

Research on the Mode of Linking up between Secondary and Higher Vocational Education

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Abstract. With the diversified development of the modern educational model, the domestic and international exploration and research on the training mode of the integration of secondary and higher vocational education are carried out. The "secondary vocational school-undergraduate" mode can realize the complementary education, the linking education and the related education of the secondary vocational school and the undergraduate course. This paper analyzes the requirements, contents and characteristics of the link between secondary vocational and undergraduate education, and makes a study and comparison of the existing integrated education model of middle and higher vocational education.

Introduction

Secondary vocational education and higher vocational education are two different stages and different levels of education in vocational education, which are independent and interrelated. It is an inevitable requirement for the development of vocational education. The integration of convergence and integration makes the middle and higher vocational education as a whole play an important role[1]. It is necessary to adapt to and promote economic and social development. The integration of middle and higher vocational education can increase the natural attraction of vocational education. It is beneficial to establish a perfect modern vocational education system to solve all kinds of problems existing in the middle and higher vocational education of our country at present[2].

Main Mode Abroad

There are three kinds of modes of connecting between middle and high vocational education in the world: the state confirms the equivalent mode of universal education and vocational diploma, the mode of connecting by special tutoring to reach the standard of academic qualifications, and the mode of direct connection through curriculum or syllabus.

Linking Mode in Germany. The German occupation education is the characteristic of "dual system", through the spiral educational system and curriculum implementation in Higher Vocational cohesion cohesion ladder curriculum[3].

Occupation occupation technology education of high level to low level occupation education as the basis. Occupation practice emphasizes students' experience. After the occupation of secondary vocational education stage graduates can obtain employment, can also go to accept the occupation education of higher levels. To provide equal competitive conditions and a number of advanced countries for each road of secondary vocational school students. Germany offers a variety of entry have opportunity to receive secondary occupation education students, vocational graduates dual studies have to apply for college and high school graduates and the equivalent qualifications. Courses in Higher Vocational stage, by using ladder type comprehensive occupation curriculum mode in the curriculum, to improve the higher vocational education occupation education system. Aims at

"training skills" training teaching, strong flexibility, hierarchy and convergence, emphasize the development of occupation ability[4].

Linking Mode in United States. The United States implements an educational system that closely links secondary vocational education with post-high school technical preparation education, and formulates a unified syllabus linking secondary and higher vocational education[5].

Adopting the linking mode of middle and higher vocational education with curriculum system. According to the "Parkins Vocational and Applied Technology Act" promulgated by the state, the post-secondary technical preparatory education is to be carried out. By means of cooperation between secondary vocational schools and higher vocational schools or signing contracts, the syllabus at all levels and the teaching plans of similar specialties are formulated and implemented in a unified way. The method of linking courses with community colleges is to link the courses of post-high school technical education with community colleges. The practical technical courses in technical colleges have established an inherent connection, and with the needs of domestic economic development for talents, they have constantly improved the linking curriculum system, and offered some technical preparation courses for students in higher vocational colleges to combine organically. Pay attention to practical engineering courses[6].

Linking Mode in Japan. Japan has a complete system of vocational education at the senior high school level, vocational university level, etc[7].

By means of recommended examinations and other means, Japan has selected excellent vocational high school graduates to enter the national higher vocational specialized colleges and universities. Because of the tradition of focusing on lifelong education, students are generally willing to enter vocational colleges and specialized schools after graduation from vocational high schools. Vocational colleges attach importance to the vocational qualifications they obtain in the secondary vocational stage when they conduct the selection of freshmen. In the entrance examination, the proportion of vocational courses is considered and taken into account. For specialized schools, according to the fact that 20% of the graduates of vocational high schools are promoted to specialized schools, To develop a teaching plan that can link up with the teaching content of vocational high school, and seek the cooperation between the two.

Linking Mode in Australia. In 1995, the Australian Government introduced the Australian qualifications Framework (AQF), which has 12 levels of qualifications in Fig. 1.

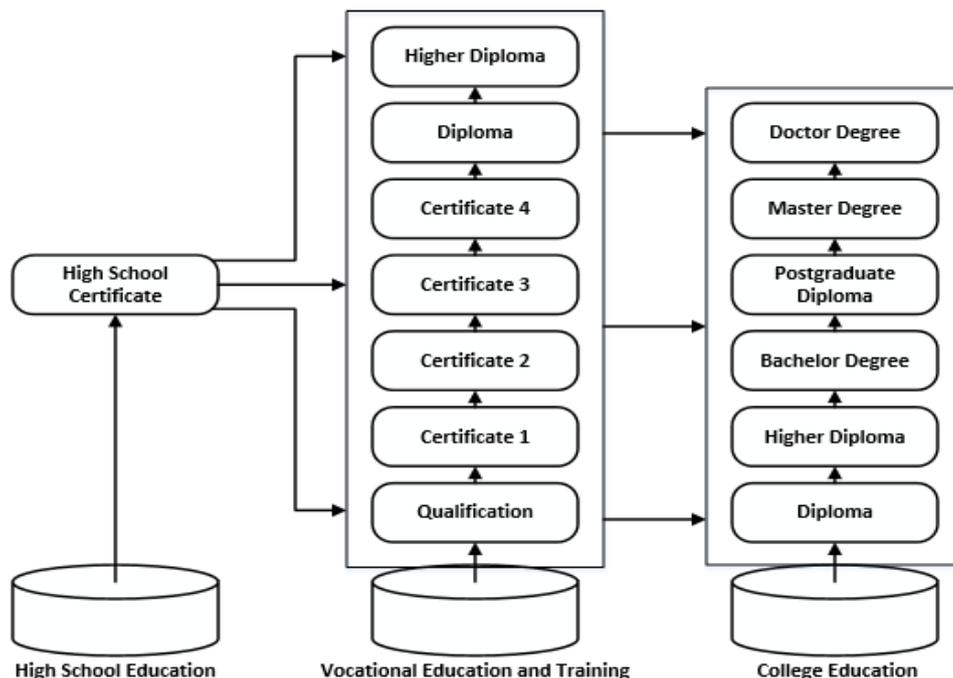


Figure 1. Australian qualifications Framework (AQF)

The framework covers 12 levels of qualifications in school education, vocational education and training and higher education[8]. School education has a certificate of upper secondary education and vocational education and training has a qualification. Certificate IV and two diplomas and three degree qualifications. The eligibility requirements for each level of the qualification framework are clear, and Australia stipulates that the qualifications at all levels of the eligibility framework must be mutually recognized, And allowing for the interconversion of credits within the eligibility framework. The framework also includes all qualifications recognized in post-compulsory education, and the State sets out the specific content of each qualification and its rationale and bridging protocols, The issue and conversion of qualification certificates. Australia develops "training package" through the organization at the national level to link up the courses in the national middle and higher vocational schools[9]. The "training package" is a continuous and nationally recognized training in Australia. Identify and evaluate the sum of skills elements, which consist of national competency standards, assessment guidelines and national qualifications. The "training package" is developed by institutions and enterprises, such as the National Industry training Advisory Board.

The Linking Mode of Higher and Secondary Vocational Education in China

In recent years, some provinces and cities in China have organized secondary vocational schools and applied undergraduate colleges to jointly explore a mode of linking secondary vocational schools and undergraduate schools that conforms to their own actual conditions. In the practical work, we have summed up a variety of secondary vocational and undergraduate job cohesion models. At present, there are two main categories of higher vocational education system structure and its cohesion in China.

The middle and high vocational college graduates enter the middle and higher vocational colleges and universities by taking part in the adult college entrance examination, which is one of the modes of the middle and higher vocational education convergence at the present stage[10]. However, the adult college entrance examination emphasizes on the culture course examination. The characteristics of vocational education in adult colleges and universities are not outstanding, to some extent, it only solves the problem of secondary vocational students' academic qualifications.

The secondary vocational school graduates pass the "opposite entrance study", and the higher vocational graduates enter the mode of linking up with the middle and higher vocational colleges through the examination of "specialized promotion". There are some problems that can not be ignored in this mode: first, the culture course examination is necessary, the second is the middle grade, Higher vocational students should not only review cultural courses, but also study and practice in specialized courses. They often take care of one another and lose one another and worry about gain and loss. Second, in higher vocational schools, more majors are offered, while fewer majors are enrolled in undergraduate courses. Some students' specialties are mismatched; some colleges and universities will teach in the same class without distinction between high school students and high school students, resulting in teaching difficulties and waste of resources[11]. There is no docking in the curriculum, the choice of teaching materials and the overlapping of teaching contents, the theoretical depth is not obviously progressive and effective convergence, which is not conducive to the cultivation of students' comprehensive vocational ability. At the same time, it is difficult to do two levels of vocational education construction and teaching, which is not conducive to the development and construction of higher vocational education.

Although the connotation and operating mechanism of the above - mentioned joint modes are different , the aim is to give the secondary vocational college graduates the right to continue their undergraduate education through specific educational policies and teaching reform measures. At present, there are still many problems in the mode of talent training and the construction of curriculum system in the middle and higher vocational education of our country, especially the problem of curriculum convergence, because the secondary vocational and undergraduate courses are often independent and separate from each other. Non-professional matching causes dislocation of knowledge and skills, non-integrated design of professional counterpart, duplication of the contents

of specialized courses, disconnect of basic cultural courses, "upside down" of skills training courses, difficult to train high-skilled talents.

Summary

It is the foundation of the sustainable development of vocational education to carry out the connection of middle and higher vocational education, to promote the scientific development of vocational education and to construct a perfect modern vocational education system. Related to the success or failure of the coordinated development of higher vocational education in the new era, vocational education reform and development of an important task.

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