

# Value Logic of Talent Cultivation Quality in Evaluation Model for Vocational Colleges in New Era

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**Abstract:** The value orientation of vocational colleges' current talent cultivation quality evaluation model has become alienated regarding goals, functions, means and methods. Vocational colleges should reconstruct value guidance, enhance goal identification and emotional resonance, abandon utilitarianism and balance value rationality and instrumental rationality, highlight the application of technology, balance knowledge and skills with professional qualities, strengthen process evaluation, and effectively combine result evaluation with process evaluation. In addition, it is important to build a "Four in one" talent training quality evaluation model for vocational colleges, including goals, functions, means and methods, and continuously improve the quality of vocational education professional talent training.

**Keywords:** Vocational colleges; Talent cultivation; Quality evaluation; Value logic

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## 1. Introduction

With the acceleration of China's economic transformation and upgrading, vocational education has also entered a critical period of talent cultivation. Vocational colleges must actively respond to the new challenges brought about by industrial transformation, drive development with innovation, adhere to people-oriented, ability-oriented and quality-oriented, and strive to cultivate high-quality technical and skilled talents that meet the requirements of the new era. Education evaluation is the baton of education development and talent cultivation. In the context of the new era where vocational education talent cultivation is placed in a more prominent position in the country, it is necessary to fully exert the subjective initiative of vocational colleges, analyze the value orientation crux of talent cultivation quality evaluation in vocational colleges and guide the whole society to establish a scientific view of education development and talent growth.

## **2. The value orientation of evaluating the quality of talent training in vocational colleges**

### **2.1. Compliance with the characteristics of vocational education reform: Strengthening the adaptability of vocational education**

The students trained in vocational education must adapt to the requirements of China's socialist modernization construction, cultivate high-quality technical and skilled talents that meet social needs, industry needs and enterprise development, and improve the quality of vocational education talent training. This is an objective requirement for social development and technological progress. The core purpose of conducting quality evaluation of talent cultivation in vocational colleges is to enhance the adaptability of vocational education <sup>[1]</sup>, which is reflected in three aspects: At the level of talent cultivation, effectively enhancing students' ability to adapt to industry development and job demands; At the level of teaching innovation, teachers can change their teaching concepts and reform teaching methods; At the level of social services, it has effectively strengthened the level of industry education integration and school enterprise integration.

### **2.2. Comprehensive education characteristics compliance: Transforming talent cultivation models**

The government and the state have put forward the educational purpose of cultivating high-quality technical and skilled talents, and vocational colleges should also focus on cultivating diversified development talents with both applied skills and professional qualities <sup>[2]</sup>. Innovate the quality evaluation model for talent cultivation in vocational colleges, with "comprehensiveness" as the focus and "education" as the core. "Comprehensive" refers to the various roles closely related to the development of students' vocational skills, including schools, enterprises, governments, families, and industries, reflecting the comprehensiveness of evaluation subjects. On the other hand, it refers to the comprehensiveness of evaluation content and methods formed by different subjects regarding the factors concerning talent cultivation's quality. "Education" is actively responding to the concerns of the government and the state, intending to strive to cultivate high-quality technical and skilled talents.

### **2.3. Adherence to the governance characteristics of colleges and universities: Enhancing the connotation of vocational colleges and universities**

Inclusive development within vocational colleges is a systematic project that should be guided by promoting the modernization of governance systems and capabilities <sup>[3]</sup>. Innovating the quality evaluation model of talent cultivation can stimulate the endogenous driving force of vocational college connotation construction.

The innovative talent cultivation quality evaluation model endows vocational education with "new connotations." Conducting evaluations of the quality of talent cultivation in vocational colleges emphasizes the important role of vocational colleges, enterprises, governments and families in cultivating high-quality talents and can also promote the construction of a model for vocational colleges to focus on cultivating high-quality technical and skilled talents.

The innovative talent training quality evaluation model absorbs "new forces" for the governance of vocational colleges and multiple entities join the team to enhance the talent training of vocational colleges, actively promoting the joint participation and coordination of various forces, further deepening the reform and development of vocational education and enhancing the adaptability of vocational education to the needs of economic and social development.

## **2.4. Teacher enhancing compliance with characteristics: improving teacher teaching strategies**

As the main driving force in vocational education activities, professional teachers should have sufficient teaching ability, professional level, practical experience and communication ability. The evaluation results of talent cultivation quality in vocational colleges should serve as a reference for teaching decisions, examine the shortcomings in the teaching process, identify the reasons and seek solutions, continuously optimize teaching activities and ensure the quality of curriculum teaching and educational effects. In addition, it can stimulate vocational colleges to base themselves on their characteristics, continuously practice and explore, and build a talent cultivation quality evaluation model that conforms to the characteristics of vocational colleges<sup>[4]</sup>. It can promote the unity of moral and intellectual education, teaching ability and educational ability, and individual and social unity in vocational college education and teaching through the operation of a sound evaluation model.

## **3. The value alienation of talent training quality evaluation in vocational colleges**

### **3.1. Value goal: The subject of education is scattered, and the goal is difficult to achieve**

Vocational education aims to equip learners with comprehensive abilities such as professional skills, scientific culture and professional ethics necessary for engaging in a certain profession or achieving career development. The achievement of this goal requires a comprehensive set of methods for evaluating the quality of talent cultivation. In the actual talent evaluation process, there is a situation where only vocational colleges participate unilaterally. At the same time, other social entities are passive and lazy, or they copy the talent evaluation models of Western countries, which cannot be planned and implemented from the perspective of vocational education based on their reality<sup>[5,6]</sup>.

In practice, enterprises aim for profitability and focus on short-term investments but there are concerns about the vocational education process due to the long investment cycle. The superior management department is unable to participate deeply in the daily work of talent cultivation in vocational colleges due to its role positioning. Industry associations often play a bridging role between the government and enterprises and have not been deeply integrated into the talent cultivation process of vocational colleges, leading to a violation of the education model of integrating industry and education and school-enterprise cooperation.

### **3.2. Value function: Value rationality is gradually declining, and instrumental rationality is flourishing**

Evaluation, as a behavioral activity, also has instrumental rationality. The quality evaluation of talent cultivation is a qualitative or quantitative examination of the professional ethics, professional knowledge and technical skills of talents by the evaluation subject in accordance with evaluation methods, steps and standards<sup>[7]</sup>. Based on instrumental rationality, evaluation emphasizes result evaluation, which separates human value goals from human nature. The current talent cultivation quality evaluation model carried out by vocational colleges has little benefit for students. Students have not truly felt the positive help brought by the talent cultivation model carried out by their colleges. Some vocational colleges only view the quality of talent cultivation as a means and medium to achieve graduate employment rate and school promotion.

### **3.3. Value means: Theoretical knowledge as the main focus, insufficient practical skills**

Currently, talent cultivation quality is evaluated mainly based on course exam scores. Although course grades include "usual grades," they are only measured based on the attendance of daily topic teaching. At present,

some colleges have introduced extracurricular skill assessments in the process of evaluating the quality of talent cultivation, mostly using participation in competitions and obtaining 1+X certificates as evaluation methods. Although the ranking obtained by students participating in various competitions can, to some extent, reflect their overall quality, this proportion is relatively low and insufficient to measure the overall quality level of vocational college students<sup>[8]</sup>.

### **3.4. Value approach: Focusing on outcome evaluation, neglecting process evaluation**

The evaluation of results focuses on using exam scores as the standard for evaluating students' comprehensive abilities, resulting in the classroom teaching objectives of vocational colleges only focusing on imparting professional knowledge<sup>[9]</sup>. Indoctrination teaching is often used to put students in a passive position in classroom teaching, which is not conducive to the formation of a comprehensive development environment for students. The evaluation of talent cultivation quality in some schools often measures the overall quality of student cultivation based on the scores given by teachers to students in classroom attendance, answering questions, completing assignments and taking course exams. However, there is a lack of assessment of students' emotional cognition and skill mastery in learning and growth. Since the core of vocational education is practical education, the evaluation of the practical process is difficult to quantify, which leads to vocational colleges easily ignoring the guiding and motivating role of the value of the student learning process itself.

## **4. The value regression path of the quality evaluation model for talent cultivation in the new era**

### **4.1. Reconstruct value guidance, enhance goal identification and emotional resonance**

To achieve the value return of the talent training quality evaluation model, the first step is to transform the talent training quality evaluation concept in vocational colleges. The effectiveness of moral education and talent cultivation serves as the fundamental criterion for testing all work in vocational colleges, which also requires vocational colleges to establish a "people-oriented" development concept and vigorously cultivate more high-quality technical and skilled talents. Considering that the learning process is a gradual accumulation and continuous improvement, the improvement of human comprehensive quality needs to be based on the developmental evaluation concept, incorporating all aspects of student development into the talent cultivation quality evaluation model, emphasizing a people-oriented scientific evaluation view, valuing individual development and ensuring the accuracy and authority of talent cultivation quality evaluation.

### **4.2. Abandoning utilitarianism and balancing value rationality and instrumental rationality**

For evaluating the quality of talent cultivation in vocational colleges, both instrumental rationality and value rationality are needed and changing the way talent evaluation is an effective way to return to value rationality<sup>[10]</sup>. Vocational education has the inherent attribute of "cross-border integration"<sup>[11]</sup>. Considering the different roles and interests, the evaluation subject should include administrative departments, industry organizations, education experts, school leaders, students and families<sup>[12,13]</sup>. At the same time, it is necessary to actively absorb third-party evaluations and fully leverage their important role in improving the quality evaluation methods of talent cultivation and promoting the construction of the talent cultivation quality evaluation system. The evaluation content and indicator system should also be scientifically formulated based on national vocational skills standards, industry and enterprise evaluation norms, and vocational ability assessment requirements, reflecting the interests and practical demands of relevant participants and guiding the high-quality development of vocational education.

### **4.3. Highlighting technological applications while balancing knowledge, skills and professional qualities**

The traditional way of evaluating the quality of talent cultivation often focuses on the examination of theoretical knowledge, such as subject knowledge written tests and vocational qualification certificates <sup>[14]</sup>. Some vocational-level certificates involve the examination of practical operations, which to some extent promotes students to master professional knowledge and skills, but there are also formalized and formalistic phenomena <sup>[15]</sup>. The scientific evaluation model for talent cultivation quality should not only consider the characteristics and differences of different professions but also objectively and fairly evaluate the ability level and professional quality of students. The key to evaluating the quality of talent cultivation lies in “putting application first,” with the core being “comprehensive development.” The evaluation process can adopt practical skills competitions, industry skill competitions, enterprise skill appraisal and other practical activities, focusing on examining the professional quality and ethical conduct of technical and skilled talents.

### **4.4. Strengthen process evaluation, effectively combine result evaluation with process evaluation**

The development of individual professional abilities involves evaluation at various stages of growth, usually combining self-evaluation with peer evaluation and combining outcome evaluation with process evaluation. Process evaluation should not only focus on the preparation stage before the implementation of educational activities but also on the implementation process. It should also take into account the output effect after the end of educational activities and examine the level of individual professional quality and comprehensive ability throughout the process. At the same time, it should guide educators to reflect on themselves, identify problems in the teaching process and promote teaching improvement. In the entire process of vocational education, outcome evaluation is also very necessary. As a social activity for cultivating people, education cultivates what kind of people is the most direct reflection of educational results.

## **5. Conclusion**

The quality evaluation of talent cultivation in vocational colleges must closely revolve around the goal of cultivating students with moral character, take the implementation of the evaluation requirements for high-quality talent cultivation as the foundation, innovate the evaluation mode of high-standard talent cultivation as the driving force, establish the evaluation concepts of “professionalism” and “development,” construct a targeted and distinctive evaluation mode of talent cultivation quality in vocational colleges, and explore a path to showcase the characteristics of vocational colleges in the new era.

## **Disclosure statement**

The authors declare no conflict of interest.

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