

# Research on Strategy of Promoting Educational Service Ability of Secondary Vocational Schools in Gansu Province

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**Key words:** secondary vocational school; educational service capability; Vocational Education

**English abstract:** The strategies for improving the educational service ability of secondary vocational schools in Gansu Province are as follows: 1. Exploring local characteristic industries and setting up characteristic specialties matching them; 2. Perfecting the training mode of middle and high school talents; 3. Standardizing and strengthening the construction of teachers' morality in secondary vocational schools to enhance the comprehensive quality of teachers; 4. Attaching importance to home-school cooperation

## 1. Introduction

In 2018, the Chinese Journal of Vocational and Technical Education published two articles on the development of secondary vocational education, the topics of which are "the development of secondary vocational education" expert talks (1)[1] and "the development of secondary vocational education" expert talks (2).[2] Through reading these two articles, I realize that secondary vocational education should not be neglected or even cancelled. On the contrary, it needs to be paid attention to, and it needs to adapt to the modernization of education and the industrial age of 4.0 to carry out reform and innovation. To highlight the characteristics of secondary vocational education in serving regional economic, cultural and political development, we need to diversify school-running concepts, be upright and extraordinary, adapt to local conditions and school conditions, and remember that there is no best, only the most appropriate. At the same time, it is found that the secondary vocational education in the economically developed areas of China has developed more mature and formed a more systematic secondary vocational education system, which has played a certain role in the economic development of our country. There are few references to the development status of secondary vocational education in the economically poor or even backward areas, and few strategic studies. Under the policy background of Rural Revitalization and poverty alleviation, Linxia Autonomous Prefecture and Gannan Autonomous Prefecture of Gansu Province have been listed as the key targets of poverty alleviation at the present stage. As an important means of Rural Revitalization and poverty alleviation, the development of vocational education is in urgent need of in-depth analysis and research.

## 2. Strategies for Promoting Educational Service Ability of Secondary Vocational Schools in Gansu Province

### 2.1 Explore local characteristic industries and set up characteristic specialties matching them.

Gansu is located in the intersection zone of the three plateaus: the Loess Plateau, the Tibetan Plateau and the Inner Mongolia Plateau. The climate types from south to North include four types: subtropical monsoon climate, temperate monsoon climate, temperate continental arid climate and plateau mountain climate. Such geographical characteristics and climatic environment, together with the number of ethnic groups living in the province, therefore, both melon and fruit planting industry and tourism have good prospects for development. In addition, planting and tourism can produce a large number of ancillary industries, such as: melon and fruit planting industry can be divided into professional research on melon and fruit varieties, orchard exercises. Major in operation, online and

offline sales of melons and fruits, making dried juice from melons and fruits or transforming them into other forms of specialty, etc. Tourism can be divided into specialties related to minority cultural dissemination, protection and management of tourist attractions, Hotel management, etc., which involve some service industries. Most of the training objects of the former are for local farmers, that is, the so-called cultivation of new farmers. The combination of their own farming advantages and scientific planting methods can not only improve the training ability of schools, but also effectively prevent the outflow of trained talents. The latter needs to be oriented to the broad initial stage. Secondary school graduates, especially ethnic minority students, can employ some ethnic minority social personnel with teaching qualifications to teach students. This can not only increase the employment rate of ethnic minority social personnel, but also improve the school's own ability to train talents, and promote the positive energy of ethnic minority culture dissemination. Three gain.

## **2.2 Perfecting the Training Model of Middle and High Professional Talents**

From the experience of developed countries, different countries have different national conditions and different ways of popularization. But there is one thing in common, that is, to construct a strong system or legal guarantee of equal value and mutual integration between general education and vocational education. From the actual situation of our country, it will be more feasible to improve the training mode of middle and high school linking, so as to improve the attraction of secondary vocational education and speed up the popularization of high school education in Gansu Province. Firstly, we should speed up the construction of flexible and diverse enrollment models. The more feasible approach is to explore various modes of linking up middle, high and basic levels, combining with the professional reality and the characteristics of personnel training. Secondly, we should speed up the construction of talent training mode based on the growth law of technical and skilled talents. Thirdly, we should speed up the construction of general vocational finance mechanism based on mutual recognition of equivalents.

## **2.3 Strengthen the Construction of Teachers' Ethics in Secondary Vocational Schools and Improve the Comprehensive Quality of Teachers**

The world is an open world, so the market is also an open market. How to cultivate talents who meet the market demand? Zhongling Tang believes that secondary vocational schools need to be in line with the market when training students. According to the market demand and the norms of enterprises, they should have the consciousness of "what the market needs and what the enterprises need, then the secondary vocational schools should cultivate what" to train students. In the process of training, teachers' own words and deeds, including behavioral norms, teaching norms, professional ethics, technical accomplishment and other aspects, have little impact on students. [3] Most of the students in secondary vocational schools are under age, their physical and mental development is immature, and they do not have a strong ability to distinguish right from wrong. Therefore, they are more vulnerable to interference from external factors, coupled with discrimination from society, and students themselves are very sensitive. At this time, we need to have good professional ethics, teachers who can face up to secondary vocational students to guide them, so that students can get on the right track.

## **2.4 Attaching Importance to Home-School Cooperation**

Since the 1950s and 1960s, Chinese educational practitioners have begun to explore the significance of home-school cooperation and put it into practice. Although many schools are beginning to realize that in order to achieve all-round development of schools, they must actively strive for the support and cooperation of various social superiority resources of families and communities, but most of them remain at the level of consciousness, especially in Gansu Province, where the economy is relatively backward. It is easy for parents to send their children to school, and the good news of schools can spread thousands of miles. The phenomenon that bad things do not go out is widespread, and it is rare for secondary vocational schools to implement better cooperation between home and school. Therefore, schools should actively do a good job in publicity of home-school cooperation,

arouse the attention of parents, and establish a good model of home-school cooperation.

### 3. Summary

As socialism with Chinese characteristics enters a new era, the main contradictions in our society have been transformed into the contradictions between the people's growing need for a better life and the unbalanced and inadequate development. Accordingly, the main contradictions in the development of secondary vocational education have changed from "learning" to "learning well". That is, the contradiction between the needs of the people and the economy and Society for high-quality, multi-level and diversified vocational education and its weakness, inactivity and inefficiency. Gansu Province is a typical representative of Rural Revitalization and poverty alleviation. Secondary vocational education, as an important means of Rural Revitalization and poverty alleviation, combines the two to study the strategy of improving its service ability and development level. It can not only fill the academic gap in the current research field, but also promote the local economic development to achieve the final goal. The aim is to revitalize the countryside and really lift off poverty.

### Acknowledgement

This research was financially supported by the key project of the 13th Five-Year Plan of Education Science of Gansu Province, Research on the Strategy of Promoting the Educational Service Ability of Secondary Vocational Schools in Gansu Province, in 2019. (GS [2019] GHBZ131).

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