

The Current Situation of Rural Vocational Education in Jilin Province

Nuan Sun

Jilin Engineering Normal University, Changchun, China

Keywords: Jilin Province; Rural Vocational Education; Development Status

Abstract: Vocational education is the main way to train high-quality skilled talents in China, which can effectively promote economic growth. But at present, there are public crises in the development of rural vocational education in China, such as diminishing value orientation, low quality of vocational school education and teaching, small number and low level of agricultural-related specialties, mere formality of vocational training and institutional and institutional obstacles. We study that the function and essence of vocational education have a direct effect on the economic development of Jilin Province. The structure of vocational education has changed correspondingly because of the change of economic structure of Jilin Province. Therefore, we study the impact of rural vocational education on the development of Jilin Province, and discuss the coordinated development of vocational education and Jilin Province's economy. At the same time, our research results show that the cultivation of practical skills in vocational education is of great significance to the personal development, the improvement of Jilin's overall economic level, and even the harmony and stability of the whole society. We must pay more attention to it.

1. Introduction

Vocational education is an educational or training service activity to train technical and skilled talents. It, together with general education and adult education, constitutes three major types of education in China. Article 3 of the Vocational Education Law clearly points out that "Vocational education is an important part of national education and an important way to promote economic, social development and employment." [1]

2. Major Achievements of Vocational Education in Jilin Province

In this survey, we focus on underdeveloped rural areas. Among the 47 counties (cities) surveyed, except Nong'an, Qianguo and Changling, which are economically developed counties, most of them are agricultural counties and populous counties with underdeveloped economy and low per capita income. In GNP, the proportion of tertiary industry in some counties (cities) is less than 5%, while some are only about 1%. There is an urgent need to improve the quality of workers through vigorous development of Vocational education, promote the transfer of surplus rural labor force, and accelerate the pace of industrialization and urbanization. From the results of this survey, we can see that the overall situation of rural vocational education in Jilin Province is good, especially in the past two years, the development of rural vocational education has shown a good momentum of recovery, and has achieved relatively obvious results, which is reflected in the following five aspects.

2.1 Basic Formation of Vocational Education Network at County, Township and Village Levels

At present, there are 368 rural secondary vocational schools in the province, including 25 national key secondary vocational schools, 39 provincial key secondary vocational schools, 1234 Township adult schools and 26 378 rural adult technical training schools. [2] The County (city) surveyed basically formed a three-level vocational and technical training network with County Vocational Education Center as the leader, Township adult schools as the backbone, and rural adult schools as the basis.

2.2 The Enrollment and Training Scale of Vocational Education is Expanding Year by Year.

Since 2000, the enrollment and enrollment of rural vocational schools have been increasing year by year. In 2004, 175,500 students were enrolled in rural vocational schools and 472,300 students were enrolled, which doubled compared with 2000. The enrollment and enrollment accounted for 41% and 42.7% of the total enrollment and enrollment of secondary vocational education, respectively. Technical training in various forms reached 6.2 million people. [3]

2.3 The Awareness of Market-Oriented Running of Vocational Schools has Gradually Increased.

Rural vocational schools initially formed the general education concept of "serving agriculture, countryside and farmers", basically got rid of the general education mode, and gradually formed the concept of "employment-oriented", flexibly set up specialties and courses for market demand and local pillar industries, and balanced the level of students' vocational skills and employment rate. The basic standard for measuring the quality of Vocational schools. We should persist in promoting enrollment by employment and seeking development by enrollment.

2.4 Establishing a Team of Professional and Part-Time Teachers

From the survey, the leadership of vocational schools tends to be younger and more professional. The average age of leading teachers in 50 vocational schools surveyed in this survey is about 45 years old, and the rate of qualifications reaching the standard is 57%. The rate of qualifications of teachers in vocational schools has been greatly improved. The average rate of qualified teachers in 50 vocational schools in this survey is 59.7%. The proportion of teachers with senior positions has increased considerably. [4] In this survey, we deeply feel the dedication and selfless dedication of the principals and teachers of rural vocational schools. They are still conscientious, resigned, optimistic and open-minded under poor working conditions and low salary. They use their hard work and sweat to promote the reform of rural vocational education. Development. For example, Fang Yajie, principal of Xinxian Vocational High School, rooted in poverty-stricken mountainous areas, devoted himself to rural vocational education for more than 20 years, paid close attention to employment and training, transported a large number of high-quality workers to other provinces and abroad, and made outstanding contributions to local economic construction; Su Xiwen, principal of Nong'an Agricultural High School, who devoted himself to rural vocational education, has devoted himself to rural vocational education for many years. Premier Wen Jiabao spoke highly of the word "agriculture", which was called "god of land and wealth" by the local farmers.

2.5 Training a Large Number of Middle and Primary Practical Technical Talents and High-Quality Workers

Since 2016, more than 480,000 graduates have been sent to the society by rural vocational schools in the whole province, and more than 20.2 million vocational and technical training have been carried out. Most of them have become the backbone of production and service. [5] Among them are Zhou Mingyong, an excellent veterinarian who takes root in the countryside and drives local farmers to become rich through science and technology; Liu Fengge, a good head of kindergarten who devotes himself to education and founds private kindergartens; Wang Xu, the chairman of board with arduous entrepreneurship and assets exceeding 100 million yuan, etc. They are typical of Vocational School graduates, and they are also made for the economic and social development of Jilin Province. Representatives of hundreds of thousands of vocational school graduates who have made outstanding contributions.

3. Main Problems

Although rural vocational education in Jilin Province has made some achievements, there are still many problems compared with the needs of rural economic and social development and the requirements of building a well-off society in an all-round way in Jilin Province.

3.1 Some County (City) Governments, Including Educational Administrative Departments, do not Attach Enough Importance to Vocational Education.

Some County (city) governments have insufficient understanding of the status and role of Vocational education, fail to incorporate vocational education into the overall planning of local economic construction and social development, and lack policy support and financial investors for Vocational education. For example, in 2016, Changling County received 500 million yuan in revenue, but did not set up a decent vocational school. [6] Nong'an County is also a large financial county with a revenue of over 100 million yuan, but there is only one vocational secondary school with dilapidated and narrow school buildings. On the other hand, the responsibilities of the county (city) government and relevant departments specified in the laws and regulations of vocational education are not fully implemented, and the development of vocational education lacks the participation of relevant departments and society, which has become the "one-man show" of the education sector. Some educational administrative departments are not correct in their school-running ideas. There is a serious mistake of unilaterally pursuing the rate of admission and attaching importance to "popularization" rather than "post". They unilaterally interpret the development of high school education as the development of ordinary high school education. The level of the enrollment rate is regarded as an important part of the assessment of political achievements. As for what level and type of talents are needed for local economic construction, how does the education department serve the county economic construction, and how to guide the rational diversion after junior middle school, there is still no correct understanding and corresponding method.

3.2 Serious Imbalance in the Educational Structure of Rural Senior High Schools

Table 1 Part of Vocational Pupils in Rural Schools

	Total Number of Students in Vocational Colleges and Vocational Colleges	Number of students in Vocational Education	Number of students in general education	Vocational Population Ratio
Tonghua Vocational College	639	180	459	1:2.6
Jilin Vocational Education Center	1610	700	910	1:1.3
Siping Senior Professional Officer	846	423	423	1:1
Longjing Vocational Education Center	9660	345	9315	1:27
Jingyu Vocational Education Center	3298	589	2709	1:4.6
School average	16053	2237	13816	1:6.2

Although the enrollment situation of rural vocational schools has improved in recent years, the gap is still large compared with the rapid development of ordinary high schools. According to statistics, in 2016, only 27.4% of the total number of rural high school students were enrolled in rural secondary vocational schools, and the occupational population ratio was 1:3.04. In the 47 counties (cities) surveyed, except Qianguo County and other individual counties (cities), most of the counties (cities) did not meet the requirements of the State-stipulated proportions, most of which ranged from 1:2.9 to 1:7.1. [7] In addition, under the impact of college enrollment expansion and the "general high fever", rural vocational schools are prevalent in "brand-changing style", and the loss of vocational education resources is serious. Many places have changed rural vocational schools into ordinary high schools. In the past two years, 34 vocational schools in these 47 counties (cities) have been converted to Pugao, and even some provincial key vocational schools have been converted to Pugao. For example, Tonghua Vocational Education Center and Nong'an Vocational Secondary School are provincial key schools recognized during the Ninth Five-Year Plan period in

our province. They also successively renovated Pugao, resulting in a large loss of rural vocational education resources (see Table 1).

3.3 Serious Shortage of Funds

Among the 50 vocational schools surveyed in this survey, there are widespread phenomena of "insuring wages by financial input, collecting tuition fees, running by insurance, borrowing and borrowing for development". Many vocational schools are in a "four-nil" situation of "no laboratory, no practice base, no library, no reading room". The problem of dangerous housing is also more prominent, leading to a large loss of students (see table 2). This defect has become a bottleneck restricting the development of rural vocational education. For example, in the spring of 2018, Changchun Vocational Education Center diverted more than 800 students. Because of the poor conditions of school experiment and practice, more than 400 students were lost in two months. [8]

Table. 2 Conditions for Rural Vocational Schools

	Covering area (mu)	Building area (square meters)	Books (10000 copies)	Laboratory (square metre)	Total value of equipment (10,000 yuan)
Shulan City Senior Vocation	69	2789	0.4	47	0.45
Fuyu City Vocational High School	47	3456	1.2	198	4.3
Qian'an County Vocational Education Center	58	30417	4.3	638	139
Nong'an County Vocational High School	71	7239	0.6	57	7
Wang Qing County Senior Vocational College	32	3726	0	63	65
Hunchun Vocational Secondary School	74.9	22011	0.5	3000	125
Dehui Vocational Education Center	111	6437	4	623	77
School average	66.1	10868	1.6	661	60

4. Countermeasures and Suggestions

4.1 Further Raising Awareness and Strengthening Leadership

Governments at all levels should firmly establish and implement the scientific outlook on development, further establish the concept that "vocational education is to grasp the economy, and vocational education is necessary to grasp the economy", and coordinate the development of vocational education with economic construction, employment and human resources development. The joint meeting system of vocational education departments should be established as soon as possible, and the working mechanism of division of labor, cooperation and joint management of relevant departments should be formed. Vocational education should be included in the important content of the annual report on educational work, and the development of vocational education should be included in the important content of the performance appraisal of the government. The educational supervision department should carry out special supervision of Vocational education. It

is suggested that the working conference on rural vocational education be held regularly in the name of the provincial government to vigorously promote the rapid and healthy development of rural vocational education. Educational administrative departments at all levels, especially those at County (city) levels, must further correct their educational ideas, overcome the wrong tendency of unilaterally pursuing the rate of enrollment and "attaching importance to popularization while neglecting duty", correctly guide the rational diversion after junior middle school, intensify the adjustment of educational structure at senior middle school stage, expand the enrollment scale of secondary vocational education, and ensure high school education. At the same stage, the proportion of general employment is roughly the same, ensuring that the returning junior and senior high school graduates and young and middle-aged peasants receive vocational education and training.

4.2 Making and Implementing County Vocational Education Development Plans

In 2014, on the basis of in-depth investigation and full discussion, Jilin Provincial Department of Education formulated the "Jilin Provincial Rural Vocational Education Development Plan (2015-2020)", drawing a scientific blueprint for the development of rural vocational education. [9] According to the actual development of regional economy and education in Jilin Province, the plan puts forward three kinds of development goals in different regions. All provincial municipalities and counties (cities and districts) should redesign rural vocational education development plans that are in line with local reality and have strong operability, and take effective measures to implement them.

4.3 Strengthen the Construction of County (City) Vocational Education Center

First, we should continue to implement the well-off project of rural vocational education. On the basis of investing 7 million yuan this year, we will further increase the amount of capital investment next year and strive to build 125 county-level backbone vocational education centers and 125 provincial demonstration Township adult schools in five years. We will strive to achieve the goal of "one county-level backbone vocational education center" by 2020. Second, we should conscientiously implement the state's "special construction plan for Vocational education" and focus on equipping a number of rural vocational schools to improve the training level of vocational education centers at the county level.

4.4 Continue to Pay Close Attention to the Two Key Links of Employment and Enrollment

We should grasp the key links of employment. Rural vocational schools must adhere to employment-oriented, truly around the actual needs of rural areas, agriculture and farmers. Educational administrative departments at all levels should establish and improve employment guidance institutions and establish a public system for the employment rate of secondary vocational school graduates. Vocational schools should further strengthen employment guidance and entrepreneurship education, strengthen students' skills training, strive to broaden employment channels for graduates, and improve the employment rate and quality of graduates. Second, we should grasp the key link of enrollment. We should continue to implement the target responsibility system for enrollment, further improve the enrollment methods, establish an incentive mechanism for enrollment, and strive to expand the enrollment and training scale of rural secondary vocational schools. To consolidate the achievements of joint enrollment and cooperative running of vocational schools in urban and rural areas, we should focus on joint enrollment and cooperative running of 125 rural vocational schools in 60 Urban Vocational schools, and promote cooperative running of schools at the provincial, municipal and county levels by running branch schools in rural vocational schools and training in urban and rural areas. It extends to every junior high school, extends employment "export" to counties, cities and provinces, and promotes the reform and development of rural vocational schools in Jilin Province.

4.5 Actively Participating in the Implementation of the "Training Plan for Rural Labor Transfer"

First, the educational administrative departments at all levels should strengthen the leadership of

rural labor force transfer training, set up a "leadership group for rural labor force transfer training", clarify the responsibilities of the work, and designate special personnel to be responsible for it. Second, we should set up special funds and actively seek financial support from relevant departments. Thirdly, we should make full use of the resource advantages of various vocational schools to build a number of training bases for rural labor force transfer. Fourthly, we should establish a commendation and reward mechanism to regularly commend and reward advanced units and individuals with large scale and remarkable achievements in rural labor transfer training.

4.6 Increase the Investment in the Achievements of Rural Vocational Education

Firstly, it is suggested that governments at all levels implement the various funding policies already promulgated in the Vocational Education Law and the Implementation Opinions of the People's Government of Jilin Province on the Decision of the State Council on Vigorously Promoting the Reform and Development of Vocational Education. All levels of finance should set up special funds for vocational education and increase year by year to ensure urban education. The proportion of additional expenses in vocational education is not less than 25%. [10] The second is to set up special funds for the reconstruction of dangerous houses, information construction and teacher training of Jilin Provincial Department of Education. Vocational education should be included and inclined to rural vocational schools. Thirdly, it is suggested that the Ministry of Education of Jilin Province, together with other departments such as the Provincial Finance Department and the Development and Reform Commission, adjust the funding standards and formulate new charging standards in light of the actual situation of various types of secondary vocational schools. Through this investigation, while we further understand the objective situation of rural vocational education in Jilin Province, our ideological understanding has been transformed and sublimated, which improves the scientificity of work, strengthens the feelings of rural and peasants, and strengthens the sense of service and work consciousness and responsibility. Based on this year's research work, we will strengthen theoretical research and management innovation in developing rural vocational education, strive to achieve the goal of "breakthrough in the scale of rural vocational education", promote the overall development of Vocational Education in our province, better serve the transfer of rural labor force, and serve the building of a well-off society in an all-round way.

References

- [1] Li Yanping, Ren Xueyuan. Public Crisis and Rule of Law Guarantee of Rural Vocational Education [J]. Journal of Shaanxi Normal University (Philosophy and Social Sciences Edition), 2016 (6): 144-151.
- [2] Huang Chunyan. Reflections on how to strengthen the practical skills of secondary vocational nursing students [J]. China Training, 2016 (14): 261-261.
- [3] He Jianfeng, Kong Qinghua. Study on the Contribution of Regional Vocational Education to the Development of Underdeveloped Areas [J]. Economic Research Guide, 2017 (10): 51-52.
- [4] Li Yuanwan, Huazhenkui. Problems and Countermeasures of rural vocational education development in Zhoukou [J]. Agricultural Machinery of the Times, 2018, 45 (7): 111-113.
- [5] Yang Xue. Current situation and Countermeasures of Vocational Education in poor and rural areas of Liaoning Province [J]. Modern vocational education, 2017 (34): 7-7.
- [6] Zhou Jun. Research on Urbanization Construction and Rural Vocational Education Reform in Shanxi [J]. Modern Economic Information, 2017 (22): 453-453.
- [7] Hou Honghao. Three Questions on Rural Vocational Education in the Process of Urbanization [J]. Vocational Education Forum, 2017 (19): 76-79.
- [8] Xiang Zhaoying, Zhang Bingsong. The significance, problems and mechanism of precise poverty alleviation in rural vocational education [J]. Education and occupation, 2018 (4): 26-32.

[9] Jinjin. Construction of ecological system of modern agricultural vocational education from the perspective of Vocational Education --- Taking Sichuan Modern Agricultural Vocational Education Group as an example [J]. Rural Economy and Technology, 2018 (3).

[10] Li Xuefei. Research on the Policy Change of Vocational Education in China since the Reform and Opening-up [D]. Guangxi Normal University, 2017.