

## Development Dilemma and Countermeasures of Modern Vocational Education in Xizang

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### Abstract

Since the new century, Tibet's economy and social development is relatively rapid. In order to further consolidate and develop vocational education in Tibet, the government of the autonomous region and the competent departments of education have begun to vigorously adjust secondary vocational education and actively develop higher vocational education. In this paper, the concept of modern vocational education is roughly sorted out and analyzed by the method of literature induction and summary, and the corresponding development strategies are put forward on the basis of exploring the difficulties of the development of modern vocational education in Tibet.

### Keywords

Xizang Vocational Education; Modern Vocational Education; Development Countermeasures.

### 1. The Concept of Modern Vocational Education

Vocational education is one of the important parts of education, which is closely related to the development of society, the construction of an all-round well-off society and the construction of new countryside. Today, with the development of knowledge economy, the relationship between education and industrial structure is getting closer and closer. Therefore, both developed and developing countries regard the development of vocational education as an important strategic choice for revitalizing economy and enhancing national strength. Modern vocational education is a big vocational education in vocational education, which includes not only secondary vocational education and higher vocational education, but also various social vocational training. The Decision on Accelerating the Development of Modern Vocational Education issued by The State Council (hereinafter referred to as the Decision) makes a comprehensive plan for accelerating the development of modern vocational education. The Decision defines the guiding ideology, basic principles, objectives, tasks, policies and measures for accelerating the development of modern vocational education in the future, and proposes that "by 2020, We should form a modern vocational education system with Chinese characteristics and world standards that meets the needs of development, deeply integrates industry and education, connects middle and higher vocational education, and communicates with general education, reflecting the concept of lifelong education.

Tibet's social and economic development is relatively backward due to geographical location, backward thinking, lack of human capital and other reasons. If we want to get rid of this backward situation, we must speed up the development of modern vocational and technical education in Tibet. In line with the development of modern vocational and technical education "for Tibet's economic construction service, service for agriculture, rural areas and farmers, serve ranchers and farmers out of poverty to get rich" as the goal, modern vocational and technical education in Tibet should be in the layout, infrastructure construction, teaching staff, professional Settings, etc., trying to bridge the gap with developed regions on the mainland, break through the traditional concept of bondage, Adhere to the "modernization of vocational

education, vocational education socialization, industrialization of vocational education, vocational education lifelong" as a concept of education development, strive to cultivate a group of "understand technology, to retain and use the local professional technical backbone, to produce high quality products, formed a unique industrial advantages, in turn, improve the comprehensive strength of Tibet economy.

## **2. The Development Dilemma of Modern Vocational Education in Xizang**

In recent years, with the great support of national and local, vocational education in Tibet have got a better development in various aspects, but the changes of the social and economic development from Tibet itself, can be found that the vocational education and social development of Tibet is jarring, because for a long time of influence, lead to Tibet vocational education relative to other areas there is still a large gap, The specific performance is as follows:

### **2.1. Unclear Understanding and Inaccurate Positioning of Vocational Education**

The importance and role of vocational education in Tibet has not reached its due height, and the importance of vocational education in human resources development has not been widely recognized. First of all, in terms of society as a whole, although there have been great changes in the understanding of vocational education, there are still many farmers and herdsmen in Tibet who are unwilling to send their children to vocational education, or regard vocational education as "secondary education" or "bad child" education. They think that the role of vocational education is small, there is a phenomenon of "triple and three light" : emphasis on general education, light vocational education; Lay stress on academic education and neglect vocational education; Emphasis on the average rate of admission, light occupation employment rate. This phenomenon leads to the backward development of vocational education in Tibet, especially higher vocational education. Secondly, the spark of Tibet entrenched religious ideas to make science trapped by buddhist thought tightly, flew in to an already conservative development more difficult career education stagnated, Tibet's parents and students "reading can be an" with the idea of reading can into the office, let more secondary vocational students don't like to read, even read its intention is to suit higher vocational technical secondary school, l college, The goal is still to enter the civil service, not to engage in skilled innovation. To sum up, people in Tibet have not realized the importance of developing vocational education, and they do not know the development orientation of vocational education.

### **2.2. The Establishment of Vocational Education Majors is Unreasonable**

Due to Tibet's large territory and low population and low level of social development, Tibet's vocational schools and even some institutions of higher learning have great limitations in their professional construction. First of all, from the perspective of the scale of majors, there are such phenomena as single traditional categories of majors, scattered distribution, low technological content and small scale. Second, Tibet vocational schools have a large number of majors but few categories of majors (for example, Tibet Vocational and Technical School currently offers 32 majors but only 8 specialized categories). Finally, vocational schools have not yet established a number of competitive key majors with national characteristics.

### **2.3. Insufficient Teachers for Vocational Education**

According to statistics, the number of middle-level vocational and technical staff in Tibet in 2019 was 17.3 times that of 1965. From 1993 to 2019, the number of teachers with associate senior titles increased by 41.4 times, and the number of middle-level titles increased by 5.0 times. Overall, the number of vocational school staff in Tibet shows a trend of substantial increase, but compared with the development of Tibet, the number of teachers is still small, and the existing teachers can not keep up with the needs of educational development. In terms of

faculty structure, there are fewer teachers with high professional title, high level and high skills in vocational colleges, and the proportion of young teachers and part-time teachers is larger. From the point of view of the educational level of teachers, the overall quality of teachers in Tibet is not high, and their educational level is also low, due to the lack of opportunities for further study and learning. From the perspective of teaching methods; Compared with the rich and varied classroom teaching in the mainland, the teaching methods in Xizang are more rigid and mechanical.

#### **2.4. The Investment Guarantee Mechanism is not Perfect and the Conditions for Running Schools are Weak**

Overall investment in vocational education in Tibet is low, and the overall investment data in 2010 fell behind the average level of the whole country and the western region in 2009. Due to various reasons, there has not been a complete fund pooling mechanism for vocational education, which is difficult to meet the needs of the modernization of vocational education. According to the survey, the professional teaching facilities of some secondary vocational and technical schools in Tibet do not meet the national standards at all, there is a general lack of professional teaching facilities, and the construction of practical training bases is seriously lagging behind, leading to the normal development of practical teaching. This not only directly affects teachers' teaching and students' learning, but also, to some extent, the quality and reputation of vocational education in Tibet. At present, the individual professional facilities of a few schools have been greatly improved and equipped with relatively complete experimental equipment. However, as far as Tibet is concerned, modern teaching facilities and equipment are still extremely lacking. Therefore, improving teaching facilities and improving teaching quality has become the primary problem to be solved in Vocational education in Tibet.

### **3. Development Countermeasure of Modern Vocational Education in Xizang**

#### **3.1. Improve the Understanding of Vocational Education, Establish the Strategic Position of Development**

The important basis for accelerating the development of vocational education in Tibet is to emancipate the mind and change the concept so that the whole society can understand, care for and support vocational education. In March 2009, When Premier Wen Jiabao visited Wuhan, Hubei Province, he pointed out that vocational education is employment education, which is oriented to everyone and society, and should be vigorously developed. With the completion of the task of universal ninth education in Tibet and the practical needs of the rapid economic and social development of the whole region, vigorously developing vocational education has become particularly important. Governments at all levels should improve their understanding of the importance of vocational education, effectively accelerate its development, widely publicize vocational education, so that the broad masses really understand vocational education, support vocational education and choose vocational education. In addition, we should attach great importance to vocational education from the ideological point of view, and establish the concept of "three breaking and three standing", that is, get rid of the prejudice of despising vocational education and establish the concept of the equal importance of general vocational education; Get rid of the idea of despising vocational skills and establish the concept of respecting Labour and skills; Break away from the narrow sense of success, establish the concept of "line to the number one scholar". Accurately recognize the important role of vocational education in the development of Tibet. Based on Tibet's actual conditions, vocational education has been included in the goals for the term of office of Tibetan leaders, and the responsibility system for vocational education has been established in Tibet, gradually

breaking through the problems of unclear understanding and inaccurate orientation of vocational education.

### **3.2. Adjust and Optimize the Structure of Specialties**

The discipline structure is the basic framework of vocational schools, and also the basis of teaching and scientific research activities. It is directly related to the overall function of the school and the long-term development of the school. To adapt to and meet the needs of economic construction and social development is the starting point and foothold of developing vocational education, and the construction of specialties with local characteristics and school advantages is an important support point to run a vocational school well. First of all, Tibet is an ethnic region with very regional characteristics, so we should avoid blindly following the trend and building unrealistic "popular majors" when setting up majors, and build and cultivate a group of ethnic majors with unique characteristics based on the reality of Tibet's economic development. Second, the education department should be based on the economic development of Tibet Tibet special circumstances, follow the market demand, insist on the principle of "market oriented, service market" professional, timely adjust actively adapt to the pace of our economic structure adjustment, in details about Tibet's economic development and industrial structure evolution status, on the basis of fully solicit opinions from the parties, After accepting social evaluation and social examination, adjust and set up new majors. When finally, optimize and adjust the professional structure, should emphasize the scientific nature and seriousness of professional construction, to legal, rule-based, justified and documented according to Tibet's economic structure and the trend of industrial structure adjustment, strengthen the guidance and management of school professional Settings, reasonable layout, adjust specialties, and professional formation characteristics.

### **3.3. We Will Strengthen the Construction of Teaching Staff**

The fundamental guarantee of the quality of education and teaching and the sustainable development of schools is to build a team of high-quality teachers. Teachers are the first element of education, and the level of teachers is the key to ensure the quality of education. Teachers have become the most influential and restricting factors in the development of vocational education in Tibet. In order to strengthen the construction of teachers, we should start from the following aspects. First, local education departments should ensure the requirements of teacher construction in funds and improve the overall quality of teachers in pastoral areas in a planned and purposeful way. Second, a group of teachers with good political quality and passion for vocational education should be regularly selected to study in the hinterland. The Autonomous Region and the Ministry of Education should also employ some excellent vocational teachers from the hinterland to teach in Tibet through various channels. Finally, in order to continuously improve the ability and quality of vocational education teachers and optimize the structure of vocational education teachers, it is necessary to establish high-quality vocational education training centers in the autonomous region as soon as possible, formulate and implement relevant policies and measures for vocational education teachers, and strive to cultivate a group of professional and part-time vocational education teachers.

### **3.4. We Will Increase Investment and Improve the Mechanism for Ensuring Investment**

First of all, we should implement relevant funds for vocational education in Tibet, improve fund management methods, increase public financial input to vocational education in Tibet, and strive to promote the healthy and stable development of vocational education in Tibet. Secondly, we should increase financial input to vocational education at all levels, implement policies on vocational education funding such as "the proportion of urban education additional

arrangements for vocational education should be no less than 20% in general areas, and no less than 30% in areas where nine-year compulsory education is universal", and continuously increase input to vocational education in Tibet. Improve the enthusiasm and consciousness of all employees in Xizang to receive vocational education throughout their lives. Finally, we should actively mobilize the whole social forces, especially the enthusiasm and actual demand of enterprises for vocational education, raise funds for vocational education in various ways through sponsorship and board of directors, improve school running conditions, improve teaching quality, and give full play to the role of school-enterprise cooperation and industry-school combination while enhancing the vitality of school running.

#### 4. Conclusion

To sum up, there is still a large space for the development of Vocational education in Tibet, which also needs the legal support of the government, the reform of vocational education in schools, and the recognition and support of the public. Only the concerted efforts of the three parties can create a better future for vocational education in Tibet.

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