

# HIGHER VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF THE NEW ERA TYPE

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**Abstract:** In the 1980s, China initiated research on the type perspective of vocational education and achieved fruitful research results, highlighted by research on the development of type-attributed higher vocational education. Research the necessity and positive significance of developing type-attributed higher vocational education from the perspectives of economics and education; analyze the type-attributed higher vocational education from the aspects of characteristics and characteristics, and practice the type-attributed higher vocational education.

**Keywords:** Type; Type perspective; Higher vocational education; Research review

## 1 AN OVERVIEW OF RESEARCH ON VOCATIONAL EDUCATION FROM THE PERSPECTIVE OF CHINESE TYPES

The Third Plenary Session of the Eleventh Central Committee of the Communist Party of China was held in 1978, which ushered in a new historical period of reform and opening up in China. During this period, earth-shaking changes took place in politics, economy, education and other fields, and many new aspects emerged. The "new period" studied in this article refers to the 1980s, that is, the time span from the reform and opening up to the present. Using "type" and "higher vocational education" as the subject words to sort out the development of higher vocational education under the type attribute in China, search the academic journals, dissertations, conferences, newspapers, and books from 1980 to the present on the CNKI database for information on type vocational education. There are 2,203 results in total, including 1,888 academic journals, 182 master's theses, 20 conference papers, 4 newspaper articles, and 19 books. The first paper on the typology of vocational education appeared in 1980 and was Gu Mingyuan's "Reform of China's Secondary Education Structure from the Structure of Secondary Education in Various Countries". Judging from the existing research results, the research results on the typological perspective of vocational education are on the rise, with 17 articles in the 1980s, 71 articles in the 1990s, and rapid growth after 2000, reaching 129 articles in 2020. This shows that The type attributes of vocational education have attracted increasing attention from academic circles, which also reflects that the development of higher vocational education has entered a new stage. Judging from the existing research results, most of the research directions on the theory of vocational education types mainly include: (1) The necessity of developing higher vocational education from the perspective of Chinese types; (2) The characteristics of higher vocational education from the perspective of Chinese types and characteristics; (3) The design and practice of higher vocational education from the perspective of Chinese types. This article will review the research on vocational education from the perspective of types in China's new era from the above three aspects.

## 2 RESEARCH ON THE NECESSITY OF DEVELOPING TYPE-ATTRIBUTED HIGHER VOCATIONAL EDUCATION IN CHINA

### 2.1 The Necessity of Studying Type Attribute Higher Vocational Education from an Economic Perspective

In view of the development status of China's vocational education, from the perspective of economics, some scholars have conducted preliminary research on the necessity and significance of the type attribute direction of the development of vocational education, and the views in different periods are basically similar, that is, emphasizing the development of occupations with type attributes. Education is the general trend of educational development in various countries around the world. In the 1980s, China's economy began to transition from a planned economy to a market economy. On the one hand, the industrial structure has changed, getting rid of the "situation of weak agricultural foundation, abnormal development of industry and low level of service industry"; on the other hand, the mode of economic growth has changed, people's consumption demand has increased, and the manufacturing industry has developed rapidly. Under the above background, vocational education researchers generally believe that: first, vigorously developing vocational education with type attributes is in line with international trends and in line with national conditions; second, it is to meet the needs of socialist construction and individuals. For example, Gu Mingyuan believes that vocational education is not given its due status and cannot meet the needs of the four modernizations [1]. Zhang Shoudi believes that higher vocational and technical education can accelerate China's modernization process and should develop in parallel with general higher education [2]. The Heilongjiang Province post-high school education model status analysis research team believes that the research on post-high school type structural models is mainly to adapt to the different needs of society and learners, and to meet the requirements of socialist construction and educated people [3].

In the 1990s, China fully completed the second strategic goal of modernization. The socialist market economy developed in an all-round way, special economic zones were established, and a multi-level, multi-channel, and multi-faceted pattern of opening up to the outside world was formed. Heavy industry developed rapidly. At the same time, the shortage of practical talents and the increase in the unemployment rate of ordinary workers are prominent problems. Therefore, on the one hand, researchers continue to emphasize the importance of the development of vocational education type attributes, and on the other hand, they loudly claim that the development of vocational education typing should help graduates improve their work abilities and obtain employment opportunities. In order to ensure the healthy development of higher vocational education, the country promulgated the Higher Education Law in 1998, which clarified that higher education has both level and type differences. In this context, many researchers have discussed the necessity of developing type-attributed higher vocational education from different perspectives. The main points are: the rapid development of social economy and science and technology requires higher vocational education; the development of higher vocational education based on job competency; higher vocational education should adapt to the challenges of the knowledge economy, and should be reasonably positioned and make a difference; the type of education and talent structure should be complement each other.

At the beginning of the 21st century, the economic structure of Chinese society has undergone major changes. On the one hand, the new technological revolution and the arrival of the information age have formed an irreversible wave of economic globalization. Under this situation, China has carried out industrial structural adjustment and upgrading; on the other hand, the market The economy changes from a seller's market to a buyer's market. In this context, researchers generally believe that the level of vocational education should be vigorously improved. The first is to meet the demand for technical knowledge required by economic development; the second is to meet the demand for technical talents in enterprise production and operation; and the third is to relieve employment pressure. For example, Shi Weiping and Xu Guoqing believe that the development and application of technology has greatly increased the demand for undergraduate-level technical personnel; technological upgrading provides a development path for higher vocational students [4]. Hao Keming believes that the development of vocational education is related to the survival and development of industries and enterprises as well as the overall situation of socialist construction. Vigorously developing vocational education at various levels and in various forms is the objective requirement and urgent task of China's educational structure system at present and for a long time to come [5]. Gao Hong and Dong Xinwei believe that the development of vocational education should be vigorously promoted, and a large number of high-level, compound intermediate and senior technical talents should be cultivated to meet the needs of various types of talents in economic construction and social development, and to adjust, transform and revitalize the old industrial bases in Northeast China. Service[6]. He Zhiqiang and Xu Yanqiu believe that vocational colleges are responsible for cultivating talents with high technical skills, and vocational education must adapt to the general trend of industrial upgrading by switching between old and new driving forces, and unswervingly follow the path of development of vocational education [7]. Liu Jinyu believes that a large number of higher vocational colleges and majors or professional groups in China have the conditions, capabilities and levels to run vocational education undergraduates, and a large number of high-end industries and high-end industries in the economy and society have created a demand for higher-level professional talents [8].

## **2.2 The Necessity of Studying type Attribute Higher Vocational Education from the Perspective of Education**

From the beginning of the 21st century to the present, with the changes in China's economic growth model, the socio-economic environment faced by vocational education has become more complex: first, the driving force for national economic growth has changed from government-driven to market-driven, and there is an urgent need to improve the quality of human resources; second, Structural contradictions in the employment of college students have become increasingly prominent; third, the whole society's pursuit of education quality has undergone qualitative changes. The demand for education has risen from "being able to go to school" to "going to school well." The country has proposed supply-side reforms in education. In this context, some scholars have discussed the necessity of developing type-attributed vocational education from an pedagogical perspective. Xu Guoqing believes that type-attributed vocational education is the fundamental need for the construction of a modern vocational education system [9]. Lu Suju believes that the trial implementation of undergraduate-level vocational education is an important measure to improve China's vocational education system [10]. Wang Xing believes that vocational education with type attributes can better exert its social and educational functions [11]. Pan Jiening and Li Lanrong believe that differentiation of types is an inevitable choice for higher education itself to develop to a certain extent, and is an important prerequisite for higher education to better complete its functions [12]. Yang Jin and Yao Qihe believe that the typification of higher vocational education allows people to fully realize that higher vocational education is not a low-level education in ordinary higher education. It also has its own hierarchical system. Typical ideas can help higher vocational education develop. Features[13].

## **3 CHARACTERISTICS AND CHARACTERISTICS OF CHINA'S HIGHER VOCATIONAL EDUCATION FROM A TYPOLOGICAL PERSPECTIVE**

After determining the development direction of the type attributes of vocational education, scholars conducted in-depth research on the type attributes of higher vocational education. In addition to research on the current situation of vocational education, scholars have unanimously focused their research on the nature and elements of vocational

education, which can be summarized into two aspects: First, the characteristics and factors of higher vocational education, mainly focusing on functions, training, Education and teaching.; second, the characteristics and factors of higher vocational education, mainly focusing on socialization, cross-border, integration and reconstruction.

### **3.1 Characteristics and Factors of China's Higher Vocational Education from a Typological Perspective**

Hu Shanzhen believes that the characteristics of higher vocational education are reflected in the application of training objectives, the non-standard nature of training models, the professional nature of professional settings, the practical nature of the teaching process, and the regional nature of service objects [14]. Li Guanghan believes that the characteristics of higher vocational education are mainly reflected in the aspects of talent training goals, talent training models, teaching methods and teaching processes, majors and curriculum, and the dual-qualified teaching staff [15]. Chen Fan and Li Zeqing believe that the core of vocational education is technical education, and technical education has three basic characteristics: in terms of content characteristics, it mainly focuses on teaching technical knowledge, and is interconnected and interactive with scientific knowledge; in terms of value characteristics, technical education demonstrates the intrinsic value of technology and creates conditions for the realization of technical value and the value of technical workers; in terms of social characteristics, technical education plays a role in the distribution model of social power structure, and at the same time supports the formation of social power structure and promotes it. The democratic function of social power structure change [16].

### **3.2 Characteristics and Factors of China's Higher Vocational Education from a Typological Perspective**

Yang Zhongxiong believes that the characteristics of higher vocational education can be summarized as: a post-high school education; mainly cultivating talents for job groups; focusing on horizontal expansion capabilities and supplemented by vertical expansion capabilities; having a relatively broad and shallow knowledge structure [17]. The General Research Group on Higher Vocational Education at Beijing Union University believes that the characteristics of higher vocational education include: professional and local nature of professional setting, career orientation of training goals, compound nature of talent specifications, and practical pertinence of teaching content; teaching staff The duality of quality and the close connection with the actual department [18]. Yang Jintu and Meng Guangping believe that the characteristics of higher vocational education include: the training target is mainly technical talents; students should have high school cultural foundation and relevant professional knowledge and skills; the teaching guiding ideology is to enable students to acquire abilities in corresponding vocational fields; curriculum The content should enable students to master the theoretical foundation necessary for theoretical technology and the corresponding application abilities; as a higher vocational education course for cultivating technical talents, the degree of professional specialization is higher than that of courses that cultivate engineering talents, and lower than that of courses that cultivate skilled talents. ; Employers' participation in the training of higher vocational education; Diversification of teaching staff and specialization of equipment [19]. Zhuang Guozhen believes that an inclusive recruitment system, multiple types of training goals, a stepped curriculum system, a "coaching" teaching staff and a technology-inherited campus architectural form are the basic characteristics of China's higher vocational education type [20].

It can be seen from the above research results that the research on the training objectives, training models, training processes and teaching staff construction of higher vocational education under the type attribute is constantly in-depth, and fruitful research results have been achieved, which provides a basis for the implementation of the type attribute of vocational education. A very sufficient preparation was made. In short, the research perspective of type attributes helps the development of vocational education and allows vocational education to accelerate the pace of talent cultivation.

## **4 THE DESIGN AND PRACTICE OF CHINA'S HIGHER VOCATIONAL EDUCATION FROM A TYPOLOGICAL PERSPECTIVE**

In view of the characteristics and characteristics of higher vocational education, recent researchers have conducted in-depth research on how to achieve typed higher vocational education, proposed rich design concepts and conducted extensive practical exploration. To sum up, relevant research mainly includes: The first is to put forward the construction assumptions of higher vocational education from the perspective of type based on the characteristics and characteristics of higher vocational education; the second is to study the development model of higher vocational education from the perspective of type based on the current development status of higher vocational education and drawing on the practical experience of undergraduate education.

### **4.1 In view of the Characteristics and Characteristics of Higher Vocational Education**

This type of research proposes targeted strategies based on the characteristics and characteristics of higher vocational education. The core of vocational education is technical education. Lu Junjie proposed reform ideas such as technology accumulation and the construction of technological innovation network mechanisms to promote the return to the essence and quality improvement of vocational and technical education [21]. Zhang Jian believes that higher vocational education from the perspective of development types needs typing of training paths, typing of learning content, typing of learning methods, typing of innovation breakthroughs, and typing of condition guarantees [22]. Lu Xiao believes that in accordance with the systematic curriculum development paradigm of the work process, all-round innovation will be

carried out from the three dimensions of "concept level - action level - result level", with high-level professional (group) construction as the core, and closely centered on "enterprise research" - Curriculum development - Teaching implementation - Teaching evaluation - Resource and condition construction" and other aspects, coordinate and promote the core business process of professional (group) construction [23].

#### 4.2 Drawing on the Practical Experience of Undergraduate Education

Taking China's trial of undergraduate-level vocational education as a breakthrough, some scholars have tried to design a development model of higher vocational education from a type perspective based on the similarities and differences between undergraduate education and higher vocational education. Lu Suju believes that it can be achieved through overall management (improving the legal system and managing according to the law; clarifying the division of responsibilities and powers, coordinating management; improving the decision-making mechanism, and coordinating management) and ensuring quality (improving the admission system; establishing a professional degree system; Improve China's vocational education system from three aspects: improving the third-party evaluation mechanism) and running schools with characteristics (ensuring the integrity and continuity of the vocational education system; adhering to the characteristics of practical and application-oriented education) [24]. Jing Wen and Kuang Ying believe that the professional structure of undergraduate vocational education from the perspective of type education follows demand-driven logic: To adapt to economic development and meet social needs. The professional scale follows the logic of optimal benefits: focusing on educational benefits. The professional layout follows the synergetic logic of majors and disciplines: focusing on the classification of professional positions (groups) or technical fields, taking into account the classification of disciplines; the professional caliber should be broad-based and major; the majors should be offered in small directions and from multiple angles; the professional catalog should be set up as an independent entity. Openness and integration[25]. Since the reform idea of vocational education type education was proposed, it has shown strong tension. As an important part of vocational education, higher vocational education has also brought experience to undergraduate education. With the deepening of research, the supporting facilities for vocational education at the undergraduate level have It will also land.

In addition, in the past 40 years, research on the typing of higher vocational education also includes research on the development of the type-attributed higher vocational education system, research on the evaluation of type-attributed higher vocational education, international comparative research on type-attributed higher vocational education, and research on the type-attributed higher vocational education. Research on the achievements of development, research on the logic of the development of type-attributed higher vocational education, and research on the theory of type-attributed higher vocational education are not discussed here due to space limitations. However, this type of research generally revolves around the development of the theory of types of higher vocational education. For example, research on the development of type-attributed higher vocational education systems is mostly focused on issues, strategies, and prospects; research on the evaluation of type-attributed higher vocational education is mostly related to traditional Compared with the evaluation methods, there are fewer research results through cracking and reconstruction; international research on type attribute vocational education only compares national skill formation systems.

in China in the new era has achieved rich research results, both in theoretical research and practical exploration. The above review research only reflects the "tip of the iceberg" of the development of vocational education. The type-attributed higher vocational education is indeed a huge breakthrough in the history of China's educational development, so it is very necessary to sort out its development. This kind of sorting can at least give us some enlightenment. For example, from the existing research results, it shows the characteristics of "four more and four less": more theoretical research and less ideological research; more policy research and less empirical research; economic education There are many factors taken into consideration and other factors taken into consideration less; there is more strategic research and less supporting implementation. In addition, although the state has issued various policies to promote higher vocational education with different types of attributes, public acceptance still requires the implementation of a series of supporting national policies and the guidance of public opinion as a whole. Therefore, the development path of higher vocational education typology is still very long.

#### COMPETING INTERESTS

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