

# Exploration on the path of general accommodation of secondary vocational education

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**Abstract:** On May 1, 2022, “Vocational Education Law of the People’s Republic of China” came into effect. This document makes it clear that vocational education and general education are equally important. Education departments should encourage and support cooperation between primary and secondary schools and vocational colleges, jointly carry out vocational enlightenment, vocational experience or career planning education, promote general vocational integration, and further improve the quality of talent training. Secondary vocational schools should actively cooperate with ordinary high schools, promote the sharing of high-quality resources, jointly develop career planning, labor education and other courses, correct students’ employment outlook and outlook on life, let them actively promote the mutual recognition of academic certificates and credits of ordinary high schools and secondary vocational schools, build a new model of vocational general integration, improve the quality of vocational education.

**Key words:** secondary vocational schools; Vocational general financing; Necessity; Implementation path

An important measure to promote the high-quality development of vocational education and build a modern vocational education system, vocational General Financing is conducive to promoting the horizontal integration of different types of education, further accelerating the pace of joint school running, and improving the level of regional education. Secondary vocational schools should actively cooperate with ordinary high schools to share resources, build courses, interact with teachers and recognize credits to each other. Based on talent needs and aiming at serving regional economic development, secondary vocational schools should scientifically divert junior high school graduates, let more students see the broad employment prospects of vocational colleges, further correct students’ employment outlook, encourage them to learn vocational skills well and aspire to serve the motherland. At the same time, vocational schools and ordinary high schools should jointly develop integrated courses, carry forward the spirit of craftsman, spirit of model workers and feelings of home and country, enhance the moral quality of students, so as to improve the level of secondary vocational schools.

## I. Interpretation of the connotation of vocational general integration in the new era

### 1. Vocational general accommodation is a two-way accommodation of two types of education

With the formation of our modern vocational education system, the connection of middle and higher vocational education is gradually improved, but the connection between vocational colleges and high school education is still in the developing stage. First of all, vocational general integration is the integration of general academic education and vocational education, so as to realize the mutual recognition of academic certificates and credit, further build the vocational general integration system and change people’s bias towards vocational education. Secondly, vocational general integration is the integration of the two types of education teaching content, education methods and teaching methods, to further enrich the integration of vocational education and general education, to build a two-way integrated education model, so as to improve the quality of talent training.

### 2. Vocational general integration is the in-depth integration of diversification

Encouraged by national policies, China has made some achievements in the reform of vocational general financing. It has gradually developed into mutual exchange of teachers, mutual recognition of credits and mutual recognition of academic certificates, and further expanded the channels of vocational general financing, which is conducive to providing students with diversified learning channels and platforms for growth, so as to promote the all-round development of students. Vocational general integration emphasizes the equal development of general education and vocational education, aiming at promoting educational equity and social equity, promoting joint development of integrated courses between senior high schools and vocational colleges, improving students’ labor skills and professional ethics, building a collaborative education model, so that more people have the opportunity to receive high-quality education.

### 3. Vocational General Financing is a system of multi-course education

At present, vocational integration in our country is mainly carried out between ordinary high schools and secondary vocational schools, such as inter-school cooperation between vocational colleges, comprehensive high schools set up by the country and vocational integration classes, giving consideration to students’ education and employment needs, providing them with diversified educational choices and career experience. At the same time, vocational high financing can improve the educational diversion model, provide new choice opportunities for students with unsatisfactory middle school examination results, make them choose the majors they are interested in, create a “hero” place for them to use, encourage them to use vocational skills to serve the motherland, and further improve the vocational integration system in our country.

## 2. The importance of vocational general financing in secondary vocational schools

### 1. It is beneficial to broaden the growth path of students

The introduction of the New Vocational Education Law has promoted the integration of vocational education and regular high school

education, and is conducive to changing the educational concepts of vocational colleges and regular high schools to meet the learning and employment needs of different students. Under the background of vocational general integration, high school education not only focuses on the teaching of cultural courses, but also begins to pay attention to labor education and career planning education, while secondary vocational schools begin to “single-hander” the teaching of professional courses and cultural courses, focusing on the cultivation of compound vocational talents. Vocational general integration is conducive to providing students with more education and employment options. Let them choose education and employment mode according to their learning ability, life dream and family environment, so as to further promote the all-round development of students.

#### 2. It will help enhance the attractiveness of vocational colleges

It is clearly stipulated in the new vocational education that vocational education enjoys the same status as general education. This policy is conducive to changing the prejudice of students, parents and society towards vocational education, enabling more students to choose vocational colleges and cultivating outstanding talents from all walks of life. Secondary vocational schools should actively cooperate with local ordinary middle schools to promote the integration of cultural courses and vocational skills education in ordinary middle schools. Let more students know about vocational education, such as career planning, labor courses, to provide them with more educational opportunities, further improve their core qualities, for vocational colleges to attract more excellent students, so as to improve the quality of vocational education.

#### 3. It will help improve the education governance system

Vocational General Financing can further promote the cooperation between vocational colleges and general education, promote the integration of educational resources in each school section, promote the cooperation and exchange between schools, further accelerate the pace of regional education reform, so as to improve the regional education level. Secondary vocational schools should actively participate in the work of vocational general integration, actively cooperate with local high schools, jointly develop vocational general integration courses, realize mutual recognition of credits, strengthen inter-school cooperation, build collaborative education management mode, perfect education governance system, promote the development of education, further improve students' humanistic quality and vocational skills, and cultivate more compound talents for the country.

### **3. Effective countermeasures for vocational schools to actively promote vocational general integration**

#### 1. Jointly develop vocational courses and build a curriculum integration system

Secondary vocational schools should actively cooperate with local high schools, actively set up general vocational integration classes, jointly develop vocational general integration courses, take into account the needs of cultural courses and vocational skills education, and further promote the integration of educational resources. First of all, secondary vocational schools can jointly develop vocational general integration courses with teachers of various disciplines in ordinary senior high schools. By referring to the curriculum standards of various disciplines in ordinary senior high schools, secondary vocational schools can jointly develop integrated courses, further optimize the curriculum system of public cultural courses, technical basis and professional skills, and promote the integration of cultural education and vocational education. For example, teachers can develop courses around the spirit of craftsman, industry 4.0 era and other popular vocational education fields. On the one hand, they can write vocational courses such as machinery manufacturing and new media marketing, so that students can understand the current popular industries and help them reasonably plan their career. On the other hand, teachers in secondary vocational schools can shoot practical training videos of various majors, so that students can understand the front-line work scenes, as well as the spirit of excellence, innovation and hard work of technical personnel. Secondly, secondary vocational schools should prepare loose-leaf textbooks according to the level of regional economic development, post skills and professional ethics, and increase or decrease the content of loose-leaf textbooks according to students' knowledge of cultural courses to improve students' practical ability.

#### 2. Promote the mutual recognition of academic certificates to improve students' employment competitiveness

Secondary vocational schools should actively promote the mutual recognition of ordinary high school diploma, secondary vocational graduation certificate and vocational skill level certificate, build a “dual certificate” system of diploma and vocational qualification certificate, recommend quality jobs for secondary vocational students, and change parents' and society's attitude towards vocational education. First, secondary vocational schools should actively optimize the connection between cultural courses and vocational skills courses, promote the all-round development of students, let students get high school diploma and vocational qualification certificate at the same time when they graduate, enhance the gold content of vocational education certificate, promote the mutual recognition of vocational education certificate and general education certificate, so as to change the social recognition of various kinds of certificates in vocational colleges. For example, secondary vocational schools can actively apply to the education department to promote the mutual recognition of vocational qualification certificates and high school diploma, help students to fight for vocational college entrance examination opportunities, let them participate in the vocational college entrance examination like ordinary high school students, and motivate them to pursue their career dreams. Second, schools should actively organize vocational college entrance examination training, formulate vocational college entrance examination training and teaching plans according to the characteristics of each major, urge teachers of professional courses to collect relevant mock exam papers, further improve students' academic and professional course scores, help them successfully pass the vocational college entrance examination, so that secondary vocational students can also have the opportunity to be admitted to universities, and further improve the certification of vocational colleges. Further speed up the construction of vocational integration system.

### 3. Promote mutual recognition of vocational general credit to improve teaching level

Mutual recognition of credits is an important way to realize the equivalence of vocational general education and vocational general accommodation. In order to further accelerate the construction of vocational general accommodation system, secondary vocational schools should actively apply to the education authorities to accelerate the mutual recognition of credits between secondary vocational schools and regular high schools, laying a good foundation for the subsequent vocational college entrance examination. First of all, secondary vocational schools should further refine the credit evaluation standards, conversion and mutual recognition standards of various professional general culture courses and vocational skills courses, convert students' scores of all subjects into credits, clarify the mutual recognition standards of credits of secondary vocational schools and ordinary high schools, so as to facilitate students to participate in the college entrance examination like ordinary high school students. For example, the education department can establish a vocational general credit bank, formulate unified credit mutual recognition standards according to the curriculum Settings and curriculum evaluation standards of local vocational schools and ordinary high schools, so as to facilitate vocational high school students to transfer to ordinary high schools for study, improve their school status management, and lay a good foundation for vocational college entrance examination. Secondly, credit mutual recognition can be carried out not only between secondary vocational schools and ordinary high schools, but also between different vocational schools, so that vocational school students can learn inter-school courses and obtain corresponding credits. Converted credits are recognized by the state, which can help students get both ordinary high school education certificate and vocational qualification certificate when they graduate. In addition, the national recognition of vocational school students' scores of general culture courses, students who meet certain credit conditions can participate in the vocational college entrance examination, to provide them with more opportunities for further study, improve the vocational school students' employment competitiveness.

### 4. Introduce a comprehensive high school education model to improve education levels

With the deepening of vocational education reform in China, comprehensive high schools have become a new model of vocational integration. In addition to regular high school classes, vocational high school financing classes will be set up along with cultural courses and vocational skills courses to meet different students' learning needs and help them define their future career plans. First of all, comprehensive high schools have set up general cultural courses and vocational skills courses. Students choose the courses they want to learn independently, and gradually eliminate the barriers between vocational education and regular high school education. Secondary vocational schools can learn from the teaching model of comprehensive high schools, coordinate the proportion between cultural courses and professional skills courses, integrate cultural education and vocational education, improve students' core qualities, and lay a good foundation for their future employment. For example, secondary vocational schools can refer to the curriculum standards of Chinese, ideology and politics in ordinary senior high schools to carry out cultural teaching, actively implement curriculum education of ideology and politics, feelings of family and country, craftsman spirit and traditional culture, further improve students' humanistic quality, moral quality and artistic quality, and promote their all-round development. Secondly, secondary vocational schools can improve the system of vocational college entrance examination, carry out the teaching of cultural courses and vocational skills courses for different majors, implement the student-oriented concept, take into account the needs of students for college entrance and employment, and further improve the level of school teaching and management. For example, schools can learn from the teaching model of comprehensive high schools, allow students to choose relevant courses independently, let students clear career planning, help them find their own life direction, promote students to become talents, and comprehensively improve the quality of talent training in secondary vocational schools.

## 4. Conclusion

Secondary vocational schools should actively promote the construction of vocational general integration, actively cooperate with local ordinary high schools, integrate high-quality education resources, promote the deep integration of vocational general education, carry out work from the perspective of curriculum integration, mutual recognition of credits and certificates, teacher cooperation, further improve the vocational college entrance examination system, and provide more choices for students. At the same time, the school should pay attention to the development of students' core qualities, coordinate the education of cultural courses and vocational skills, guide students to clarify their future career plans, meet their needs for admission and employment, and further improve the quality of talent training in secondary vocational schools.

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