

Exploring the Value and Pathways of Enterprise Practice for Higher Vocational Teachers under the Reform of Key Elements in Vocational Education Teaching

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Abstract: The reform of key elements in vocational education teaching is a critical pathway for the transformation of vocational education. Enterprise practice for higher vocational teachers serves as a vehicle to activate teaching resources and strengthen the construction of the “dual-qualified” teacher workforce. Grounded in the reform of key areas such as textbooks, practical training, and teaching methods, this paper deeply analyzes the driving role of teachers’ enterprise practice in the development of teaching resources, the enhancement of teaching capabilities, and the alignment of school-enterprise education. Confronting practical obstacles, such as cognitive biases in practice, inadequate management systems, and misaligned practice content, this paper seeks improvement approaches from perspectives including ideology, institutional processes, content systems, school-enterprise platforms, and assessment mechanisms. It aims to provide value support for higher vocational colleges to standardize teacher enterprise practice, promote industry-education integration, and advance high-quality vocational education development.

Keywords: Higher vocational teachers; Enterprise practice; Reform of key teaching elements; Industry-education integration

Online publication: April 26, 2026

1. Introduction

As vocational education enters a new stage of high-quality development, the reform of key teaching elements has become an inevitable choice to adapt to industrial upgrading. Teachers are the central hub of the vocational education teaching system, and their enterprise practice literacy and awareness of industrial development directly impact the quality of talent cultivation. Accelerating industrial technology upgrades drives the transformation of vocational education teaching models, making the disconnection between traditional faculty and industry realities increasingly evident. Clarifying the intrinsic value of teacher enterprise practice, analyzing existing practical bottlenecks, and establishing a scientific and comprehensive support and implementation system align with the requirements of the reform of key teaching elements in vocational education and are necessary to solidify the foundation for cultivating high-skilled talent.

2. Value of enterprise practice for higher vocational teachers under the reform of key elements in vocational education teaching

2.1. Optimizing the configuration structure of key teaching elements

Key elements of vocational education teaching include specialties, curricula, teachers, textbooks, and practical training, with teachers serving as the central link connecting these elements. The reform of key teaching elements must break free from the constraints of traditional, rigid teaching models and abandon the concept of emphasizing theory over practice. The Implementation Plan for Deepening the Construction Reform of the “Dual-Qualified” Teacher Workforce in Vocational Education in the New Era (Teacher [2019] No. 6) emphasizes the need to “promote teachers’ regular participation in industry seminars, exchanges, training, and technical certification, as well as deep involvement in enterprise technological transformation, process improvement, and product upgrades.” When teachers engage in enterprise practice, they gain direct insight into production standards, technical processes, and job requirements, allowing them to revise teaching plans according to industry trends ^[1]. Through practical experience, teachers can improve textbook content, incorporate new technologies and processes, and rationally arrange practical training resources so that training equipment aligns with enterprise production standards. Well-structured practice breaks down barriers between key teaching elements, improves their configuration, and drives the transformation of vocational education teaching models toward industry orientation and specialization.

2.2. Strengthening the comprehensive teaching abilities of higher vocational teachers

Developing “dual-qualified” teachers is central to building the faculty of higher vocational colleges, with comprehensive teaching ability encompassing both theoretical instruction and practical guidance. Most higher vocational teachers graduate from general universities with strong theoretical knowledge but lack frontline industry experience, leading to notable deficiencies in practical teaching. Zhang Bingzhu, Deputy Director of the National Petroleum and Chemical Industry Vocational Education and Teaching Steering Committee, points out that “the cultivation of ‘dual-qualified’ teachers cannot rely on ‘temporary partnerships’”; rather, systematic improvement of teachers’ practical abilities requires normalized and institutionalized enterprise practice. Enterprise practice immerses teachers in an industry training environment, allowing them to directly participate in production processes, acquire professional operational skills, and gain job experience. Through practice, teachers master enterprise management models and technical standards, enrich their knowledge base, and break free from entrenched teaching concepts. Long-term, standardized enterprise practice simultaneously enhances teachers’ theoretical teaching, practical guidance, and curriculum development abilities, cultivating a high-quality faculty suited to the development of vocational education.

2.3. Bridging the integrated school-enterprise talent cultivation chain

Industry-education integration and school-enterprise cooperation are the main directions of vocational education development. The reform of key teaching elements should deepen the school-enterprise collaborative education model. The Opinions on Promoting the High-Quality Development of Modern Vocational Education issued by the General Office of the Communist Party of China Central Committee and the General Office of the State Council explicitly call for “improving the ‘two-way flow’ mechanism between teachers and enterprise talents and establishing an industry mentor system.” The goal of higher vocational colleges is to cultivate high-skilled talents who meet industry job requirements; relying solely on campus teaching cannot achieve precise talent cultivation. Teacher enterprise practice builds a bridge between colleges and enterprises, facilitating information exchange. Teachers can communicate enterprise job requirements back to the college, helping adjust specialty offerings and talent cultivation plans, while also conveying campus teaching philosophies to enterprises, encouraging their participation in talent cultivation. This two-way model reduces the gap between talent cultivation and enterprise employment needs, enabling seamless connection between campus teaching and enterprise employment, thereby improving the integrated school-enterprise education chain.

3. Existing problems in enterprise practice for higher vocational teachers under the reform of key elements in vocational education teaching

3.1. Cognitive biases in practice and insufficient ideological emphasis

Currently, most higher vocational colleges and teachers exhibit significant cognitive biases regarding enterprise practice, with insufficient ideological emphasis. Some colleges define teacher enterprise practice as a simple industry experience, failing to formulate long-term development plans aligned with the requirements of key teaching element reform, treating practice merely as a mandatory assessment task. Some teachers believe that enterprise practice takes time away from teaching and offers no substantive help to their teaching work, showing low subjective motivation to participate^[2]. Others treat practice superficially, merely completing basic check-in procedures without delving into frontline technical roles. These misconceptions deprive enterprise practice of its intrinsic educational value, hinder the improvement of teaching abilities, and fail to meet the demands of key teaching element reform.

3.2. Incomplete practice management systems and weak process standardization

A sound management system is a prerequisite for orderly enterprise practice. Currently, most higher vocational colleges lack mature management systems for teacher enterprise practice. Colleges have not established specific practice access standards, job assignment rules, or personnel management regulations. Teacher job assignments lack standardization, with some positions having little connection to teachers' specialties. During practice, there is no designated supervision or control, making it impossible to grasp teachers' work status or learning content promptly. Colleges have not established comprehensive attendance systems or error-tolerance mechanisms, leaving no basis for handling leave requests due to temporary absences or job adjustments. Loose systems lead to chaotic practice processes, undermine teaching quality, and impede the smooth progress of key teaching element reform.

3.3. Low alignment of practice content with teaching, poor teaching transformation

The reform of key teaching elements requires that enterprise practice serve daily teaching, with practice content closely integrated with specialized courses and practical training. Currently, most teachers participate in enterprise practice with relatively monotonous content. Enterprises assign basic, repetitive, low-skill tasks, making it difficult for teachers to access core production technologies or R&D processes. Teachers cannot transform the technical knowledge gained during practice into teaching resources; classroom teaching still relies on traditional, outdated cases. Practice outcomes fail to support key teaching element reform efforts, such as curriculum optimization or textbook updates, resulting in wasted practice resources.

3.4. Insufficient depth of school-enterprise collaboration, low-quality practice platforms

School-enterprise cooperation is the main pathway for teacher enterprise practice. Currently, the level of cooperation between higher vocational colleges and partner enterprises is relatively low. Most cooperation remains at the level of student internship placement and short-term personnel exchanges, with enterprises showing little initiative in teacher development. Colleges lack high-quality partner enterprise resources; partner enterprises have limited industry coverage, and there are few high-tech industry partners^[3]. Low-quality cooperation platforms restrict the scope of teacher practice, preventing teachers from accessing advanced production equipment or high-end technical processes, thus failing to meet the high standards for teacher capabilities required by key teaching element reform.

3.5. Incomplete evaluation and assessment mechanisms, vague practice acceptance criteria

Scientific assessment can regulate teacher practice behavior and ensure the implementation of practice work. Currently, the assessment and evaluation systems for teacher enterprise practice in higher vocational colleges have significant deficiencies, with overly general assessment standards. Assessment methods focus on outcome-based evaluation, relying

solely on practice summaries and attendance records submitted by teachers, without attention to capability improvement during the practice process. Additionally, colleges lack corresponding reward and punishment systems: teachers who excel in practice receive no recognition, while those who perfunctorily complete practice face no penalties. Irrational assessment mechanisms weaken the effectiveness of practice control and fail to guarantee the actual outcomes of enterprise practice.

4. Optimal pathways for enterprise practice of higher vocational teachers under the reform of key elements in vocational education teaching.

4.1. Transforming inherent cognitive mindsets, establishing a scientific practice philosophy

Regarding cognitive biases in practice, both colleges and teachers must jointly change their mindsets and recognize the significant importance of enterprise practice for key teaching element reform and faculty development. College administrators should start from vocational education reform policies, position enterprise practice as a central component of faculty development, abandon formalistic practice management concepts, and integrate practice work into long-term teacher development plans^[4]. Colleges should regularly organize industry training sessions for teachers, communicate the latest vocational education reform policies, share excellent teachers' practice experiences, and actively involve teachers in practice. Teachers should break the inertial thinking of prioritizing theory over practice, set practice goals based on their own teaching weaknesses, actively engage in industry technology research, and strive to accumulate hands-on job experience. For example, science and engineering-focused higher vocational colleges organize outreach activities on enterprise practice concepts each semester, conduct industry awareness training for professional teachers regarding issues in enterprise practice, correct teachers' one-sided views, and enable teachers to develop personalized practice plans according to course teaching needs, thereby increasing their motivation to participate.

4.2. Improving the management system, standardizing practice implementation processes

To address problems arising from incomplete systems and non-standardized processes, higher vocational colleges should establish systematic, standardized enterprise practice management systems based on the requirements of key teaching element reform. Colleges should assign practitioners according to teachers' specialty directions, teaching experience, professional titles, and course types, prioritizing young teachers and those with weaker practical teaching abilities. Detailed job assignment rules should be formulated, matching practice positions with teachers' specialties, prohibiting arbitrary assignment. Supporting systems for attendance management, personnel adjustment, safety control, etc., should be improved, with designated personnel supervising the entire process, documenting teachers' work status in real time, and promptly handling various emergencies during practice. For instance, business-focused higher vocational colleges have adjusted their teacher enterprise practice management methods, specifying regulations on job assignments, daily assessment, and process supervision. They have formed on-campus supervisory teams to oversee teachers' implementation at partner enterprises, guiding teachers to carry out practice work within teaching activities, thereby effectively reducing irregularities in practice.

4.3. Aligning with teaching development needs, optimizing practice content systems

Regarding the suitability of practice content, colleges should collaborate with enterprises to improve practice content, transforming practice outcomes into teaching resources. Personalized practice plans should be developed based on course syllabi and practical training requirements, eliminating repetitive, low-skill basic tasks and adding high-quality practice content such as core technical operations, process R&D, and job scheme design. Enterprises should assign senior technical personnel to provide one-on-one guidance to teachers in technology, processes, job management, and other areas. Teachers should integrate enterprise production cases and technical standards into course design, update outdated knowledge points in textbooks, and optimize practical training teaching plans. For example, an information technology-focused higher vocational college jointly determined practice content with a technology enterprise, arranging teachers to engage in core

work such as software development and system operations. Teachers organized new programming languages and digital operation methods encountered during practice into teaching cases, updated classroom practical training tutorials, and effectively transformed practice outcomes into teaching resources, promoting the optimization and upgrading of key teaching elements.

4.4. Deepening school-enterprise collaboration, building high-quality practice platforms

To address insufficient depth of school-enterprise cooperation and low-quality practice platforms, colleges should expand cooperation channels and promote multi-level, all-round school-enterprise collaboration. Colleges should proactively connect with high-tech and leading industry enterprises to establish long-term, stable partnerships, enriching high-quality practice platform resources. Schools and enterprises should sign agreements specifying enterprises' responsibility for teacher development, opening core production workshops, R&D centers, etc., for teacher use, ensuring teachers have access to the latest technology and equipment. A two-way school-enterprise exchange mechanism should be established, allowing enterprise technical personnel to teach at the college and teachers to practice and learn at enterprises, achieving two-way talent flow. Additionally, collaborative training bases should be built, integrating school and enterprise hardware resources to create on-campus practice facilities that align with enterprise production standards, meeting both teacher practice requirements and student training needs. For example, the landscape architecture program at an agriculture-focused higher vocational college collaborated with multiple local leading landscaping enterprises and municipal landscape departments to build a "Landscape Architecture Real-Scene Training Complex." Enterprises fully opened their precious seedling production bases and landmark park green spaces, forming a mentor team led by senior horticultural masters and first-level project managers. Teachers regularly undertook "full-cycle" assignments at project sites, deeply participating in real projects such as flower border creation, rejuvenation of ancient and famous trees, and smart landscape management. Through hands-on experience in meticulously crafting landscapes, they refined advanced skills like micro-landscape design and ecological restoration, using real engineering scenarios to inform teaching, achieving a practical transformation from "theoretical talk" to "grounded implementation."

4.5. Improving the assessment and evaluation system, strengthening practice quality control

To overcome the vagueness of assessment and evaluation, colleges should establish a full-process, multi-dimensional, quantifiable quality improvement mechanism for enterprise practice. Assessment methods should be improved by combining process evaluation with outcome evaluation, documenting teachers' practice hours, job content, and technology learning progress throughout the process. After practice, teachers' practice summaries, teaching transformation plans, and skill improvement outcomes should be reviewed^[5]. Assessment indicators should be refined, dividing scoring criteria across dimensions such as professional skills, industry awareness, teaching transformation, and professional ethics, enabling precise quantitative scoring. A comprehensive reward and punishment system should be improved, linking assessment results to teacher title evaluations, performance pay, and award selections. Teachers who perform excellently should receive financial rewards or further training opportunities, while those who perfunctorily complete practice or fail assessment should undergo retraining. For example, a forestry-focused higher vocational college established a quantitative assessment system, using practical skills, case accumulation, and teaching optimization as assessment modules to evaluate teachers' practice outcomes accurately. Strict assessment controls forced teachers to take practice work seriously, comprehensively improving the overall quality of enterprise practice.

5. Conclusion

As the reform of key elements in vocational education teaching deepens, enterprise practice for higher vocational teachers has become a bridge for faculty development, teaching innovation, and school-enterprise cooperation. By confronting practical problems in practice cognition, management systems, content alignment, school-enterprise cooperation, and

assessment evaluation, and by coordinating efforts in ideological guidance, system construction, content optimization, platform building, and assessment control, the issues of formalistic and inefficient teacher enterprise practice can be effectively resolved. Normalized, standardized enterprise practice continuously enriches the dual-qualified teacher base, breaks down barriers between key teaching elements, connects the school-enterprise talent cultivation chain, aligns with industrial job requirements, and provides strong support for the long-term, stable development of vocational education and the cultivation of high-quality technical and skilled talents.

Funding

2024 Jiangxi Provincial Vocational Education and Adult Education Teaching Reform Research Project “Research and Practice on the Practical Teaching System of Landscape Architecture Major in Higher Vocational Colleges Based on the Upgrading of Ecological Landscape Industry” (Project No.: JXJG-24-57-17)

Disclosure statement

The authors declare no conflict of interest.

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