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RESEARCH ON THE DOMESTIC AND FOREIGN POLICY AND MODEL OF TECHNICAL WORKERS' VOCATIONAL TRAINING

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ABSTRACT

With the advent of the new era of industry, the global industry competition pattern is undergoing a major adjustment, the developed countries have implemented the "re-industrialization" strategy, high-quality workers cannot be replaced in the process of industrial power construction, only has a strong team of technical workers, technical workers become the foundation in the country is likely to become the industrial power. The importance of vocational training for technical workers has been further highlighted along with the rapid development of economy and society. This paper has made a theoretical basis for further improving the quality of skilled workers in China by comparing the relevant policies and modes of vocational training for technical workers both at home and abroad.

KEYWORDS

Technical worker, Vocational training policy, Vocational training model.

1. RESEARCH STATUS OF FOREIGN VOCATIONAL TRAINING POLICIES AND MODELS

1.1 Research status of foreign vocational training policy

In 1965, UNESCO held a conference on adult education. The famous French educationist Paul Lengrand put forward the concept of "lifelong education". He advocated that human education should run through its whole life cycle [1]. In the UNESCO published "personal development report" pointed out that "the purpose of education is the core and the development of social economy and employment related, therefore for students of education should be to promote it to have perfect behavior and self-learning ability as the main target, which is excited by the students inside the training their own desires" [2]. Scholar Shebek said: "in the previous decades, many developed countries have achieved great changes in social economic structure, which puts forward new requirements for our occupation training activities, which further reduce the general education and the occupation training gap, occupation training gives certain general education background, to further expand the development path occupation training, promote effective communication and collaboration between departments, so that more employers can participate in the occupation training [3]. Benson thinks that vocational education is deeply influenced by the development of social economy. The great success of Germany in vocational training largely depends on its establishment of a large and perfect lifelong education system [4]. Since the last century since 90s, the research field of more and more scholars have been engaged in the STW occupation training, the community paid more attention to the related problems are also rising, many people have been fully aware of the full range of occupation training is the inevitable trend of social economic development.

1.2 Research status of foreign vocational training model

Due to the different national history and cultural background of different countries, the training modes of skilled workers in different countries are different. This paper takes Germany and Japan as an example to introduce advanced vocational training modes in these countries. Taking Germany as a model, the research on vocational talents training in these countries has attracted worldwide attention and is in the leading position in the world.

1.2.1 German dual system vocational education model

Germany has long been the most emphasis on Vocational Education in the world, and its unique "dual system" vocational education model is often used for reference by various countries. The "dual system" is

defined in CNKI, a traditional enterprise "Apprentice" training mode and the modern occupation education thought combined with school cooperative education mode of the dual system of enrollment for the hauptschule and Realschule graduates, training technical workers. Gisela-Dybowsky points out that the essence of the dual system is mainly reflected in the following aspects: one is by the participation of non-governmental organizations and public institutions; two is the main place of implementation of school and enterprise; the three classroom education is to teach the common cultural knowledge and professional knowledge, students in the factory in the training of knowledge and skills; four is the apprentice sign the training contract with the enterprise, at the same time in the occupation school has completed the prescribed course of duty; five is to accept the supervision of industry associations and school authorities; six is to accept the government state and national supervision. Under the "dual system" mode, the healthy development of various industries has been promoted. Under this benign talent supply and demand structure, vocational education has also been developing steadily [5].

But in the complex market economy today, the mode of "dual system" occupation education has every kind of problems in many aspects, "normative system and dual system mode is too strong, the lack of the flexibility of mode, it is difficult to accept the new mode of management, especially for the development of the new technology training and new technology is becoming more and more difficult (Diane-Gabrielle and Irene LE BOT, 2003). Faced with the challenges of historical reality, German vocational education researchers return to the root and answer these questions from the deep rational thinking of vocational education, so as to provide effective guidance for the training of skilled workers. For example, Rauner, a vocational education scholar and his team put forward the theory of working process oriented vocational education. The theory was put forward by academic circles and became a theoretical guide for German vocational education reform. "Learning field curriculum program" is actually to apply this theory to practice, from the theory of training students to cultivate students' ability to participate in the construction work of the world, so they have strong occupation ability and creative ability for the future growth of technology workers [6].

1.2.2 The training model of Japanese enterprise standard

Most of the enterprises in Japan have a special training tradition of new employees. This tradition also constitutes the "enterprise based" training model in Japan. Many scholars believe that the internal vocational training of Japanese enterprises aims not only to cultivate their knowledge and skills, but also to discipline their employees' professionalism and work attitudes, and to build employees'

identification of corporate culture, so as to enhance their loyalty [7]. Almost all Japanese companies will be able to recruit new graduates launched targeted training, some large enterprises and even set up a special training center to do this activity, after the completion of the pre service training, each employee receive personalized training programs according to their education background and enterprise job requirements. Japan's well-known educator Koike Kazuo thinks that the Japanese enterprise-based training mode to "on-the-job training" as the core, to undergo training to assist, Moreover, most in job training is "invisible", and it is closely related to the working process of employees [8]. Training in the process of work is the most important, practical and effective way of training inside enterprises. Undergo training is to accept short-term intensive training contents and specific work in the project.

1.2.3 British vocational training model

The original British occupation training pattern is typical of the apprenticeship system, now using the modern occupation training system, the main reason for this is that over the years the British government has always been committed to improve the relevant system, especially for the improvement of employment, employment and training, industrial training law, the British occupation training mode it has been further improved. As the first vocational training method in Britain, industrial training has set up a complete training and donation system for the UK, which has further strengthened the professional level of all industries. The law of employment plays a significant role in strengthening the training function, increasing the training capacity and solving the problem of unemployment. The rule of employment and training is aimed at building standardized public service institutions, and helping citizens directly participate in vocational training to ensure their smooth employment after completion of training.

Most of the vocational training funds in Britain are provided by the government, and a part of the funds come from the joint collection of enterprises and the training tax specially collected by the Industrial Training Council. There are three kinds of vocational training in the UK, including vocational courses, professional training and public employment. Public employment training means which is subject to the government's employment training system, its main purpose is to help trainees find work after completion of training, the training mode and training including voluntary and mandatory training of two enterprises; occupation training is by business units to develop staff training activities, its main purpose is to improve the job the skill level of employees, it is divided into training and apprenticeship training; school occupation curriculum is the major colleges and universities to help students obtain diploma and improve their professional skill and carry out training activities, mainly senior occupation occupation certificate courses, courses, courses and basic courses for occupation occupation etc [9].

2. RESEARCH STATUS OF DOMESTIC VOCATIONAL TRAINING POLICY AND MODEL

2.1 Research status of domestic vocational training policy

In early 1862, the prime minister's office has set up a "Tungwen College", occupation training in modern China officially kicked off [10]. He Xiaogang published "occupation education research" in western developed countries, the development of occupation training make a study, in-depth analysis of the present situation and development trend of domestic and foreign occupation training, focusing on the drawbacks of current domestic occupation training, and puts forward specific countermeasures and suggestions [11]. In the study of school enterprise cooperation in vocational colleges, Zuhui discussed in detail the problem of school enterprise cooperation in the development of Vocational Education in China. He pointed out that every vocational school must innovate the mode of school enterprise cooperation and expand the scale of Vocational Education in China. In Tan Songhua's "Vocational Education Development Research", it is pointed out that the biggest problem facing the development of Vocational Education in China is institutional innovation. He thinks that we can choose the mode through systematic dislocation so as to innovate our vocational innovation training mode. In addition, he also explored in detail several factors that have a significant impact on the vocational training model in China, such as government, industry, business, school and so on. In Li Taifeng's "vocational learning innovation mode of building learning society", we analyzed five factors that influence the innovation of social vocational education in China, namely, diversification characteristics, related mechanisms, demand driven, development orientation and cultural atmosphere.

Our country occupation training mode is the first professional training of unemployed workers, then gradually developed into the training of reserve technology workers, in 80s after the occupation training in China entered a stage of rapid development, in the late 1990s since the

occupation training reform into the adjustment stage of development. After the reform and opening up, China's economy has made rapid development, in order to meet the growing demand for talent, the State Department of labor and social security issued a number of measures to further accelerate the development of occupation training in China, such as for laid-off and unemployed workers re employment training and work preparation training work, to carry out a wide range of new labor force entrepreneurship training, according to market-oriented direction of social innovation to reform and strengthen the occupation training high skilled personnel training etc..

2.2 Research status of vocational training mode in China

At present, the main contents of the domestic vocational training system are as follows:

2.2.1 Occupational classification and professional standards

China's State Council jointly worked with the Ministry of labor for the revision of the third National worker's technology standard in 1988. The revision involved 45 industries, which lasted for more than 4 years, and finally completed the first classification catalogue of work in China. By the end of December 2017, occupation standard of our country has been implemented up to more than 3200. In accordance with the provisions of the relevant laws of China's Vocational Education Law and labor law, employment control is applied to 87 jobs involving people's life safety, state property safety and consumer interests. In addition, in May 20, 1999, the National Bureau of statistics, the quality and Technology Supervision Bureau, the social security department and the Ministry of labor jointly promulgated the People's Republic of China occupational classification code. This also indicates that the scientific classification of all professions in China has basically been completed. In this code, the occupations of all walks of life in China are divided into 8 categories, 66 middle classes, 413 small categories and 1838 fine categories. At present our country occupation skill appraisal standard and occupation standards are promulgated, the five level (senior technician, technician, senior, intermediate and junior) country occupation qualification system was formally established, this largely reflects China's occupation standard system is gradually perfect and laid a solid foundation for our country better to carry out occupation training and labor management.

2.2.2 Types of vocational training and school running institutions

A variety of occupation training, such as apprentice training, professional training, pre-job training, on-the-job training and so on, according to the occupation skill standards can be divided into several levels of training, training, training, such as Junior Senior Training and other adaptability training. At present, there are mainly vocational training institutions in China, such as private vocational training institutions, employment training centers, technical schools, enterprise training institutions, and Sino foreign joint venture vocational training institutions.

2.2.3 Professional skill identification and professional qualification certificate system

As the national recognition of the ability of workers, technology and knowledge, occupation qualification certificate is to prove the core qualification of employment, at the same time it is also most of the employers to an important basis for the admission of talents, other workers can rely on the certificate to foreign countries engaged in relevant work. State Department of labor and social security attaches great importance to the promotion of occupation qualification certificate system, has been linked with the relevant departments of employment training center and the implementation of the system of occupation technical school, and engaged in key technology enterprise employees must be certified, at present this system has been in private enterprises and individual businesses to get further promotion. In 1994, the first professional qualification certificate system in China came into being. Under the joint efforts of all sides, a vocational qualification certificate system centered on the five-level vocational qualification training system has been initially formed in China. With the continuous promotion of the vocational qualification certificate system, the working ability and the employability of the workers in our country have been continuously improved.

2.2.4 Professional skill competition and the recognition system of skill and talent

There are three levels of vocational skills competition, namely, municipal, provincial and national level. The national vocational skills competition is held every two years on average, and more and more people are encouraged to participate in this competition by building the system of recognition of skilled talents. Since 1995, a total of twelve national

vocational skills competitions have been held in China. Among them, "national technology experts" and "Chinese skills Award" are most famous. With the skilled personnel recognition system promotion and the occupation skill competition development, greatly mobilized the enthusiasm of the masses of workers to participate in the occupation training, but also fully embodies the social status of skilled personnel, to provide a better social environment for the development of skilled talents.

3. LITERATURE REVIEW AND RESEARCH PROSPECT

Through the literature review of domestic and foreign vocational workers' training policies and models, we can see that the importance of training for skilled workers in domestic and abroad has a clear understanding. The concept of lifelong education has been deeply rooted in the hearts of the people. Various countries have issued a number of policies to encourage schools and enterprises to carry out various vocational training for technical workers and to regulate the specific ways they carry out. At the same time, compared with the developed countries such as Germany, Japan and Britain, China's technical workers occupation training mode is also a lack of scientific and targeted, should draw lessons from the advanced mode, and combined with China's basic national conditions, constantly optimize the occupation training mode, in order to get better training effect, develop truly meet the new high-quality technical personnel the development of the times.

The study of technical workers occupation training, has both theoretical and empirical research, the depth and breadth of research has gradually expanded, but the overall research is still in the exploratory stage, based on the past literature summary and combing, the author believe that the future can be strengthened through the following aspects:

3.1 The mode, form and content of the practical innovation of technical workers' vocational training

Many scholars in the literature have realized the importance of training mode and form innovation and enhancing content pertinence, but there is no clear guidance for the direction of efforts. The updating of form and content consumes a lot of manpower and money. The process is tortuous and full of repetition. It is suggested that a more targeted training mode, form and content of innovation should be put forward through the exploration and research of the pilot mode.

3.2 An empirical study on the problems and effects of technical workers' vocational training

Compared with the relevant research at home and abroad, many problems in the training have been mentioned many times but still exist, for what reasons have not been studied deeply. At the same time, we can find out the problems in the future, and find out the reasons for the significant effect and the successful cases that can be used for reference through the empirical study.

3.3 How do enterprises play a role in technical workers' vocational training

At present, the research on technical workers' vocational training is mainly from the point of view of the technical workers themselves and the government, and few scholars have studied from the point of view of the enterprise. In fact, the enterprise is the ultimate goal of the occupation training, occupation training and technical workers rely solely on the strength of the government is not enough, how can better mobilize the role of enterprises in the training, but also in the present study a blank spot, worth exploring further.

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