The Reform of Talent Training Mode in Vocational Education: A Case Study of Multisource Talent Recruitment

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Abstract
Higher vocational education in China has gradually improved with the progress of China's economy and society. Higher vocational schools have responded to the national strategy of multisource recruitment in recent years, and research into the reform of talent training mode has become a critical issue that must be addressed. The source structure of students in higher vocational schools has altered as a result of the development of higher education. Students in Chinese higher vocational schools now have a variety of options for further education, which has enriched the source structure for students. However, this also poses fresh difficulties to higher vocational schools' present talent development model. The difficulties of education and teaching are substantially increased due to student source variances and personalized development needs. In conclusion, this study examines the background of multisource talent recruiting in Chinese higher vocational schools, evaluates contemporary issues, and provides solutions.
Keywords: Background of Recruitment, Multisource Talents, Vocational Education

Introduction
Current Situation of Chinese Enrollment Systems and Talent Training Mode in Higher Vocational Schools
Formation and Development of Recruitment System for Multisource Talents
To promote the reform of China's vocational higher education enrollment system, the Chinese government stated in the National Medium and Long-Term Education Reform and Development Plan (2010-2020) (Ministry of Education of the People's Republic of China, 2010) released in 2010 that it is necessary to construct an "overpass" for graduates' lifelong learning to optimize the system of continuing education for graduates of vocational colleges and connect all levels of education. The Guidance on Promoting the Coordinated Development of Secondary and Higher Vocational Education (Ministry of Education of the

People's Republic of China, 2011) issued by the Ministry of Education of China, People's Republic of China (2011) pointed out "it is necessary to explore the model of cultivating talents through secondary and higher vocational education." In 2014, the State Council People's Republic of China (PRC) (The State Council of China, 2014) stated clearly that "by 2020, an examination and enrollment model of 'classified examination, comprehensive evaluation, and multiple admissions' will be formed, and communication between all levels of education will be realized, and a variety of learning outcomes will be recognized."

The concept of "overpass" is again emphasized. On January 15, 2021, the Chinese government issued The Plan for Improving the Quality of Vocational Education (2020-2023) (Ministry of Education of the People's Republic of China, 2020), in which nine departments including the Ministry of Education of China made further requirements for higher vocational education development, namely, to make the entrance examination the main path for enrollment in higher vocational education (Ministry of Educatio, People's Republic of China, 2021). Today, Chinese higher vocational schools have built up a recruitment system for multisource talents after nearly ten years of hard work.

Challenges Arising from the Recruitment System for Multisource Talents

Multisource talent recruiting has become a critical component of ensuring the long-term growth of students at higher vocational institutions. Over the last three years, there have been four ways of enrollment for fashion design majors at Shandong Vocational College of Science and Technology, including transfer to another school (where after completing three years of study in a secondary school, students can enter the same major in a junior college through an entrance exam for another two years of study), separate entrance examination, comprehensive evaluation enrollment, and summer unified entrance examination. In 2019, the Chinese government proposed to expand enrollment; as a result, the Shandong Vocational College of Science and Technology added the path of enrollment for social workers. On November 17, 2021, the General Office of China's Ministry of Education issued The Notice on Further Improving the Classification and Examination System of Higher Vocational Schools, which further clarified the content of the recruitment of professional talents under the background of multisource talent recruitment (Ministry of Education of the People's Republic of China, 2021). In Shandong Vocational College of Science and Technology, five enrollment paths have coexisted thus far. It is vital to understand the disparities in students' learning capacity, cognitive level, and cultural basis in the face of such a recruiting system for multi-level and multisource talents. The previous uni-dimensional talent training model is no longer appropriate for today's stage of talent development, necessitating a study of the multi-dimensional and multi-level talent development model.

Problems in Talent Training Mode of Higher Vocational Schools

Two significant questions in the talent training model of higher vocational schools are "train talents for whom?" and "what sort of skills to train?" (Huang& Lin, 2010). These two major difficulties are constantly at the forefront of the idea, purpose, technique, and evaluation of talent training. In terms of talent recruiting, the previous talent training strategy is no longer able to keep up with the trends.

(1) Single Talent Training Mode
The current unified talent training model was formulated with majors as the unit. The content is not limited to teaching conditions (hardware conditions, including facilities and equipment, etc., and software conditions including staff, etc.), teaching content, teaching methods, curriculum, etc. Subsequently, adjustments were made to the curriculum. Finally, the talent cultivation program was formed for different categories of students. However, under the premise of a single talent training model, it is difficult to cultivate talents (Wang, 2009).

(2) The Talent Training Program is Backward
At present, many higher vocational schools update their talent training programs once every two or three years. However, the development of this year's talent training program has to be updated based on the feedback from last year's graduates, which causes the development and updating of the existing talent training program to lag behind the market needs (Li, & Chen, 2010).

Reasons for the Singleness and Lag of Talent Training Mode
Pupils from high school, secondary vocational school, and even employees in businesses are among the students taking the same major. They come from diverse educational backgrounds and have varied social experiences. However, many schools are unable to provide distinct classrooms for a diverse set of students due to their large number and class sizes, resulting in the mixed development of multisource students.

In China, talent development in higher vocational schools differs from talent development in colleges and universities. The word "vocational" holds the key. The primary purpose of the talent training model of higher vocational education is to focus on the vocational training of talents. It needs to keep up with the demand for talent on the market. Cooperation between higher vocational institutions and businesses, on the other hand, is confined to school-business collaboration. There is no standard school-enterprise collaboration mechanism, and the school-enterprise link is not strong. Before the feedback from firms on job demand and the employment condition given by society can be reflected in the updated talent training program, it would take a long time to gather and synthesize it. Each school has a tight evaluation procedure for updating the talent training program, which is designed to ensure its authority; however, it also obstructs the updating of the talent training program.

Countermeasures for the Reform of Talent Training Mode in Higher Vocational Schools
Under the Background of Recruitment of Multisource Talents
Analyzing the Characteristics of Students
Educators in China think that if they follow a realistic training program, they will be able to create the skills that the country and society require. Nowadays, Chinese schools continually encourage students to chart their own development paths, resulting in a growing diversity of student sources in higher vocational institutions. The first step in reforming the talent training model of higher vocational schools is to analyze the diverse sources of pupils.

For the analysis of source of students, we should measure from three aspects: knowledge, technology, and ability. Firstly, is the learning foundation of different sources of students, which are divided into good learning foundation, common learning foundation, and bad learning foundation; Secondly, for technical skills, there is the excellent type (with rich

practical experience in enterprises), advanced type (with some technical foundation after vocational education), and basic type (with no technical foundation). After the macroscopic classification of different sources of students from two aspects, the third aspect of ability is analyzed in a more detailed way according to Professor Howard Gardner's intelligent structure theory in eight dimensions (Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Bodily/Kinesthetic, Musical/Rhythmic, Inter-personal/Social, Intra-personal/Introspective, and Naturalist) (Sun & Sun, 2009).

On the basis of this method, we refer to the triarchic theory of intelligence proposed by Sternberg in 1985. The authors divided the different sources of students into three categories, namely, intellectual talents, innovative talents, and comprehensive talents (Li & Jin, 1994). Intellectual talents are good at solving problems with clear conditions and fixed methods and answers; innovative talents are good at solving problems with ambiguous conditions and various methods and answers; and comprehensive talents are good at solving problems with ambiguous conditions and various methods and answers (Sun, 2007), as shown in Table 1.

Table 1
Classification of talents based on the triarchic theory of intelligence

Serial number	Triarchic intelligence	Talent type	Problem conditions	Solutions to problems	Is it necessary to accumulate rich daily experience
1	Analytical intelligence	Intellectual talents	clear	only	no
2	Creative intelligence	Innovative talents	vague	various	no
3	Practical intelligence	Comprehensive talents	vague	various	yes

Refine Training Objectives
The categorization of the talents in the fashion design major at Shandong Vocational College of Science and Technology is formed from an analysis of the aforementioned study: smart talents, inventive talents, and comprehensive talents. To fully match the demands of society, the talent training model must be segmented according to the work requirements of connected industries. Taking the beauty industry as an example, the requirements for a beautician are: 1. Have a professional qualification certificate; 2. Good temperament; 3. Good communication skills; 4. Proficient in the use of cosmetic techniques; 5. Have a wide range of product knowledge; and 6. Able to operate related equipment (Du, Li, & Zhan, 2019). According to this market demand, we can extract each requirement for the refinement of talent training objectives, as shown in Table 2.

Table 2

Job requirements and refinement of talent training mode in higher vocational schools

Serial number	Job requirements	Refinement of talent training
1	Have a professional qualification certificate	The credits of relevant courses can be deducted after obtaining the qualification certificate
2	Good temperament	Add relevant courses such as image design and social etiquette
3	Good communication skills	Add classroom interactions to focus on cultivating students' language expression ability, comprehension ability, and communication ability
4	Proficient in the use of cosmetic technique	Reasonably allocate the proportion of theoretical teaching and practical teaching hours, and adopt different methods for different sources of students
5	Have a wide range of product knowledge	Reasonably allocate the proportion of theoretical teaching and practical teaching hours, and adopt different methods for different sources of students
6	Can operate related equipment	Introduce new teaching facilities and equipment to ensure that students can use the same equipment in the classroom as in the enterprise

Integrate Curriculum Resources

On-campus and off-campus curriculum resource integration are the two types of resource integration. The integration of off-campus curriculum resources includes school-enterprise cooperation, which should not be limited to the apprenticeship-order cooperation mode, but should also strengthen daily communication with enterprises, understand the latest needs of enterprises, and dynamically adjust the objectives and contents of talent training to meet those needs. The integration of resources inside and between disciplines is part of the on-campus curricular resource integration (Tang & Peng, 2021).

The quality standards and specifications of talent training mode formed by the classification of different sources of talents require a supporting curriculum system and teaching content. In different types of talent training mode, there are two variables that can be adjusted, which are curriculum content and the proportion of curriculum time; whereas within the curriculum content, there are three variables that can be adjusted, which are professional compulsory courses, professional elective courses, and general elective courses.

(1) Integration of teaching resources within disciplines: includes the integration of teaching resources within and between disciplines, and the integration of experiential activities and exploring activities.

(2) Integration of teaching resources between disciplines: is based on the interpretation of textbook resources, rather than the simple "addition" of interdisciplinary teaching resources. Teachers should give full play to the advantages of interdisciplinary courses.

Mixed Classes

Students from all three sources might be grouped together in a single class. Age, social experience, learning foundation, technical capabilities, and other factors must all be considered when a class is set up (Wang, 2021). The age difference between social students and regular students is quite substantial. Social students aged 30 and above make up a sizeable section of the population. Over 30 social students have worked in the field of social work, are married, and have children. To balance job, life, and education, they require a lot of spare time. Furthermore, because they are older, their learning objectives are clearer, and they have a clear plan for their future professional growth. Their capacity for self-study is also often stronger than that of regular pupils. This type of learner is a good fit for a classroom. In addition, the remaining students are split into intellectual courses, inventive classes, and comprehensive classes based on the three sources of abilities indicated above.

Targeted Teaching

For pupils from various backgrounds, different teaching strategies should be used. Teachers should assist intellectually gifted students to create a foundation of professional knowledge and use a task-driven teaching paradigm. Teachers should give greater attention to the development of inventive abilities in innovative students. To fully activate their thinking, teachers should provide open-ended assignments. It is vital to recognize that comprehensive talents already have social work experience and technical abilities. Teachers should place a greater emphasis on honing their management and organizational abilities (Xu, 2021).

Diversified Evaluation

Students' skills are assessed using the classic talent training paradigm, which is based on their performance. Such an assessment system is unsuitable for the development of students from various backgrounds. The new training model should incorporate a variety of talent development strategies as well as fair evaluation methods. For courses that include more theoretical study, Feynman's learning technique should be used for evaluation, allowing students to become "teachers" and enabling them to recount the theoretical information they have gained for evaluation. Students can compete in contests and acquire occupational qualification certificates for evaluation if they take courses that include more practical study. Teachers might utilize the period evaluation approach for additional courses.

The period evaluation includes not only the mid-term and final examinations, but also the evaluation of students' performance in three stages: pre-class, in-class, and after-class. This technique uses self-assessment, mutual evaluation as the primary form of evaluation, and instructor reviews as a supplemental method of evaluation. This strategy allows pupils to uncover their own strengths and limitations while also improving their ability to express themselves. The evaluation for courses that create works, such as graduation design, can be done by voting. This strategy is useful for objectively gathering diverse viewpoints from professors and students from different fields. Diversified evaluation is conducive to helping students know their strengths in the evaluation and choose a more reasonable path for their development (Zhang et al., 2020).

Conclusion
The Theoretical Significance of this Study
(1) Classification of Talents
Aiming at the reform of talent training mode under the background of multisource talent recruitment, this study proposes the connotation of three categories of talents, which enriches the theory of talent classification in higher vocational education.

This study proposes a method to accurately solve the problem of talent classification under the background of multisource talent recruitment. This study adopts literature research method, content analysis method, induction method and other research methods. On the basis of analyzing a large number of professional books and literature data, this study proposes the connotation of three categories of talents: intellectual talents, innovative talents, and comprehensive talents, which lays a theoretical foundation for the reform of talent training mode in the later stage.

(2) Setting of Goals
In view of the talent training goals, this study proposes a matching method of job goals and training goals, taking the existing professional standards as an important reference for the setting of talent training goals, and integrating them into the requirements for obtaining "1+X" vocational skills certificates. In addition, and the two aspects of the target requirements are organically combined to optimize the existing talent training goals. This method can effectively solve the problems in talent training under the background of multisource talent recruitment, provide a feasible optimization method for the reform of talent training mode, and provide theoretical reference for the follow-up talent training mode.

(3) Plan Implementation
This study adopts the research methods such as questionnaire survey and induction method. Aiming at accelerating the talent training program, this study summarizes a set of solutions suitable for solving the problems encountered in the implementation of talent training program under the background of multisource talent recruitment from four aspects: curriculum resources, class grouping, teaching methods and teaching evaluation, which provides a theoretical reference for the the reform of talent training methods in China's higher vocational schools.

Among them, in terms of curriculum resources, this study advocates the full integration of in and out of school resources, so that compulsory courses and elective courses complement each other, and talents in different fields can also communicate with each other.

In terms of class teaching, based on survey data, this study proposes class-grouping methods such as respecting students' wishes, classifying talents according to the sources and the categories of talents, and mixed grouping. These methods can solve the problems caused by the differences in age, learning foundation, social experience, living habits of talents.

In terms of teaching methods, the author carries out targeted teaching method according to the classification of the three categories of talents, aiming to solve the problem of using the same teaching method for different categories of talents in the existing talent training mode, so as to make the talent training mode more targeted and flexible.

In terms of teaching evaluation, the author adopts the induction method and proposes to adopt a variety of evaluation standards, diversified evaluation subjects and stage assessment for teaching evaluation, so as to ensure the the effectiveness of the talent training mode and provide theoretical support for talents evalution.

The optimal design of key aspects such as talent training aims, contents, and assessment techniques is the optimized route for the talent training mode of fashion design majors in higher vocational schools in the contemporary environment of recruiting multisource talents. We can design dynamic talent cultivation targets, simplify the process of updating talent training programs in certain conditions, and eliminate the lag of updating talent training programs by analyzing enterprise demand and enhancing the collaboration between schools and employers. Based on the analysis of the student source, the intelligent structure theory and the triarchic theory of intelligence are used to classify talent training categories, and set up talent training content for different sources of talents. This study hopes to explore different teaching methods and diversified evaluation, promote the practicability of curriculum contents and evaluation methods, and help all kinds of talents find their development path.

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