

Research on Vocational Strategy of Technical Education Promotes the Accurate Poverty Alleviation

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Abstract: In November 2013, General Secretary Xi Jinping first proposed the “precise poverty alleviation” requirement during the inspection in Hunan Xiangxi. Subsequently, the State Council issued the “Notice on Printing and Distributing the Implementation Plan for Establishing a Precision Poverty Alleviation Mechanism”, which made a precise poverty alleviation model. The overall planning and strategic layout have promoted the comprehensive development of national poverty alleviation work. In the process of supervising the implementation of precise poverty alleviation work, General Secretary Xi Jinping also put forward the concept of poverty alleviation in the "Poverty Alleviation First, Supporting Poverty and Supporting the Poverty", and required party committees and local governments at all levels to firmly grasp the fundamentals of education and poverty alleviation and let poverty The children in the region receive good education, block the intergenerational transmission of poverty, and intensify efforts to promote the “Educational Poverty Alleviation Action Plan”. At the same time, we must improve the quality of the poor through skills training, and enable the people in poverty-stricken areas to increase their knowledge and ability. Based on the social background of precise poverty alleviation, it is of great practical significance to study the practical significance of rural vocational education in the precise poverty alleviation and explore the future reform and development of rural vocational education.

1. Integrate Regional Vocational Education Resources and Build a Resource Sharing Platform

Integrating regional vocational education resources and building a resource sharing platform requires the development of a group-based school-running model for vocational and technical education. This group-run school-running model is a political-school-enterprise cooperation model, which is an innovative form of the group-running model of vocational and technical education. It refers to the community of interests formed by government departments, higher vocational colleges, enterprises and industry associations based on their respective social needs goals. The forms of cooperation mainly include complementary advantages, win-win interaction, resource sharing, and division of labor, etc., and strive to improve the strategic layout of “strong talent areas”, with service enterprises as the core, and to improve the quality of colleges and universities, and improve the overall service of talents. Scientific development level, build an integrated cooperation platform to achieve full use of colleges, enterprises, industries and government resources, multi-level, high-level, sustainable government, school and enterprise cooperation.

1.1 Group Organization Structure.

This group-run school-running model requires the government to coordinate and provide local vocational and technical colleges with high level of running schools, strong teachers, hard experimental conditions and good social evaluation as relevant leaders, relevant secondary vocational schools and higher vocational colleges. Vocational education groups that cooperate with industry organizations, enterprises and institutions.

1.2 Group Operation Mechanism.

There are five main internal operating mechanisms of the Vocational Education Group: leadership and management mechanisms, group charters, and groups. Principles, affiliates, and rights and obligations. The Vocational and Technical Education Group implements the Council

Responsibility System and internally establishes the Board of Governors, the Standing Council, the Steering Committee, and the Secretariat. The Vocational and Technical Education Group conducts decision-making, implementation, supervision, assessment and evaluation in strict accordance with the Articles of Association. The operation status of each vocational and technical education group is regularly announced by the provincial education authorities. The vocational and technical education group is basically organized according to the principles of voluntary participation, dynamic adjustment, resource sharing, complementary advantages, benefit sharing, risk sharing, backbone driving, and market operation. The original affiliation of the member units of the group remains unchanged, and the nature of the unit, management system, funding channels, and legal person rights remain unchanged. Rights and obligations are equal, and members of the group must bear corresponding obligations while enjoying rights. If members of the vocational education group have serious violations of the articles of association, they will be delisted after discussion and approval by the board of directors.

Coordination mechanism. The coordination mechanism in the group's operating mechanism is an important part of it, and it is the main path to ensure the healthy and stable development of the group, but it must be based on the reasonable coordination of the interests of all parties. Therefore, the coordination mechanism gives different rights and responsibilities to each individual and coordinates the work between the various subjects. On this basis, the group needs to establish coordination institutions and systems to fully play the role of coordination mechanism.

Incentive mechanism. The incentive mechanism follows the market rules, establishes a diversified input system and clarifies the division of labor among members, and optimizes resource allocation. It not only realizes the Group's interests and win-win situation, but also guarantees the quality of the talents cultivated and enhances the competitiveness of the company in the market.

Monitoring mechanism. The monitoring mechanism enabled the Group to establish a monitoring system based on the quality of teaching objectives and to improve safeguards for promoting the development of the Group. It has a positive effect on the realization of the overall interests of the Group, the improvement of the overall strength and competitiveness of the Group, the funding aspect, the quality of teaching and the quality supervision and protection[1].

2. Improve the Awareness of Poor People on Vocational Education, and Increase Funding for Poor Students

2.1 Increase Publicity Work on Vocational Education.

Faced with the current lack of attractiveness of rural vocational education, local governments at all levels, education authorities, and rural vocational colleges should coordinate and coordinate, take advantage of linkages, form synergies, and build a multi-level, multi-angle, three-dimensional propaganda work system. Strengthen publicity, innovate ways and means of propaganda, change the prejudice of peasant masses to vocational education from the ideological point of view, focus on improving the attractiveness of rural vocational education, consolidate the social foundation of rural vocational education development, and create an ideological atmosphere conducive to the development of rural vocational education. Specifically, the following points should be achieved: First, local governments and education authorities at all levels should attach great importance to the promotion of rural vocational education, improve the management system for rural vocational education propaganda, strengthen organizational leadership, and establish a long-term publicity mechanism. . Before the enrollment of vocational colleges every academic year, government agencies, education departments, and rural vocational colleges should actively communicate and coordinate, unify their thinking and understanding, carefully organize, and implement them in an orderly manner to ensure that the propaganda work is in step, and initiate large-scale vocational education propaganda work. Improve the quality of enrollment on the basis of ensuring the number of students in rural vocational education. Second, all propaganda entities should innovate ways and means of publicity, and use modern media forms and network means to form an all-round publicity system. In the process of propaganda, it is necessary to use the way of peasant masses to enjoy and

use the life-oriented propaganda language to ensure that every peasant who contacts the propaganda materials can understand and agree. At the same time, rural vocational colleges can choose to open to the public at appropriate time, take the initiative to guide rural youths and parents to the school to learn about the study, the school arranges special personnel to receive the reception and answer questions, marketing the admissions, and promoting the rural vocational education. Go deeper, improve the society's cognitive level of rural vocational education, correct the public's misconceptions about rural vocational education, and truly attract the broad masses of the people to participate in rural vocational education.

2.2 Establishing a File Card to Accurately Locate Poor People and Increase Funding for Poor Students.

A large proportion of students in poverty-stricken areas are unable to enter the school due to economic conditions. Vocational and technical training, in response to this phenomenon, local governments can establish a system of regulations and implement difficult registration of poor families. In the administrative districts, the junior high school and high school graduates of the children of poor families who have established the card, the admission of secondary vocational schools and higher vocational schools in the jurisdiction shall be exempted from tuition fees, free of accommodation fees, and provided Work-assisted positions, enjoy national motivational scholarships and national bursaries for eligible poor students.

2.3 Governments and Schools Should Help the Employment and Innovation of Entrepreneurs in Difficult Families.

While fully implementing graduate employment and innovation and entrepreneurship, the employment of graduates from difficult families and

Innovative and entrepreneurial work, local governments should clearly require all levels and units within their jurisdictions, as well as factories and enterprises, to give priority to the employment of graduates from difficult families under the same circumstances. All secondary vocational schools and higher vocational schools must pay attention to the difficult family graduates and provide them with employment guidance and services. Let the poor family graduates achieve one-person employment, the whole family will be lifted out of poverty, and encourage them to drive the poor people to innovate and start a business, and achieve contiguous wealth. Among the poor family members who have established the card, if they have the ability to work and are willing to receive vocational skills training, they can rely on the peasant colleges and the branch schools of the local vocational and technical colleges established to carry out practical agricultural technical skills training, and cultivate the theory and meeting. New professional farmers who are skilled, able to operate and not leave the soil. Therefore, it can also raise the awareness of the poor people about the importance of participating in vocational education to get rid of poverty, and improve the enthusiasm of poor people to participate in vocational education[2].

3. Increase Investment in Vocational Education and Improve the Guarantee Measures for the Development of Vocational Education

3.1 Improve the Education Funding Guarantee Mechanism.

In order to improve the poverty alleviation work system, the central government clearly requires that education funds and educational resources should be tilted to poor areas, basic education and vocational education. To promote the development of vocational colleges, the scale of financial investment needs to be adapted to the scale of running schools. The main points are as follows: Ensure that the funding standards for Pugo students are consistent with the funding standards for vocational education students, and ensure that education fees and local education fees are added to occupations. The proportion of education is not less than 30%, ensuring that the fiscal increase is mainly invested in vocational education. In addition, it is necessary to increase the funding for vocational education and training, apply the education funds, employment funds, and poverty

alleviation funds of enterprise employees in vocational training, increase the utilization rate of financial allocation, broaden the financing channels for vocational education, and expand the scope of introduction of social capital for vocational education. .

3.2 Improve the Hardware Condition Guarantee Mechanism.

As one of the important guarantees for vocational education, hardware facilities can be used as a solid support for vocational education and poverty alleviation. First, government-related departments such as joint education and employment will focus on building vocational education bases in poverty-stricken areas to provide a platform for vocational education development in remote areas. Secondly, establish and improve the information system, provide assistance for the allocation of quality education resources, enable the sharing of vocational education resources to a greater extent, and cover digital education with more schools. Finally, explore the teaching path of new media forms, develop a virtual training system that is compatible with the theoretical curriculum, and make the teaching electronic, scientific, and interactive, and make the teaching effect more intuitive.

3.3 Improve the Guarantee Mechanism for the Teaching Staff.

As an important component of vocational education, the teaching team needs to be fully developed and updated. First of all, supplement the excellent teachers to vocational colleges in poor and remote areas, and adopt the “double teacher system” to attract excellent teachers. The “Double Teacher System” means that the school will use some of the teacher quotas to hire professional part-time teachers, and gradually increase this proportion, and eventually make the part-time teachers reach more than half of all teachers. Secondly, for teachers with strong professional needs, you can use the interview method after the first interview. Encourage vocational colleges to recruit professionals with practical experience, technicians and engineers to bring more practical experience to vocational students. Thirdly, to strengthen the teacher training and training system, school-enterprise cooperation can be used to select teachers to practice in the enterprise for a period of time, and to stimulate the combination of theory and practice. Finally, to train more key teachers, the best teachers in higher vocational colleges can be trained to provide training, guidance and demonstration for teachers in secondary vocational schools through pairing[3].

4. Build a Long-term Mechanism for Poverty Alleviation

Establishing a sound and stable mechanism for poverty alleviation can not only eliminate the absolute poverty of one family, promote the sustainable economic and social development of poor communities, but also help to block the intergenerational transmission of poverty. Establishing a sound and long-term mechanism for stabilizing poverty alleviation, winning the fight against poverty and persisting in a long battle requires the participation of the state, local governments, poor villages and social forces. It is necessary for all levels of government to further strengthen and adjust the ideology, policy design, capital investment, work methods, and work priorities.

4.1 Improve the Stability of Poverty Alleviation and Development Work, and Build an Institutional Environment Conducive to Stable Poverty Alleviation.

Continue to implement the work requirements of the central government's policy of “removing the hat and not reducing the policy”, picking up caps in poor counties, and retreating from poor villages. After the poverty-stricken population has been lifted out of poverty, they will not reduce their investment or reduce their policies. We will continue to effectively implement the policies of precision poverty alleviation and poverty alleviation to ensure the stability and continuity of poverty alleviation policies and poverty alleviation models.

4.2 Improve the Level of Rural Public Services and Improve the Rural Social Security System.

Increase the state's investment in rural infrastructure, education, health care, sports and public culture, social security, etc. in poverty-stricken areas, and promote the equalization of urban and

rural public services. Consolidate and raise the target level of “two guarantees and three guarantees” for the poor, establish the last “social safety net” for the poor, and raise the level of risk prevention for all kinds of poor people.

4.3 Realizing Accurate Sharing of Poverty Alleviation Information.

Develop a poverty alleviation information management system to register the personal information and basic information of poor people in the management system to achieve dynamic management. In combination with the actual situation of the poor, timely adjustments are made to the poverty alleviation targets, so that the poverty alleviation objects in the management system can be made in and out, so that the information of the poverty alleviation objects is true and reliable and effective.

4.4 Based on the Characteristics of Vocational Education and Promote Progress.

Combining the reality of poverty-stricken areas, giving full play to the advantages of vocational education, actively exploring new models for getting rid of poverty, promoting employment and serving economic development, taking vocational and technical skills as the core, adhering to high-end leadership, and vigorously promoting poverty alleviation, photovoltaic poverty alleviation, and e-commerce Get rid of poverty and promote the concentration of contiguous areas with special difficulties to fundamentally get rid of poverty. Actively follow the relevant policies, try our best to obtain suitable vocational education training programs for the poor, and provide vocational skills training for more poor people[4].

Acknowledgements

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