

Analysis on the Ways of Modern Vocational Education to Promote the Rapid Development of Social Market Economy

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Abstract: Vocational education has been evolving with time, while the rapid development of social economy cannot be accomplished without the advancement of modern vocational education. Industrialization and vocationalization converge in the social market economy, whereby modern vocational education adopts the social economy as its carrier. Both industrialized structures and job demands in the social economy rely on modern vocational education, which is an interdependent and independent process to be explored.

Keywords: Modern; Vocational Education; Social Market; Economic Development; Way

1. Connotation of modern vocational education development

The fundamental core of modern vocational education is indispensable to the skill-based training of vocational talents, which is inevitably a key part of being “people-oriented”. Considering from another perspective, there has been a remarkable progress of society, a rapid economic development and a general improvement of people’s living standard. Various economic factors have reflected that the vocational skill level of professionals in the market economy serves as a driving force for steady social and economic development. Viewing the vocational education worldwide, it has gone through the process from scratch into existence, from being weak to strong, and from being strong to exquisite, which is certainly the characteristic of the development pattern of the times. From the traditional agriculture and handicraft industries in the past to the self-sufficient demand, to the subsequent small factories and workshops capable of undertaking simple manufacturing, and the industrialized mass production in modern times, all of them have revealed the significant role in which vocational education has played in the course.

Judging from the fundamental viewpoint of vocational education, modern vocational education involves the level education components such as technical skills training, secondary vocational education, and higher vocational education. Countries with more developed vocational education have endowed more connotations to modern vocational education, such as vocational skill proficiency levels, types of technologies, certificate systems, and the combination with regional economic development levels. The development of modern vocational education represents another manifestation of labor technology, being a vital approach to realize the economic and social value of education, which has acted as a booster in the fulfillment of supply-side structural reform channels. Consequently, it is impossible to develop modern vocational education without the support of social science and technology, without the assistance of national policies, and without the advancement of modern vocational literacy and education at all levels.

Modern vocational education constitutes the core of market economy development, the key to upgrade the professionalism

of the workforce, and the manifestation of the intrinsic driving force of the market economy in modern society. Analysis of modern vocational education is inseparable from the core essence of education. In particular, with the advent of the “Internet + market economy”, alongside with the emergence of terminals such as mobile phones, computers, and tablet computers, the conventional educational modes and means have been evolved into modern online educational methods. Students have developed this learning style as a part of their academic life into a practice. Especially for younger students, they have been accustomed to use computers, mobile phones and tablets for information search of all types, including entertainment, communication, online forum discussions, etc. ^[1] In such a viewpoint, modern vocational education features both commonalities and certain distinctions to other types of education. It is consistent in terms of education methods, approaches, means and objectives, yet the key difference between vocational education and other types of education lies in the emphasis on the practicality of technical skills. This practicality should be in line with the industrialized structure of the local social market economy or the position layout of economic entities such as the enterprises and organizations.

2. Process by which modern vocational education promotes the development of the social market economy in the new era

The typical characteristic in vocational education is that the technical proficiency of talents is taken as an important expression to underpin the level of market economy. Upgrading the capacity of modern vocational education will contribute positively and favorably to the social economy in the new era. It can be witnessed from the process of modern vocational education for social and economic development, from the initial apprenticeship system inherited from father to son, to the simple craftsman format represented by small workshops, to the market economy under the society stepping into industrialization, which has elevated the vocational education system to a qualitatively new level. This represents a new direction to advance vocational education to primarily serve industrial production and manufacturing. At present, the social economy that accommodates the Internet, informatization, digitization and intelligence as the direction of transformation should prominently highlight the educational orientation of standardization, scale and proceduralization of vocational education. It is evident from the analysis process that the development of vocational education correlates with the actual needs of social and economic processes. For example, the first National Skills Competition was held in Taiwan in 1968, where a great demand extent for vocational education and labor force has emerged following the economic boom in Taiwan ^[2]. The relationship between vocational education and social economy primarily stems from two aspects. First, vocational education is designed to enhance individual skills, which is initiated from the people-oriented ideology of vocational skills. However, it will ultimately still be dominated by individual human behavior, which is influenced by the subjective will of individuals and thus affects the development of their vocational competence. Secondly, it comes from the promotion of social and economic development as the main viewpoint, integrating vocational skills education with social and occupational needs, which embodies the dominant position of social and economic development. In contrast, with respect to human vocational skills, they are affiliated with social and economic development, or the development of human vocational skills exist and are dependent on changes in social and economic development.

3. Social and economic construction for modern vocational education to accelerate the upgrading and transformation development

The practical needs of modern vocational education are immediately centered on the development of the industrialized structure of society. Such industrialized structure development form is consistent with the characteristics of the market economy in the new era, being the driving force to accelerate the upgrading and transformation of modern vocational education. With the development of modern vocational education, there will be further advancement of social economy. There is a proliferation of new technologies, new methods, new processes and new means. The emergence of such new ways, which primarily center around the objectives of cost reduction and efficiency improvement, has stood in the global context of the gradual shift from Industry 4.0 to the upcoming Industry 5.0 process. It is supported by intelligent equipment and a greater access to big data, which will lead to a more efficient and cost-effective way. The success of modern vocational education resides not only in its capacity to be associated with the socialized economic-industrial structure, but also in the better establishment of a modern concept regarding the vocational education culture dependent on the digital age. Modern digital technologies have successfully

achieved a modern approach to education, which is essential in focusing on the development of occupational culture among vocational education students^[3]. The integration of vocational education means and vocational education mindsets is the key element to further facilitate the success of modern vocational education, which can be specifically categorized into the following three main factors. One of them is a development method oriented to the construction of industrial technology. Such construction is entirely directed by the occupational nature and demands of the economy and industry in terms of the vocational education specialization settings. In this manner, it is in line with the practical needs of society and human resources employment-oriented needs. Secondly, it is the construction of a structured economy to foster the rapid development of modern vocational education. The upgrading of industrial structure is inevitably intertwined with modern science and technology. The superposition of different technologies propels the market domination and eventually boosts the economic consumption. Having been integrated into the market, modern vocational education, from another aspect, is also a unit of the market economy, which naturally cannot survive independently without the industrialization of the market. Thirdly, modern vocational education and market economy are mutually reinforcing. Both of them are independent of each other yet mutually supportive, demonstrating a complimentary development process.

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