

The Problems and Countermeasures of the Integrated Cultivation Model for Vocational and Secondary Education

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Abstract: In the past 20 years, the development of the integrated cultivation model for vocational and secondary education in China has achieved great success. However, there are also problems such as poor overall management, unclear training positioning, poor curriculum connection, and inadequate career education in vocational and secondary education. In response, various regions have launched new models and paths for the integration of vocational and secondary education. By analyzing the existing new models, it can be concluded that high-quality integrated training in vocational and secondary education is a prerequisite for running schools in the same region, coordinating talent cultivation paths is the key, organizing and leading vocational colleges is the foundation, and implementing the full course career plan is the main line.

Keywords: Integration of secondary and vocational education, Cultivation Model, Countermeasures.

1. Introduction

In China's education system, vocational education is an indispensable and important component, playing a decisive role in the development of the national economy and the education industry. It shoulders the responsibility of meeting social needs and cultivating technical talents from various industries for society. In 2020, the number of vocational school students accounted for 39.44% of high school education, while vocational school students accounted for 44.43% of higher education, close to half of the country's population. This has played a fundamental and decisive role in achieving the popularization of higher education in China. If there is no vocational education as the foundation, vocational education may be incomplete; If there is no continuation of vocational education, secondary vocational education will lose its driving force for development and may become a terminal "cut-off education".

The integration of vocational and secondary education to compensate for the driving force of vocational education development is a trend in China's vocational education development and an unavoidable problem, as it is one of the important factors affecting the positive and healthy development of China's vocational education. In the past 20 years, great achievements have been made in exploring the integrated cultivation mode of vocational and secondary education, but there are also several problems. A more effective solution to the existing problems of talent cultivation in vocational and secondary education will provide a new path for the vertical integration of vocational education.

2. The Problems in the Practice of Integrated Cultivation in Vocational and Secondary Education

Conduct in-depth research on the comprehensive integrated cultivation of vocational and secondary education through literature review, research visits, and interviews. It should be said that the integrated cultivation of vocational and

secondary education has played an extremely important role in providing technical talents for the industry, providing growth channels for students, and exploring vertical paths for vocational education. However, in the practice of integrated cultivation in vocational and secondary education, problems such as poor overall management, unclear training positioning, poor curriculum connection, and unrealistic career planning are particularly prominent, which have become obstacles to further deepening the integrated cultivation in vocational and secondary education and urgently need to be solved.

2.1. Poor Overall Management

In general, policy documents related to the integrated cultivation of vocational and secondary education are formulated and issued by the provincial education regulatory department, and vocational colleges and secondary vocational schools cooperate independently. On the one hand, the education regulatory departments of each province are only responsible for the approval of enrollment plans and the verification of enrollment results, without the management of the training process and supervision of training quality. Some provinces lack institutional guidance and constraints on specific training standards and requirements. On the other hand, vocational colleges and secondary vocational schools adhere to the attitude of complementary resources and mutual cooperation to jointly promote the integrated cultivation of vocational and secondary education. Both sides have no dominant or dominant power, and lack a backbone. Therefore, in the process of integrated cultivation in vocational and secondary schools, there is often a phenomenon where vocational and secondary schools are each responsible according to their student status. It seems that neither party is absent or offside, but in reality, it is not conducive to the design, implementation, and quality evaluation of integrated cultivation in vocational and secondary education.

2.2. Unclear Training Positioning

There are significant differences in the requirements for

students to transition from secondary vocational stage to vocational stage in the policies for the integration of vocational education in various provinces and cities. Therefore, vocational schools and students often focus on "students' transition from secondary vocational to vocational for further education". In addition, "vocational students do not need to consider employment" and other factors, so there are inevitably differences in the positioning of talent cultivation in vocational schools and cooperative vocational colleges. This has led to the positioning of gaps in the integration of vocational and secondary education due to the segmentation of student status.

2.3. Poor Course Connection

The integrated design of talent cultivation plans is a prerequisite for implementing integrated training. Integrated design is not a mechanical superposition of vocational and vocational training programs, but a systematic planning of talent cultivation goals and the design of long-term education and teaching services based on training positioning. At present, the integrated training of various provinces and cities mainly adopts the form of segmented connection, requiring cooperative universities to jointly formulate talent training plans. However, in the process of formulating the training plan, cooperating universities will participate together, but in practical operation, it is difficult to delve into the integration and integration of course content, teaching mode, teaching resources, and other course systems. This leads to repeated or fragmented training activities in the previous and subsequent stages, which cannot fully leverage the advantages of integrated training in training efficiency.

2.4. Inadequate Career Education

When conducting research on students of the integrated five-year system in vocational colleges, the author found that students have a vague understanding of their professional knowledge, future employment positions, and knowledge and skills learned over the past five years, and have not formed a clear plan. The career planning education for vocational and secondary education, which is oriented towards job employment, needs to be matched with vocational and secondary education. However, due to the fact that vocational and secondary education majors are generally not allowed to switch majors, the blindness of junior high school graduates in choosing majors, and the lack of unified design and career planning education based on majors in vocational and secondary education, there are problems such as insufficient professional cognition, low professional recognition, and low employment matching rate among vocational and secondary education students. The reason for this is the lack of systematic design and scientific coordination in career planning.

3. Analysis of Typical Models of Integrated Cultivation Model for Vocational and Secondary Education in China

In response to the problems in the integrated cultivation model of vocational and secondary education, various regions have launched many commendable characteristic models based on their own industrial characteristics and vocational education advantages, which are worth analyzing and learning from. Jiangsu Province has launched the "integrated"

talent training for five-year vocational colleges, and the Provincial Department of Education has empowered qualified vocational schools to carry out comprehensive five-year training in the form of "Jiangsu United University". Shanghai has organized a new five-year consistent vocational education system, with vocational colleges directly recruiting junior high school graduates for five-year consistent training. Zhejiang Province has launched an integrated talent training reform for regional vocational colleges, with vocational colleges taking the lead in the training process. Yongjia college of Wenzhou Polytechnic has pioneered the integrated education model of vocational and secondary education in China, with both vocational and secondary education entities collaborating on the same campus to carry out a five-year integrated cultivation model for vocational and secondary education.

3.1. Five-year Vocational Education in Jiangsu Province

In 2003, the Jiangsu Provincial Party Committee and Government made a top-level design to further develop five-year vocational education, launching a five-year integrated design and integrated training of vocational education in Jiangsu, establishing a joint vocational and technical college, and creating a "integrated" vocational development brand of "five-year integrated long-term education system". Jiangsu United Vocational and Technical College is a regular higher education institution at the specialized level, implementing a "primary school, university" educational model, with several higher vocational and technical schools as branches and several educational points. The main function of the college is to coordinate and assist each branch and school in formulating development plans, coordinate the annual enrollment, student status management, and graduation certificate issuance of five-year students in each branch and school, and organize educational and teaching exchanges, cooperation, and research among each branch and school.

In 2007, Jiangsu United Vocational and Technical College carried out curriculum reform, designing a five-year integration of talent literacy, professional skills, and job practice. The course content emphasized practice and adaptability to needs, and developed 129 professional talent training programs, initially forming a characteristic curriculum system for Jiangsu five-year vocational education. On the basis of the provincial-level talent training plan, each educational unit formulates a talent training plan for the school, which is revised annually in a rolling manner according to the implementation situation. The biggest characteristic of Jiangsu five-year vocational education is to fully leverage the innovative advantages of the college's system and mechanism, adhere to the ability based approach, and focus on building a culture based curriculum that corresponds to vocational job abilities and connects with professional standards and skill norms, forming a cultural foundation curriculum and professional theory and practical experience Practice a five-year consistent curriculum system that integrates and permeates each other.

3.2. New Five-year System in Integration of Secondary and Higher Vocational Education in Shanghai

In April 2021, Shanghai Nanhu Vocational and Technical College, the first "five-year consistent system" new vocational college in Shanghai that directly recruits students

from third year graduates, was established. This new type of vocational college, upgraded from a national key vocational school, marks a new type of high-quality development in Shanghai's vocational education through the overall design and implementation of a five-year talent training program. At present, four new "five-year consistent" vocational colleges, including Shanghai Science and Technology Innovation Vocational and Technical College, Shanghai Minhang Vocational and Technical College, Shanghai Modern Chemical Vocational College, and Shanghai Construction Management Vocational and Technical College, are also actively preparing for construction. The new five-year consistent education system in Shanghai is independently completed by vocational colleges throughout the enrollment, cultivation, and employment of five-year students, completely solving the problem of different levels of student registration management in high school and university stages, which is more conducive to the unified design and coordinated implementation of talent cultivation.

3.3. Reform of Integrated Talent Training for Vocational and Secondary Education in Zhejiang Province

In May 2022, the Office of the Education Department of Zhejiang Province issued a notice on carrying out the reform of integrated talent cultivation in regional vocational education, proposing that the reform of integrated talent cultivation in regional vocational education should be coordinated by local people's governments, led by vocational colleges, and deeply participated by industries and enterprises in the collaborative education of industry and education. Require the government to provide comprehensive guarantees and support for reform projects. If vocational schools do not have independent campuses within the region, local conditions should be created to designate independent areas or build relatively independent campuses for vocational education. The government where secondary vocational schools are located needs to promise to provide a comprehensive guarantee for the operational funds, equipment funds, and workload funds required for vocational education and teaching, in order to solve the difficulties and problems that may arise during the reform process. Indicate that vocational colleges should take the lead in formulating talent training plans with vocational schools and industry enterprises around the requirements of "high standard training" and "high-quality employment". The reform of integrated talent cultivation in regional vocational colleges in Zhejiang Province has actually clarified the one place model of 5-year consistent training, which has played a key role in the consistency of subsequent talent cultivation plans and education and teaching.

3.4. Integration of Vocational and Secondary Education in Yongjia college of Wenzhou Polytechnic

In 2021, Wenzhou Polytechnic signed a cooperation agreement with the People's Government of Yongjia County to establish Yongjia College of Wenzhou Polytechnic, which began in September of the same year. Yongjia College is divided into vocational and secondary vocational departments. The vocational department is a secondary college of Wenzhou Polytechnic, which is managed and constructed by Wenzhou Polytechnic. The Vocational Education Department of

Yongjia County is the Yongjia Vocational Education Center, managed and constructed by the Education Bureau of Yongjia County. At the same time, as an affiliated school of Wenzhou Polytechnic, it receives guidance on the construction of Wenzhou Polytechnic. The vocational education department and the secondary vocational education department jointly build, share, and manage the same campus, and cooperate to carry out five-year integration of vocational and secondary education, forming a community for connecting vocational education and secondary vocational education. For five-year system students, the vocational department is responsible for leading the design of talent cultivation plans, organizing professional teaching and research groups, implementing education and teaching, responsible for ideological and political education in the vocational stage, and implementing graduate employment; The secondary vocational department is responsible for the enrollment and admission of junior high school graduates, implementing teaching activities during the secondary vocational stage according to the talent training plan, and conducting moral education and daily management during the secondary vocational stage. The cooperation, mutual exchange, and mutual support between vocational and secondary schools have formed the only form of education in the country. The integrated education of vocational and secondary education in one place not only does not change the management status of student enrollment and the responsibility of the main body of education, but also achieves the design of talent cultivation system led by vocational colleges, effectively avoiding the two skin issues of integrated training in vocational and secondary education, and improving the quality of talent cultivation.

In summary, the exploration of integrated cultivation model for vocational and secondary education varies in form, with distinct characteristics and different focuses. However, there is a very obvious commonality: it completely solves the gap between the physical space of integrated cultivation model for vocational and secondary education, ensuring that five-year system students complete the entire process of training in the same school (or campus).

4. Key Factors in High-quality Integration Cultivation Model for Vocational and Secondary Education

4.1. Running Schools in the Same Region is the Prerequisite

The corresponding conclusion has been drawn from the innovative measures taken by various regions in the national integration of vocational and secondary education. The educational model of vocational and secondary education in the same region fills the spatial distance and management gap that cannot be crossed between vocational and secondary schools. Through multi-party integration and interactive communication, redundant construction and waste of facilities and equipment are avoided, and efficient utilization of school buildings, teachers, and practical training is achieved. Most importantly, the coherence of talent cultivation is achieved, A synergistic effect of "1+1>2" has been generated. Running schools in the same region can be understood as having secondary vocational schools and vocational schools on the same campus or in the same vocational education center.

4.2. Coordinating the Path of Talent Cultivation is the Key

The integrated talent cultivation of vocational and secondary education should fully mobilize the participation enthusiasm of secondary vocational schools, vocational colleges, and enterprises. The fundamental purpose of carrying out integrated vocational education through cooperation between vocational and secondary schools is to cultivate high-quality technical and skilled talents and serve the development of county-level industries; The fundamental purpose of cooperation between enterprises and vocational colleges lies in the demand for high-quality technical and skilled talents for the development of enterprises themselves; The demands of all three parties are based on "high-quality technical and skilled talents". Through the integration of vocational and secondary education, it is necessary to effectively coordinate the talent cultivation goals of the "school", the talent introduction needs of the "enterprise", and the talent cultivation path of the "school enterprise", achieving the integration of talent cultivation with enterprise needs, curriculum content with professional standards, and teaching and production processes.

4.3. Organizational Leadership in Vocational Colleges is the Foundation

Compared to secondary vocational education, vocational education not only takes education to a higher level, but more importantly, it is closer to the industry and more employment-oriented. Therefore, it has a more accurate grasp of the demand and requirements for industrial talents, and a better grasp of the dynamic changes in the demand for industrial talents. Therefore, the comprehensive integration of vocational and secondary education led by higher vocational education and implemented throughout the process has a more targeted and high-quality talent cultivation positioning, training path, and curriculum system, ensuring the quality of talent cultivation.

4.4. Implementing the Full Course Career Plan is the Main Line

Full course career planning helps vocational and technical students to sort out their learning goals, stimulate their interest in learning, clarify their learning paths, and ultimately improve the quality of talent cultivation. We should take career planning as the starting point and take our major as the

foothold to construct a career planning education path that integrates the five "industries" of "cognitive profession", "segmented profession", "dedicated academic work", "precise employment", and "rooted career". Firstly, carry out professional cognitive education among freshmen to ensure that they master the "what to learn" and "what to do after graduation" of their major; Secondly, based on cognitive matching theory, guide students to subdivide employment positions and choose their desired positions, guiding them to establish employment goals and learning directions; Thirdly, organize high-quality educational and teaching activities to promote students' gradual growth towards employment goals; The fourth is to guide students in the graduation season to find employment in their respective majors and achieve high-quality employment; The fifth is to provide follow-up guidance and assistance to students after graduation, inspiring them to internalize their job responsibilities into their career direction.

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