

Research on the Development Path of Undergraduate Vocational Education in Ethnic Areas

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Abstract: To develop undergraduate vocational education in ethnic areas is not only the necessary and practical way to upgrade the quality of vocational education in the new era, but also an important strategic move to meet the social economic structure transformation, optimize the structure of higher education and build modern vocational education system. This paper takes the research on the development path of undergraduate vocational education in ethnic areas in the new era as the research object, based on the theoretical basis of the development of undergraduate vocational education in ethnic areas, draws on representative foreign experience of undergraduate vocational education development, examines the exploration and practice process of undergraduate vocational education in China, and analyzes the difficulties faced by the development of undergraduate vocational education in ethnic areas. On this basis, with the goal of "China's Education Modernization 2035", the realization path of steadily developing undergraduate vocational education in ethnic minority areas is explored, and countermeasures with operability, practicality and foresight are formulated.

1. Introduction

The Party and the state have always attached great importance to the development of vocational education in ethnic minority areas. Under the new era picture of the country building a well-off society in an all-round way, striving to improve the modernization level of education in ethnic areas, and deeply promoting the strategy of rural revitalization, how to revitalize and develop vocational education in ethnic areas and respond to the needs of people in ethnic areas for diversified, personalized and high-quality vocational education is an important topic in theory and practice. In the face of the problems of The Times, this paper has basically formed three clear research ideas. First of all, under the background of the national strategic task of building a well-off society in an all-round way in the new era, the strategy of "poverty alleviation" and the construction of the "Belt and Road", the development of college students will diagnose the pulse, top-level design and

suggestions for the development of vocational education in ethnic areas, so as to provide basis and direction for a comprehensive understanding of the status quo, problems and trends of vocational education in ethnic areas. The second is to explore the effective play of multiple functions of vocational education in ethnic areas to serve the economic and social development of ethnic areas at the middle level, such as building a sound vocational education system in ethnic areas, giving play to the cultural inheritance and innovation function of ethnic vocational education, and promoting the "integration of industry, city and education" in ethnic areas. Thirdly, at the micro level, taking vocational colleges in ethnic areas as the research object, this paper explores how to train local talents in a targeted manner, how to build a talent training model combining work with study and school-enterprise cooperation, and how to build a specialized and integrated professional and curriculum system, so as to improve the quality and level of vocational colleges in ethnic areas [1-2]. The figure is shown in Table 1.

Table 1: Historical evolution of ideological and political development of curriculum

Research Perspective	Core Concepts	Concrete Contents
Macro level	In the new era, the country has the strategic task of building a well-off society in an all-round way, the strategy of "poverty alleviation", and the construction of the "Belt and Road"	In the context of national strategy, it provides diagnosis, top-level design and suggestions for the development of vocational education in ethnic areas, and provides the basis and direction for the overall understanding of the status quo, problems and trends of the development of vocational education in ethnic areas.
Meso level	To explore the effective play of multiple functions of vocational education serving economic and social development in ethnic minority areas	We will build a sound vocational education system in ethnic minority areas, give full play to the cultural inheritance and innovation function of ethnic vocational education, and promote the "integration of industry, city and education" in ethnic minority areas.
Micro level	Vocational colleges in minority areas are taken as the object of study	To explore how to train local talents, how to build a talent training model combining work with study and cooperation between schools and enterprises, and how to build a characteristic and integrated professional and curriculum system, so as to improve the quality and level of vocational colleges in ethnic areas.

2. The Theoretical Improvement of the Characteristic Development of Vocational Education in Ethnic Areas

Although some aspects of the "characteristic theory" of vocational education in ethnic areas still have self-consistent difficulties, its theoretical exploration undoubtedly provides positive inspiration for the formation and improvement of the theory of characteristic development of vocational education in ethnic areas [3-4]. See Figure 1 for details.

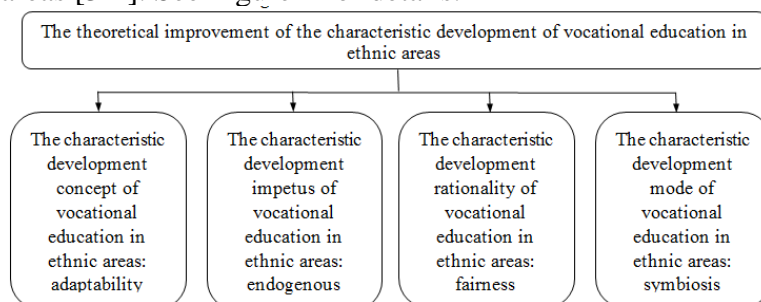


Figure 1: Theoretical basis of undergraduate vocational education in ethnic areas

2.1. The Characteristic Development Concept of Vocational Education in Ethnic Areas: Adaptability

The basic principle of educational development is that the development of education should be compatible with economic and social development. Therefore, the special quality and excellence contained in the concept of characteristic development of vocational education in ethnic areas should have the following meanings in practice: In terms of talent training goals, college students should focus on the characteristics and requirements of ethnic areas, cultivate front-line technical talents needed for local economic and social development, and realize the combination of talent training norms and industrial needs. In terms of educational content, the development of college students closely focuses on regional and ethnic characteristics, majors, courses and textbooks highlight ethnic advantages and regional characteristics, realize the docking of professional groups and industrial chains, and the docking of teaching content and professional standards, promote the improvement of vocational education in theory and achieve practical results in practice. In terms of education methods, the development of college students highlights the characteristics of vocational education types, carries out the integration of production and education, school-enterprise cooperation, adopts modern apprenticeship system, order training, orientation training, precision poverty alleviation class, science and technology poverty alleviation class and other ways to cultivate talents, so as to realize the docking of teaching process and work process. In terms of the development of teachers, college students actively introduce folk masters and skilled craftsmen as part-time teachers, select and send outstanding teachers to ethnic areas, etc., integrate ethnic regional characteristics into vocational education, and build a team of teachers who understand ethnic characteristics and are familiar with education laws [5-6].

2.2. The Characteristic Development Impetus of Vocational Education in Ethnic Areas: Endogenous

The characteristic development of vocational education in ethnic areas also depends on the survival of "internal power", the meaning of internal power is as follows: first, respect for national characteristics, fully tap and give play to their own development potential. The second is to follow the law of education and promote the organic combination of national characteristics and vocational education. The third is to pay attention to value transmission and social needs, serving national needs and local economic and social development is the logical generation of vocational education in ethnic areas. Only when the characteristics are combined with the needs can they have vitality, and only when they reflect the mainstream values of the country and meet the needs of the market can they become modern vocational education [7].

2.3. The Characteristic Development Rationality of Vocational Education in Ethnic Areas: Fairness

In order to reduce the sense of relative deprivation existing in ethnic areas and make up for the shortcomings of vocational education, national capacity building needs to give special attention. First, we will improve the distinctive development funding system and promote the transformation and upgrading of vocational education. In concept, the development of college students has changed from the simple external control type of giving money, goods and policies to the endogenous service type based on characteristics and advantages. In the main body, the development of college students has changed from single state subject compensation to multi-subject investment, co-construction, co-governance and sharing. In the method, the development of college students from a one-time wide range of universal compensation to the

engineering system characteristics of the precise compensation transition. In terms of content, the development compensation of college students has changed from emphasizing safety to emphasizing development. The goal is to transform from vertical GSP to mixed differential system. The second is to draw a blueprint to the end, promote the balanced development of vocational education between East and West, and achieve educational equity and social justice. The third is to promote the equality of opportunities for groups with special difficulties, and achieve precise assistance in vocational education around characteristic assistance [8].

2.4. The Characteristic Development Mode of Vocational Education in Ethnic Areas: Symbiosis

Vocational education in ethnic areas is also a symbiotic relationship based on coexistence, and its characteristic development is not characteristic for the sake of characteristic, but a mutually beneficial relationship of deep integration and interdependence, which is stable and effective in structure. First, if vocational education in ethnic areas does not contribute to local development and characteristic inheritance, this symbiotic state is pathological and deformed, and needs to be reformed; Second, if vocational education in ethnic areas and local development are mutually exclusive, or only beneficial to one side, not conducive to the long-term sustainable development of both sides, it also needs to be reformed; Third, only the deep integration of ethnic characteristics and vocational development, and the mutualism of vocational education and local development are the ideal and highest level of symbiosis, and are also the goals pursued by the characteristic development of vocational education in ethnic areas.

3. The Local Improvement of Vocational Education in Minority Areas

Taking into account the actual situation of ethnic areas, forming an education model with characteristics of ethnic areas, and training talents who can serve the social development of ethnic areas are the essence of the local development of vocational education in ethnic areas. From the above analysis, it can be seen that vocational education in most ethnic areas has shortcomings in the above aspects, so it is necessary to strengthen the local improvement of vocational education in ethnic areas. In fact, it is to carry out targeted construction on the above problems [9-10]. See Figure 2 for details.

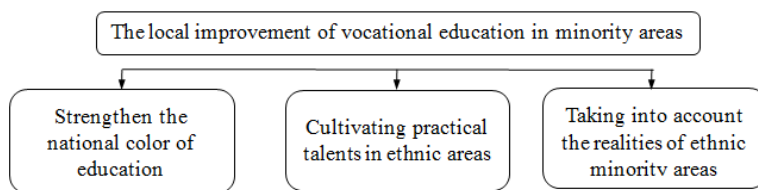


Figure 2: Practice path of undergraduate vocational education in minority areas

3.1. Cultivating Practical Talents in Ethnic Areas

The key to professional adjustment of vocational education in ethnic areas is the recognition of local people. First, the professional setting of vocational education is truly in line with the economic development needs of ethnic minority areas, and personnel who have undergone corresponding vocational education can find suitable jobs in the local area and obtain salaries comparable to the local income level. Second, people's perception of employment prospects. With the economic development of ethnic areas, more and more ethnic members will return to the local employment, instead of just moving to other cities. When ethnic members take the local area as the final

destination for future development, they will inevitably seek for professional skills that are more suitable for local learning. Whether the professional change of vocational education is suitable for the local economic needs, or the ideological and cognitive change of ethnic members, it needs a process to transition. During this period, what can be done is to make this process shorter through various measures.

3.2. Strengthen the National Color of Education

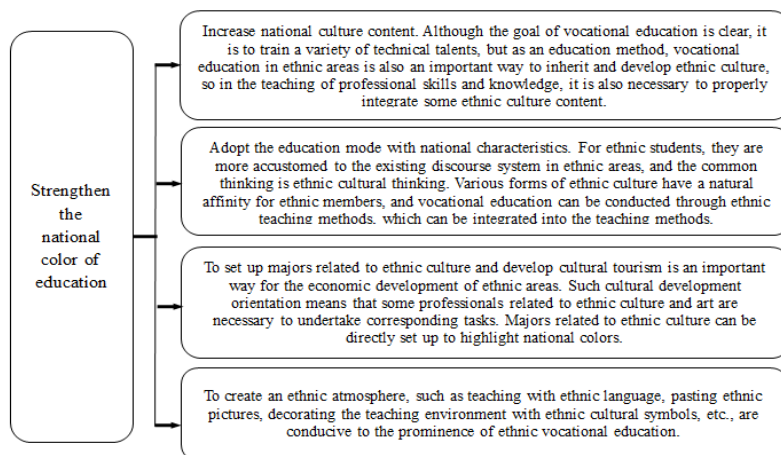


Figure 3: Strengthen the national color of education

Vocational education in ethnic areas is an education system generated under the background of ethnic culture. No matter how far the origin and ethnic culture of vocational education are, the integration of the two means that the development of vocational education in ethnic areas needs a certain ethnic color in any case, so that such vocational education can highlight the local characteristics. The strengthening of ethnic color of vocational education in ethnic areas can be promoted from four aspects. First, increase the national culture content. Although the goal of vocational education is clear, it is to train a variety of technical talents, but as an education method, vocational education in ethnic areas is also an important way to inherit and develop ethnic culture, so in the teaching of professional skills and knowledge, it is also necessary to properly integrate some ethnic culture content. Second, adopt the education mode with national characteristics. For ethnic students, they are more accustomed to the existing discourse system in ethnic areas, and the commonly used thinking is ethnic cultural thinking. All forms of ethnic culture have a natural affinity for ethnic members. However, vocational education is different from the cultural knowledge that ethnic people are accustomed to and has a sense of distance, so vocational education can be conducted through teaching methods with ethnic characteristics. Such as folk music, drama, costumes, etc., can be integrated into the teaching method. In recent years, the development of ethnic cultural resources and the development of cultural tourism is an important way for the economic development of ethnic areas. This cultural development orientation means that some professionals related to ethnic culture and arts are necessary to undertake corresponding tasks, such as ethnic song and dance performances. Therefore, vocational education in ethnic areas can highlight national colors by directly setting up majors related to ethnic culture. Fourthly, creating an ethnic atmosphere, such as teaching in ethnic languages, pasting ethnic pictures, and decorating the teaching environment with ethnic cultural symbols, is conducive to highlighting the ethnic color of ethnic vocational education [11]. See Figure 3 for details.

3.3. Taking into Account the Realities of Ethnic Minority Areas

Vocational education is an integral part of ethnic society. The development of vocational education is closely related to other aspects of ethnic society. 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. The actual situation of ethnic areas is rich in connotation, specifically here it mainly refers to the economic situation of ethnic areas and the situation of ethnic students. In terms of the economic situation of ethnic minority areas, vocational education is the starting point of economic development, and the economic development of ethnic minority areas must rely on the development of vocational education. The economic development of ethnic minority areas is relatively poor, and poverty is a prominent problem in local social development. Therefore, vocational education in ethnic minority areas bears the responsibility of poverty alleviation to a certain extent, and this responsibility should be earnestly fulfilled. Vocational education in ethnic areas must take poverty alleviation as its value orientation. In terms of the actual situation of ethnic students, the economic foundation of most ethnic minority families is weak, and participating in vocational education is a certain economic pressure for some ethnic students. Only by providing corresponding economic support can they complete their studies with peace of mind. Especially for some students from poor families, the problem of poverty due to education is more prominent. Although the state has issued a series of subsidy policies in recent years to encourage the development of vocational education, it cannot be ignored that in the implementation process of these policies, problems such as single funding subject and insufficient funding intensity also exist objectively. These problems make it difficult for some students in vocational education in minority areas to rely on financial assistance to complete their studies, which restricts the development of vocational education to a certain extent. Therefore, it is necessary to strengthen the construction of the funding system for ethnic students in vocational education and increase the support for poor students, so as to enable ethnic students to continue to complete their studies. At the same time, this is also the concrete implementation of the above thought of precision poverty alleviation in ethnic areas through vocational education.

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