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On Cultivating Innovative Skilled Talents in Secondary Vocational Education based on Dual Integration of Education with Industry and Science

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Abstract: In an era of accelerated technological and industrial transformation, the cultivation of innovative skilled talents in secondary vocational education is of great significance yet faces challenges, with the integration of "industry-education and science-education" emerging as a crucial breakthrough. This paper delves into the definitions, connotations, and interconnections between industry-education integration and science-education integration, clarifies the meaning and characteristics of innovative skilled talents in secondary vocational education, and elaborates on the significant implications of their cultivation in various aspects such as industrial upgrading and alleviating talent shortages. The study reveals that although current efforts in cultivating innovative skilled talents in secondary vocational education have achieved results in terms of policy support, issues such as deviations in educational philosophy, lagging curriculum teaching, weak faculty strength, and formalistic school-enterprise cooperation still exist. To address these issues, the paper proposes strategies such as deepening industry-education integration to construct a collaborative education model, strengthening science-education integration to create an integrated classroom, building a "Double-qualified teacher" faculty to establish a high-quality teaching platform, and improving evaluation indicators to form a diversified evaluation system. These strategies aim to enhance the quality of cultivating innovative skilled talents in secondary vocational education and meet the needs of industrial and social development.

Keywords: Industry-education Integration, Science-education Integration, Secondary Vocational Education, Innovative Skilled Talents.

1. Introduction

In the context of today's rapid technological advancements and swift industrial transformations, the role of secondary vocational education in the skill talent cultivation system has become increasingly crucial. Industrial upgrading urgently requires a large number of innovative skilled talents who possess both innovative capabilities and exquisite skills. However, traditional secondary vocational education faces numerous challenges in talent cultivation. As important pathways to enhance educational quality and strengthen talent adaptability, the deep integration of industry-education and science-education has become a hot topic and focus in the field of education. Under these circumstances, conducting in-depth exploration into the cultivation model of innovative skilled talents in secondary vocational education based on the dual integration of "industry-education and science-education" holds significant theoretical and practical implications for optimizing secondary vocational education, meeting industrial demands, and promoting economic and social development.

2. Overview of Integration of Industry-Education and Science-Education

2.1. Definition and Connotation of Industry-Education Integration

2.1.1. Definition

Industry-Education Integration refers to the deep cooperation between the industrial system and the educational system to achieve resource sharing and complementary advantages, jointly cultivating high-quality talents who meet the needs of industrial development. This process involves multi-dimensional cooperation between institutions and industry enterprises, such as school-enterprise cooperation, curriculum development, internships and practical training, and the transformation of scientific and technological achievements. It aims to promote the organic connection between the education chain, talent chain, and industrial chain, as well as the innovation chain, achieving synchronization between education and industry and win-win development between schools and enterprises. The ultimate goal of Industry-Education Integration is to drive industrial upgrading through high-quality talent cultivation, enhance industrial competitiveness by cultivating high-quality talents who meet the needs of industrial development, and thus promote sustainable economic development.

2.1.2. Connotation

Firstly, Industry-Education Integration focuses on the deep integration of industry and education, which not only concerns the coordination between industrial development and educational development at the macro level but also delves into the integration of production and teaching at the micro level. Specifically, it manifests as the docking of production processes with teaching processes, incorporating advanced industrial technologies, real production environments, actual workflows, and professional standards into the educational teaching process. By taking schools and enterprises as the two major entities and achieving resource sharing on the basis of mutual cooperation, the goal of joint talent cultivation is achieved. Secondly, Industry-Education Integration advocates collaborative cooperation among multiple entities, involving governments, industries, enterprises, schools, students, and other levels. Through the signing of cooperation agreements, the joint formulation of talent cultivation programs, and the conduct of scientific

research projects among all parties, a long-term mechanism for collaborative education is formed. For example, enterprises provide internship positions for students, while schools provide scientific research support for enterprises, with both parties closely cooperating in talent cultivation, scientific research, and technological services. Finally, Industry-Education Integration facilitates the bidirectional flow of knowledge and technology. The essence of Industry-Education Integration lies in the integration of different types of knowledge and the cross-border accumulation and innovation of technical skills. Through school-enterprise cooperation and other means, the bidirectional flow of knowledge and technology is realized. On the one hand, students can acquire the skills and knowledge required for actual work during the learning process. On the other hand, course content is integrated into professional standards and actual enterprise needs, ensuring that students can quickly adapt to their work positions after graduation.

2.2. Definition and Connotation of Science-Education Integration

2.2.1. Definition

Science-Education Integration refers to the deep integration of scientific research and education, aiming to enhance the quality of education through scientific research activities. It involves tapping into students' potential and cultivating high-quality talents with innovative spirits and practical abilities to meet the needs of industrial upgrading and social development. Specifically, it means incorporating cutting-edge scientific research results, research methods, and resources into the curriculum system, textbook compilation, teaching method reform, and the entire process of talent cultivation within educational institutions.

2.2.2. Connotation

Firstly, Science-Education Convergence focuses on the bidirectional promotion between scientific research and education. On the one hand, scientific research activities provide abundant materials and cases for education and teaching, making the teaching content more vivid, specific, and cutting-edge. On the other hand, education and teaching cultivate talents with innovative thinking and practical abilities for scientific research activities, providing a continuous source of motivation for scientific innovation. Secondly, Science-Education Convergence facilitates the cultivation of innovative talents. The core of Science-Education Convergence lies in cultivating talents with innovative spirits and practical abilities. By participating in scientific research activities, students can gain a deep understanding of the processes and methods of scientific research, exercising their innovative thinking and practical abilities. Finally, Science-Education Convergence is the deep integration of ideas and practice. It requires the integration of the spirit, methods, and achievements of scientific research into the entire process of education and teaching, making educational activities more scientific and effective. At the same time, it also requires scientific research activities to pay more attention to the needs of education and teaching and the goals of talent cultivation, making scientific research results more practical and serving society.

2.3. The Connection between Integration of Industry-education and Science-education

2.3.1. Consistency of Objectives

Both Industry-Education Integration and Science-Education Convergence aim to promote the coordinated development of education and industry, enhance the quality of talent cultivation, and improve industrial competitiveness. Industry-Education Integration emphasizes deep cooperation between education and industry, achieving a close connection between talent cultivation and industrial demands through school-enterprise collaboration. Science-Education Convergence, on the other hand, places greater emphasis on the integration of scientific research and education and teaching, driving the updating of educational and teaching content and the improvement of teaching methods through the transformation and application of scientific research results.

2.3.2. Resources Sharing

In practice, Industry-Education Integration and Science-Education Convergence can share resources, achieving complementary advantages. Schools can provide enterprises with scientific research support and talent cultivation services, while enterprises can offer schools internship bases and practical teaching resources. This not only effectively enhances the collaborative innovation capabilities of education and industry but also promotes the transformation and application of scientific and technological achievements.

2.3.3. Continuity in Talent Cultivation

Industry-Education Integration focuses on cultivating students' practical abilities and professional qualities, enabling them to better adapt to industrial demands. Science-Education Convergence, however, emphasizes nurturing students' innovative thinking and scientific research capabilities, laying the foundation for their long-term development. The combination of the two can make talent cultivation more comprehensive, paying attention to both the cultivation of practical abilities and the development of innovative thinking.

3. The Connotation and Characteristics of Innovative Technical Talents in Secondary Vocational Schools

3.1. The Connotation of Innovative Technical Talents in Secondary Vocational Education

Innovative technical talents in secondary vocational education refer to high-quality technical and skilled talents who receive education and training in secondary vocational schools, possess a solid foundation of professional skills, and simultaneously possess innovative consciousness, innovative thinking, and innovative abilities. These talents are not only proficient in mastering and applying professional knowledge and skills to solve technical problems in practical work but also continuously innovate in their work, driving technological progress and industrial upgrading. They are an important part of the skilled talent pool in the new era.

3.2. Characteristics of Innovative Technical Talents in Secondary Vocational Schools

3.2.1. Proficient Vocational Skills

Possessing solid professional foundation knowledge and proficient operational skills is the essential requirement for

innovative technical talents in secondary vocational education. By deeply understanding their professional knowledge, such as the theoretical basis behind basic concepts, principles, and operational norms, and through extensive practical training, they develop exquisite vocational skills. In practical work, they can efficiently and accurately complete various professional tasks, demonstrating superb technical proficiency and the ability to handle complex situations.

3.2.2. Active Creative Thinking

Having active creative thinking and being adept at discovering problems and proposing unique solutions are the core traits of innovative technical talents in secondary vocational education. They possess diversified ways of thinking, such as divergent thinking, reverse thinking, and associative thinking, enabling them to consider problems from multiple angles. Unbound by traditional concepts and methods, they are brave in trying new technologies and ideas, actively promoting technological and product innovation.

3.2.3. Autonomous Learning Ability

Possessing autonomous learning ability and being able to actively acquire new knowledge and skills are the internal driving forces of innovative technical talents in secondary vocational education. They have strong learning motivation and internal drive, and are adept at selecting appropriate learning methods based on their own characteristics and learning goals. At the same time, they can quickly adapt to the updating of knowledge, timely learn and master new technologies, new norms, and new policies within the industry, always maintaining their position at the forefront of the industry.

3.2.4. Excellent Team Collaboration and Integration

Exhibiting outstanding performance in team collaboration and possessing good communication skills and a teamwork spirit are important qualities of innovative technical talents in secondary vocational education. They can effectively communicate and collaborate with team members to complete tasks together. They respect the opinions and ideas of others, are good at listening and accepting suggestions from others, and can create a harmonious team atmosphere. While exerting their professional advantages, they can also drive team members to make progress together, achieving overall improvement for the team.

3.2.5. Excellent Professional Quality

Possessing excellent professional quality, including noble professional ethics, a positive professional attitude, and resilient professional spirit, is the basic foundation of innovative technical talents in secondary vocational education. Innovative technical talents in secondary vocational education should strictly abide by professional ethics norms, treat work seriously and responsibly, and pay attention to details and quality. With a high sense of responsibility and professionalism, they can provide customers with high-quality services and products while possessing good interpersonal communication skills and adaptability, enabling them to remain calm and composed in complex and ever-changing work environments, and properly handle various problems.

4. The Present Situation and Problems Existing in Cultivating Innovative Technical Talents in Secondary Vocational Education

4.1. The Significance of Cultivating Innovative Technical Talents in Secondary Vocational Education

In the rapidly changing social and economic environment of today, the cultivation of innovative technical talents in secondary vocational education holds profound significance. It not only concerns the personal career development of students but also directly impacts national industrial upgrading, economic structural optimization, and the enhancement of society's overall innovation capacity.

4.1.1. Adapting to Requirements of Industrial Upgrading

With the rapid development of technology, especially in fields such as intelligent manufacturing, information technology, and renewable energy, traditional industries are also accelerating their transformation and upgrading. By cultivating technical talents with innovative thinking and practical abilities, secondary vocational education can directly meet market demands, providing high-quality skilled workers and grassroots managers for emerging industries and promoting the extension of industrial chains towards the high end.

4.1.2. Alleviating Shortage of Technical Talents

Currently, China is in a critical period of transitioning from "Made in China" to "Created in China," with an increasing demand for highly skilled talents. By innovating talent cultivation models, secondary vocational education can effectively alleviate the shortage of highly skilled talent supply, especially in fields such as precision manufacturing, artificial intelligence, and big data analysis, providing solid talent support for economic and social development.

4.1.3. Enhancing National Innovative Capacity

Innovative technical talents are an important part of the national innovation system. They are not only executors of technological innovation but also key forces in the dissemination and application of new knowledge and technologies. By cultivating a large number of technical talents with innovative thinking and practical abilities through secondary vocational education, we will provide a continuous source of momentum for the national innovation-driven development strategy.

4.1.4. Promoting Educational Equity and Social Mobility

As an important part of the vocational education system, secondary vocational education provides students from diverse backgrounds with the means to acquire practical skills and achieve personal value and social mobility. The cultivation model of innovative technical talents emphasizes teaching according to students' aptitudes and encourages them to choose development directions based on their personal interests and potential, which helps to narrow educational disparities and promote social equity.

4.1.5. Promoting Lifelong Learning and Cultural Continuity

In the knowledge economy era, lifelong learning has become an inevitable requirement for individuals to adapt to social development. By cultivating innovative technical talents, secondary vocational education not only imparts professional knowledge but also, more importantly, cultivates

students' autonomous learning abilities, problem-solving abilities, and critical thinking, laying a solid foundation for lifelong learning. Meanwhile, combining traditional crafts with modern technology in teaching helps protect and transmit intangible cultural heritage, enriching social and cultural diversity.

4.2. The Current Status of Cultivating Innovative Technical Talents in Secondary Vocational Education

With the rapid development of globalization and informatization, the demand for high-quality technical talents is increasing. As an important channel for cultivating innovative technical talents, the current development status of the cultivation system in secondary vocational education has attracted much attention. Currently, the cultivation of innovative technical talents in secondary vocational education shows a positive trend, with significant achievements in policy support, school-enterprise cooperation, teaching mode innovation, and faculty construction.

4.2.1. Policy Support

In recent years, the Chinese government has attached great importance to the development of vocational education and issued a series of policies to promote the reform and innovation of secondary vocational education. The "14th Five-Year Plan for Vocational Skills Training" clearly proposes that by 2025, the system for lifelong vocational skills training will be more complete, the co-construction and sharing of vocational skills training systems will be more robust, and the ranks of innovative, applied, and technical talents will continue to grow and strengthen. Additionally, policy documents such as the "Notice on Further Regulating the Management of Vocational Skills Training" emphasize improving the quality and efficiency of vocational skills training, requiring secondary vocational education to focus not only on skill development but also on the importance of the innovative spirit and comprehensive qualities. These policies not only point out the development direction for secondary vocational education but also provide strong support, driving the rapid development of innovative technical talent cultivation in secondary vocational education.

4.2.2. Industry-Education Integration

Industry-education integration is an important trend in current secondary vocational education. Many secondary vocational schools have conducted in-depth cooperation with enterprises, jointly formulating syllabi and training programs, and even directly participating in enterprise project research and development. This form of cooperation not only improves students' practical operation abilities but also promotes the cultivation of innovative talents. For example, some secondary vocational schools have established off-campus practical training bases, allowing students to intern in a corporate environment and face real production problems, thereby exercising their innovative thinking and problem-solving abilities. Some schools have also joined forces with enterprises to carry out technological breakthroughs and innovative research, promoting students' innovation abilities through participation.

4.2.3. Teaching Innovation

To meet the demand for innovative technical talents, secondary vocational schools have also innovated their teaching modes and curricula. Traditional teaching modes often focused on knowledge impartation and skill training, whereas current secondary vocational schools now pay more attention to cultivating students' innovative thinking and practical abilities. For instance, some secondary vocational schools have adopted teaching methods such as project-based learning, case analysis, and group cooperation to stimulate students' learning interest and initiative. Meanwhile, secondary vocational schools have also adapted their curricula based on social and market demands, adding content related to innovation and entrepreneurship and interdisciplinary comprehensive knowledge.

4.2.4. Faculty Construction

Teachers are key to the cultivation of innovative technical talents in secondary vocational education. To enhance teachers' innovative teaching abilities and professional qualities, secondary vocational schools have strengthened teacher training and development. Many secondary vocational schools have organized teachers to participate in professional training, corporate practices, academic exchanges, and other activities to improve their teaching philosophy, educational methods, and innovative teaching abilities. Additionally, secondary vocational schools focus on introducing "dual-qualified" teachers with industry backgrounds and innovative abilities to enrich the faculty. These teachers not only possess rich practical experience but can also bring the latest industry technologies and innovative ideas into the classroom, providing students with higher-quality educational resources.

4.3. Problems of Cultivating Innovative Technical Talents in Secondary Vocational Education

4.3.1. Educational Philosophy

Some secondary vocational schools still do not fully implement the vocational education philosophy of "serving as the purpose and employment as the orientation," with unclear school orientations and guiding ideologies. They overly focus on knowledge impartation while neglecting the cultivation of students' innovative consciousness and abilities. In terms of talent cultivation goals, they focus more on enabling students to master specific skills to meet current employment demands, lacking planning for students' long-term development and the enhancement of their innovation abilities. Meanwhile, some schools and teachers lack sufficient understanding of the importance of cultivating innovative talents and have not effectively incorporated innovative education into the overall teaching system, resulting in innovative education being marginalized in secondary vocational schools.

4.3.2. Curriculum and Teaching

In terms of curriculum setting, the current curricula of secondary vocational schools often lag behind market demands, failing to keep pace with the development of emerging industries and technologies. For example, with the rise of emerging technologies such as big data and artificial intelligence, such cutting-edge knowledge courses should be included in the curriculum, but some secondary vocational schools have failed to integrate these new technologies into their curricula, leading to a mismatch between students' learned knowledge and actual job demands, unable to meet enterprises' requirements for innovative technical talents. In terms of teaching methods, traditional teaching modes still dominate, with teachers mostly adopting the lecture method, resulting in a dull classroom atmosphere and low student

participation, making it difficult to stimulate students' innovative thinking and learning interest. In terms of practical teaching, although secondary vocational education emphasizes practicality, in actual teaching, there are not only issues of insufficient and outdated practical teaching equipment that cannot meet students' needs for innovative practice. Additionally, practical teaching content is disconnected from actual corporate production, lacking real work scenarios and projects, making it difficult for students to convert learned knowledge into actual innovation abilities in practice.

4.3.3. Faculty Construction

Secondary vocational schools lack "dual-qualified" teachers who possess both solid theoretical knowledge and rich practical experience. Most teachers come from universities and lack corporate work experience, resulting in insufficient understanding of enterprises' actual production processes, technological needs, and innovation environments, making it difficult to provide students with practical innovation guidance in teaching. Some teachers' own innovative consciousness and abilities need improvement and cannot effectively guide and cultivate students' innovation abilities. In the teaching process, teachers are often limited to traditional teaching modes and methods, lacking the consciousness and ability for innovative teaching, making it difficult to stimulate students' innovative thinking and creativity.

4.3.4. School-Enterprise Cooperation

School-enterprise cooperation is an important school-running model for secondary vocational education, but in practical operation, school-enterprise cooperation often becomes formalistic, with insufficient depth and breadth of cooperation. Enterprises' initiative to participate in school talent cultivation is not strong, with most enterprises only cooperating by providing internship positions without deeply participating in curriculum setting, teaching implementation, faculty development, and other aspects, resulting in a disconnect between school talent cultivation and enterprise needs.

5. Cultivation Strategies for Innovative Technical Talents in Secondary Vocational Schools based on Dual Integration of Industry-Education and Science-Education

5.1. Deepening Integration of Industry and Education to Establish a Collaborative Education Model

Secondary vocational schools should actively establish in-depth cooperative relationships with enterprises by signing cooperation agreements, jointly building practical training bases, and collaboratively conducting technology research and development to establish a long-term cooperative mechanism between schools and enterprises. Enterprises can provide students with internship and training positions, participate in curriculum development and updating of teaching content, ensuring that educational content is closely aligned with market demands, thereby achieving resource sharing and complementary advantages. Secondly, using real enterprise projects as carriers, classroom teaching should be closely integrated with enterprise practice, allowing students to learn professional knowledge and enhance practical abilities while solving real-world problems. Project-oriented teaching should be implemented, enabling students to not only master professional skills but also cultivate professional qualities such as teamwork, communication, and coordination. Promote the integration of industry, academia, research, and application by encouraging cooperation between secondary vocational schools and scientific research institutions, industry associations, etc. Collaboratively conduct technology research and development, achievement transformation, and product innovation to form a virtuous cycle of deep integration among industry, academia, research, and application, providing students with more opportunities to participate in innovative practices.

5.2. Strengthening Integration of Science and Education to Create an Integrated Classroom of Science and Education

In classroom construction, the concept of combining scientific education with technical education should be implemented. Scientific principles, technological innovations, and other content should be incorporated into curriculum design, enabling students to understand the scientific principles behind technology while mastering operational skills, thereby cultivating their scientific thinking and innovative abilities. Utilize modern information technology to build a digital teaching resource library, developing online courses, virtual simulation experiments, micro-lectures, and other digital teaching resources to provide students with flexible and diverse learning paths, enhancing the fun and interactivity of learning. Invite experts and scholars from both inside and outside the school to serve as student research mentors, implementing a research mentor-ship system to guide students in participating in research projects, science and technology competitions, and other activities, exercising students' research and innovative abilities through practical research experiences.

5.3. Building "Dual-Qualified Teacher" Team and Establishing High-Quality Teaching Platform

Focus on the cultivation of "dual-qualified" teachers by encouraging and supporting teachers to take positions in enterprises for practical training and participate in technology research and development. Meanwhile, introduce industry experts with rich practical experience to serve as part-time teachers, forming a "dual-qualified" teacher team with both solid theoretical foundations and rich practical experience. Establish a teacher professional development platform, regularly hosting teacher training, academic exchanges, skills competitions, and other activities to enhance teachers' educational teaching abilities and professional qualities, promoting exchanges and cooperation among teachers. Establish a teaching quality monitoring system, continuously monitoring and providing feedback on teaching quality through various methods such as student evaluations, peer reviews, and teaching inspections to ensure steady improvements in teaching quality.

5.4. Improving Evaluation Indicators to Form a Diverse Evaluation System

Construct diversified evaluation indicators, incorporating students' practical abilities, innovative abilities, team

collaboration abilities, and professional ethics into the evaluation system in addition to traditional exam scores, forming multidimensional and comprehensive evaluation standards. Focus on process evaluation by paying attention to students' learning processes, dynamically evaluating students' learning progress and achievements through project reports, practical works, and classroom participation, providing timely feedback to promote continuous improvement among students. Introduce third-party evaluations by inviting enterprises, industry associations, and other third-party institutions to participate in student evaluations, objectively evaluating students' professional skills and professional qualities from the perspectives of market demands and industry standards, enhancing the authority and practicality of evaluations.

6. Conclusion and Outlook

Through in-depth research on the dual integration of "industry-education-science and research," this paper proposes a series of strategies for cultivating innovative skilled talents in secondary vocational schools. These strategies will help secondary vocational schools produce more innovative skilled talents who can meet the needs of industrial upgrading and social development, thereby satisfying the demands of industrial upgrading, enhancing national innovation capacity, and promoting educational equity and social mobility. By continuously optimizing the cultivation system for innovative skilled talents in secondary vocational schools, we will provide solid talent support for the high-quality development of the economy and society.

Looking ahead, secondary vocational schools should actively implement the cultivation of innovative skilled talents, continuously deepen the integration of "industry-education-science and research," and constantly improve the quality of talent cultivation to ensure the production of innovative skilled talents that align with the dynamic needs of industrial upgrading. This will solidify the important position of secondary vocational education in the field of vocational education, inject sustained momentum into the country's industrial innovation and economic structural optimization, and effectively push vocational education to new heights.

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