform, aiming to optimize the talent training system and improve the quality of professional education.

**Keywords:** Five-link simultaneous promotion; Secondary vocational education; Major of Pet Care and Management

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## 1. Introduction

At present, the pet care and management industry has transformed from traditional pet feeding to refined care, personalized service and standardization, which puts forward higher requirements for the professional skills, professional literacy and service awareness of practitioners. The major of Pet Care and Management in secondary vocational schools focuses on cultivating technical and skilled talents for the frontline of the pet industry. Its education model is closely connected with the development needs of the industry and is more in line with industrial standards. As an important concept for the deepening reform of vocational education, “Five-Link Simultaneous Promotion” emphasizes the linkage of multiple subjects, dimensions and scenarios, commits to breaking educational barriers, integrating high-quality educational resources and building an integrated education model. Carrying out teaching under the background of “Five-Link Simultaneous Promotion” and constructing an education system meeting industrial development needs is conducive to

promoting the high-quality development of the major and improving the pertinence of talent training.

## **2. Existing Problems in the Teaching Mode of the Major of Pet Care and Management in Secondary Vocational Schools**

### **2.1. Outdated teaching content disconnected from industrial needs**

At present, most teaching content of the major in secondary vocational schools still focuses on traditional theories such as pet feeding and disease prevention, lacking effective connection with new positions and new technologies in the industry. On the one hand, the update cycle of teaching content is long and lags behind industrial development needs<sup>[1]</sup>. The teaching content of emerging fields such as the operation of intelligent pet care equipment and pet behavior correction is insufficient, resulting in inconsistency between what students learn and the actual needs of positions. On the other hand, teaching content emphasizes theory over practice, with a high proportion of theoretical knowledge explanation and insufficient practical skill training, mainly focusing on basic pet care and simple grooming, lacking the cultivation of comprehensive post skills, which cannot adapt to the refined development needs of the industry<sup>[2]</sup>.

### **2.2. Weak practical teaching and insufficient education platforms**

Practical teaching is an important part of the major, but most colleges have problems, such as insufficient teaching platforms and non-standard practical teaching implementation at present. First, the construction of on-campus training bases lags. Most colleges are only equipped with basic training equipment, such as simple pet cages and grooming tools, lacking professional training scenarios such as simulated pet shops, pet hospitals and pet nutrition laboratories, resulting in insufficient quantity and backward technology of training equipment, which cannot meet the current learning and development needs of students<sup>[3]</sup>. Second, the cooperation of off-campus practice bases is a mere formality. Most school-enterprise cooperation only stays at the level of enterprises providing a small number of internship positions and accepting students for short-term probation, lacking in-depth cooperation in training, teaching and talent training program formulation. Third, practical teaching management is non-standard, lacking scientific training, teaching plans and assessment standards. There is a problem of emphasizing form over effect in practical training, and students' practical skills cannot be improved.

### **2.3. Insufficient resource integration and weak collaborative education**

The reform of the teaching mode requires the participation of multiple subjects, but most colleges have problems such as insufficient resource integration and an imperfect collaborative education mechanism at present. First, the school-local linkage is insufficient. There is a lack of in-depth cooperation between colleges and local governments, making it difficult to effectively integrate local industrial resources and policy resources, and a lack of policy support from local governments. Second, school-industry linkage is weak. Cooperation with pet industry associations is a mere formality; industrial standards and post specifications cannot be effectively integrated into teaching, and educational resources cannot be effectively utilized. Third, school-school linkage is insufficient. Similar colleges lack high-quality educational resources, cannot achieve complementary advantages, and it is difficult to realize coordinated development. Fourth, school-family linkage is insufficient, lacking the cultivation of students' career planning and practical ability, resulting in the failure to give play to the power of school-family collaborative education<sup>[4]</sup>.

### **3. Reform paths of the teaching mode from the perspective of “five-link simultaneous promotion”**

#### **3.1. School-local linkage: Anchoring regional needs**

The core of school-local linkage is to connect with the development needs of the regional pet industry, integrate local policy resources and industrial resources, and provide support for the reform of the professional teaching mode. First, connect with local industrial development planning. Take the initiative to connect with local governments and regional pet industrial parks, conduct in-depth research on the development status, post needs and talent standards of the regional pet industry, and constantly optimize and adjust talent training goals combined with the development planning of the local pet industry to ensure that talent training adapts to regional industrial development. For example, according to the characteristics of developed local pet grooming and pet medical industries, increase the teaching content of core skills such as pet grooming styling and pet diagnosis and treatment assistance. According to the characteristics of active local pet supplies sales brands, strengthen the skill training of pet supplies marketing and store operation management<sup>[5]</sup>.

Second, obtain regional policy and resource support. Strive for policy support, such as special funds for vocational education reform and training base construction resources. Use local industrial parks, public training bases and jointly build regional pet professional training centers, integrate local high-quality industrial resources, and provide professional and standardized training platforms for students<sup>[6]</sup>. For example, cooperate with local pet industrial parks to build a public training base for the pet industry, introduce high-quality pet enterprise technical equipment and training bases in the park, and realize the effective integration of teaching training and production. Strive for the support of local governments to carry out order-based talent training and cultivate high-quality technical and skilled talents for local pet enterprises.

Third, serve the development of local industries. Undertake the services of skill training and technology promotion for practitioners in the local pet industry, and improve the professional quality of practitioners in the local pet industry by carrying out vocational skill training, such as pet groomers and pet carers. Use professional teachers to provide technical help and support for local pet enterprises, to better realize the cycle of teaching promoting industry and industry feeding back teaching, and build a connection between industry and locality<sup>[7]</sup>.

#### **3.2. School-enterprise linkage: Deepening industry-education integration**

School-enterprise linkage is an important way to solve the problems of practical teaching of the major. Only by deepening school-enterprise cooperation can the effective integration of teaching and practical positions be realized. First, establish a talent training program. Set up a professional construction committee composed of college teachers, enterprise technical backbones and industry experts, formulate talent training programs combined with enterprise post needs and industrial standards, fully integrate enterprise post skill requirements and professional literacy standards into teaching, and build a post-oriented and competency-based curriculum system. Second, build a practical training teaching platform. Adopt the collaborative construction mode of on-campus training base + off-campus practice base. Establish professional training scenarios such as simulated pet shops, pet hospitals and pet nutrition laboratories with enterprises on campus, introduce enterprise technical equipment and business models, and realize the effective connection between on-campus training and post practice. Off-campus, strengthen cooperation with pet grooming shops, pet hospitals and pet supplies chain stores, build a more stable practice platform, provide more practical opportunities for students, and let students improve their skills in a real environment<sup>[8]</sup>. Third, implement the order-based education model.

Sign order training agreements with local leading pet enterprises, set up enterprise order classes, and cultivate talents in a targeted manner according to enterprise needs. Enterprises should provide training equipment and scholarships as support, so as to participate in the teaching and management of order classes. Colleges need to carry out targeted teaching according to enterprise requirements to ensure that students can directly enter enterprises for employment after graduation<sup>[9]</sup>.

### **3.3. School-school linkage: Integrating high-quality resources**

School-school linkage aims to integrate high-quality resources of similar colleges to realize resource coordination and complementarity, and solve the problems of insufficient college resources and uneven teaching levels. First, build a high-quality education and teaching resource sharing platform. Jointly with vocational colleges offering the major in the region, build a high-quality teaching resource sharing platform. Jointly build a professional teaching resource bank, integrate high-quality educational resources, and realize the effective connection of teaching resources<sup>[10]</sup>. For example, jointly with multiple colleges to develop core courses and resources in the fields of pet care and pet grooming, share high-quality teaching videos and resource banks, and control the construction cost of college educational resources. Second, promote the construction of the teaching staff. Establish a teacher exchange and cooperation mechanism, organize teacher exchanges between colleges, so as to realize the effective complementarity of teaching resources. For example, invite college teachers with high teaching level and strong practical ability to carry out special lectures and teaching demonstration classes, organize our own teachers to study in other schools and participate in practical training teaching. Third, jointly carry out practical training and competition activities. Jointly build training bases with multiple colleges, organize students to carry out joint practical training, skill competitions and other activities to ensure the improvement of students' practical skills and comprehensive quality. For example, jointly with regional vocational colleges to hold pet grooming skills competitions, so as to promote learning and teaching through competitions, and mobilize the enthusiasm of all students to participate<sup>[11]</sup>.

### **3.4. School-industry linkage: Connecting industrial standards**

School-industry linkage takes the pet industry association as an intermediary to promote the effective integration of industrial standards and teaching content, standardize the basic process of professional teaching, and ensure the effectiveness of talent training. First, introduce industrial standards and vocational qualification certificates. Connect with national and local pet industry associations, integrate post skill standards and professional literacy specifications designated by the industry into teaching content and talent training programs, so as to ensure the effective connection between teaching content and industrial standards. At the same time, include industry vocational qualification certificates such as pet groomer, pet carer and pet physician assistant into teaching, implement the academic certificate + vocational skill standards and professional literacy specifications into teaching, to improve students' quality and ability and ensure that students have professional qualifications after graduation<sup>[12]</sup>. Second, rely on industry associations to carry out teacher training and teaching and research activities. Jointly with industry associations, organize teachers to actively participate in industry training and technical seminars, so that teachers can master more new industrial technologies and specifications, and improve the quality and practical application ability of the overall educators in the industry. For example, jointly with local pet industry associations to hold training courses on new pet care technologies, actively invite industry experts and enterprise backbones to teach as teachers, so as to improve teachers' professional and technical ability. Third, use industry resources to build an education

system. Use industry associations to integrate high-quality enterprise resources and provide a guarantee for professional teaching. Industry associations introduce high-quality pet enterprises to carry out off-campus cooperation, build off-campus practice bases, organize students to actively participate in learning and practice, and promote students' learning and development<sup>[13]</sup>.

### **3.5. School-family linkage: Collaborative education**

School-family linkage aims to build a collaborative education mechanism with schools and families as the core, so as to strengthen students' professional literacy and practical application ability, and make up for students' deficiencies in professional cognition and professional literacy. First, strengthen the guidance of professional cognition and career planning. Popularize the connotation and employment prospects of the major to parents through parents' meetings, parents' open days and online communication, improve parents' recognition of the major, and guide parents to support students' learning and development<sup>[14]</sup>. Second, build a school-family practical education platform. Encourage parents to use their own resources to provide more practical application opportunities for students, promote students to participate in relevant practical activities in their spare time, and improve students' comprehensive quality. Third, strengthen the collaborative education of students' professional literacy. Ensure the collaborative efforts of schools and families, pay attention to cultivating students' professional literacy such as love, sense of responsibility, patience and carefulness, and improve students' communication ability, service awareness and teamwork ability<sup>[15]</sup>.

## **4. Conclusion**

In summary, under the background of the rapid development of the pet industry, the teaching reform of the major of Pet Care and Management continues to deepen. The education model of "Five-Link Simultaneous Promotion" focuses on the needs of local industries, deepens the integration of education and economy, realizes the effective connection between teaching and posts, promotes the sharing of high-quality resources of similar majors, promotes the effective integration of industrial standards and teaching content, and further promotes the development of students' professional literacy and practical ability. The mutual support and integration of the five linkages are conducive to building a three-dimensional collaborative education mechanism.

## **Disclosure statement**

The authors declare no conflict of interest.

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