

Application of Huang Yanpei's Teaching Concept of Vocational Education in Vocational Colleges in Hotan

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Abstract: As the founder of modern vocational education in China, Mr. Huang Yanpei's vocational education thought has rich connotation, great significance and strong value of the times. Huang Yanpei's teaching concept of vocational education originated from the backward social concept at that time, deeply inspired by the practice of vocational education and pragmatic educational thought, advocated the teaching principle of "using both hands and brains, doing and learning in one", socialized school-running mode, prominent practical teaching methods, and upheld the supreme pursuit of dedication, patriotism and dedication. Based on the reality of vocational colleges in Hotan, this paper expounds the application enlightenment of Huang Yanpei's vocational education teaching concept in vocational colleges in Hotan.

1. Introduction

Huang Yanpei's vocational education thought is based on the reality of modern China, on the basis of in-depth investigation of social reality, combining the educational ideas and experience of western countries with the practice of Chinese vocational education, forming a complete set of systematic and unique ideological system of vocational education. Viewpoints such as "using both hands and brains, combining doing and learning; socializing school running; paying attention to practicality; devoting to work and being happy, patriotic and dedicated" are even more lasting, which have a strong inspiration and reference for the development of vocational education in the new era.

2. The Core Content of Huang Yanpei's Teaching View of Vocational Education

Huang Yanpei has accumulated rich teaching experience in the long-term practice of vocational education, systematically summarized the teaching principles, school-running modes and teaching methods, and established the idea of "dedication, happiness and sacred labor", which is of far-reaching significance to the reform and innovation of vocational education.

2.1. The Teaching Principle of Using Both Hands and Brains and Integrating Doing and Learning

In his educational practice, Mr. Huang Yanpei attaches great importance to the training of practical ability. According to the characteristics and laws of vocational education, he defines the teaching principle of "using both hands and brains, integrating doing and learning", which lays a theoretical foundation for modern vocational education to advocate "integration of production and education, integration of work and study"[1]. In his article "How to do vocational education", he pointed out that we should make hands-on reading, hands-on reading, and combine reading with work. It makes people understand that world civilization is produced by the combination of human hands and brains [2]. The ultimate goal of vocational education is to teach students the skills to make a living, and the mastery of skills can not be separated from both hands, so it is necessary to "use both hands and brains, do and learn in one". If we only pay attention to the study of theoretical knowledge, but can not apply it to practice, we can only talk on paper and swim on land, which is meaningless to students and society [3]. Vocational education should let students go to factories and enterprises for internship experience, do not do well in vocational education behind closed doors, and is not conducive to the cultivation of talents. Enterprises and schools need to cooperate actively. Enterprises provide opportunities and conditions for students' internship. Schools train students according to the production and development needs of enterprises, and both sides work in the same direction, so that students can graduate. Enterprises recruit suitable talents [4].

2.2. Socialized School-Running Mode

Huang Yanpei advocates the socialization of vocational education. He believes that the training of talents should be based on social needs and future development. The students trained should not only have good professional skills, but also have perfect personality and good professional ethics. Through education, they can constantly adapt to the society and enhance their ability to serve the society. Mr. Huang Yanpei pointed out in "putting forward the doctrine of great vocational education and soliciting the opinions of comrades": "Society is the whole. Vocational education cannot be developed only from vocational schools; vocational education cannot be developed only from the education sector; and vocational education cannot develop only from the agricultural, industrial and commercial sectors [5]. Those who run vocational schools must at the same time make efforts to communicate and contact with all educational and vocational circles. Huang Yanpei's thought of great vocational education has a strong guiding significance for renewing the concept of vocational education, promoting the integration of vocational education and general education, industry and education, science and education, promoting diversified school-running, and broadening the social field of Vocational education.

2.3. Highlight Practical Teaching Methods

When Mr. Huang Yanpei founded vocational education, China suffered from internal and external troubles, was trapped in livelihood, various ideological trends rose and fell one after another, and there was a chronic illness of disconnection between learning and application in the educational circles. Many students did not have a skill after graduation, and the content they learned was divorced from productive labor, resulting in a strange phenomenon of "what they learned is not what they used, what they used is not what they learned", which seriously hindered economic development and social progress. In addition to the influence of foreign pragmatism at that time, Mr. Huang Yanpei deeply realized that vocational education must renew educational concepts, change teaching methods and make students learn something useful. Therefore, Mr. Huang Yanpei

advocates that vocational education must not rely solely on thinking, speaking and writing, but must be done in a down-to-earth manner. The goal of vocational education is very simple and clear. It is to give people a kind of knowledge and ability of practical service, which should be applied in the field after they get it [5]. He sets up courses according to local conditions, adheres to the principle of adapting to local needs at that time, has knowledge, practice and habit formation in teaching content, adopts flexible ways in teaching time arrangement, not only pays attention to stimulating students' enthusiasm, but also attaches importance to the role of teachers, reforms and innovates in many ways, and highlights the practicality and sociality of vocational education.

2.4. The Highest Pursuit of Dedication, Patriotism and Dedication

Mr. Huang Yanpei is a patriotic personage with the spirit of dedication. Professional ethics education is a major feature of his vocational education thought. He put forward the establishment of vocational education because of the social reality at that time, determined to change the fate of the country, and his development of vocational education is the way to save the country. He pointed out that vocational education includes agriculture, industry, commerce, family affairs and so on, not only for personal livelihood, but also for social services [2]. He called on the students to "encourage everyone to be a new citizen of a rejuvenated country, with good personality and physique, and everyone has a specialty to serve the society and the country." [2] In the course of the development of his vocational education thought, he put forward the idea of "dedication and happiness". He emphasized that the training of professional ethics should be strengthened in teaching activities. Only by carrying out professional skills education and professional ethics training at the same time, can the purpose of vocational education be achieved, so as to realize the development of personality, the preparation for making a living and the preparation for serving the society. Prepare the nation and the world for increased productivity.

3. Realistic Dilemma of Vocational Education Development in Hotan Area

Hotan Prefecture, located in the southernmost part of Xinjiang Uygur Autonomous Region, is a typical "poor frontier" area. Influenced by many factors, vocational education has not started for a long time and developed slowly [6]. Since the 18th National Congress, thanks to the favorable policies of the state to vigorously develop vocational education, local Party committees and governments have planned vocational education from a global perspective, increased financial support and improved the school-running environment, and Hotan vocational education has entered a new stage of development. However, compared with other areas in Xinjiang and other provinces and cities outside Xinjiang, there are still some practical problems to be solved in Hotan's vocational education.

3.1. The Development Level of Vocational Education Is Relatively Lagging Behind

At present, there is only one higher vocational college established in 2018 in Hotan area, while the other 12 vocational colleges in seven counties and one city are secondary vocational colleges and technical schools, which have a low level of education and restrict the high-quality development of vocational education. From the perspective of educational philosophy, the existing development of vocational education has not broken through the shackles of the traditional education model. The teaching content is mainly based on theory, the teaching place is mainly the classroom, the teaching method depends on teachers' teaching and students' learning, and the course evaluation mostly depends on the final examination. The characteristics of vocational education in teaching methods, teaching organization and teaching content are not distinct, resulting in very

limited teaching effect. For a long time, Hotan Prefecture has been deeply harmed by the "three forces", with a large religious population, few foreign exchanges, conservative ideas, and a considerable number of people's awareness of sending their children to receive education is not strong, coupled with the impact of economic pressure, many students drop out of junior high school and go home, some farm at home, some go out to work [7]. Some students who can enter higher vocational education through college entrance examination also drop out of school because of family environment, peer influence, psychological factors and so on, and their recognition of vocational education is limited. Restricted by local special factors, most of the students entering vocational colleges are people who do not like learning and whose level of national common language is generally weak, which increases the difficulty of education and teaching and affects the development of vocational education.

3.2. There are Many Problems in the Construction of Teaching Staff

Through the survey, it is found that the number of teachers in regional vocational colleges is scarce, and the quality is far behind other vocational colleges both inside and outside Xinjiang. Most of the existing teachers are college students transferred from ordinary middle schools or just graduated, lacking relevant experience in vocational education, and few high-quality double-qualified subject leaders and professional backbone teachers, which are far from the requirements of the development of vocational education in the new era. With the introduction of a series of policies of the Party and the state, the number of students in vocational colleges has increased year by year, but there is an extreme shortage of teachers in schools in the region, especially the shortage of staff is more serious [7]. In order to solve the current problems of education and teaching, some schools also take the initiative to recruit teachers through secondment, temporary employment and school employment. However, the lack of establishment also leads to the problems of teachers' weak sense of belonging and unclear career planning. They often resign and leave in a semester or a school year. The mobility is too large, which is not conducive to the stability of the teaching staff and the long-term training of talents. In addition, due to the influence of backward economic conditions and geographical location, the attraction of Hotan area for outstanding talents is insufficient, and it is difficult to recruit people, so the number of teachers is difficult to improve in a short time.

3.3 Cation Is Low

Since the concept of "integration of industry and education" was first put forward by the state in 2013, vocational colleges around the country are gradually exploring their own mode of integration of industry and education [8]. Vocational colleges in Hotan are also actively deepening school-enterprise cooperation, combining school specialties with some local enterprises to carry out school-enterprise cooperation, but from the current survey, the existing level of school-enterprise cooperation and integration of industry and education in the region is still in its infancy, mainly reflected in students' post practice, opening order classes, establishing training bases and so on. Promoted by the alliance of regional vocational colleges, some activities have been carried out and some agreements have been signed between schools and enterprises, but most enterprises have lost their enthusiasm to participate because of the weak social service ability of vocational colleges, the limited support for technical services and R & D of enterprises, and the low quality of graduates transported. Some order classes also lack system guarantee and policy support, and the effect is not ideal in the implementation process. Most of the existing enterprises in Hotan area are small and medium-sized enterprises, cooperatives, family workshops, etc., which can not provide much resources and teacher support for schools, and the conditions for building off-campus training bases

are inadequate, which also brings difficulties to carry out deep-seated school-enterprise cooperation and deepen the integration of industry and education.

3.4. Dislocation between Personnel Training and Market Demand

The market research of regional vocational colleges is inadequate, the development of specialty docking Hotan industry is not accurate, the demand for talents in the local market is not clearly understood, and the professional courses in many schools are highly homogeneous, which does not reflect the concept of dislocation development [9]. Due to the backward concept of vocational education, the lack of grounding gas in curriculum, the traditional teaching mode, the emphasis on theoretical teaching and examination-oriented education in personnel training, although there are innovative modes such as order classes and industrial colleges, the teaching content is limited to teaching materials, enterprises actually participate in teaching and students go deep into enterprises to carry out practice. What students learn can not fully meet the needs of industrial development of enterprises, resulting in the phenomenon of low recognition of "students' post adaptability" by enterprises [1]. Influenced by family and personal cognition, many students are blind in choosing their major, neither considering their hobbies nor seriously thinking about their future career development, and their enthusiasm for learning is not high. When they graduate, they know little about their major and job needs, and they are high-minded but low-skilled, so that it is difficult to find a suitable job.

4. The Application Enlightenment of Huang Yanpei's Vocational Education Teaching View in Hotan Vocational Colleges

4.1. Renew Educational Ideas and Strengthen Practical Teaching

When organizing vocational education, Huang Yanpei put forward that the purpose of vocational education is to cultivate practical and effective production capacity. If you want to reach this situation, you must use both hands and brains [10]. Vocational colleges in Hotan must adhere to the principle of "using both hands and brains" put forward by Mr. Huang Yanpei, and focus on cultivating students' practical ability. On the one hand, in the talent training program and teaching arrangement, we must fully consider the local reality of Hotan, set up courses according to the market and learning situation, formulate teaching plans, and pay close attention to practical teaching in talent training, so that students can transform their knowledge into skills through continuous hands-on practice, and constantly improve their practical and innovative abilities. On the other hand, we should strengthen school-enterprise cooperation and promote the combination of work and study. Let students hone their skills in the practice of enterprises, and at the same time let the skilled craftsmen and technical experts of enterprises use their skilled technology and rich operational experience to provide skills guidance for students, thus cultivating high-quality talents more suitable for the needs of enterprises and social development. Finally, schools should pay attention to guiding students to participate in all kinds of vocational skills competitions at all levels, stimulate students' interest in learning professional abilities, ignite students' passion for innovation, enhance job adaptability, promote teaching and learning through competitions, and lay a solid foundation for students' practice and employment.

4.2. Take Various Measures to Strengthen the Construction of Teaching Staff

Since the 18th National Congress of the Communist Party of China, General Secretary President Xi has attached great importance to the work of talents and put forward a series of new ideas, new

strategies and new measures. "Deeply implementing the strategy of strengthening the country by talents and strengthening the support of talents for modernization" is also the focus and highlight of the report of the 20th National Congress. The development of vocational education in Hotan ultimately depends on a strong team of teachers. The construction of teaching staff is not only a matter of schools, but also requires the local government to improve its political position, plan as a whole from the perspective of the long-term development of the region and the successors of the cause, broaden the channels of talent introduction, optimize the talent policy, and give priority to providing support for vocational colleges to fill the gap of teachers. Educational authorities should strengthen communication and exchanges with counterpart provinces, cities and universities in Xinjiang, make good use of the directional training or special enrollment plans of provinces and cities in Xinjiang, increase the quota of vocational education normal students in Hotan, implement the relevant policies of the state and autonomous regions on vocational education, and constantly supplement the vocational education teachers [11]. Vocational schools should strengthen social recruitment and campus recruitment, improve the employment system of part-time teachers, employ technical experts and professionals from the production line of enterprises to serve as instructors, and solve the urgent need for serious shortage of teachers. Vocational colleges in Hotan should actively expand the training platform, effectively utilize the resources of Xinjiang, and enhance the professional skills of local backbone teachers by sending them to Xinjiang colleges and universities for on-the-job training, study visits and exchanges. Teachers' enterprise practice should be included in the evaluation and employment of school titles and the selection of the best, so as to promote the motivation of teachers to actively dock with enterprises and practice in enterprises, constantly change teachers' concepts and promote the improvement of teachers' overall quality.

4.3. Deepening School-Enterprise Cooperation and Promoting the Integration Of Industry and Education

The idea of "socialization" put forward by Mr. Huang Yanpei has a far-reaching impact on the development of vocational education. Running vocational education well is not only a matter of schools, but also a single-handed struggle of a department or a unit. It is necessary to deepen school-enterprise cooperation and integration of industry and education under the coordination of various parties [8]. At the government level, it is necessary to establish a coordination mechanism and give full play to enterprises and schools. Enterprises are encouraged to participate in the integration of industry and education, school-enterprise cooperation, improve the quality of technical and skilled personnel training, and play an important role in promoting employment in terms of policies, tax incentives and incentives. Vocational schools should establish the concept of mutual benefit, symbiosis and complementary development with enterprises, formulate personnel training programs, teaching plans, curriculum settings and training standards with enterprises, effectively integrate industry skill standards, enterprise culture and professional accomplishment with school teaching, and set up "order classes". Directional training of highly skilled personnel for cooperative enterprises [12]. At the same time, students of corresponding majors are regularly arranged to practice in enterprises, so as to achieve seamless docking of internship and employment, so that enterprises can reserve high-quality skilled personnel in advance, and provide impetus for both schools and enterprises to further promote the integration of industry and education. Teachers should establish the concept of lifelong learning, constantly learn the latest policies and advanced experience of vocational education, actively participate in practical research, and summarize and refine educational theories that are conducive to the development of local industries and the development of schools in the process of participating in school-enterprise cooperation and integration of industry and education, so that students can master excellent technical skills while

learning theories well. Students should actively make good use of the school-enterprise collaborative education platform, actively participate in social practice activities, innovative entrepreneurship projects, apply book knowledge to practice, use both hands and brains, enhance their ability to solve practical problems, and prepare for entering the workplace.

4.4. Strengthen Employment Orientation and Standardize Professional Settings

Vocational education should make "the unemployed have jobs and the employed enjoy their work"[10]. No matter how the industrial economy develops, how the concept of vocational education changes, and whether students choose to go to school or direct employment, "employment" is always an important and key goal for students to study [13]. The specialty settings of vocational colleges should closely revolve around the changes of market demand, combine with the development plans of the "eight major industrial clusters" and regions in the autonomous region, highlight employment orientation, scientifically adjust specialty settings, highlight school-running characteristics, and vigorously develop characteristic planting, forestry and fruit industry, modern agriculture, mining, new energy, jade identification and processing. We have to do our best to give full play to the leading advantages of vocational education in Tianjin, Anhui, Beijing and other counterpart provinces and cities in Xinjiang, combine introduction with going out, rationally plan personnel training programs, standardize education and teaching, and improve the quality of personnel training [7]. Vocational Schools deeply carry out the activities of "visiting enterprises by secretaries and presidents", carry out research and discussion with employers on "internship and employment, visiting enterprises and expanding posts", fully tap job resources, broaden employment channels, and actively create favorable conditions for graduates to obtain higher quality and more full employment.

4.5. Highlight Professionalism and Advocate Public Morality Education

Huang Yanpei's basic requirements for vocational education and moral education are "dedication, happiness and sacred labor". He advocates pragmatism but not materialism [13]. The daily teaching of vocational colleges should highlight the cultivation of professional skills, and strengthen the infiltration of professional ethics, professional norms, professional concepts and social responsibilities, so as to cultivate high-quality technical and skilled personnel with both virtue and skill. As an important region of the four prefectures in southern Xinjiang, the development of vocational education in Hetian is not limited to promoting the development of productive forces, but its political role of gathering and warming people's hearts is far greater than its economic value. An extremely important part of the education and teaching of vocational colleges in Hotan is to strengthen ideological and political education under the guidance of President Xi's socialist ideology with Chinese characteristics in the new era, to tell the story of national unity, to tell the story of the common struggle of the people of all ethnic groups, and to tell a good story of the happy and beautiful life of the people of all ethnic groups, so as to continuously strengthen the "five identities" of teachers and students of all nationalities, and to cast a strong sense of Chinese nation community.

5. Conclusion

In a word, careful study of Huang Yanpei's vocational education thought and its application in combination with regional reality can make Huang Yanpei's vocational education teaching concept glow more powerful in the new era and provide a clearer mind map for the development of vocational education.

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