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MODERNIZATION OF VOCATIONAL EDUCATION IN THE CONTEXT OF RURAL HUMAN RESOURCES DEVELOPMENT IN CHINA

Purpose. *The purpose of the article is to study the experience of the development of rural vocational education since the reform and opening up, analyze and summarize the rapid development of rural vocational education in China in the context of rural human resources development.*

Methodology / approach. *The methods adopted in this research are mainly literature research and thematic research. Through thematic research on vocational education-related fields since the reform and opening up, and analysis, research, and induction of policies, data, phenomena, and conclusions in various vocational education literatures, it forms an objective summary of the development of rural vocational education in China since the reform and opening up.*

Results. *Reform and opening up is the most critical period for the rapid development of various industries in China, including vocational education. This paper studies the overall situation of the development of vocational education in China since the reform and opening up, the relationship between the development of rural vocational education and policy support at the national level is concluded, it demonstrates that rural vocational education is an important cornerstone of national construction and development, and the focus and characteristic of rural vocational education is to condense the Chinese experience of school-running characteristics, it also summarizes the main problems of rural vocational education in China.*

Originality / scientific novelty. *A multi-dimensional analysis of the development of China's rural vocational education in the 42 years of reform and opening up has been made, and conclusions have been drawn for the development of rural vocational education with Chinese characteristics.*

Practical value / implications. *This paper analyzes the key factors for the success of rural vocational education in China through the study of China's practice in the field of rural vocational education since the reform and opening up, it has certain reference significance for the future policy formulation and development of rural vocational education, promotes the development of rural human resources and increases the rate of urbanization.*

Key words: *rural vocational education, reform and opening up, Chinese experience.*

Introduction and review of literature. *China is a traditional agricultural country. To solve China's problems, we must first solve the problems in the countryside. Vocational education plays a very important role in improving the quality of rural population and promoting the development of rural economy. In August 2019, the Chinese delegation won the first place in the 45th World Skills*

Championship in Russia, China's high-level vocational education has attracted strong attention in the world. China promotes the development of rural vocational education through policy guarantees and adheres to the road of development with progressive characteristics, through continuous improvement of vocational education quality assurance system and other measures, promoting a large number of farmers with a high level of professional competence. It promotes the rapid development of the national economy, has remarkable achievements, brings Chinese experience to world economic development.

With studying the experience of the development of rural vocational education in China, more scientific and systematic analysis of this development, can better sum up experience, promote the construction of rural vocational education systems in other countries to be carried out more efficiently and healthily, promote the development of rural human resources.

The purpose of the article is to study the experience of the development of rural vocational education since the reform and opening up, analyze and summarize the rapid development of rural vocational education in China in the context of rural human resources development.

Results and discussion. Before the “cultural revolution” in China, vocational education was organized according to the Soviet model, in order to meet the needs of human resources in the planned economy as the goal. Today, China follows the strategy of “rejuvenating the country through science and education” and continuous development, puts education modernization and the improvement of civic cultural quality first. China recognizes the strategic importance of education for the socio-economic development of the country, the educational policy of “the development of education: facing the modernization, facing the world, facing the future” was formulated [1]. Reform and opening up bring new opportunities for China's education development.

On December 18, 1978, the Third Plenary Session of the 11th CPC Central Committee opened in Beijing. The convening of this meeting marked a great turning point in the history of the Communist Party of China and the People's Republic of China. China, a country with a splendid history of 5,000 years, embraced reform and opening-up and embarked on a road of great rejuvenation and great power with the characteristics of the Times.

During the 42 years of reform and opening up, China's economy has developed rapidly, people's living standards have improved greatly, social wealth has been fully accumulated, and the Comprehensive National Power has been greatly enhanced. China's GDP soared from 364.5 billion yuan in the early stages of reform and opening up in 1978 to 99.865 trillion yuan in 2019, with an average annual growth rate of 9.42 %, a 270-fold increase; and per capita GDP increased from 156 USD in 1978 to 10141 in 2019, also increased by 64 times (Fig. 1).

In the process of reform and opening up, the vocational education has also made rapid progress. The Third Plenary Session of the 11th CPC Central Committee proposed: “According to new historical conditions and practical experience, adopted

a series of major new economic measures, started serious reforms of the economic management system and business management methods, and actively developed equal and mutually beneficial economic cooperation with other countries on the basis of self-reliance. Adopt the world's advanced technology and equipment, and vigorously strengthen the scientific and educational work necessary for modernization" [2]. Based on this we can see that in the great practice process of economic cooperation with various countries in the world, extensive use of world advanced technology and equipment, and efforts to achieve socialist modernization, the Party and the state have entrusted a heavy responsibility to the vocational education, and vocational education has become a decisive factor for the advancement and development of society.

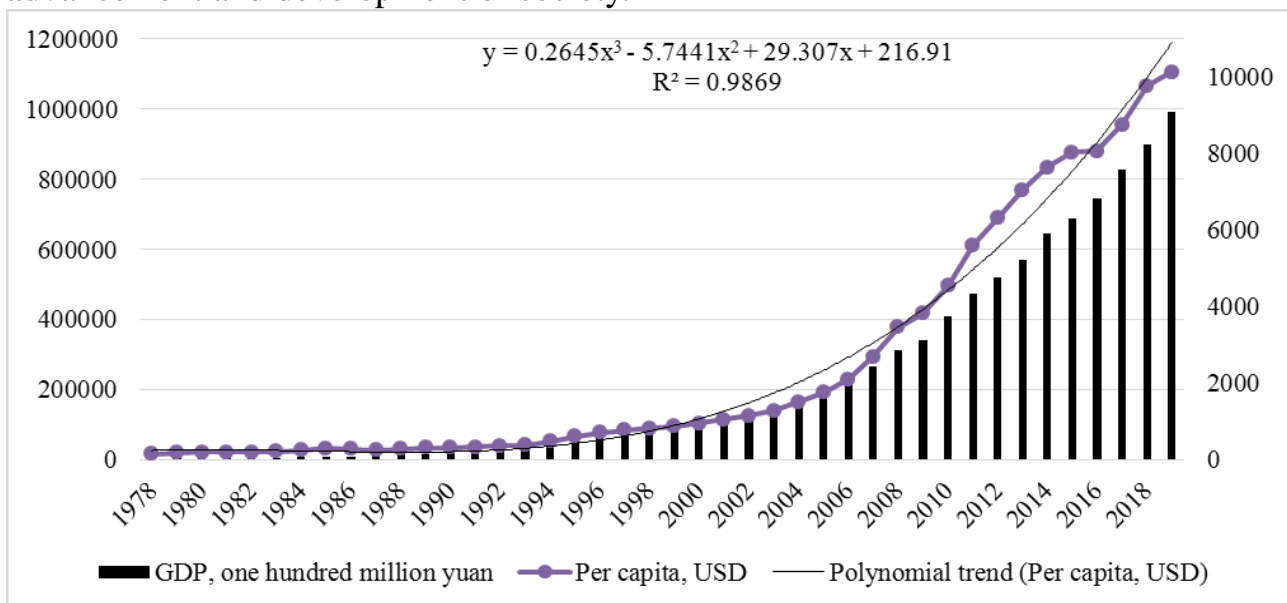


Fig. 1. Dynamics of annual GDP and GDP per capita since China's reform and opening up

Source: built by the authors based on data [3].

We know that China is a traditional agricultural country. In 1978, China's agricultural population accounted for 82.08 % of the country's population. The problems of agriculture, rural areas, and farmers were very prominent. Because there are many people and less land, a large number of farmers are engaged in agricultural production with very low production efficiency, and the national economy is very backward. How to transform the surplus rural labor force and allow it to engage in work that can make greater contributions to the social economy – is a major rural human resource development issue and a major economic development issue.

Under the above-mentioned historical background and conditions, the development of vocational education has ushered in major development opportunities. Practice has proved that through vocational education, we can solve the problem of insufficient human resources, encourage and attract people to participate in different professions and even start a business [4]. Especially in rural areas, more farmers have entered the deep processing of agricultural products and other secondary and tertiary industries through vocational education and training. Such changes have created more

wealth and value for society. Data show that in 1978, China had a total of 94.99 million employees, 850,000 students in colleges and universities, and only 880,000 students in intermediate vocational schools. In 2019, after 42 years of development, the above figures changed to an astonishing 775.86 million employees, 33.179 million students (including 2.864 million graduate students) and 15.765 million students (Fig. 2). We can say that the vocational education in the Professional Training and reserve, re-education of employees' technical skills, great achievements in improving the industrial development chain have played an important role in the country's economic construction, it has greatly promoted the progress and evolution of China from a traditional agricultural country to a manufacturing country and a powerful country [6].

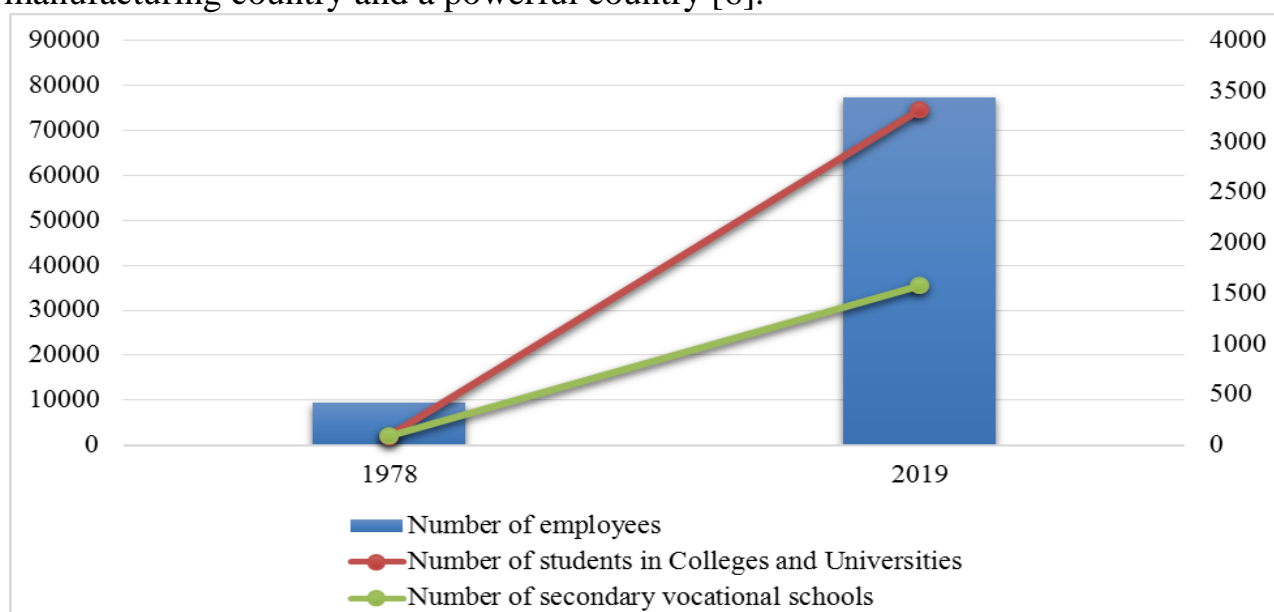


Fig. 2. The scale of vocational education since China's reform and opening up

Source: built by the authors based on data [6].

The main reasons why China's vocational education has achieved such magnificent achievements in just 42 years are summarized in the following aspects.

1. *The huge demand for vocational education formed by China's socialist modernization construction brought about by reform and opening up.*

The Third Plenary Session of the 11th CPC Central Committee pointed out: "The focus of the whole Party's work should be shifted from 1979 to the socialist modernization drive". The meeting also reviewed the lessons learned from economic development since the founding of the People's Republic and emphasized that: "we should act in accordance with objective economic laws", "actively develop economic cooperation on an equal and mutually beneficial basis with all countries in the world, strive to adopt the world's advanced technologies and equipment, and vigorously strengthen the scientific and educational work necessary for modernization". Since then, under the leadership of the Communist Party of China (CPC), the focus of China's social work has shifted to the "economic construction as the center", achieving the goal of rapid, stable and healthy development of China's economy.

In order to meet the needs of rapid economic development, China takes the

development of vocational education, especially the development of rural vocational education as an important basis for the country's economic development. In response to China's economic development needs, it has improved the vocational education work system and trained a large number of talents for economic construction.

In the construction of the vocational education and training system, in order to meet the requirements for talents at different levels, China created higher vocational education in the 1980s, for the sustainable development of the country's economic construction it has trained a large number of high-quality practical ability and theoretical knowledge combined with high-level technology, skills and other social needs of high-end talent. At the same time, in order to adapt to changing market needs, proceeding from the actual situation of the country's economic operation, China continuously adjusts its vocational education system; it founds the vocational education with Chinese characteristics and makes great contributions to China's economic and social construction and development.

Let's use a set of numbers to illustrate: compared with the production of China's major industrial and agricultural products in 1978, these productions were greatly improved in 2019 (Table 1).

Table 1

**Comparison of China's main agricultural and industrial output
in 1978 and 2019**

Name	Annual production of 1978	Annual production of 2019	Growth rate, %
Grain, kilo-tons	304750	663840	217.8
Oil, kilo-tons	5218	34950	669.8
Cotton, kilo-tons	2167	5890	271.8
Aquatic products, kilo-tons	4660	64500	1384.1
Steel, kilo-tons	22080	1204774	5456.4
Cement, kilo-tons	65240	2350000	3602.1
Chemical fertilizer, kilo-tons	8693	57312	659.3
Ethylene, kilo-tons	380.3	20523	5396.5
Power generation equipment, million Kwh	483.8	9274.1	1916.9
Automobiles, 10,000	14.91	2552.8	17121.4
Sulfuric acid, kilo-tons	6610	89357	1351.8
Power generation, billion Kwh	2565.5	75034.3	2924.7

Source: formed by the authors based on data [5].

In addition, in these 42 years, China's economic volume has risen rapidly to the second in the world. Behind the support for this rapid economic development there is the urgent demand for the supply of talents in large industrial clusters, objectively, a scientific, advanced, and efficient vocational education system is also needed to address the demand for technical and skilled personnel in this rapid economic development, such demand also solves the problem of surplus rural labor. By the beginning of 2019, there were 11,700 vocational colleges across the country, with an annual enrollment scale of 9.824 million students. Among them, students from rural

areas accounted for 82 %, which not only showed the great ability of vocational education personnel training in China, but also proved the importance of developing rural human resources through vocational education for economic development.

2. Policy guarantees to promote the development of vocational education.

With China's reform and opening up process, vocational education has also entered a brand new stage of development. Due to China's political stability since the reform and opening up, follow-up of these goals and consistent policies let China's vocational education to avoid a series of problems such as the transformation of economic models and the traps of middle-income countries during the development process, on the supply side of human resources, it successfully met the needs of socio-economic development [7].

2.1. Policy-oriented structural adjustment of education to meet the needs of social and economic development.

In order to develop vocational education, at the national education work conference held in 1978, the requirement of "increasing the proportion of vocational and technical schools" was put forward. According to this requirement, the state first adjusted the education structure to meet the needs of reform and opening up and economic development. The establishment of these policies, which were aimed at the goal, method and quality assurance of vocational education, laid a solid foundation for the rapid development of the vocational education in the new historical period.

In the 1980s and early 1990s, China introduced a series of policy measures to ensure the successful implementation of the restructuring of education in line with the overall needs of the country. For example, in 1983, the "opinions on reforming the structure of urban secondary education and the development of vocational and technical education" and the "notice on strengthening and reforming rural school education" were issued, the state set the goal of making the proportion of students in various vocational and technical schools and students in ordinary high schools approximately equal by 1990. With the promulgation of such important documents as the "decision of the central committee of the communist party of China on the reform of the educational system" (1985) and the "decision of vigorously developing vocational and technical education" (1991), the policy addresses the structural problem of the gross mismatch between general education and vocational education.

In order to ensure the implementation of the policy, the state has also formulated practical policies to support the development of vocational education, including employment, funding, teachers, and teaching materials. At the national level, the vocational education promotion mechanism of the Ministry of Education, the State Planning Commission, the Ministry of Labor and Personnel, and the Ministry of Finance and other multi-sector joint actions has been implemented to ensure the effective implementation of the state's vocational education policy guidelines.

Under the guidance of the policy, in 1985, the number of students in secondary vocational schools, agricultural vocational schools and technical schools at the senior middle school level increased by 26.4 %, 9.1 % and 4.8 % respectively over 1980, bringing the total number to 4.156 million, 17.2 % higher than in 1980 [8]. In 1990,

the number of students in vocational and technical schools in China exceeded 6.526 million. By now, the number of students in vocational and technical schools and ordinary high schools in China has basically reached the level of 1:1.

In the process of structural optimization, China has also set up a public “Vocational Education Center” in every region of the county, which main role is to provide basic vocational education and training to farmers in the county, this form of education is closer to the rural areas and lays a good foundation for the development of vocational education in rural areas.

Thanks to widespread rural vocational education, China’s urbanization has accelerated since the beginning of the reform and opening up era (Fig. 3), and a large number of surplus rural laborers have improved their quality through vocational education, they work very efficiently because they have received professional training. They have become an important engine of China’s economic development and have promoted the sustainable development of the social economy [9].

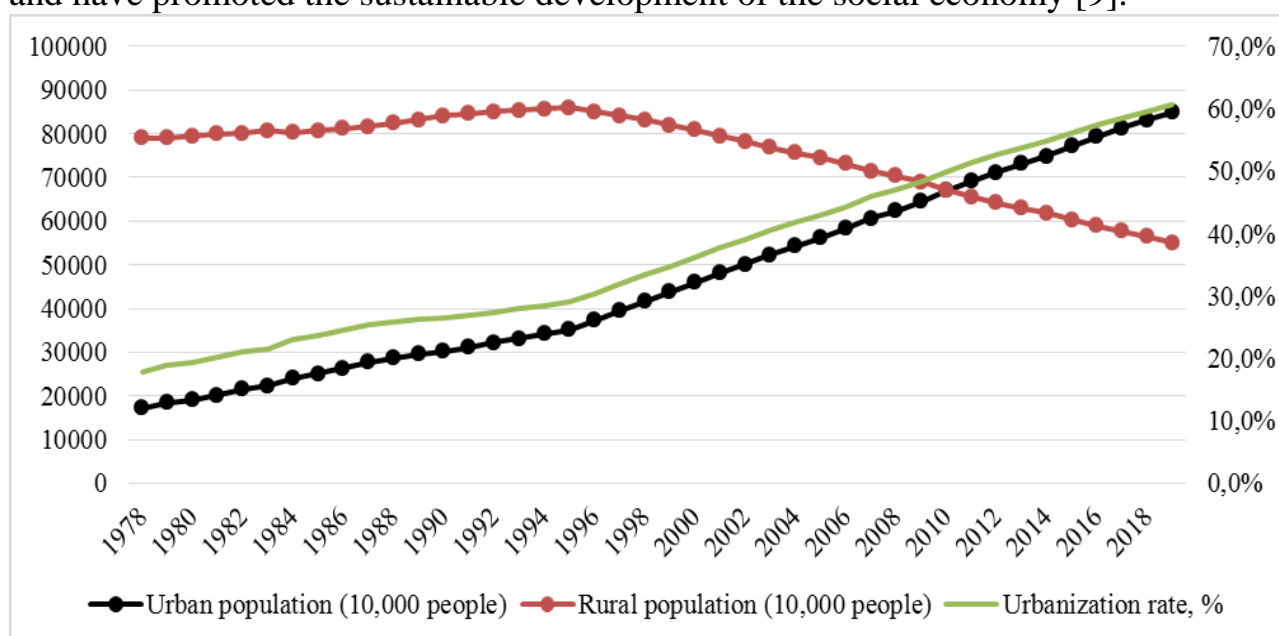


Fig. 3. China’s urban and rural population and urbanization rate

Source: built by the authors based on data [3].

2.2. Adjusting policies in accordance with national phase industry development needs. Since then, the country has issued a number of important documents to ensure the scientific, rational and effective operation of the vocational education. Among them: in 1993, “the outline of educational reform and development in China” pointed out that industries, enterprises and other social forces should carry out a new policy of combining production with teaching or jointly running schools in the field of vocational education; the 1999 “decision of the CPC Central Committee and the State Council on deepening the reform of education and promoting liberal education” in an all-round way further clarified the “education system with different types of education linking up with each other”.

On September 1, 1996, China formally implemented the “Law of the People’s Republic of China on vocational education” in order to further implement the strategy

of rejuvenating the country through science and education, develop the vocational education, improve the quality of workers and promote the modernization of the country, it marks the formal entry of China's vocational education into the track of legal construction.

Thereafter, the State Council's "Decision on Vigorously Promoting Vocational Education Reform and Development" (2002), "Several Opinions of Seven Departments including the Ministry of Education on Further Strengthening Vocational Education Work" (2004), "Decision on Vigorously Developing Vocational Education" (2005), "Opinions of the Ministry of Education, the Ministry of Human Resources and Social Security, and the Ministry of Finance on the Implementation of the National Secondary Vocational Education Reform and Development Model School Construction Plan" (2010), and the "Ministry of Education and Other Nine Departments' Opinions on Accelerating the Development of Rural Vocational Education" (2011) and other policy documents were issued successively, they played a key role in guiding the development of vocational education.

In September 2013, with the gradual implementation of the "Belt and Road" strategy proposed by Chinese president Xi Jinping, in order to meet the development requirements of the "Internet +" new economic era, in 2014, the State Council issued the "Decision on Accelerating the Development of Modern Vocational Education". Put forward: "By 2020, a modern vocational education system with Chinese characteristics and world-class quality will be formed to meet the needs of development, the deep integration of production and education, the integration of vocational and vocational education, the communication between vocational education and general education, and the concept of lifelong education." China's vocational education has begun a new modern vocational education system construction journey.

In May 2015, China formulated and started to implement the "Made in China 2025" plan outline and promulgated the "Manufacturing Talent Development Planning Guide", "Notice of the General Office of the Ministry of Education on Recommending New Engineering Research and Practice Projects", the "Guiding Opinions on Further Promoting the Development of Vocational Education Informatization" and other policies unveiled a new journey of vocational education reform and innovation [10].

German thinker Karl Theodor Jaspers said: "A specific historical period, a specific civilization, can achieve true self-cognition. As long as the thinkers establish a kind of the relationship between coming and going, as long as these thinkers establish a connection with people with active thinking, this historical period or civilization can realize real self-knowledge." From this perspective, China's vocational education is a "specific" a specific civilization "that originated in the historical period". In this process, a positive interaction has formed between the evolution of policies and the development of vocational education, ensuring the sound development of vocational education in China since the reform and opening up [11].

3. The road to fruitful vocational education development.

3.1. Development concept tailored to local conditions. The vocational education has always set its own direction and goal around the country's industrial and economic development. The vocational education has a broad, multi-disciplinary, multi-layered complexity that links vocational education to socio-economic and industrial development, serving the development and progress of the social economy is an important task for vocational education managers. In China, policy makers and managers are keen to see through the complex surface issues and to coordinate vocational education with social development, this is also an important factor in the success of China's reform and opening-up.

3.2. Adjust the characteristic connotation of vocational education according to the needs of the country. In 1985, the Central Committee of the Communist Party of China issued the "Decision on the Reform of the Education System", which clearly stated that "education must serve socialist construction" and laid the foundation for the development of vocational education with Chinese characteristics. In the process of cultivating professional talents, what mode to adopt and how to adapt to the needs of society, industry, and employers have become important connotations of running a school. In the process, the characteristics of Chinese vocational education have gradually taken shape with the integration of production and education, the combination of work and study, and school-enterprise cooperation [12].

Since China's vocational education is geared to the country's economic construction, it serves the country's economic construction and integrates regional economic development, so each vocational school can target even the most basic small and medium enterprises, for them in the enterprise development process to train the need for middle and senior management and first-line practical technical skills.

At the beginning of the 21st century, with the continuous development of China's economy, China has entered a new historical period of "the contradiction between the people's increasing needs for a better life and unbalanced and inadequate development". In order to meet the high-quality and individualized needs of vocational education, the state has reformed the vocational education system, deepened the mechanism of school-enterprise cooperation, and put forward a series of policies and measures. For example, the "Plan for the Construction of Modern Vocational Education System (2014–2020)" and "Decision on Accelerating the Development of Modern Vocational Education" issued in 2014, and "Several Opinions on Deepening the Integration of Production and Education" issued in 2017, The "Measures for Promoting School-Enterprise Cooperation", in 2019 the State Council also issued the "National Vocational Education Reform Implementation Plan". These new policies, which are based on the development of Chinese vocational education characteristics in the new era, in view of the problems involved in China's vocational education system, such as personnel training scheme, quality level evaluation, reform of school-running mechanism, construction of practical training bases, cultivation of cooperative personnel between schools and enterprises, etc., it points out the direction for the characteristic development of Chinese vocational

education in the future [13].

4. *Continuously improve and improve the quality assurance system of vocational education.*

If any matter is to develop efficiently and healthily, it is undoubtedly to follow the path of scientific development. In the process of scientific development, quality has become an important aspect that must be guaranteed first.

Deng Xiaoping, the chief architect of China's reform and opening-up, once said: "the strength of our country and the strength of its economic development are increasingly determined by the quality of its workers". Vocational Education plays a decisive role in the quality of workers. To ensure the quality of vocational education is to protect the economy, protect people's livelihood and promote development.

Throughout the 42 years of China's reform and opening up, the development of vocational education is a development under the continuous improvement of the quality assurance system of vocational education. Its development conforms to the connotation of quality management. Therefore, it has achieved great achievements that have attracted worldwide attention. In this development process, from the effectiveness of the policy, continuous improvement of the policy, the establishment of an effective quality assessment and feedback mechanism, to encourage schools, enterprises and all sectors of society to actively participate in the connotation construction of improving the quality of vocational education, etc. A lot of effective work makes the train of vocational education advance at a high speed under the specification of quality track.

4.1. *Effective policies to regulate quality behavior.* Since the reform and opening up, in order to ensure the quality of vocational education, the state has timely issued and adjusted a series of policy guarantee documents (Table 2), supervision and evaluation of vocation education level. It is under the construction of such a global macro policy and platform that vocational education can develop in a healthy, high-quality, and efficient manner.

4.2. *Strengthening the construction of key and model schools.* The state has issued a number of encouraging policies to strengthen the construction of key and model schools in order to guide vocational education across the country to higher quality. Among them, in order to meet the continuous improvement in the quality of application-oriented, skilled and practical talents in economic and social development, the construction of key national vocational education and model schools has been initiated, and provincial governments have also initiated provincial vocational education. A large number of human, material and financial resources have been invested in the construction of key and model schools. During the construction of these key and model schools, the vocational education level of the entire country has generally improved under the guidance of policies. For example, in the field of secondary vocational education, the State promulgated the "National Standards for Key Technical Schools" as early as 1997, and conducted school-enterprise cooperation, internship bases (places), teachers, and other related schools in 2007 in accordance with national economic and industrial development. The standards have

been adjusted, and the National Key Technical School Standards has been revised to meet the objective reality.

Table 2

Major quality assurance documents of vocational education since the reform and opening up

Time	File
1985	Decision of the CPC central committee on educational system reform
1989	Opinions on in-depth reform of technical schools
1991	Decision to develop vocational and technical education
1993	Outline of China's education reform and development
1996	Law of the People's Republic of China on vocational education
2002	Decision on vigorously promoting the reform and development of vocational education
2004	Opinions on deepening the reform of higher vocational education
2005	Decision on developing vocational education
2011	Guidelines on promoting the coordinated development of secondary and higher vocational education
2014	Construction plan of modern vocational education system (2014–2020)
	Decision on accelerating the development of modern vocational education
	Views on carrying out pilot work on modern apprenticeship
2015	Action plan for innovative development of higher education (2015–2018)
2016	Law on the promotion of private education
2017	Opinions on deepening the integration of industry and education
2018	Measures for promoting school-enterprise cooperation
2019	Implementation plan of national vocational education reform

Source: formed by the authors based on data [5; 6].

In the field of higher vocational education, in 2006, the State promulgated “National Demonstrative Higher Vocational Colleges”, “National Demonstrative (Backbone) Higher Institutions”, “Higher Vocational Education Innovation Development Action Plan (2015–2018)” and “China Characteristic high-level vocational schools and professional plans”, taking multiple measures to guide the integration of production and education, school-enterprise cooperation, continue to focus work and resource allocation on teaching reform, personnel training, formulate or revise vocational professional directories, professional settings, management measures, established and improved more than 400 related teaching standards, more than 70 professional internship standards, and a unique national teaching standard system framework has basically formed. At the same time, vocational education supervision, teaching work diagnosis and improvement, and annual quality reports have also been established and improved [14].

4.3. Market competition to strengthen quality awareness. In today's market economy, there is a competitive relationship between different levels of schools, “quality first”, “teaching quality is the first lifeline” and other ideas have been deeply rooted in the hearts of the people. In China, it can be said that no quality, no survival. With the implementation of the current “per student funding” funding mechanism, so in different levels to form a complete quality control system, China's vocational education has become an important factor in quality assurance.

In August 2019, the 45th World Skills Competition known as the “World Skills

Olympics” was held in Kazan, Russia. The Chinese delegation sent 63 players to participate in all 56 events including manufacturing and engineering technology, information and communication technology. Chinese players won a total of 16 gold medals, 14 silver medals, 5 bronze medals, and 17 winning prizes, ranking first in the gold medal list, medal list, and group total score, fully illustrating the quality level and strength of Chinese vocational education.

Conclusions. As a result of the research we can draw the following conclusions:

1. Vocational Education Development Needs Policy support at the national level. Governing the country according to law is the basis for the healthy development of the national governance system. Governing education according to the law is also the basic requirement for whether the entire education system can develop healthily and rapidly. The establishment of national-level education policies, regulations, and systems can achieve the legalization and standardization of the environment, space, and platforms required for the development of vocational education, thereby promoting the adaptation of vocational education to the national development strategy and generating a vigorous development momentum.

2. Rural vocational education is an important cornerstone of national construction and development. The General Secretary of the CPC Central Committee and President Xi Jinping clearly stated: “vocational education is an important part of the national education system and human resource development. It is an important way for the majority of young people to open the door to success, should become the important responsibilities of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship, we must attach great importance to and accelerate development”. Premier Li Keqiang also stressed the need to speed up the training of high quality workers and skilled personnel to support economic development and maintain relatively full employment. He pointed out: “since the reform and opening up, China’s vocational education has made great progress, training large-scale skilled personnel, for economic development, employment and improve people’s livelihood to make irreplaceable contributions”. As we all know, the proportion of rural student’s accounts for more than 80 % of the total number of vocational education students. Therefore, in China, without the successful development of rural vocational education, there would be no brilliant achievements made in China today in the world.

3. The quality of teaching is the most important factor in ensuring the development of rural vocational education. In rural areas, the fundamental motivation for farmers to choose vocational education is the pursuit of a better life. The core of rural vocational education development is the guarantee of teaching quality, and the core of teaching quality is the quality of talent training. From the perspective of students, by participating in the study and training in the field of vocational education, they can show and improve their qualities, strengths and abilities, and finally realize the value of life and produce a rich sense of gain. From a social perspective, vocational education has cultivated a large number of applicable technical and technical personnel for the society, helping society to produce more efficiently,

develop better quality, and produce better social benefits.

4. School characteristics are the focus and characteristics of rural vocational education. Since the 42 years of reform and opening up, China's vocational education has always adhered to the development path of running schools with unique characteristics. Through continuous innovation of vocational education theories, systems, and management methods, it has closely integrated the country's economic construction with the development of vocational education, the vocational education has formed a Chinese character in the world. China's vocational education first insisted on the principle of moral education and management, and insisted on the innovation of modern vocational education management system, through the integration of production and education, we should cultivate the technical talents with the spirit of craftsmen to meet the different needs of various fields of national economic construction. This kind of idea and the characteristic localization conforms to the farmer demand, also has become the farmer to participate in the economic society the important way. The second is to pay attention to students' career development, especially to encourage schools, teachers and career guidance personnel to care for students, and to make reasonable and scientific plans for students' career on the basis of full trust [15].

5. The social status of rural vocational education in China still needs to be further improved. Although vocational education has played an important fundamental role in China's economic development, this form of education is not the preferred choice for students and parents. From the perspective of choosing the form of education, Chinese parents and students always want to choose general education first, and then vocational education. From the perspective of social recognition, people usually refer to management talents with higher positions as "white-collar" and those with technical skills as "blue-collar". Judging from the school selection process, students with high scores will be admitted to ordinary schools, and students with low scores will enter vocational schools. From the point of view of salary, technical and skilled personnel generally work in very hard jobs such as poor environment, dirty work, and high physical exertion. They also have lower wages and a smaller platform for future development. Judging from the process of studying, China's vocational education, like other countries in the world, also has the phenomenon that a large number of students quit their studies halfway [16]. The existence of these problems has reduced vocational education to inferior education. Especially in rural areas, due to various factors, most students can only enter vocational colleges to study, which has become a helpless choice for students and parents. In order to solve this problem, the whole society needs to re-recognize the characteristics of the technical skills work, and the state should introduce corresponding policies to protect the social rights and interests of the technical skills talents, and increase investment so as to gradually improve this situation, to make vocational education better, faster, stronger.

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