

Development Logic and Evolutionary Characteristics of China's Apprenticeship Education Model

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Abstract: Apprenticeship system plays an important role in cultivating technically skilled talents and building a skill-based society. Throughout the development logic of China's apprenticeship education model, it shows the policy motivation system with the interest game as the key, the policy goal orientation guided by the value load, the policy implementation process guaranteeing the policy tool as the strategy option, and the policy discourse culture embodied in the textual discourse. The evolution of China's apprenticeship system in the new era is characterised by a power formation mechanism with balanced interests, a rich and diversified policy value orientation, a process guarantee, timely innovation of policy tools, and a policy discourse that continuously strengthens people's participation.

1. Introduction

Apprenticeship has been playing a very important role in cultivating high-level professionals, passing on technical skills and culture, and promoting social stability and order. Since the founding of New China, apprenticeship education has been vigorously developed under the impetus of policies, but in the process of reform, many thorny problems still exist, such as rigid mechanisms hindering the generation of policy impetus, value concepts in an unstable state, measures to maintain the smooth operation of the policy have not been put into practice, and the policy content discourse is too utilitarian. In order to promote its sustainable and healthy development, a series of policies have been introduced in recent years. From modern apprenticeship system, enterprise new apprenticeship system to apprenticeship system with Chinese characteristics, its framework structure is basically taking shape, and the system system is becoming more and more perfect. However, there is a significant gap between China's apprenticeship system and that of developed countries in the world, and there is a big difference between the level of talents under the apprenticeship system and that of the high-precision and intelligent talents needed by the country. The development of the apprenticeship system is not a one-step process; it involves a large number of interested parties, and the design and operation processes are complex and varied, making it difficult to analyse the logic of its evolution in a single model. According to authoritative sources, there are four different types of modes of education-related policy inquiry, namely, the occurrence-oriented mode of inquiry, the process-oriented mode of inquiry, the purpose-oriented mode of inquiry and the policy discourse-oriented mode of inquiry. Accordingly, this paper analyses the evolutionary logic of apprenticeship policy in different dimensions. Although there are a large number of related policy texts, if the apprenticeship system is to achieve sustainable development, it is necessary to sort out its institutional policy and carry out in-depth reforms to solve the problem of its imbalance.

2. The Logic of Development of the Apprenticeship Education Model in China

2.1 A Policy-driven System in which the Game of Interests Is Key

The formulation of education policy is based on the interests of various actors. The policy

formulation of the apprenticeship system is shaped by the interaction of multiple subjects, such as the state, guilds, and schools, according to the needs of different interests in a reasonable and lawful manner. The stages of China's vocational education regulation and power formation system, with the game of interests as the key element, are as follows. First, the stage of open orientation focusing on industrial development and productivity progress. After the founding of New China, the large-scale cultivation of technical talents promoted industrialisation. According to relevant data, from October 1949 to January 1958, there were 8.37 million new skilled workers serving the socialist construction, and more than 90% of them were from apprenticeship.[1]

The second is the optimisation and upgrading stage with industrial transformation and upgrading as the core. 2014 "the State Council's decision on accelerating the development of modern vocational education," the implementation of the school-enterprise co-recruitment of students, such as the proposal of high-quality development of human resources; and the enterprise's new apprenticeship system is the core of the enterprise apprenticeship specialisation, precision training. Thirdly, it is a key stage of innovation centred on human development. 2022 The newly revised Vocational Education Law mentions that "the training objects of the apprenticeship system with Chinese characteristics shall be on-the-job workers, transferred and newly employed workers, and students jointly recruited by schools and enterprises", and that the group of recruited apprentices is diversified.

2.2 Policy Goal Orientation Guided by Value Loads

Since its inception, the value orientation of apprenticeships has repeatedly alternated between a productive and an educational focus. Firstly, it focuses on the production stage. Since the reform and opening up, the education policies issued by the state have taken economic development and social construction as their guiding ideology. For example, the 1996 Law of the People's Republic of China on Vocational Education and the 2005 Decision on Vigorous Development of Vocational Education have provisions on focusing on "productivity" and "sociality", such as "Vocational education is important for increasing jobs, the economy, the environment, and the environment. For example, the 1996 Law of the People's Republic of China on Vocational Education and the 2005 Decision on Vigorously Developing Vocational Education all contain provisions on the importance of "productivity" and "sociality", such as "Vocational education is of far-reaching significance for increasing job opportunities, economic empowerment and social development.

Secondly, it is the stage of high-level integration of the productive and educational aspects, as mentioned in the State's instructions on vocational education in June 2014 and in the Central Poverty Alleviation and Development Work Conference in November 2015, when vocational education was included in poverty alleviation work. Thirdly, the stage of high-quality evolution of educativeness. The reform of the new college entrance examination system and the country's demand for comprehensive human resources clearly require vocational education to uphold the goal of "the all-round development of human beings". The newly revised Vocational Education Law points out that "a sound mechanism for mutual certification, accumulation and transformation of qualifications and achievements between different levels and types of schooling and vocational education should be established", so we can use intelligent technology to empower the ecosystem of modern apprenticeship with Chinese characteristics, clarify the role and status of intelligent technology, and form an optimal symbiosis. [2]

2.3 Safeguarding the Policy Implementation Process with Policy Instruments as Strategic Options

Policy tools are the control methods adopted by government departments to fulfil policy objectives or to deal with major social problems. Since the founding of New China, China's apprenticeship policy implementation has viewed the five categories of tools advocated by Ingram and Schneider, including authority, competence, motivation, symbols and exhortation, and learning as strategic options, with the implementer as the assumed premise. The subject of the authoritative tool is the government, which realises the target benefits by coercive or administrative means.[3] 2022 The state officially introduced the apprenticeship system with Chinese characteristics, and the

foundation model and key tasks of vocational education in China were established.

At the same time, the government will adjust the enrolment examination, fee raising and other issues through mandatory control. The capability tool mainly refers to the object of behaviour to enhance its capability through various channels such as giving economic, cultural and other resources. The state has repeatedly mentioned that the government encourages social forces to support the development of higher vocational education through the purchase of services and the construction of practical exercises and training bases. Incentive tools refer to the actions of the object of behaviour under the pressure of official rewards and punishments. After the 1980s, incentive tools have been repeatedly used in the field of vocational education, especially in the areas of financial incentives and status preferences, such as the state's financial subsidies for recruited vocational teachers and the construction of a horizontal and vertical vocational qualification certification system. Symbolic and hortatory tools refer to the fact that the implementation of actions by the actors is pulled by a series of prescribed ideas. For example, vocational universities actively carry out reforms due to the national economic transformation and upgrading as well as the market-oriented development of vocational education. Learning tools refer to the target population to solve policy problems through their own wisdom and talent.

2.4 A Culture of Policy Discourse Embodied in Textual Discourse

Since the founding of New China, the economics discourse has dominated and diversified towards covering the discursive tendencies embodied in the apprenticeship policy rules. In the period dominated by economics discourse (1949-2010), the main manifestations are the interaction between education and economy, education financing and education finance. For example, the role of education in relation to the economy is reflected in the promotion of education to the economy as well as adaptability, science and technology is the key to promoting high-quality development of the economy, and education is the basic force for the development of science and technology.²⁰²¹ General Secretary mentioned at the National Conference on Vocational Education in April 2021 that "Vocational education has an impact on individuals and society at the same time, and it is necessary to establish a modern vocational education system". In terms of education financing and education finance, the main measures include fully supporting social forces to run education in multiple ways, and delegating autonomy to universities to broaden financing channels, etc. Since 2011, the policy discourse on apprenticeships has been diversified. For example, sociological policy discourse mainly focuses on apprenticeship and social development, and the modernisation of socialism with Chinese characteristics requires talents and skills support. The political science policy discourse focuses on the ideological realisation of apprentices, the study of the new era of China's special theoretical system, and the establishment of the dominant role of the Party's leadership in the field of vocational education.

3. Evolutionary Characteristics of The Apprenticeship Education Model in China

3.1 Mechanisms for Shaping the Dynamics of the Balance of Interests

In contrast to the Western governance model, which favours competition, China's governance theory emphasizes the coordinating characteristics of monism and pluralistic participation. Firstly, the government should play a leading role and establish a coordinated and unified organisational and management system. The holistic governance theory shows the way to solve this problem. Integral governance theory refers to "under the new public management model, the fragmentation of government services and the fragmentation of governance are re-examined and corrected, so as to form a government governance model in line with the new situation"[4]. Apprenticeship with Chinese characteristics cannot be developed without the co-operation between the Ministry of Education and the Ministry of Human Resources and Social Welfare, and a specialised body that crosses departmental boundaries, such as the National Development and Reform Commission (NDRC), can be established. Secondly, under the guidance of talent standards, enterprises play a leading role in hiring high-quality mentor teams and guiding schools to teach apprentices the

professional theoretical knowledge of enterprise practice.

And school changes should be flexibly adjusted according to the market, the government should provide more autonomy and economic support for colleges and universities to run schools. The government should provide more autonomy and economic support for colleges and universities to run schools, and pay attention to the role of industry as a link between education and industry to improve the visibility and recognition of industrial apprenticeships. Finally, the all-round improvement of vocational education policies and regulations. It is necessary to open up the upper and lower channels, so that the central and local authorities can work together to build up the norms of VET, and to link up the left and right main bodies, so that the lower management bodies can formulate the system according to the characteristics of their own positions.

3.2 Enrichment of Pluralistic Policy Values

The apprenticeship system with Chinese characteristics should advocate a "people-oriented" and "diversified" target value orientation. The first is to shift from "productivity" to "both productivity and education". Ancient apprenticeship system focuses on the maintenance of family production, the guild apprenticeship system emphasizes the standardization of production, modern apprenticeship system emphasizes the production of skilled personnel, but the apprenticeship system is also a kind of cultivation of human activities, we should pay attention to the sustainable and comprehensive development of the apprentice. Secondly, the policy direction of apprenticeship system has changed, and more emphasis on fairness, such as the expansion of the scope of enrolment, willing to participate in the apprenticeship system of education groups can become the target of recruitment; the state also stressed that vocational education and general education are not higher or lower, just different types. Third, there is a transition from a "tool-based" to an "education-based" approach. Nowadays, vocational education has shifted from training people to serve social development to focusing on students' subjective demands, advocating the return of the humanistic concept.

3.3 Process Safeguards for Timely and Innovative Policy Instruments

Apprenticeship reform is full of variability and complexity, which requires policy instruments to be flexibly adjusted to the needs of the time. First of all, the government should increase the investment in vocational education and improve the management of the use of funds. The policy tools mainly tend to give play to the authority and efficiency of authoritative tools, such as the central ministry of finance to improve the management mechanism of funding. Secondly, diversified initiatives have been implemented to promote a more scientific and rational flow of high-quality technical personnel. Policy tools mainly use incentive tools, especially status preferences, benefit rewards, and performance evaluation, to ensure that incentive tools gradually take the lead in resource allocation. Once again, corresponding support should be given to vocational colleges and universities in ethnic minority and poverty-stricken areas to encourage the majority of young students to participate in innovation and entrepreneurship in the new era. The policy tools are mainly inclined to symbolic and hortatory tools to improve the internal values of the vocational college community. Finally, a mass participation monitoring and evaluation mechanism backed by law is established to expand the application of learning tools.

3.4 Increasing Popular Participation in Policy Discourse

Public opinion is the basis for policy making, but public participation in apprenticeship policy making requires both the guidance of the education administration and their own strong comprehensive quality. First of all, the use of a variety of ways to expand the scope of information dissemination, actively listen to the public ideas and selective absorption, and invite experts in various fields to provide advice and suggestions. At the level of Western public administration, citizens are able to carry out performance evaluation, budget consultation, planning and governance of the community, and so on.[5]

Mr. Fei Xiaotong once mentioned the concept of "differential pattern", which connotes that "the individual's pattern of vision is like the ripples caused by a stone thrown on the water surface. Each

person is the centre of the ripples, and relationships arise where the ripples are involved", which can explain the social relationships based on the distribution of benefits in a market economy. And the legal department should legislate to protect the rights and interests of the masses in speech and action. Secondly, a response mechanism or email address should be set up to respond positively to people's opinions, and accountability and discipline should be imposed for long-term non-response. Finally, a rewarding approach should be adopted, using intelligent information technology to encourage the public to inject wisdom into apprenticeship education policy.

4. Conclusion

History is a process of dynamic development, exploring the "quantitative change" and "qualitative change" of history by way of historical staging, and attaching importance to the reform indexes formed in certain time segments in the long river of history, so as to clearly explore the characteristics of the development of its era. The study of apprenticeship system with Chinese characteristics should start from the logic of its historical development, draw on the excellent practical experience of the West, summaries its evolutionary characteristics, pay attention to the interests of the responsible subjects in different historical and cultural environments that play with each other and have influence on each other, and focus more on the exploration of the order, organization and other mechanisms, so as to establish a vocational education system that is adapted to the traditions of our country in line with the modernity of the country.

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