

Optimization of vocational education and regional economic restructuring --Huanggang City, Hubei Province, as an example

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Abstract By explaining the organizational composition and policy provisions of vocational education integration in Huanggang City, the form and practical process of vocational education integration in Huanggang City are described in the form of a textual compendium in the context of the optimization of the economic structure of Huanggang City, thus analyzing the significance of vocational education integration for the improvement of the comprehensive education level of the region, the progress of the regional education ecology and the continuation of education for school-age students in the area. It concludes by making feasible suggestions and measures on the current education situation in Huanggang City, especially on the optimal integration of vocational education, to promote the economic restructuring and accelerated transformation of Huanggang City while making it a branded and unique project.

1 INTRODUCTION

We can infer that "education" has long been regarded highly by humans. The Party Central Committee and the State Council have placed a high value on vocational education since the 18th Party Congress. General Secretary Xi Jinping emphasized the critical role that vocational education plays in the development of diverse talents, the transfer of technical skills, and the promotion of employment and entrepreneurship. It is also an integral component of the national education system and human resources development. Each nation has its own unique vocational education development approach. In the United States, general education, vocational education, and adult education are all integrated, and there are very high standards for teacher qualifications. Vocational education is pragmatic and places an emphasis on operational skills; competition is introduced into the educational process; and the cultivation of professional ethics is stressed. In the UK, the government places a high value on vocational education, has a reliable system in place for organizing education and managing it, has implemented a national vocational qualification system, emphasizes students' skill development, places a premium on the sharing of resources for vocational education, provides flexible forms of education, and places a high value on lifelong learning. There are numerous vocational education schools and many types of vocational education in Japan; vocational education has a sizable scope and places a premium on career counselling and the development of professional ethics with regard to pertinent laws and regulations.^[1]

Huanggang City has higher educational resources and integrated vocational education schools earlier than other cities. The economy still has to be restructured and

vocational education can be improved. This study analyzes the potential for ongoing vocational education optimization and the path for financial restructuring in Huanggang City based on the current situation of vocational education and economic structure in that city. It also suggests some solutions.

2 VOCATIONAL EDUCATION OPTIMIZATION

2.1 Vocational education

2.1.1 The meaning of vocational education

The ability to acquire the vocational information, skills, and work ethics necessary for a particular occupation or useful labor is made possible through vocational education. Technical schools, vocational high schools (also known as vocational secondary schools), and other vocational education institutions are included in this category. Primary, secondary, and higher level vocational schools all offer academic vocational education. The goal of vocational education is to prepare professionals and workers for practical employment at a given level of education, professional knowledge, and abilities. In contrast to general and adult education, vocational education places a greater emphasis on the development of practical skills and the capacity for work in the real world.^[2]

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2.1.2 Characteristics of vocational education and the significance of optimization.

The school lacks financial resources, is not of high enough quality to stand out, and does not make the most of its resources in terms of students, teachers, facilities, and instruction. Additionally, the management is not standardized, which impedes the growth of teaching. The blending of related and uniform disciplines and the interaction of specialties are both made possible by optimizing vocational education. At the same time, it can successfully prevent the development of "family" private schools, stop authority from encroaching on academia, and improve the environment for academic research. Secondly, the effectiveness of vocational education can be increased by incorporating the market into the educational process, preventing the government from having complete control over vocational education institutions, and enabling students to gain early exposure to entrepreneurship in society, develop social skills as early as possible, strengthen the influence of "craftsmanship," and prepare for their chosen careers. Last but not least, it can help with the restructuring of the local economy. It would not only improve the educational environment but also the social environment, opening doors for introducing and exporting talent and giving talent priority.

2.2 Vocational education in China

2.2.1 The meaning and characteristics of vocational education in China

Connotation construction is the method used in China to improve vocational education. The regional industrial structure is fundamental, illuminating, and vital to the development of vocational education's connotations.^[3]

2.2.2 The significance of vocational education optimization

To enhance the structure of the national vocational education system at the institutional level. The quality standards for graduating students will be tightly regulated by "controlling the two extremes of the spectrum, regulating the middle, merging books and certificates, and providing diverse education." Enhance the standards for education and instruction at the level of national norms. Consolidate and improve the way the State Council's administrative agencies for education collaborate with business to produce national teaching standards, and how vocational schools prepare their talent-training programs based on the criteria; start the 1+X certificate system's pilot project.

All certificates of vocational skill level will be equally valid, and holders will receive the same benefits. The primary, intermediate, and advanced levels of the vocational skills level certificates used in institutions are credentials of vocational skills status that reflect the comprehensive abilities needed for vocational activities and individual career development; excellent vocational training is provided. The needs of combining education

and training, long and short courses, internal and external training, as well as the recognition, accumulation, and conversion of learning outcomes, provide vocational training to students and all members of society. Develop a national "credit bank" for vocational education more quickly.

At the level of school-business integration, push for the inclusion of engineering, encourage the thorough strengthening of in-depth collaboration between the two, establish a number of high-level practical training facilities, and take numerous steps to create a teaching team made up of "du-al-teachers." Establish and enhance procedures for vocational colleges to independently designate part-time instructors, and foster the two-way exchange of engineers, technicians, highly skilled workers, and instructors from vocational colleges.

In terms of the educational system: Encourage businesses and societal forces to plan excellent vocational education. Improve organizations for vocational education and training assessment; build an open, transparent, and consistent way of access and approval for private vocational education; investigate a negative list system for private vocational education and establish a sound exit mechanism; Industry groups should actively work with the government to assist training and assessment organizations with a good service environment. They shouldn't impose fees or make any sort of interference with how businesses manage schools. At the talent protection level, strengthen the funding system and treat technical and talented workers better. Additionally, broaden the scope of grants for vocational colleges and universities, enhance the mechanism for dynamic adjustment of subsidy standards, implement policies that favor students from low-income families, such as those who have established a track record, and enhance the scholarship program for vocational education. Establish and enhance the management, assessment, and quality evaluation systems for vocational education at the level of school supervision. Encourage the creation of a national advisory and steering body for vocational education.^[4]

3 REGIONAL ECONOMIC RESTRUCTURING

3.1 Economic structure

3.1.1 The content and characteristics of our economic structure

Our economic system has originally demonstrated four new qualities as a result of the development and quick creation of our economy and society. First of all, the growth support has changed. Second, the demand structure is becoming more balanced. The tertiary sector's value contributed is expanding as a share of GDP, and the number of people employed there is increasing as well. Domestic demand for consumption in China now outpaces that for investments.

Due to the support of the development of urban-rural integration and the execution of the land transfer policy,

farmers' property income has grown greatly and the gap between urban and rural regions has narrowed. Thirdly, a new coordinating scenario has been produced by the regional structure. And last, the payments balance is becoming better. While the central and western regions continue to take use of their late-stage advantages by promoting a multitude of regional development plans, the eastern region is increasingly taking the lead in structural adjustment, transformation, and upgrading. In addition, China's export structure and balance of payments condition have seen a positive trend adjustment.

4 INTERRELATIONSHIP BETWEEN THE OPTIMIZATION OF VOCATIONAL EDUCATION AND THE STRUCTURE OF THE REGIONAL ECONOMY

4.1 Mutually reinforcing interactions

A mutually reinforcing link exists between the enhancement of vocational education and the structural adjustment of the local economy. The improvement of the local economic structure should serve as the benchmark for optimizing vocational education. To encourage the modification of the regional economic structure, the vocational education system in the area should be targeted-optimized. Regional financial restructuring should be based on the requirements of each component, and development plans should be adapted to the existing circumstances of each region.

The conditions of natural resources, historical development factors, the development of productivity and science and technology, changes in the structure of social demand, social relations of production and superstructure, etc. are all subjective and objective factors that have an impact on the regional economic system. Additionally, the regional division of labor, the interregional benefit distribution mechanism, the degree of development of the regional production factor market and the national production factor distribution mechanism, as well as national macro-control policies like the industrial policy of the nation, have an impact on it.

To establish a character model that is most suited for local growth, one must maximize the vocational education in the area in accordance with the degree of regional development, education, and other criteria. Economic considerations must also be made at the same time. The planning of regional economic growth should take into account specific talents and expertise acquired via the vocational education and training system so that these talents may apply the gained professional skills to regional economics. In order for the professional skills obtained by the vacationers to be transformed into a driving force for regional financial restructuring and generate economic advantages, the vocational education system should also be integrated into the planning of regional economic growth.^[5]

5 OPTIMIZATION OF VOCATIONAL EDUCATION IN HUANGGANG CITY AND REGIONAL ECONOMIC STRUCTURE

5.1 Optimization of vocational education in Huanggang

5.1.1 Secondary School Group

In 2009, the Huanggang Municipal Government listed five secondary schools as part of its vocational education group, along with the Huanggang Electronic Information School, Water and Electricity School, Traffic School, Engineering School, Industrial and Trade School, and five other secondary schools, as five of the most important social development projects for the city. Huanggang City District, the pertinent functional departments, and each of the five schools charged with strengthening the primary responsibility take the initiative to make sure that the work is carried out quickly and in an organized manner in the face of the five schools left behind in terms of personnel, resources, materials, and other jumbled issues.^[6]

5.1.2 Current problems and measures

The vocational schools in Huanggang have been improved to some level as of late, although they continue to deal with certain historical issues. (i) Staff placement. In-service staff, transferred according to procedures or dismissed according to regulations; non-staff employed staff, employed or terminated labor relations by the law; retired staff, personnel management, treatment security, and social security account management.^[7]

(ii) Social insurance implementation. We are implementing basic pension, medical insurance, and insurance relationship convergence; insurance premium verification; insurance relationship transfer.

(iii) Verification and accrual of unpaid salaries.

(iv) Asset clearance and disposal. Clean-up and removal of movable assets; disposal of public housing and other fixed assets.

(v) Debt verification and settlement. Debt verification; debt settlement; sources of funds for debt settlement; handling of debt disputes.^[8]

The fundamental rule for handling legacy problems is legal compliance. According to the relevant special meeting minutes or instructions from the municipal party committee and municipal government, as well as the departmental main responsibility principle, the disposition of the five schools' legacies must strictly adhere to the pertinent national policies and regulations. The "who is in charge of who is responsible," "who fulfills his tasks, who is accountable for" principle, five schools in charge of the department responsible for leading, directing the school-specific structure and implementation, must be followed in the resolution of five school legacy concerns.

In order to ensure social peace and stability, the relevant municipal agencies are responsible for their obligations, coordination, and collaboration, and collectively encourage implementation. This is known as

the priority grading principle. Five school debts must be paid off in order to comply with the priority grading issue. Before payback is implemented, all relevant school debt and legacy concerns must be thoroughly cleaned up, audited, identified, and verified as legitimate for public exhibition.

6 CONCLUSIONS

(1) Cultivating students' self-consciousness. Integrated vocational education schools can appropriately increase education on career planning for school students to help them establish the correct values so that they can consciously develop a sense of learning, engage in spontaneous learning activities, and become proficient in professional skills. With the needs of society as the guide, they can enhance their competitiveness.^[9]

(2) Continue to optimize resources. Although the vocational education schools in Huanggang have been significantly optimized, there is still room for continued optimization and integration. A higher degree of optimization and integration will save educational resources and maximize the benefits of already utilized resources. A highly optimized vocational school will gradually lose the boundaries between specialisms and have a greater sense of integration. It will allow skilled technical personnel to learn a broader range of specialist areas of knowledge. As the economy develops and jobs become more and more saturated, the requirements of employers for skilled technical personnel will only become higher and more stringent. Vocational school students must acquire more advanced and practical knowledge to cope with the market's choices and enhance competitiveness.

(3) Resolving legacy issues. The integrated vocational schools in Huanggang City are also facing some pressing legacy issues, most of which have been buried for a long time, mainly the enjoyment of benefits for retired staff, the release of the final payment for school construction, and the allocation of available land resources. These legacy issues are not easy to deal with and require a certain amount of human, material, and financial resources, as well as consultation with the previous authorities, a clear division of authority and responsibility, and the resolution of significant issues into smaller ones to be dealt with one by one. This may not be a short process, but these problems will be solved.

(4) Actively bring in talented people. After a particular stage, the development of various industries is ultimately the competition of "people." There is still room for improvement in the scale and form of vocational education in Huanggang, and the quality of teaching is not yet high enough, requiring the integrated schools to actively bring in talents from outside the city. The cultivation of students requires good teachers to accompany them, and the steady development of education is inextricably linked to an excellent team of teachers. On the other hand, as the degree of vocational education optimization rises, the demand for high-quality personnel rises, and the original teaching team may not be able to meet all the needs of the moment. Introducing a group of talents will, to a certain

extent, attract external skills who are still on the fence. Of course, this will require the Huanggang government and related units to establish a sound policy for introducing talent to provide better protection for the talent attracted.

(5) Transformation of educational resources. There is a need for one or more groups to translate the resources that have been acquired if a region is to develop across the board or if other sites are to benefit in some way. For example, a student unfamiliar with the social environment after graduation will have a clearer idea of his career choice if his immediate seniors can come back to his alma mater and share with him what life will be like when he enters society. Students who want to be employed straight after graduation will choose to look for job opportunities and develop practical skills. In contrast, those who do not wish to be used straight away and want to become teachers in vocational education schools will choose to continue their studies and one day stand on the podium for real. In other words, the senior who shares their feelings about work becomes the person who gives others options, and the student who listens to what the old has to say becomes another link in the chain. It is easy to see from this example that education is a circular chain, and vocational education as a form of education with a strong vocational orientation allows more educational resources to be transformed into human resources or capital.

(6) Promote the integration of schools and enterprises. Due to the unique nature of vocational education, optimized and integrated vocational education schools can enter into partnerships with companies that need to hire people. In this way, schools can allow students to share knowledge that is more varied than that found in textbooks, improving their educational system, while businesses can mention that they are in contact with potential future employees, increasing the likelihood that their preferred candidates will apply. School students can experience a real-world working environment and gain practical experience while they are in school.^[10]

(7) Strengthen publicity and promotion. Today, some people will look at vocational education with tinted glasses, thinking that students who receive vocational education are inferior to those who receive a regular education ticket. But in fact, such an idea is wrong. In our country, vocational and general education have equal importance, and there is no such thing as a superior or inferior education. To break this prejudice, while the regions are optimizing education, they should also step up their efforts to publicize the advantages of vocational education and give it a "proper name."

As the country's economy develops, the level of civilization and openness increases, and people's lives become more affluent; we have higher expectations for all aspects of our society. The Chinese people have elevated their expectations for the advancement of education and are anticipating more opportunities for thousands of years, guided by the notion that "education is the foundation." Innovation in the field of education is not accessible. While we seek new ways of doing things, we must also remember to improve the inadequacies of existing systems and institutions.

The enhancement of vocational education in Huanggang is a flag that represents the tenacity of the

"first crab" as well as the need for meticulous upkeep and effort. Although Huanggang may just have only one modest policy, it can serve as a great source of inspiration. Although Huanggang's concept for improving vocational education is still insufficient, it will surely become more effective as public awareness increases. A system's improvement is dependent on the power of the government, businesses, and the general people, not just the politicians.

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