

# The construction of multiple paths for secondary vocational students to enter higher education in China

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**Abstract:** Vocational education shoulders the important mission of cultivating technical talents to meet the needs of the development of the times. Nowadays, the talents cultivated by vocational education obviously cannot meet the needs of China 's economic development, which requires us to rethink how to maximize the effectiveness of vocational education. Since the promulgation of the new vocational education law, China 's vocational education environment has undergone tremendous changes, and the development of vocational education has entered a critical period. From the perspective of secondary vocational students ' further education, this paper analyzes the existing paths and development dilemmas of secondary vocational students in the process of further education, in order to construct a secondary vocational education system with Chinese characteristics.

**Keywords:** Secondary vocational education; New vocational education law; Growth path.

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## 1. Research background

As China 's economy enters a new stage of development, China 's demand structure for talents has undergone tremendous changes. The talents trained by general education are difficult to meet the needs of social transformation and upgrading. In this new contradiction, the importance of vocational education has gradually emerged. Vocational education must adapt to the new demand of the new situation of economic development for the growth of technical and skilled talents, so as to better adapt to the needs of reform and development. In the face of the choice of the times, the development of secondary vocational education is related to the high-quality development of China 's education, and is also closely related to China 's economic transformation and upgrading<sup>[1]</sup>. Can secondary vocational education be an important task of the times ? How will China optimize the development path of secondary vocational education ? This paper takes the growth of secondary vocational students as the starting point, and analyzes the existing growth path of secondary vocational students in China. It is expected to deepen the reform of the talent training mode of secondary and higher vocational education, and to broaden the upward space for secondary vocational students.

## 2. The existing entrance path of secondary vocational students in China

At present, there are mainly four kinds of schools implementing secondary vocational education in China, namely, secondary vocational schools, technical schools, vocational high schools and adult secondary schools. There are many ways for secondary vocational students to enter higher education in China. Although there are differences between provinces, they are roughly divided into the following six<sup>[4]</sup>.

The first is the vocational education college entrance examination, which refers to the national unified examination of higher education enrollment in vocational education, and is one of the higher education enrollment examinations in China. The second is the single enrollment of colleges and universities. This method refers to that the candidates participate in the separate enrollment examination of colleges and universities<sup>[3]</sup>. If they are formally enrolled, they do not need to participate in the national unified college entrance examination, and those who are not enrolled can continue to participate in the national unified college entrance examination. The third type of five-year junior college, this way is to recruit junior high school graduates to participate in the entrance examination, the specific admission score line, the institutions according to the registration situation independently developed. The fourth is ' 3 + 2 ' higher vocational education, which refers to the segmentation of secondary and higher vocational education. The fifth is the three-four-stage system of secondary vocational undergraduate education. After admission, they first study and cultivate in secondary vocational schools according to relevant regulations for three years, and then participate in the transfer examination organized by the school. After passing the examination results, they are promoted to the cooperative undergraduate colleges. The last one is the exemption from examination for top-notch talents, which is aimed at secondary vocational

students who participate in vocational skills competitions and receive prescribed awards. They can be admitted by relevant higher vocational colleges without examination.

### **3. Constructing multiple paths for the growth of secondary vocational students in China**

Nowadays, the Chinese government attaches great importance to the development of vocational education. The promulgation of the new vocational education law has created a good environment for the development of vocational education. In this case, we should vigorously develop vocational education, constantly refine the mode of vocational education, and strive to make vocational education an important force to promote China 's economic transformation and upgrading.

#### **3.1 The track of academic education expands upward.**

After years of innovation and evolution of secondary vocational education in China, the concept of undergraduate vocational education has emerged. In the past, secondary vocational students could only enter the corresponding higher vocational colleges for study, but now secondary vocational students can also enter undergraduate colleges, and obtain corresponding academic certificates by participating in the national unified enrollment examination, and finally integrate into the track of general education. Secondary vocational students who are promoted to undergraduate can also continue to improve their academic qualifications. The upward expansion of this academic education track has greatly broadened the space for secondary vocational students to enter higher education.

The above remarks are theoretically feasible, but there are some loopholes that need to be repaired in the actual planning and implementation process. Colleges and universities must increase the delivery of entrance majors and plans for secondary vocational schools. In the face of the practical problems of the continuous expansion of the scale of secondary vocational students, this is the first major thing to be solved. We want us to deepen the reform of the talent training mode of the connection between secondary and higher vocational education, broaden the upward space for secondary vocational students, enhance the attractiveness of secondary vocational education, increase the ' 3 + 2 ', 5-year consistent system, skill college entrance examination, higher vocational individual enrollment plan indicators, and constantly try to combine secondary vocational education with undergraduate education. More fit ; open up the channels of vocational education and general education, the secondary vocational education, higher vocational education, applied undergraduate, junior college vertical convergence, vocational education, general education, continuing education horizontal communication, the construction of modern vocational education system with Chinese characteristics<sup>[6]</sup>.

#### **3.2 China 's vocational qualification certificate system**

At present, the more popular vocational qualification certificate system in China is the ' 1 + X ' system. ' 1 ' refers to the cultural level examination, and ' X ' refers to the vocational skill examination. If students want to enter a higher level of school, in the training process to have the corresponding examination as a condition, one is the cultural quality examination, one is the vocational skills examination. Only by passing the cultural quality examination and obtaining the vocational skill certificate can we successfully graduate and enter the next stage.

The state has put forward clear requirements for the implementation of the ' double certificate ' system. In the process of implementing the system, many problems are also faced while making achievements. Most vocational schools implement the ' double certificate ' system usually for the purpose of textual research, without realizing that this is to further improve the professional operation skills and employment competitiveness of secondary vocational students. While completing the academic education, it is impossible to take into account the cultivation of professional operation skills. The teaching is time-consuming and laborious, but the effect is not good. For the above reasons, the " double certificate " system has not effectively promoted the teaching reform of vocational education in China.

#### **3.3 Master-apprentice system with Chinese characteristic**

Modern mentoring system has also been applied in secondary vocational education in China, but the effect is not ideal. Because the model is not perfect enough, the support given by the government is not enough, and there are some omissions in the cooperation between

enterprises, schools and the government, the role of modern apprenticeship is still very limited.

The training program of mentoring system with Chinese characteristics should be a main line, two platforms, two channels and three environments. The application of modern apprenticeship in secondary vocational education can meet the needs of enterprises for technical talents and achieve the goal of directional training for students. A main line is to take skills as the center, mainly to the cultivation of technical talents, after understanding the needs of various enterprises in the society, the application of modern apprenticeship. The two platforms need to fully combine classroom theoretical learning and on-site practical learning, based on different majors selected by students, and use modern apprenticeship to strengthen practical training for students. The dual channel is that the cultural knowledge channel and the skill technology channel should be opened at the same time. After strengthening the cooperation between schools and enterprises and the integration of production and education, it promotes the enhancement of students' ability and makes the further development of secondary vocational education. Three environment refers to the school, enterprise, government should create a harmonious environment, for the development of secondary vocational students to provide basic guarantee and basic follow.

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