



The Significance and Realization Path of “Equally Important” Reform of Vocational Education and General Education

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Abstract. With the rapid development of my country’s economy and the overall upgrading of the industrial structure, the demand for talents in various industries in society has undergone tremendous changes. Both general education and vocational education are facing the problem of not adapting to changes in social needs. Students who receive general education lack the practical ability to operate, while students who receive vocational education have relatively weak theoretical foundation. In order to promote the realization of the equal importance of vocational education and general education, this paper analyzes the significance of the reform of "equal importance" of vocational education and general education, and puts forward the realization path.

Keywords: vocational education · general education · education reform

1 Introduction

The newly promulgated “Vocational Education Law of the People’s Republic of China” clearly states: “Vocational education is a type of education that has the same important status as general education. It is an important part of the national education system and human resource development. Skills, an important way to promote employment and entrepreneurship.” [1] This is the first time that the type of vocational education has been clarified in the form of law (it is not a level lower than general education), and it is also the first time that it has been clarified in law that it has the same important status as general education. This has important historical significance and practical value for reversing the low social recognition of vocational education and effectively promoting the healthy development of vocational education.

2 The Significance of the Equal Importance of Vocational Education and General Education in Our Country

2.1 Economic Development Requires a Large Number of Skilled Personnel

The socialist modernization drive with Chinese characteristics in the new era requires not only scientists and engineers, but also tens of millions of first-line technical and skilled talents with good vocational education [2]. Without such a large workforce,

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no matter how advanced science and technology, programs, and equipment are, it is impossible to transform them into real social productive forces, and it is difficult to create material products and spiritual and cultural products that satisfy people's production and life. It should be said that general education and vocational education have the same goal of cultivating talents, that is, to train qualified laborers. "It is an important breakthrough in the construction of my country's modern vocational education system to open up the ascending channel from secondary vocational, junior college, undergraduate to postgraduate."

2.2 The "Triple Barrier" that Hinders the Development of Vocational Education

Although the country attaches great importance to vocational education and supports the development of vocational education from all aspects, vocational education is still a low-level education in people's minds. In fact, vocational education is still in a situation of "triple barriers" such as "hot at the top but not hot at the bottom", "hot at schools but not at enterprises" and "not hot at officials and people", and the enrollment dilemma of many vocational colleges remains. Since graduates of vocational colleges are often positioned as "blue collars", although their status in society is constantly rising, the space for promotion is often narrow [3]. This is due to the fact that most students in vocational colleges have to choose to study in vocational schools because of academic performance problems, which has formed the reality that people think that vocational education is "inferior" [4]. To change this reality, it is necessary to separate vocational education from general education, so that vocational education and general education become two forms of education that do not contradict each other and are in an equally important position.

2.3 Both General Education and Vocational Education Have Their Own Advantages and Disadvantages

Ordinary education generally refers to education in ordinary primary and secondary schools and traditional colleges and universities. Its content is mostly theoretical knowledge, which is mainly based on acceptance and learning. Students have good overall quality, but lack professional skills. Vocational education is the education of different levels of professional knowledge and skills for students, mostly for the teaching of experience and practical skills and knowledge, with the goal of cultivating practical and skilled talents suitable for social and vocational positions, and students lack a certain cultural foundation and humanistic quality, not conducive to the long-term development of students [5]. Therefore, in order to better achieve high-quality education and cultivate more comprehensive and outstanding talents, vocational education and general education must be placed in an equally important position, and a "overpass" for talent training that integrates general and vocational education must be established to make general education and vocational education Vocational education complements each other's shortcomings.

3 The Path to Realize the Equal Importance of Vocational Education and General Education

3.1 Multi-dimensional Publicity of Legislation to Enhance Recognition

The first is to increase the legal status of vocational education, and further consolidate the status of vocational education in the national education system through legal systems such as the “Vocational Education Law” and “The Education Law of the People’s Republic of China”. Equally important position. The second is to strengthen the promotion of vocational education [6]. From the third grade of senior high school, schools should increase the promotion of the important position of vocational education and undergraduate education, so that the advantages of vocational education and ordinary undergraduate education can complement each other. There is no distinction between good and bad, only suitable ones [7]. The third is to show the development achievements of vocational education, to promote the technological innovation, technological innovation, intellectual property rights, and achievement transformation of vocational education talents, and to enhance the significance of vocational education to national strategy, economic construction, and industrial transformation through media reports and corporate publicity.

3.2 Optimize the Professional Layout of Vocational Education, and Carry Out In-Depth Integration of Production and Education

If you want to vigorously develop vocational education, the coordinated development of regional industries and professional talents will be an important means for the high-quality development of the regional social and economic level. The in-depth integration of production and education has far-reaching significance. The first is to build a strong school-enterprise-government communication mechanism. Build a strong school-enterprise-government communication mechanism, focusing on factors such as the advantages of vocational colleges, industrial structure, regional development positioning and goals, sorting out the development advantages of all parties, supporting policies, and the core competitiveness of enterprises, so as to realize the development of enterprises around the development of regional economy change [8]. The second is to strengthen school-enterprise cooperation. Vocational colleges and enterprises actively do a good job of professional docking, job docking, and cooperation, so that students who enter the school are students, and employees who enter the enterprise are a good situation.

3.3 Establish a Multiple Evaluation System

The first is to establish an honor first system. Presents, honors and rewards to technicians with noble moral character, love and dedication, outstanding professional quality and skills, and play the role of “teaching and helping”, and the unit is awarded the title of “Great Expert” and included in the learning model series, and the whole company commends them.[9] The second is to establish an innovation-oriented system. Financial rewards and praise will be given to those with strong professional and technical capabilities, dedicated research on technological innovation, mining of intellectual property

rights, transformation of scientific and technological achievements, etc., and priority will be given to recommending provincial and municipal labor models. The third is to establish an equal treatment system. For those with outstanding professional and technical ability, strong innovation ability, and economic benefits generated by the transformation of achievements, they have made an exception in terms of evaluation, and can enjoy the same treatment as department heads, executives, and managers in terms of remuneration grades and year-end rewards.

3.4 Increase Investment in Vocational Education

The shortage of vocational education funds is a huge difficulty faced by vocational colleges in running schools, so our country should increase investment in vocational education. Since there is no advantage in charging policies, vocational schools lack excellent students, and it is difficult to train students who flow from vocational education to general education. In order to reduce the financial burden of students in vocational technical colleges, we should continue to improve the funding system in various aspects such as exemption, subsidies, loans, awards, and internship subsidies, and pay attention to the absorption of social student resources; at the same time, we should improve the construction of relevant supporting mechanisms, In order to further improve the accuracy of funding, attract excellent students for vocational education, and provide talent guarantee for its development.[10].

4 Conclusions

The introduction of the new Vocational Education Law has provided new ideas for the reform of vocational education and injected vitality into the coordinated development of vocational education. At present, vocational education is faced with such dilemmas as weak teachers and cognitive bias, which need not only to be promoted from the three dimensions of society, teachers and students, but also to be refined to all fields and levels of society for collaborative assistance, focusing on social forces, and promoting the solution of difficulties and challenges in the coordinated development of general vocational education. At the same time, all educational and teaching subjects need to act on their own, become believers, advocates and practitioners of the advancement of vocational education, and work together to promote the integration and harmonious development of vocational education and general education.

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