

Exploring the Overall Development Mechanism of Different Types of Education Models

Yongming Hong^{1,*}

¹ School of Chinese Language and Literature, Xinjiang Normal University, Urumqi, Xinjiang 830008, China

*Corresponding author. Email: hongyongming@163.com

ABSTRACT

This article analyses the significance of the coordinated development of the three types of education models of vocational, higher education and continuing education, separately discusses the development status and problems of the three education models, and proposes the coordinated approach of the three types under the background of the introduction of new policies for education reform in the new era. The article strives to improve the governance level of vocational, higher education and continuing education through measures such as strengthening the construction of the rule of law in education, promoting the breakthrough of the connotation of the lifelong education system, and constructing the classification and evaluation system of colleges and universities, so as to improve the governance level of vocational, higher education and continuing education, so that various colleges and universities can clarify their own responsibilities in education coordination, so as to get out of misunderstandings, make up for shortcomings, support each other to form a joint force, and achieve more ideal educational results.

Keywords: Vocational education, Continuing education, Higher education, Coordinated development.

1. INTRODUCTION

Vocational education refers to the education that allows the educated to obtain the professional knowledge, skills and professional ethics required for a certain profession or productive labor; continuing education is an educational activity for all members of society, especially adults, after school education, and is an important part of lifelong learning system; higher education is professional education and vocational education conducted on the basis of completing secondary education, and is the main social activity for cultivating senior specialized talents and professional personnel. From the perspective of educational objects and educational period, these three types of education are quite different. But from the perspective of education reform in the new era, the three also have a greater commonality-to cultivate talents who adapt to social development. Therefore, the development of the three forms of education for coordinators, guided by the cultivation of talents, is an important and urgent topic before us.

2. THE COORDINATED DEVELOPMENT OF THE THREE TYPES OF EDUCATION

The three forms of education, occupation, continuation and higher education, are closely related to employment, which can promote the improvement of national quality and contribute to the development of human resources. The quality of workers is self-evident for national development. Therefore, different types of educational institutions adhere to the education model of integration of work and learning, school-enterprise alliance, and integration of production and education, and constantly introduce social elites and industry experts to participate in education and teaching activities, and carry out large-scale education and teaching activities like skills training, thereby cultivating more high-quality, high-skilled talents. Under the leadership of this educational concept, various institutional systems have been innovated. For example: pay attention to the improvement of vocational education, strengthen community education and lifelong education services, and vigorously develop technical

vocational education; build a new model of degree postgraduate training based on market demand; develop diversified continuing education to enable workers to better receive education training and more. In the context of this upsurge, the national education authority issued a modern education plan for the third decade of the 21st century, clarifying the relationship between occupation, continuing and higher education, and conducting training in line with the talent market.

3. ANALYSIS ON THE STATUS QUO OF THE DEVELOPMENT OF THREE TYPES OF EDUCATION

The status quo of the development of the three forms of occupation, continuation and higher education is still unsatisfactory. The deep-seated problems related to reform have become increasingly prominent, and the quality of talent training has not yet reached the needs of social and economic development. In this regard, the development status and existing problems of various forms of education should be explored in order to prescribe the right medicine and take targeted measures to achieve scientific overall development.

3.1 Vocational Education

With the deepening of education reforms, especially the implementation of comprehensive education reforms, the problems of vocational education development have been constantly exposed. The details are as follows: First, the positioning is not accurate enough and the school-running characteristics are lacking. Many colleges and universities are not clear about their positioning, are not sensitive to market dynamics, and fail to adjust their professional settings in time according to market needs, which affects the employment and survival of students. Second, social recognition is not high, and the employment situation is relatively severe. With the current expansion of college enrollment, the society's emphasis on vocational education is decreasing, and the quality of enrollment is poor. In the follow-up employment, the competition is fierce due to the influence of college graduates. Many graduates are unable to engage in positions related to their majors, making it difficult for them to engage in occupations that interest them. The third is

insufficient investment, and students' practical ability is weak. In order to save the cost of running a school, many colleges and universities lag behind in terms of hardware provision and update, and focus on theoretical teaching, which results in students' practical ability cannot be effectively exercised and improved, which is contrary to the goal of education reform. Fourth, the teaching staff needs to be upgraded. Many vocational college teachers have not received professional training, have no relevant qualification certificates, and lack first-line teaching experience. It is easy to be out of touch between theory and practice in teaching, and students are rarely taught why and how to do it.

3.2 Continuing Education

Continuing education is the main platform for realizing lifelong education and the main way to continuously improve the quality of talents. From an overall point of view, the current situation of continuing education is worrying, and there are mainly the following problems: First, the nature of running a school is fuzzy. Some colleges and universities ignore the significance and value of continuing education, and simply regard it as a channel for training or to obtain economic benefits. By recruiting students to bring more benefits to the college, they fail to realize that it is an integral part of lifelong education and is the role played by the construction of a learning society. The second is the lack of overall planning and design. The state lacks clear guidance on the positioning of this education. Some colleges and universities simply regard it as a supplement to full-time education rather than as an important part of lifelong education; colleges and universities generally have not formulated a development plan for this education model, even some colleges and universities have formulated relevant plans, but they lack feasibility. The third is the shortage of education funds. Currently, more than half of colleges and universities have unfixed sources of funding for continuing education, and most of them rely on tuition operations. Due to insufficient government investment and narrow channels of education investment, it objectively hinders the improvement of education level and affects its sustainable development. Fourth, the enrollment market is chaotic. Some high-level colleges and universities carry out low-level continuing education with the goal of generating income, and delegate enrollment rights to teaching

sites, and they are only responsible for charging, and the quality of teaching is difficult to guarantee.

3.3 Higher Education

The following problems still exist in the development of higher education: First, the unbalanced allocation of resources. The economic development and education investment ratio of the eastern developed provinces is unbalanced, forming an embarrassing situation of "rich finances and poor education". The allocation of resources in the vast central and western regions is even rarer. The second is that the evaluation of professional titles brings vicious competition. For a long time, the evaluation of professional titles is related to qualifications and interpersonal relationships, and the number of scientific research results is used as a rigid index for the evaluation of professional titles. This has caused teachers of colleges and universities to devote too much energy to scientific research and even academic fraud. Third, the curriculum is out of balance and the overall improvement of student quality is hindered. For a long time, as a professional education, colleges and universities have focused on cultivating professional talents. Therefore, they have focused more on the training of professionals and completed them through the form of professional courses. However, if the training is too specific, there will be problems such as unreasonable arts and sciences, limited learning and learning, and the humanities will continue to decline. Fourth, the evaluation criteria are misplaced. Due to the large number of higher education institutions in China and the diverse problems, the evaluation standards of the education authorities are mainly reflected in the "number" aspect. When judging whether the school satisfies a certain school-running policy, it mainly measures the number of papers. As a result, some subjects with general social evaluation actually rank among the best.

4. MEASURES TO BUILD A COORDINATED DEVELOPMENT MECHANISM FOR THE THREE TYPES OF EDUCATION FORMS

From the actual development of the three types of education in China, the construction of a lifelong learning education system has become the pillar of improving the quality of the whole people. As the

main institution for learning for all, universities should not only attach importance to the cultivation of college students' learning ability, but also strengthen continuing education to enable more people to achieve their lifelong learning goals. In this regard, the three types of education should be integrated. It is necessary to strengthen the construction of the rule of law in education, promote the breakthrough of the connotation of the lifelong education system, and build the classification and evaluation system of colleges and universities, so as to improve the governance level of vocational, continuing and higher education, so that all kinds of colleges and universities can effectively fulfill their responsibilities in the three types of education.

4.1 Grasping the Key Points of Overall Development and Improving the Training System

The state advocates improving the vocational education and training system, deepening the integration of production and education, strengthening the cooperation between schools and enterprises, constructing and improving the lifelong training education system, and accurately positioning the breakthrough point of reform, thereby achieving the in-depth integration of higher education, vocational and continuing education. The current situation of education development has been improved, and the quality of the people has been greatly improved to contribute more to the construction of a learning society. To this end, the following development points should be grasped:

4.1.1 Deepening the Examination and Enrolment System and Creating Multiple Types of Education Channels

The first thing that should be done in the current career, continued and coordinated development of higher education is to expand educational channels and change the situation of "throwing thousands of troops across the single-plank bridge" in the past. On the different roads of higher education and vocational education, deepen the enrolment system, build a diversified admission mechanism, promote the classified admission and registration of colleges and universities, and cultivate more high-quality and high-skilled talents. From vocational colleges to undergraduate colleges, they are distinguished

from general high schools in terms of admission methods, examination content and time, etc., freeing more students from the college entrance examination team and choosing a learning method that is more suitable for them.

4.1.2 Constructing a National Qualifications Framework and Focus on the Connection of Various Types of Education

In accordance with the requirements of "Modern Education 2035", the State Council printed and issued a reform plan for vocational education, clearly stating that although general education and vocational education have different types of education, they have the same educational status, and detailed deployment of the vocational education system. According to the new direction of decision-making, build a mechanism that links pre-employment and post-employment, academic and non-academic qualifications, and general and vocational education. But its focus is to build a national qualifications framework, under the personal learning account and credit accumulation system, combined with learning achievement certification and qualification certificates, to promote the conversion of non-academic qualifications and professional skill levels. Allow learners to earn credits through self-study, online learning and classroom learning, implement flexible academic systems, strengthen the function of connecting multiple education types, promote the construction of diversified educational organizations, and optimize the life-long learning system environment for the whole people.

4.1.3 Building a New Pattern of School-enterprise Cooperation with Industry-university-research Collaboration as a Breakthrough

In the context of the integration of production and education, promoting the collaboration and innovation of the two will help promote the smooth implementation of the reform of human resources supply, and promote the transformation of scientific and technological achievements and the development of new functions. Multi-party production, education and research can not only achieve effects that cannot be achieved unilaterally,

but also multiply resource development and construction, and organically connect the chain of education, talents and industrial innovation. Under the leadership of the education management department, the provinces actively responded to the call of the state to encourage schools and enterprises to build innovation alliances, from basic research to application, and then to the construction of innovation bases, which will help the incubation and promotion of scientific research results and make cross-field convergence possible.

4.2 Strengthening the Overall Construction of the Rule of Law, and Managing the "Three Major Barriers"

In terms of the construction of the rule of law, the content and value of the rule of law, the three types of education have shortcomings, and it is imperative to improve the coordinated development mechanism of the three. Since the implementation of reform and opening up, the construction of the rule of law in education has created a good foundation for the integration of diversified educational forms, but there is still a big gap from the realization of the overall development goal. In this regard, we can promote legal systems in related fields through the construction of the rule of law, and proceed from the following "three major barriers" to fundamentally solve the problem.

4.2.1 Strengthening the Reform of the Enrolment System and Controlling the "Entry Gate"

It is necessary to take the optimization and innovation of the enrolment system as a breakthrough to provide a strong system guarantee for overall development. By deepening the reform of this system and exploring ways to expand the integration of multiple types of education, the entrance barriers for the three types of education are strongly protected. At present, vocational, continuing and higher education adopt classified enrolment, registration enrolment and independent enrolment respectively, which fully reflects the urgent need for reform of the enrolment system. Therefore, it is necessary to take the standpoint of lifelong learning and find more diversified enrolment mechanisms suitable for the overall development of society and learners.

4.2.2 Starting from Multiple Angles and Controlling the "Training Pass"

It is necessary to provide practical guarantee for education coordination through personnel training, thus highlighting the necessity of education coordination. The goal of the overall development of the three types of education is to improve the quality of talent training. From the result level, the teaching effects of the three have their own advantages and disadvantages, but there is a certain gap in social recognition. On the one hand, through the conversion of credits and the flexible academic system, a cohesive system consistent with the goals of lifelong learning is constructed to comprehensively evaluate the quality of talent training. On the other hand, it emphasizes the coordinated development of the three types of education.

4.2.3 Clarifying Responsibilities and Rights, and Keeping the "Authority Off"

A large number of practical studies have shown that the role of the government in the development of education should not be underestimated, but the government's own strength is limited and it is difficult to meet all the needs of education development. From an essential point of view, the modernization of the educational governance system and capabilities is inseparable from the transformation of the government's educational functions. Under the reform of "decentralization, regulation and service", the government's power has been fully optimized. The overall development of the three types of education is to combine the advantages of the three to build a personalized learning path for students and build a shared bridge. This involves a series of issues such as government-school cooperation, school-enterprise cooperation, and government-society cooperation. Diversified entities should join hands in an alliance to clarify the responsibilities, rights, and interests of various stakeholders on the basis of improving the legal protection mechanism. Only when the government teaches in accordance with the law, colleges and universities run schools in accordance with the law, the society participates in accordance with the law, and students protect their rights in accordance with the law, can we build an orderly and standardized overall development mechanism.

4.3 Scientifically Classifying Colleges and Universities to Promote Overall Development

All kinds of colleges and universities can only perform their duties in the three types of education more effectively if they implement dislocation development on the basis of achieving their own educational goals. In this regard, colleges and universities should be classified scientifically to lay a good foundation for the overall development of the three categories.

4.3.1 Improving the Distribution Evaluation System and Implement Multiple Development Mechanisms

The history and development trend of each university are different, and the evaluation index should also be determined according to the characteristics of the university's disciplines, and it should be avoided as much as possible. In this regard, we can absorb and refer to foreign excellent experience, select evaluation experts from the same discipline, and improve the credibility of the evaluation through expert evaluation, so that the evaluation and diagnosis function can be strengthened. In the evaluation system of colleges and universities, it should be combined with the realistic needs of life-long education construction, combined with the educational form and positioning, and integrated into the coordinated development.

4.3.2 Optimizing the Allocation of Educational Resources to Promote Talent Training

The way of resource allocation has a great influence on the coordinated development of education. If resources are too concentrated, the "Matthew Effect" will occur, which will result in homogenization and vicious competition among universities. In this regard, a classified appropriation system can be formulated according to the training cost and education level. This not only guarantees the source of funding for running a school, but also effectively avoids the waste of resources due to disorderly competition among institutions. All regions should attach importance to the transformation and development of application-oriented universities, and provide corresponding

resources based on their contributions to industry and regional development. Guide applied colleges and universities to determine the orientation of running schools based on the advantages of their regions, and assist in the cultivation of talents through scientific research.

4.3.3 Innovating Education Coordination System and Improving Economic Service Capabilities

In the process of coordination of the three types of education, colleges and universities often face many obstacles, which requires innovation in the system. For example, in order to improve the single driving problem of both schools and enterprises left over from history, the education department plans to build a development center and build various project management committees together with enterprises to promote the integration of production and education, focusing on resource introduction, core node construction, and innovation mechanisms. Through the development of school-enterprise cooperation and inter-university cooperation, the situation of insufficient resources has been improved. Through expert evaluation, monitoring and forecasting, research and development, etc., provide resource services and intellectual support for schools, optimize talent training models, improve regional economic service capabilities, and contribute more to economic development.

4.4 Constructing a Lifelong Education System and Positioning the Breakthrough Point of Reform

Compared with previous policies, the current proposed improvement of the three types of education overall development mechanism has a certain breakthrough, which can be reflected through the connotation of the lifelong education system. It is specifically manifested in the following three aspects:

One is to transform the previous continuing education framework into a three-category coordinated development framework, and build a lifelong education system. In the past, vocational and higher education played a certain role in lifelong education, but it was more that continuing education made up for lifelong education. The three

types of education models are now viewed side by side, not only to recognize the continuing education functions of vocational and higher education, but also to incorporate them into the lifelong education system and treat them as the same content as continuing education. After the integration of production and education, vocational education has cultivated a group of senior talents that conform to the concept of lifelong education and improved the ability of service economy. Higher education cultivates more application-oriented talents and provides more efficient education for the life-long development of learners. Both of these can exist as the main body of lifelong education.

The second is to change from communication and connection to overall development. In the "Thirteenth Five-Year Plan", China proposes to construct a mechanism for linking up general and vocational education, pre- and post-employment education, academic and non-academic education. However, it focuses on communication and convergence, and lacks the performance of overall coordination. The new education plan includes not only the connection between all levels and types of education, but also the division of labor and internal reforms of different types of education. Especially in terms of function division, it is mainly in the lifelong education system that uses different levels as elements to perform different functions, clarify different types of educational functions, and make them perform their own duties. Finally, in terms of internal reforms, we should build a smooth sharing bridge, give full play to the advantages of different types of education, and promote the coordinated development of various types of education under the guidance of lifelong education.

The third is to strengthen the coordination of the three types of education. In the overall development of the three, the subject and method of overall planning should be clarified. Among them, the main body of overall planning is determined by the characteristics of lifelong education development. According to historical practice at home and abroad, the development of lifelong education in various countries is the result of government-led development. It can be seen that overall development is inseparable from government support. In terms of overall planning methods, at the beginning of the implementation of lifelong education in our country, the guidelines and implementation plans were missing, but the ideal

results achieved in various places have accumulated valuable experience for the optimization and improvement of this education model. At present, lifelong education has entered a period of in-depth development, and the government's overall plan must be perfected and implemented. In this regard, the subsequent overall planning and coordination will be carried out under the government-led model. With the central government as the lead and local governments as the main body, coordinate the relations between all regions in accordance with relevant laws and regulations. Due to the differences between regions, lifelong education is bound to have diversified characteristics. As the organizer of this work, the local government should adhere to the principle of adapting measures to local conditions to promote its implementation and development.

5. CONCLUSION

In summary, since the implementation of the reform and opening-up policy, China's vocational, continuing, and higher education have evolved from the previous diversion to gradually integrated, and the education positioning has become clearer. With the support of the overall development mechanism, the popularization of education can be increased, more mature and high-quality labor and technical personnel can be sent to the society, and more efforts can be made for national development and social harmony. At present, the integration of the three types of education is in its infancy. I believe that after continuous improvement and optimization, it will be full of vigor and vitality for greater development.

AUTHORS' CONTRIBUTIONS

This paper is independently completed by Yongming Hong.

REFERENCES

- [1] The first strategy research group, Wu Qidi, Hu Ruiwen. Research on the overall strategy of education development [J]. Educational Research, 2019, (007): 3-8.
- [2] Zhang Hongzhi. Prospects for the openness of the modern vocational education system — On the coordinated development of secondary vocational education and higher vocational education [J]. Vocational Education Forum, 2018, (007): 47-51.
- [3] Ren Junqing, Chen Jiefang. Investigation and countermeasures of continuing education in higher vocational colleges [J]. Vocational Education Forum, 2019(34): 40-42.
- [4] Leng Ye. Six overall plans for the harmonious development of local higher vocational education [J]. China Vocational and Technical Education, 2019, (001): 56-59.
- [5] Liao Yi, Patrick He. Research on the Effective Cohesion Mechanism of Higher Vocational Education in Canada [J]. Research in Higher Education in China, 2019, (006): 95-99.
- [6] Chen Longtao, Mei Chuncai, Li Jia. Research on the construction of lifelong development of vocational education under the background of deepening the supply-side reform [J]. China Vocational and Technical Education, 2018, (033): 21-24.