

Research on the Development of Vocational Education Development in Garze under the Background of Rural Revitalization

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Abstract: Research on the goals and paths of vocational education development in Garze is of great significance in promoting the implementation of the National Implementation Plan for Vocational Education Reform and improving the quality of vocational education in Garze. Through researching the research results on the development of vocational education in China, it is concluded that vocational education in Garze will play an irreplaceable role in the effective convergence of rural revitalization and poverty alleviation, and that serving rural revitalization is the target orientation of vocational education development in the post-poor era, which highlights the three aspects of "Educational", "Vocational" and "Distinctiveness". It is suggested that the government and education management departments should improve the policy supply and make a good top-level design; strengthen the integration of regional vocational education resources; promote the digitalization of vocational education; and create regional characteristic brands. The targeting and development suggestions can provide reference for the high-quality development of vocational education in ethnic regions.

1. Introduction

Since 2012, under the leadership of the government, and with the joint efforts of people across the country, China's poverty alleviation strategy has achieved comprehensive victory. In 2020, China has entered the "post-poverty alleviation era", and remote ethnic minority areas will continue to be the focus of China's poverty alleviation work. The coming of the "post-poverty alleviation era" will inevitably promote the transformation and reform of all related fields, and the vocational education in minority areas will also be transformed, so it is of great significance to study vocational education in minority areas.

Garze Tibetan Autonomous Prefecture (referred to as "Garze") is located in the west of Sichuan Province, as the national "three districts and three prefectures" key poverty alleviation area, the whole region of 18 counties (cities) are contiguous poverty-stricken areas, and all have been lifted out of poverty by 2020, due to geographical location, traffic conditions, history, culture, resources and environment and other factors. In some areas, the proportion of unstable families and marginal

families prone to poverty is still very large. Vocational education plays an important role in promoting population employment, eliminating intergenerational transmission of poverty, and promoting regional economic development by improving the quality of workers, especially in China's poverty alleviation strategy. In the post-poverty era, how to develop vocational education in the vast areas, especially in the strategy of rural revitalization in ethnic areas, has become an important task of The Times.

2. Rural Revitalization: The New Orientation of Vocational Education Development in Minority Areas in the Post-Poverty Era

Vocational education is an important part of China's education. Compared with general education, vocational education has the characteristics of strong practicality, flexibility, close combination with production practice, highlighting skill training, etc. Training technical talents is the basic orientation of vocational education. On the basis of carrying out the national educational policy, the function orientation of vocational education in our country will change with The Times. There are still many problems in the development of vocational education in Garze, which is a remote ethnic area. Under the background of the implementation of rural revitalization strategy, the development of vocational education in Garze has ushered in new opportunities, but also faces new challenges.

In the "Opinions on the Implementation of the Rural Revitalization Strategy" and the "Rural Revitalization Strategic Plan (2018-2022)", it is proposed to vigorously develop rural vocational education, cultivate a new type of professional farmers, and meet the needs of rural industrial development and revitalization. In the "National Vocational Education Reform Implementation Plan" issued in 2019, the second "Improving the National vocational education system" and "Improving the development level of secondary vocational education" clearly put forward "serving the rural revitalization strategy and cultivating rural practical talents with new professional farmers as the main body for the vast countryside." Vigorously developing vocational education in minority areas is the core of promoting rural revitalization in China [1]. The ultimate realization of rural revitalization cannot be separated from the contribution of vocational education. As the type of education most closely related to economic development, vocational education can directly or indirectly play a role in rural revitalization, effectively promote the "three-chain isomerism" of rural supply chain, value chain and innovation chain, and promote the construction of a modern rural social system with Chinese characteristics. At the same time, the ultimate rise of vocational education is inseparable from the practical test and feedback of rural revitalization [2].

In the implementation Opinions of Garze on the effective connection between consolidating poverty alleviation achievements and rural Revitalization, Article 13 of "Promoting stable employment of poverty alleviation labor Force" pointed out that: integrating training resources within the state, introducing high-quality training resources outside the state, strengthening the construction of public training bases, and improving vocational training capabilities. Guided by market employment, combined with the inheritance of national handicrafts and the needs of the masses for production and life, the training content has been specifically formulated, the skills improvement action and the special action of "control dropout education + skill training" have been vigorously implemented, the practical skills training has been carried out, and a number of technical experts such as "local experts" and "folk artists" have been cultivated. In Article 14, it is clearly pointed out that we should strengthen vocational education and continue to promote the "9+3" vocational education plan. In accordance with the unified deployment of Sichuan province, we will generally increase the supply of public-funded normal college students, and strengthen the reasonable flow and matching support for urban and rural teachers. In addition, the new type of professional farmers, promoting agricultural modernization and so on have made clear provisions, it can be seen that during the period

of rural revitalization, vocational education in Garze has been given a new mission under the background of rural revitalization strategy.

3. Transformation and Reform: the Proper Way of Vocational Education Development in Minority Areas under the Background of Rural Revitalization

Vocational education in ethnic areas is the "short board" of vocational education in China. In order to better serve regional economic and social development, it needs to accelerate the transformation and reform in the process of education modernization, highlight the three attributes of "Educational", "Vocational" and "Nationality"[3], and improve the quality of education and teaching, so as to undertake the mission of vocational education in the new era.

3.1. Educational: Highlight the Function of Educating People and Cultivating Aspirations

Vocational education has played an important role in the poverty alleviation strategy of Garze. However, the 18 counties (cities) in Garze were originally all areas with special difficulties, which are concentrated contiguity poverty-stricken areas in the country, with a large number of poor people and a wide range of poverty, and the problem of easy return to poverty in marginal areas is still prominent.

In 2020, all 18 counties (cities) in Garze will be lifted out of poverty, but only "economic" poverty alleviation, people's sustainable development ability has become the most important issue at present, and the ability to participate in society, income creation, and access to opportunities has become the main problem of population performance in ethnic areas in the "post-poverty alleviation era". In order to fundamentally solve the problems of economic and social development in ethnic minority areas, eradicate the chronic diseases of poverty, and block the transmission of poverty between generations, it is necessary to comprehensively improve the overall quality of the population in ethnic minority areas, "help the poor first", so that the poor people can establish the basic concept of "a better life is a struggle", and realize the pursuit of a better life through their own labor. Relying on the "educational" nature of vocational education, the concept of "waiting, relying and wanting" of some groups can be rapidly changed, and the endogenous driving force and self-development potential of the population in the region can be stimulated [4], and the development of vocational education can be transformed from external to internal driving.

3.2. Vocational: Building a New Vocational Education System

"China Education Modernization 2035" clearly proposed to accelerate the development of modern vocational education and constantly optimize the structure and layout of vocational education. The "National Vocational Education Reform Implementation Plan" also clearly puts forward: improve the vocational education and training system, optimize the layout of schools and majors. With the advent of the "post-poverty alleviation era", the vocational education groups in Garze show various types and diversified demands. While vigorously developing vocational education, the state needs to deepen reform, integrate vocational education resources, expand the structural system, build a new vocational education system, and highlight the "professionalism". That is to give full play to the values of both "vocational schools" and "vocational training", and establish the idea that vocational education and general education are equally important.

The second is to create opportunities for people with vocational skills needs, provide platforms, and focus on improving their vocational skills. At the same time, a diversified regional vocational training system is constructed, and a vocational training course system is designed in combination with the characteristics of economic development of Garze, such as "one village, one child", one

village, one technology, e-commerce, tourism management, agriculture and forestry technology, non-genetic inheritance and other characteristic course resources. By highlighting "professionalism" and building a new ecology of vocational education in Garze that "everyone can learn" and "everyone becomes talented", it provides a steady stream of talent support for the economic and social development of Garze.

3.3. Distinctiveness: Build Regional Brand Characteristics

Vocational education is an integral part of national society. The development of vocational education is closely related to other aspects of ethnic society, and the actual situation of ethnic areas is the basis for the development of vocational education in ethnic areas. Only by organically connecting with other components of national society can vocational education be integrated with local social development [5]. The economic and social development of Garze influences and restricts the development of vocational education in Garze, and the vocational education in Garze influences and restricts the economic and social development of Garze. Vocational education shows obvious "regional" characteristics in terms of student structure and employment destination. Garze, as an ethnic region, has rich and diversified ethnic culture, so its vocational education should have more regional characteristics in terms of professional setting and teaching content.

Through investigation, it is found that the educational mode of vocational education in ethnic areas copied or simply imitated the educational mode of vocational colleges in developed areas, ignoring the characteristics of ethnic areas, resulting in serious homogeneity of majors with vocational colleges in other regions, or serious homogeneity with undergraduate colleges. Under the background of the rural revitalization strategy, Garze has changed from "helping the poor in vocational education" to "poverty alleviation by vocational education" and then to "poverty alleviation by vocational education with ethnic characteristics" [6], and now needs to "revitalize by vocational education with ethnic characteristics". The local education administration department and vocational education schools need to tap excellent ethnic cultural resources in combination with the needs of regional economic and social development. Give full play to the characteristics of "Distinctiveness", reflect local needs and regional characteristics in the professional setting, curriculum teaching, practice system, teaching evaluation and other aspects, build a regional high-quality vocational education brand with regional characteristics, avoid homogeneity, and improve the ability of vocational education to serve social development.

4. System linkage: Path Selection of Vocational Education Development in Garze under the Background of Rural Revitalization

In the "post-poverty alleviation era", vocational education in ethnic minority areas needs to target rural revitalization, adapt to the call of The Times, actively explore the path of transformation and development, system linkage, improve the regional vocational education governance system and enhance the modernization level of vocational education governance, and the government, education management departments, vocational schools and society should work together to explore transformation and development strategies.

4.1. Improve Policy Supply and do a Good Job in Top-level Design

Under the background of rural revitalization strategy, the development of vocational education in minority areas requires the government and relevant education departments to optimize and improve the supply of vocational education policies. On the one hand, it is necessary to systematically think about the development orientation and strategic turn of vocational education in ethnic areas from the

macro policy level, clarify the value orientation of vocational education development in ethnic areas, and improve regional vocational education policies. On the other hand, local governments should be given a certain degree of policy flexibility and preferential policies in the development of vocational education. Local governments should explore a policy system suitable for local economic and social development according to local conditions, so that the development of vocational education can form a positive interaction with economy, society, culture and population, so as to promote high-quality local development.

Garze has unique regional characteristics, with large differences among the 18 counties (cities). The development of vocational education in agricultural and pastoral areas is significantly different from that in Kangding, Luding, Danba and other places. The people's government of Garze and the education department need to fully consider the regional characteristics and the imbalance of development between counties, make top-level policy planning for the development of vocational education according to local conditions, and plan the vocational education and general education system to complement each other's advantages, so as to safeguard the sound development of vocational education in all counties and cities of Garze.

4.2. Integrate all Resources and Improve the Supply of Educational Resources

Garze has a large area, a small population density, and a wide distribution of 18 counties (cities). It is difficult to achieve high-quality vocational education supply by relying on county vocational education centers. The people's government and the education management department need to coordinate the vocational education resources of the whole society, such as giving full play to the higher education advantages of Sichuan Minzu College, the only undergraduate college in Ganzi, strengthening the construction of Ganzi Vocational College, integrating the vocational education resources of Ganzi Vocational and technical School and other colleges and universities, and making overall thinking in the construction of teacher team, professional construction, curriculum construction and practice base construction. Systematic planning to build Garze vocational Education Group; Secondly, it is to integrate the vocational education resources around Garze, such as Ya'an City, Liangshan Prefecture, Aba Prefecture, Qamdo Region of Tibet and other places, integrate the vocational education resources in these areas, regional linkage, and expand the supply of high-quality vocational education resources.

The third is to actively construct an integrated vocational education system of "production, university and research" in vocational education in Garze, cooperate with enterprises, schools, industries, universities and other research institutions inside and outside the region and in the matching assistance areas, explore the in-depth cooperation mechanism of various stakeholders in the development of vocational education, and improve the modernization level of vocational education governance in Garze. It will effectively play a role in improving the quality of vocational education and promoting economic and social development in Garze.

4.3. Promote the Informatization of Vocational Education Technology

Under the background of education informatization 2.0 era, the application of Internet in the field of education has made a fundamental change in the education ecology. On the one hand, the development of vocational education in Garze needs to make full use of the advantages of the Internet, build an information technology platform, and construct virtual simulation training rooms in vocational schools to improve the quality of education and teaching. Vigorously develop e-commerce and other specialties to provide guarantee for product sales in agricultural and pastoral areas. The second aspect is that Garze, as a national demonstration area for education informatization construction in ethnic minority areas, has rich practical experience in the development of basic

education and education informatization construction. Its vocational education development needs to make full use of the advantages of informatization, build a vocational education informatization system that ADAPTS to regional development, improve the professional level of vocational educators and enrich vocational education resources with the help of informatization platform, improve the digital literacy of teachers and students in vocational education. Enrich the digital resources of vocational education, build a digital resource platform with regional characteristics, promote the modernization of vocational education, let the masses in the prefecture "everyone can learn, everywhere can learn, always can learn", promote the leapfrog development of vocational education in Garze, and realize the "curve" overtaking.

5. Conclusions

Under the background of rural revitalization strategy, the high-quality development of ethnic minority areas is a matter of great importance to the state, and the development of education in ethnic minority areas plays an important role in local economic and social development. People's governments and educational administrative departments in minority areas need to combine regional characteristics, seize the opportunities of The Times, make systematic plans, and strengthen the modernization of vocational education, especially the modernization of educational governance. Secondly, we should strengthen the digital construction of vocational education and improve the digital literacy of regional people. It is necessary to give full play to the value of vocational education, cultivate local people's aspirations, and stimulate the local population's internal power; Through cooperation with the surrounding areas, integrate high-quality vocational education resources, and contribute to the social and economic development of ethnic areas. In the post-poverty alleviation era, the target transformation and development proposals of vocational education development can provide a reference for the high-quality development of vocational education in ethnic areas.

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