

# **Reflections on the Development Orientation of Vocational Education System in the New Era**

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**Abstract:** Entering a new era, it is both timely and urgent to develop and improve our vocational education system. The development of vocational education system should follow the educational law of "from practice to theory to practice", and establish and improve a comprehensive vocational education system covering high, middle and primary vocational education, skill training and continuing education. Forming a vocational education system that is as important as general education but has a different development path makes our education system more perfect.

## **1. Introduction**

Vocational education and training system is an important part of China's education system. It is one of the most direct and close links between the education system and the external labor market. It is also an indispensable source of Applied Talents in the process of national industrialization. In the past 40 years of reform and opening up, education reform has brought new opportunities and challenges to the development of vocational education. The vocational education system has been gradually improved, and has made important contributions to improving the quality of workers, promoting social and economic development, and promoting employment.

Solve the problem and see the essence, and explore development and follow the law. At present, the main problem in vocational education in China is that in the process of perfecting the vocational education system, higher vocational education does not develop according to its own educational path, but basically follows the path of general education to develop, resulting in deviations in educational effects, and Negative impact on the vocational education system. The reason lies in catering blindly to the requirements of society for higher education and ignoring the inherent law of Vocational education's own development. The result can only be counterproductive. The way to solve the problem is to develop and improve the vocational education system according to the inherent law of vocational education itself. Especially, the country is promoting higher vocational education.

Therefore, we explore the internal relationship and development trend of Vocational Education in China from the following two aspects.

## **2. From the Historical Evolution of China's Vocational Education System to Analyze the Main External Factors Affecting its Development**

As Lenin said, in order to solve some problems in social development scientifically, we should not forget the basic historical links. To examine each question, we must see how a certain phenomenon came into being in history, what major stages it has gone through in its development, and how it is now based on this development. To this end, this paper reviews the historical evolution of China's vocational education system from the following three aspects.

### **2.1 The Government is the First Driving Force for the Establishment and Development of China's Vocational Education System.**

It can be seen from the evolution of China's vocational education system that the promotion of the government is the first driving force for the development of the vocational education system. Without the promotion of the government, it is impossible for China's vocational education to

establish and develop. The government is the representative of the country. Whether a country develops its way or establishes its education system, it belongs to the state behavior and depends on the government's decision-making.

From the point of view of the establishment of modern industrial education system, it was closely related to the vigorous promotion of the government at that time. The Qing government set up a school department in the central government, and set up corresponding management organizations in various places. With the impetus of administrative forces, social school-running began to develop, and finally formed a pluralistic school-running form of government, chamber of Commerce and individuals. After the founding of the government of the Republic of China, the "School System Order" and the "Industrial School Order" were enacted to reform and standardize the industrial education system; the Beiyang Government issued the "School System Reform Case" and established the vocational education school system; the Nanjing National Government It also promoted the construction of the academic system and the construction of vocational education regulations by promulgating the educational purposes and other regulations, and promoted the development of the modern vocational education system.

After the founding of New China, the party and the government attached great importance to the development of vocational education and deeply participated in the actual construction of the vocational education system. Directly guide the development planning of vocational education, capital investment, schooling in vocational schools, enrollment plans, employment indicators, etc. After the reform and opening up, the Party and the government are still the dominant force in the development of vocational education system, the main body of vocational education management system, and bear the responsibility of investment, overall planning and coordinated management. The great development of secondary vocational education in the 1980s and the promotion of Higher Vocational Education in the early 21st century are related to the Decision of the Central Committee of the Communist Party of China on the Reform of Education System promulgated in 1985 and the policy of enrollment expansion of higher education.

## **2.2 China's Vocational Education System began with Industrialization and Developed with the Development of Industrialization.**

Vocational education is the product of industrialization. China's industrialization originated from the Westernization Movement. The failure of the Opium War forced China to develop modern industry, learn to open factories, open mines, build machinery, build weapons, build warships, and force China to enter the industrial and commercial society from the farming society and take the road of industrialization. In 1861, the establishment of the Zeng Guofan Anqing Ordnance Institute marked the beginning of China's industrialization. With the emergence of modern industrial production and the rise of the new educational movement, in order to realize the dream of a strong country, a group of people of insight have learned from the experience of Western countries, and successively established new industrial talents schools such as industry, agriculture, commerce and water transport, 1904. year. Formally promulgated and implemented the "Drawing the Statute of the School", namely "Kui Mao School System" as a symbol, the establishment of China's Industrial Education system. After the founding of the Republic of China, the national capitalist industry and commerce developed rapidly. Industrialists generally recognized the importance of talents. They put forward the idea of "wanting to build things, needing talents", and demanded the training of specialized talents adapted to the development of capitalist industry.

After the founding of New China, during the period of economic recovery and construction, a large number of secondary technical talents and skilled workers are urgently needed to promote the rapid development of secondary professional schools and technical schools. After the reform and opening up, with the rapid development of industrialization, especially in the early and middle stages of industrialization, economic and technological development. As well as the upgrading of industrial structure, the demand for talents has been greatly improved in terms of level, structure and specifications, which has promoted the tremendous development of higher vocational education.

In the later stage of industrialization, in order to promote the strategic adjustment of the economic structure, the state accelerated industrial optimization and upgrading, built a modern industrial system, reformed and upgraded the manufacturing industry, fostered the development of strategic emerging industries, and vigorously developed modern agriculture, advanced manufacturing, modern service industries, and optimized industries. Layout, strengthen the technological transformation of enterprises.

### **2.3 China's Vocational Education begins with Elite Education, Develops into Education for all with the Progress of Society, and Develops into Lifelong Education for all.**

The evolution of the modern vocational education system in China follows two paths. One is that the vocational training facing the vast majority of the labor force at that time gradually transited from the original traditional apprenticeship to the factory apprenticeship, and then developed to vocational remedial education, forming the training system of modern vocational education. The other path is that because the development of large-scale machinery industry requires certain management and technical talents, and the traditional school education system can not train such talents, so there is a high military industrial school. Then, with the development of industrialization, medium and junior industrial schools emerged, and finally transformed into a vocational education school system.

After the founding of New China, vocational education developed with the gradual establishment and development of China's industrialization system. From the beginning of the founding of the country, more than 200 non-systematic private vocational schools have developed to the three levels of junior, middle and high levels, with secondary vocational education as the mainstay. Promoting the promotion of Higher Vocational education, combining school education with skill training, and the coexistence of public and private vocational education system with Chinese characteristics.

At present, the rapid shortening of the technological change cycle accelerates the change of occupational post technology, the continuous progress and innovation of technology shortens the life cycle of technology or industry, traditional industries continue to give way to emerging industries, new occupational Posts replace old ones, and occupational Posts themselves have entered a rapid generation and extinction cycle. Professional job practitioners need to constantly update their skills and jobs during their lifetime, and even need to work again and again. The school form of pre-service academic education is difficult to meet the needs of practitioners' career changes.

It can be seen that China's vocational education is inseparable from the government's promotion. Without the government's promotion, there will be no establishment and development of China's vocational education system. In fact, the world is the same, but in our country, especially after the founding of New China, the design and promotion role of the Party and government is particularly prominent and important, which is the vocational education system with Chinese characteristics. It is for this reason that our vocational education system can complete and surpass the development of other countries in a few decades.

Vocational education develops with the development of society, from elite education for a few people at first, to training of labor skills for ordinary workers, to the teaching of mass Vocational Technology for national construction, and then to the direction of professional theoretical research to improve the quality of national science and technology. China's vocational education is step by step from a small number of people to achieve the development of everyone; from one-off education to lifelong education; from high-end elite education to higher vocational education.

### **3. Internal Factors and Rules of Vocational Education Development**

According to materialist dialectics, external factors are the conditions for change, internal factors are the basis of change, and external factors play a role through internal factors. The development of vocational education also follows such a development law, and violations of the law of development must be problematic.

### **3.1 The Inherent Law of Vocational Education is Practice first. The Educational Law of Vocational Education System is from Practice to Theory and Back to Practice.**

It can be seen from the historical evolution of China's vocational education that although China's vocational education is derived from the influence of passive external factors, what really determines the internal factors of China's own industrialization is the relationship between internal and external factors that we are familiar with. Speaking of internal and external causes, from the perspective of vocational education itself, the role of the government, the development of national industrialization and social needs are external causes, and the development law of vocational education itself is composed of its internal causes. These internal factors include: the purpose of education, the object of education, the content of education, the method of education, etc. The core of which is the purpose of education.

From the perspective of the object and content of Vocational education, vocational education aims at different groups of people and the education that they may be engaged in different occupations. According to the educational level of the educators, they receive different kinds of education, some of which are simple skills training, such as primary vocational education and special skills training below, so that they have a technical expertise. Some are professional education, such as secondary vocational education, so that they have the practical ability of a certain profession; some are a professional technical theory or skill theory education, such as higher vocational education, so that it has higher practical ability or guide practice ability.

The method of vocational education is to adopt different forms of teaching methods for different educational objects and teaching contents, such as apprenticeship, full-time education, continuing education, vocational training and so on.

From this, we can see that the other factors mentioned above are all education centered on the practical application of this educational purpose. In the process of education, whether it is practical learning or theoretical knowledge imparting, we must closely focus on the specific practice of this purpose. Therefore, the inherent law of vocational education is the law of practice first. When vocational education enters the higher education stage, its system follows the rules of education from practice to theory and then back to practice.

At present, promoting the development of higher vocational education is the need of national economic development. It is also an opportunity for the development of higher vocational education. The internal reason of vocational education is that the practice requires more theoretical support for high-level development, and the need for rich practical experience. Summary platform, this is the development direction and needs of higher vocational education. What we need to emphasize here is that practice needs the guidance and promotion of theory, not the test of theory in practice; practical experience needs a theoretical platform, which is also the development trend of Higher Vocational education.

### **3.2 Differences between Vocational Higher Education and General Higher Education**

The essential difference between general higher education and vocational higher education is that the path of education is different. The path of general education is from theory to practice, while the path of vocational education is from practice to theory and then back to practice. The "theory" in the path of general education refers to the general rules of professional theoretical knowledge, principles, mechanisms and things, while "practice" refers to the practice of putting these theories into practice or applying them to practical work after graduation. The former "practice" in the path of vocational education refers to the perceptual understanding of the actual work, that is, having certain practical experience. "Theory" includes the study of professional theoretical knowledge. It also contains the theoretical process from the perceptual knowledge to the practical experience of rational knowledge; the latter "practice" is the practical application of the previous "practice" after the theory is sublimated. Among them, the theorization of practical experience is not only the need to enrich the connotation of applied theory (methodology), that is, the exploration from "special law" to "general law" is also the theoretical need to improve practical ability (that is, the guiding principle of general law). In Dialectical Materialism is the world outlook and methodology of the

Chinese Communist Party, General Secretary Xi Jinping pointed out that at present, we should study and apply the world outlook and methodology of dialectical materialism in the light of China's reality and the conditions of the times, study and grasp the principle of dialectical relationship between knowledge and practice, adhere to the viewpoint of practice first, and constantly promote theoretical innovation on the basis of practice. The development of vocational education to a higher stage has been able to rise to the level of theoretical research on its practical experience.

Vocational education differs from general education in that it follows another path, that is, from practice to theory and then back to practice. When vocational education enters the higher education stage, it enters the research stage of the general law of law (principle, mechanism) and the special law (methodology under specific conditions).

### **3.3 The Law of Human Cognition is Consistent with the law of the Development of Vocational Education.**

From the analysis of human cognition rules, human cognition rules generally follow the process of “can → technology → road“. To put it simply, it is to be able to do something from the beginning, to be skilled in doing it after having certain skills, and to do whatever you want after mastering the rules. This is the process of grasping the law of things. Only when we grasp the law of things, we can do whatever we want without exceeding the rules.

## **4. Development Path of Vocational Education System in China**

General Secretary Xi Jinping emphasized at the National Education Congress that "education should be constantly adapted to the requirements of the development of the Party and state undertakings, to the expectations of the people and to the comprehensive national strength and international status of our country". Faced with the transformation and upgrading of industrial structure, the advanced manufacturing industry, and the new generation of technology such as 5G leading the scientific and technological revolution, vocational education must keep pace with the times. The National Vocational Education Reform Implementation Plan puts forward specific measures to further improve vocational education in the new era, mainly to improve the national vocational education system. Improve the national vocational education system framework, improve the development level of secondary vocational education; promote the high-quality development of higher vocational education, and improve the modern vocational education system with equal emphasis on academic education and training.

Personally believe that the specific connotation of China's new era vocational education system should be: to establish and improve a comprehensive and complete vocational education system covering high, medium and primary vocational education, skills training, and continuing education. Follow the development path from practice to theory, and then practice; With the development of higher vocational education as the main objective, the vocational education should be developed to the high end, and the connection between secondary vocational education and higher vocational education should be smoothed to ensure the stability and quality of students.

Firstly, the development of higher vocational education is the need of its system integrity. Previously, due to the objective reasons of economic and social development, vocational education in China mainly focused on secondary vocational education, which basically means that students can only get employment after graduation. Later, although a small number of graduates were able to enter the higher-level schools, they were incomplete in terms of system. Therefore, promoting the development of higher vocational education is an indispensable part of improving the vocational education system.

Second, vocational education itself is targeted at application. The emphasis on application is to firmly grasp the key purpose of practical application to promote higher vocational education, rather than general higher education based on theoretical study. China's general higher education, which has been in operation for decades, will have a certain degree of thinking inertia to a large extent. It is not superfluous to avoid the emphasis on the use of ordinary higher education in vocational

higher education. Application-oriented education is from practice, after theoretical sublimation, and then back to practice. To improve such an education system, every link of it should be built around the core of its purpose, especially students and teachers, who should have some practical experience.

Then, elite education should be an education that teaches students to master the laws of things and apply them to solve problems. At present, general higher education is teaching students knowledge and laws, but that is the law under ideal conditions. Because there is no practical experience, or the actual conditions can not be grasped, so that many students graduate, you can not apply what you have learned to the actual work to solve the problem, such education can not be called elite education.

## **5. Conclusions**

In summary, the development of China's vocational education system should follow the development law of “from practice to theory and then back to practice“, and establish and improve all aspects of vocational education, skills training, continuing education, etc. covering high, medium and primary education. The vocational education system forms an education as important as general education. However, different vocational education systems with different development paths make our educational system more perfect and make the people truly aware of its value. In this way, the recognition degree of vocational education will inevitably improve, and the existing problems such as the quality of its sources will also be improved.

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