

Value Transformation and Innovative Path of Higher Vocational English Against the Background of Vocational Education High-quality Development

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ABSTRACT

High quality development is an important direction for the value transformation, reform and innovation of vocational English. This article first analyzes the value transformation of vocational education in terms of its role in transforming productivity, filling the gap of skilled talents, and adapting to the digital transformation of vocational education against the background of high-quality development. Then this article analyzes the transformation problems faced by the reform and innovation of higher vocational English in this context, including the impact on the educational value of higher vocational English, insufficient penetration of digital technology, low degree of integration between industry and education, and an incomplete evaluation system. Finally, this article proposes innovative paths such as multi-party collaborative governance, digital empowerment of English subject construction, deepening the integration of industry and education, and optimizing the evaluation system, which provides reference for promoting the high-quality development of higher vocational English.

Keywords: High-quality development, Higher vocational English, Value transformation, Innovation path.

1. INTRODUCTION

Vocational education has continuously developed with China's reform and opening up, economic transformation and upgrading, cultivating batches of high-quality technical and skilled talents, and contributing important strength to the accelerated development of China's economy and society. In 2019, policy documents, such as the "Implementation Plan for National Vocational Education Reform" and the "Opinions on Implementing the Plan for the Construction of High-level Higher Vocational Colleges and Majors with Chinese Characteristics", were issued, pointing out a new direction for developing vocational education well in the new era, proposing to focus on supporting a group of high-quality higher vocational colleges and professional groups to take the lead in development, and making an important statement of "leading vocational education in the new era to achieve high-quality

development". [1] The "Suggestions of the Central Committee of the Communist Party of China on Formulating the 14th Five Year Plan for National Economic and Social Development and the Long-Range Objectives for 2035" released in 2021 clearly put forward the policy orientation of "building a high-quality education system" and clarified the goal positioning of vocational education reform, which is to enhance the adaptability of vocational and technical education. Obviously, the quality governance of vocational education has become one of the important means for the modernization development of the country, and it is also an urgent need for high-quality talent supply to support social and economic development and fill the gaps in the industrial chain. In this new period of development opportunities, higher vocational English, as a compulsory course with a wide audience in vocational colleges, it is necessary to clarify its development direction, strategy, and direction, grasp the changes in educational demands

against the background of the evolution of the times, further reform and innovation, and promote high-quality development.

2. THE VALUE TRANSFORMATION OF HIGHER VOCATIONAL ENGLISH AGAINST THE BACKGROUND OF VOCATIONAL EDUCATION HIGH-QUALITY DEVELOPMENT

The value transformation of vocational education against the background of high-quality development is reflected in promoting economic and industrial development, filling the gap of skilled compound talents, and advancing the digital reform of vocational education.

2.1 Leveraging the Role of Productivity Transformation: Promoting Economic Structure Optimization and Industrial Transformation and Upgrading

The key issues that need to be addressed in vocational education reform against the background of high-quality development are "what kind of education is needed for human career development" and "what kind of talents are needed in different economic development periods". Vocational education is closely related to the economic industry and plays an important role in optimizing the economic structure and upgrading industries. Upon deeper reflection, people will find that the transformation of productivity cannot be achieved without advanced production technology, and the core of this technology is human capital. Adequate and high-level accumulation of composite talents is necessary to promote technological progress and innovation. In the context of high-quality development, vocational education should strive to provide composite talents for industries, inject new vitality into the upgrading of industries such as international trade and cross-border e-commerce, and promote the vigorous development of new quality productivity in various industries. Vocational education should also align with the new requirements and trends of economic development, connect with the modern industrial system, and strive to cultivate the "new force" that serves the real economy, supports the aggregation and development of various types of enterprises such as small and medium-sized enterprises, and promotes regional industrial transformation and upgrading, so that it can serve as a vital force for

the strong development of China's industrial chain and supply chain, and play an important role in high-quality economic development. According to the "2023 Annual Report on the Quality of Vocational Education in China", vocational colleges, based on the grand perspective of building an education powerhouse, have always focused on the goal of vocational education serving economic and social development for educational practice, effectively promoting the organic integration of the education chain, talent chain, industry chain, and innovation chain, and promoting the transformation of scientific and technological innovation achievements into practical productivity. [2] The high-quality development of vocational education has become the "engine" for optimizing China's economic structure and industrial technological transformation, continuously optimizing the supply structure of human resources and empowering economic and social development.

2.2 Cultivating Skilled Talents: Promoting the Transformation of a Manufacturing Country into a Manufacturing Power

Vocational education plays an important role in cultivating craftsmen for a great country, taking the spirit of craftsmanship as the soul and core of in-depth reform, and clearly stating that cultivating various skilled craftsmen, technical and skilled talents, and scarce high-quality talents is an important mission, providing intelligent resources for China to transform from a manufacturing country to a manufacturing power. Simply put, manufacturing countries place greater emphasis on craftsmanship, while manufacturing powers emphasize not only skill levels but also soft power such as professional attitudes and ethics. Vocational education places greater emphasis on cultivating the professional attitude of craftsmen to pursue excellence, as well as ethical standards of integrity and responsibility; This is in line with the inherent requirements of modern craftsmanship talent cultivation standards, which are to shape craftsmen, forge craftsmen's souls, and internalize craftsmanship spirit, professional ethics, and professional spirit into vocational skilled talent literacy. At the same time, vocational education attaches great importance to the cultivation of talent and social spirit, combining the personal career development and personal ability improvement of scarce skilled talents with serving society and meeting the needs of the country, to cultivate practical and skilled talents for the construction of a

socialist modernized power. In this way, vocational education injects rich ideological content into the construction of a strong manufacturing country, making the foundation of a manufacturing power more solid. With the construction of a manufacturing power based on internationalization, vocational education cultivates scarce skilled talents, which will better serve the construction of an international and skilled society. By emphasizing the individual and social value of skilled talents and creating a social atmosphere where everyone respects skills and labor,[3] vocational education and manufacturing powerhouse can better adapt to global competition in the new era.

2.3 Adapting to the Digital Transformation of Vocational Education: Promoting the Digital Reform of Higher Vocational Education

In recent years, China has attached great importance to the digital transformation of education and elevated it to a national strategy. The report of the 20th National Congress of the Communist Party of China clearly proposed to "promote the digitization of education", providing policy guidance for the digital transformation of vocational education. The Ministry of Human Resources and Social Security and other departments have released the "Action Plan for Accelerating the Cultivation of Digital Talents to Support the Development of the Digital Economy (2024-2026)", which clearly proposes to give full play to the role of vocational colleges, promote the upgrading and digital transformation of vocational education majors, and add a batch of new majors in the digital field, providing specific action guidelines for the digital transformation of vocational education. The Ministry of Education and other departments have also issued a series of documents, such as the "Digital Strategy Action for Vocational Education", aimed at promoting the development of vocational education informatization and improving the quality of vocational education.

With the rapid development of new generation information technologies such as artificial intelligence, big data, and cloud computing, digital transformation has become an inevitable trend in the development of various industries. As an important battlefield for cultivating technical and skilled talents, vocational education's digital transformation and reform are of great significance

for improving the quality of talent cultivation, enhancing the adaptability of vocational education, and serving economic and social development. The digital transformation of vocational education is a systematic project, including the construction of digital teaching resources, digital teaching environment, digital teaching mode innovation, digital governance system construction, and smart governance platform and other software and hardware construction. It can be said that the task is arduous and the road is long.

3. THE INNOVATION DILEMMA OF HIGHER VOCATIONAL ENGLISH EDUCATION

As an important component of vocational education, higher vocational English education should resonate with vocational education in terms of training objectives, teaching content, teaching models, and promoting students' comprehensive development. In the context of high-quality development of vocational education, higher vocational English should innovate its practical, professional, communicative, skill oriented, and moral cultivation path, laying a solid foundation for students' career development and serving society. However, the current innovation in higher vocational English education is facing challenges such as inconsistent values and concepts among various stakeholders, insufficient penetration of digital and intelligent technologies, low degree of production-education integration, and an incomplete evaluation system.

3.1 The Educational Value of Higher Vocational English Being Impacted, Affecting the Formation of Cognitive Consensus

Affected by the Chinese and international environment, the educational attributes of higher vocational English as a foreign language course have been questioned and impacted by factors such as industrial restructuring, educational reform, and socio-economic development. In addition, there is a lack of innovation in the high-quality development of higher vocational English, one of the reasons being that vocational colleges have not accurately grasped and implemented the essence and principles of coordinating and linking government, school, industry, and enterprise in higher vocational English education. The value concept of higher vocational English education is not unified,

resulting in a lack of consensus among higher vocational colleges, industries, enterprises, families, and other entities on its positioning and development under the new development trend. Higher vocational colleges have also failed to develop more specific action plans and development strategies for higher vocational English education, taking into account the particularity of regional development and the connectivity of vocational education development levels, resulting in a one-sided understanding of the demand for social talents in higher vocational English education. At the level of the vocational education community, a considerable number of vocational colleges have not been able to play a coordinating role and have not been able to drive industry, enterprise and other entities to participate in the high-quality development and reform of higher vocational English education, resulting in a biased understanding of the fundamental functions and significant role of higher vocational English education in terms of international perspective among the industry and enterprises; The development of higher vocational English has faced various challenges.

3.2 Insufficient Penetration of Digital Technology Affecting the Innovation of English Subject Construction

The insufficient penetration of digital technology affects the construction and innovation of higher vocational English education. If there is a lack of coordination and cooperation in the construction of professional clusters such as cross-border e-commerce, foreign trade English, applied English, tourism English, and public English in vocational English, there may be duplicate construction or competitive conflicts between different professional fields, making it difficult to achieve true cooperation and coordination; If there is a lack of resource sharing, some professional clusters such as International Trade and Business English, Applied English, Cross-border E-commerce, etc. may have resource shortages or imbalances, making it difficult to achieve resource sharing and mutual assistance. One of the important reasons for this is the insufficient penetration of digital intelligence technology in vocational English, the lack of resource allocation through information technology to achieve co-construction and sharing, and difficulties in improving the "digital intelligence" of English teachers; [4] Information technology in education has not been able to become a powerful link between discipline

and professional cluster construction, artificial intelligence technology has not been deeply popularized and appropriately implemented in classroom teaching, the advantages and resources of various majors have not been well integrated based on digital means, and the subject knowledge system required to cultivate high-quality skilled talents is relatively single, which affects the innovation efficiency of higher vocational English major clusters and the high-quality development of vocational English.

3.3 Low Degree of Production-Education Integration, Affecting the Development of Teaching Innovation

At present, China's industrial transformation and upgrading, as well as the continuous optimization of its economic structure, have resulted in a significant gap between the supply of higher vocational English and the demand for industrial development due to the insufficient level of production-education integration in higher vocational English. This has exposed the problem of higher vocational English development lagging behind socio-economic development. The fundamental problem is that higher vocational English education has failed to grasp its new characteristics of highly integrated development with enterprises. If the requirements of enterprises for professional talents in business English, aviation service English, new energy vehicle English, artificial intelligence English, etc. are not accurately grasped; The main body of classroom teaching is still occupied by teachers and students, and enterprise personnel have not fully participated in the teaching practice and practical training implementation process. They have not played their due guiding and participating role in the optimization of teaching content such as textbooks and online resource development, and have not had a certain degree of discourse power in teaching evaluation. The degree of production-education integration is not deep, and the role played by on campus and off campus training bases is limited, making it difficult for innovation in higher vocational English teaching to make breakthrough progress.

3.4 The Evaluation System Being Not Sound, Affecting the Practice of High-quality Development

Against the background of high-quality development, innovation in higher vocational

English education requires the construction of a diversified evaluation system and the scientific guidance of diversified evaluation. However, at present, the evaluation of higher vocational English education has failed to examine the evaluation issues that need to be addressed by various stakeholders from a value perspective, resulting in the evaluation goals, subjects, indicators, etc. of higher vocational English education not being based on social values, leading to a prominent problem of insufficient participation of social entities in the evaluation mechanism. The existing evaluation indicators for higher vocational English teaching mainly focus on classroom management, student performance, and other internal evaluations, lacking objective tracking and evaluation of the practical application abilities of higher vocational English students that are suitable for future job positions by external entities such as enterprises, which in turn affects the comprehensiveness and objectivity of the evaluation practice. The lack of evaluation from external entities such as enterprises does not conform to the vocational education attributes of higher vocational English, and cannot promote students on-campus learning to match the actual job needs outside the school, which affects the development of higher vocational English teaching towards higher quality.

4. THE INNOVATIVE PATH OF HIGHER VOCATIONAL ENGLISH AGAINST THE BACKGROUND OF VOCATIONAL EDUCATION HIGH-QUALITY DEVELOPMENT

The high-quality development and innovation of higher vocational English require innovative collaborative governance mechanisms, innovative discipline construction, promotion of production-education integration, and the construction of a diversified evaluation system to ensure the steady improvement of its high-quality development level.

4.1 Multi-subject Collaborative Governance to Promote Innovation in Value Concepts

Innovation in vocational English education needs to be based on modern value concepts, and requires all parties to consciously participate in building the development environment of higher vocational English education. It also requires collaborative governance among government, industry, enterprises, vocational colleges, families,

and other parties to jointly shape the consensus of high-quality development of higher vocational English education and promote the balance of diversified educational value orientations. The reform and innovation of higher vocational English urgently require the transformation of concepts among industry, enterprises, families, students and other entities, the correct understanding of the spirit of national policy documents, the liberation of thinking, and the joint construction of a new pattern of value concepts of collaborative construction and governance. Higher vocational English education should implement a multi-party collaborative governance mechanism, especially in communication with employers, to timely understand the market demand for English talents. Regulations should be made for the accumulation of academic certificates, vocational qualification certificates, vocational skill level certificates and other achievements, as well as mutual recognition between schools and enterprises, fundamentally breaking down the barriers between horizontal integration of vocational education and playing the "intermediary" role of enterprises in coordinating English education policies and academic positions;[5] Families should also actively interact with the government, industry, enterprises, and higher vocational colleges to jointly promote the innovation of high-quality development value concepts in higher vocational education.

4.2 Empowering with Digital Intelligence and Strengthening the Construction of English Subject

Vocational colleges should handle the relationship between disciplines and majors well, with professional construction as the focus and discipline construction as the support, constantly opening up space for English development, and building a diversified disciplinary knowledge system for cultivating high-quality skilled talents.[6] For example, it is necessary to build a three-dimensional curriculum system with a focus on core professional courses, integrate resources, and promote the construction of micro majors, minor majors, and all English courses. At the same time, according to the "Guidelines for the Construction of Ideological and Political Education in Higher Education Courses" issued by the Ministry of Education in 2020, the concept of ideological and political education in courses, ethical norms, and other contents will be integrated into the construction and teaching of vocational English disciplines, with the fundamental task of cultivating

moral character and talents. Through vocational English disciplines, composite skilled talents with international perspectives, Chinese sentiments, excellent traditional virtues, digital literacy, and the ability to use English for efficient communication in daily life, different professional studies, and future workplaces will be cultivated.[7] In addition, combined with the new liberal arts concept, emphasis is placed on cultivating students' humanistic literacy and international perspective, strengthening their abilities in cross-cultural communication and international understanding.

To build a good system for cultivating innovative talents, digital intelligence is a powerful means. By combining modern technologies such as information technology and big data analysis with traditional English teaching, it is a must to break down disciplinary barriers and achieve the integration of arts and sciences. The measure of integrating artificial intelligence technology into vocational English curriculum teaching has extraordinary practical significance, which not only improves the information literacy and application ability of both teachers and students, but also promotes the construction of characteristic disciplines of vocational English, and provides high skilled talents for English related positions in the intelligent era. [8] Utilizing smart learning platforms to achieve blended learning between online and offline teaching, adopting diverse teaching modes such as flipped classroom, collaborative learning, and inquiry based learning, can improve the quality of vocational English teaching. Higher vocational English teachers should also proficiently master and apply educational technologies such as artificial intelligence, constantly adjust vocational subject teaching designs and models, timely grasp the changes in talent comprehensive literacy and market demand for general knowledge such as English and information technology, optimize vocational subject construction in a targeted manner, and gradually achieve innovation in vocational education vocational subject construction that integrates language, education, and technology.

4.3 Deepening the Production-Education Integration, and Promoting Teaching Reform and Innovation

High-quality development requires vocational education to play a positive role in promoting the economy, benefiting people's livelihoods, nurturing craftsmen, and stabilizing employment.[9] This

requires higher vocational education to grasp the essence of cross-border integration, actively adapt to the requirements of high-quality economic development and industrial upgrading, deepen school enterprise cooperation and industry education integration, and provide sufficient talent support for China's industrial and economic development to move towards the high-end of the global value chain. Based on the characteristics of vocational English, there is a must to strengthen the cultivation of students' practical skills, such as translation, external social skills training, and other applied abilities. , enhance cooperation with enterprises, understand industry needs, introduce enterprise practice cases into teaching, and improve students' vocational skills. Based on the employment requirements of enterprises, vocational colleges should jointly develop teaching plans and develop project-based teaching themes and activities guided by work tasks for professionals in vocational English and airport management; At the same time, vocational colleges and enterprises can collaborate to develop project-based and flexible teaching materials based on work processes, which can be used as effective tools to guide the teaching process, as well as practical and targeted teaching materials for higher vocational English education and enterprise training. Based on this, higher vocational English education should innovate its teaching methods, shifting from a single approach focused on theoretical teaching to a "dual" teaching model that combines classroom teaching and on-the-job training.[10] Firstly, in addition to teachers, vocational colleges should also appropriately involve enterprise engineering and technical personnel in theoretical and practical teaching throughout the process, and teach students about the use of theoretical knowledge from disciplines such as vocational English and airport operations for work practice, in order to make up for the lack of one-way input in traditional theoretical teaching. In the practical teaching stage, higher vocational English education can be appropriately shifted to on campus and off campus training bases, where enterprise engineering and technical personnel and on campus teachers jointly complete the teaching. Secondly, the teaching subject should jointly optimize experiential teaching and other methods, with teachers and enterprise personnel jointly determining experiential teaching cases, allowing higher vocational English students to fully participate in the analysis of teaching content, clarify job responsibilities and obligations, and fundamentally enhance students' vocational adaptability. During this process, teachers and

enterprise personnel should promptly collect performance data of students in experiential activity case teaching, and provide objective report analysis; At the same time, students provide a complete experience report on the integration of English and the job. [11] It will be an important attempt to exchange teacher report analysis and student experience reports, provide timely feedback to each other, jointly identify problems in English learning, improve teaching methods in a targeted manner, and jointly enhance teaching quality.

4.4 Optimizing Evaluation Structure, and Lead High-quality Development

The high-quality evaluation of higher vocational education should always revolve around the political, socio-economic, cultural, technological and other realities, understand the new demands for higher vocational education talents in the constantly changing context of high-quality development, maintain a keen perception and foresight of the market, guide higher vocational colleges to adjust their educational innovation direction and ideas, establish a relatively complete dynamic debugging mechanism, and overcome the lag in innovation and talent cultivation quality of higher vocational education.

The evaluation of higher vocational English should also be the same. Constructing a higher vocational English evaluation system requires multiple aspects, such as clarifying evaluation objectives, constructing diversified evaluation subjects, adopting diversified evaluation forms, determining scientific evaluation indicators, formulating reasonable evaluation standards, establishing effective feedback mechanisms, and utilizing modern information technology. Only in this way can a comprehensive, objective, and scientific vocational English evaluation system be established, providing strong guarantees for students' English learning and career development. The evaluation system for higher vocational English should focus on the diversification of evaluation subjects. The traditional evaluation system often takes teachers as the single evaluation subject, while diversified evaluation subjects can include student self-evaluation, peer evaluation, teacher evaluation, enterprise evaluation, etc. This not only reflects students' abilities and performance more comprehensively, but also enhances their sense of agency and responsibility. Evaluation indicators are the core part of the evaluation system, which directly affects the accuracy and

effectiveness of the evaluation results. When constructing an evaluation system for vocational English, scientific evaluation indicators should be determined. These indicators should cover multiple aspects such as language knowledge, language skills, learning strategies, cross-cultural communication abilities, and vocational skills. At the same time, evaluation indicators should have operability and measurability, so that they can be objectively evaluated and compared. The evaluation forms should be diversified to comprehensively reflect students' English learning process and achievements. In addition to traditional final exams, various methods such as formative assessment, performance assessment, and authenticity assessment can also be used. For example, students' language proficiency, teamwork ability, and innovation ability can be evaluated through classroom observation, homework analysis, project evaluation, oral presentations, English speech competitions, and other forms.

5. CONCLUSION

The high-quality development of higher vocational English education is of great significance for cultivating outstanding talents, assisting industrial upgrading, and promoting social development. High-quality English education can help students master a solid language foundation, improve cross-cultural communication skills, and better meet the demand of local enterprises for international talents; In the global industrial chain, English is an important tool for communication. Strengthening English education can help improve the overall level of local industries, promote industrial upgrading and transformation, and drive the sustainable development of local economies. Therefore, vocational colleges should make the development of higher vocational English in line with the trend of vocational education, timely update innovative consciousness, optimize talent training system, innovate teaching methods and evaluation system, improve the quality level of higher vocational English education, and cultivate compound talents who not only have a solid foundation in English, but also have a broad international vision and rich humanistic literacy.

ACKNOWLEDGMENTS

Funding: Education Science Research Project of China Transportation Education Research Association for 2024-2026, "Research on the Professional Development Path of English Teachers

in Civil Aviation Colleges under the Background of Generative Artificial Intelligence" (No.: JT2024YB188); The third phase of the 2024 Ministry of Education's supply and demand docking employment and education project "Construction of Vocational English Off-campus Training Bases in Vocational Colleges under the Background of School-Enterprise Cooperation" (No. 2024032817742); The 2024 Course Ideological and Political Construction Project of Guangzhou Civil Aviation College: "Demonstration Course of Ideological and Political Education in College English Speaking" (No.: SZKC2024010). Special Project of the 2023 Research Backbone Training Program of Guangzhou Civil Aviation College, "Implementation Path and Application Research of the 'Project-oriented + Form-focused' Instruction Model in Vocational English Classroom against the Background of Informatization" (No. 24X4451).

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