

Dilemma and Strategies of Border Vocational Education in Yunnan Province: A Case Study of Hekou County

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Abstract

Border vocational education, as an important component of vocational education in our country, is an important way to train high quality and skilled talents for border areas, and is of great significance to promote social progress and local economic development. Through in-depth analysis of the conditions for the development of vocational education in border areas, this paper points out that there are some problems in local vocational education, such as lack of teaching facilities, weak teaching soft power, mismatch of professional-industry links, loss of students and insufficient depth of cooperation in vocational education between China and Vietnam. In order to realize the high quality development of vocational education in border areas, it is suggested that local governments should improve the implementation equipment, deepen the integration of production and education, enhance the attraction of vocational education, broaden the way of running schools and strengthen international exchanges.

Keywords

Border Area; Vocational Education; Yunnan.

1. Introduction

Yunnan Estuary, as an important channel connecting China and Southeast Asia, its unique geographical position provides unique conditions for regional cooperation and development. With the normalization of diplomatic relations between China and Vietnam and the implementation of the Belt and Road and Western development strategies, the estuary border trade and tourism have grown rapidly, and the volume of inbound and outbound passengers and goods has increased year by year. Located in the "throat" of the Kunming - Hanoi - Haiphong economic Corridor, the estuary is the only port with a railway among the 16 national first-class ports in Yunnan Province, the largest, busiest and largest cargo throughput border port in Yunnan Province, and the largest land port for Yunnan Province's trade with Vietnam. [1] The region has ushered in many development opportunities but also encountered many challenges, such as the lack of cross-border e-commerce and trade talents. Talent training needs to rely on education to achieve, so the development of local vocational education is particularly important. Construction of high-quality vocational education system with regional characteristics [2] It is also a key driving force to promote regional economic transformation and upgrading and achieve long-term sustainable development, and for border areas, it is also an important aspect to promote cross-border cooperation and cultural exchanges. At the same time, it helps China's vocational education "go out" [3], which plays a vital role in building characteristic border vocational education and improving international influence.

2. Condition of Vocational Education in Yunnan Estuary Border Area

2.1. Development of Vocational Education on Border Area Between China and Vietnam under Policy Support

Border vocational education plays an important role in promoting regional economic growth, promoting social stability and prosperity, and deepening transnational educational exchanges and cooperation. Its far-reaching influence is not only limited to the domestic, but also shows its unique value at the international level. Progress and development in this field cannot be achieved without the support of national policies. Specifically, in October 2021, the General Office of the CPC Central Committee and The General Office of the State Council jointly issued the Opinions on Promoting the High-quality Development of Modern Vocational Education, which clearly pointed out that we should focus on building a vocational education brand with Chinese characteristics, further broaden the platform for Sino-foreign cooperation and exchange, and actively host international vocational education events. Through these efforts, we aim to create a number of brand projects in education, skills and people-to-people exchange, so as to promote the internationalization of China's vocational education. It is particularly worth mentioning that the document also emphasizes the exploration of "Chinese + vocational skills" international development model. In 2022, the General Office of the CPC Central Committee and The General Office of the State Council issued the Opinions on Deepening the Reform of the Construction of the Modern Vocational Education System, proposing to innovate the international exchange and cooperation mechanism, and build an international cooperation platform for vocational education based on regional advantages, development strategies, pillar industries and talent needs. In March 2024, the General Office of the People's Government of Yunnan Province issued the Implementation Plan for Improving the Quality and Effectiveness of Vocational Education in Yunnan Province, which attaches great importance to the development of vocational education in Hekou border port cities. It is clearly pointed out that the border port cities such as Hekou should be supported to give full play to their unique geographical advantages, run vocational education well, and use this advantage to further expand the influence of vocational education in the international community. Local vocational education can take advantage of the support of policies and the geographical advantages of border port cities to strengthen cooperation and exchanges with neighboring countries and regions. According to the special needs of border port cities, optimize the vocational education layout and professional Settings, explore the international development model of vocational education "language + vocational skills", hold international vocational education events, and create vocational education brand projects with local characteristics, such as the "Belt and Road" vocational education cooperation project and international vocational education exchange week, etc. We will encourage vocational education to play a greater role in regional cooperation. It can be seen that a good policy of opening up to the outside world promotes Yunnan border vocational education to build a new highland of opening up and cooperation for ASEAN. [4] Both the country and Yunnan Province have injected new vitality into the development of border vocational education and provided a broader international perspective.

2.2. Transformation of Industrial Structure Supports Vocational Education

The basic function of vocational education is the development of service industry, and there is a close relationship between the transformation of industrial structure and the development of vocational education. The change of industrial structure will affect the educational form and specialty setting of vocational schools. [5] For example, since China's reform and opening up, the secondary industry has rapidly developed into a leading industry. [6] However, in recent years, with the continuous growth of the tertiary industry, vocational education has also begun to focus on training professionals required by the service industry. With the transformation of

industrial structure, especially the rapid development of modern service industry, [7] In 2023, the General Office of the Yunnan Provincial People's Government formulated and issued the Opinions on Supporting the High-quality Leap-Forward Development of Hekou County, which clearly proposed to build Hekou into a "demonstration area to undertake industrial transfer, a regional high-end modern service industry cluster, and an important strategic fulcrum on the international corridor of Kunming - Hekou - Vietnam - Hanoi - Haiphong", and vigorously develop cross-border e-commerce services. Make good use of the "cross-border e-commerce comprehensive pilot area" policy. At the same time, in 2023, the total foreign trade volume of Honghe Prefecture ranks third in Yunnan Province, achieving a total of 27.17 billion yuan of foreign trade import and export. Among them, Hekou County achieved annual import and export trade volume of 16.58 billion yuan, accounting for the first place in the total foreign trade volume of Honghe Prefecture. In addition, the tertiary industry in Hekou County accounts for 60% of the local industrial structure, which can be seen that the tertiary industry has gradually become the local leading industry and plays a pivotal role in the local economic development. Under the time and space background of building Hekou County to "undertake industrial transfer demonstration area and regional high-end modern service industry gathering area" and with the transformation and upgrading of local industrial structure, local vocational education should closely combine the industrial development trend, optimize the professional layout, and add majors closely related to emerging industries to meet the market demand for new talents. At the same time, make full use of the policy advantages of Hekou County as a comprehensive pilot zone for cross-border e-commerce, and adapt to the adjustment of local industrial structure through in-depth cooperation with cross-border e-commerce enterprises, joint construction of training bases, strengthening the teaching of cross-border e-commerce related majors, and carrying out order-type training. So that local vocational education can better serve the development of local economy and society, and provide favorable talent support for industrial transformation and upgrading and high-quality development.

2.3. Trade Infrastructure to Deepen Integration of Vocational Education, Production and Education

The core of the integration of production and education is to carry out "production, study and research" cooperative education, "production, study and research" cooperative education is the combination of theory and practice, classroom learning and work practice organic combination of vocational education means and ways. [8] Hekou County has established a number of trade infrastructures such as Mubei (Xinghe) cross-border e-commerce live broadcast Demonstration Base Industrial Park, opening international Internet broadband, cross-border e-commerce logistics Industrial Park (Phase I), Beishan International Inspection Yard, Honghe Highway Bridge and Joint inspection Building, and Honghe Area of China (Yunnan) Pilot Free Trade Zone. The construction of these practice platforms deeply implements the concept of integration of industry and education, closely combines vocational education with the real industry environment, and provides students with a unique and high-value practice learning place. [9] In the park, students can deeply participate in all aspects of cross-border trade and infrastructure projects, from the strategy formulation of information release to the process management of online transactions. To the optimal design of logistics distribution, the innovative application of financial services, can be fully exercised and verified in practice. This practical experience of integrating production and education not only enables students to systematically grasp the essence of the operation of the industry, but also cultivates their innovative thinking and problem-solving ability, and enhances their professional quality and comprehensive ability. In addition, the advanced technical support and rich practical training facilities in the park provide a platform for students to learn cutting-edge knowledge and skills, so that they can keep up with the pace of industry development and meet the market demand

for high-quality, professional talents. Therefore, the establishment of border trade infrastructure park not only injected new vitality into the development of vocational education, but also provided a complete industrial chain and sufficient human resource demand for the integration of production and education, further deepening the teaching mode of integration of production and education.

2.4. Promotion of Trans-cultural Exchanges on Border between China and Vietnam

Culture is the bond between people, and vocational education exchange is an important way to promote cultural understanding. [10] It has formed a close interactive relationship with cross-border vocational education between China and Vietnam. On the one hand, the excellent traditional Chinese culture not only provides rich teaching resources and inspiration for cross-border vocational education between China and Vietnam, but also provides strong support for cultivating outstanding talents with international vision and cross-cultural communication ability, so that students can deeply understand and inherit this valuable culture in their studies.[11] On the other hand, China-Vietnam cross-border vocational education has opened up a new way for the inheritance and development of Chinese excellent culture, such as Hekou Vocational Education and Vietnam Lao CAI Province high school and vocational education center to carry out campus culture and art festival, football competition, calligraphy competition, characteristic school-based courses and Chinese training for Vietnamese teachers and other projects. Through mutual enrollment, mutual training, mutual teacher exchange and regular teaching exchanges, the exchange and dissemination of excellent Chinese culture on the international stage have been promoted, and the international influence of Chinese culture has been further enhanced. This not only helps to promote the in-depth cooperation between China and Vietnam in the field of education, but also injects new vitality into the innovation and development of Chinese culture. In short, the close combination of Chinese culture and cross-border vocational education between China and Vietnam not only enriches the educational content and improves the quality of education, but also makes a positive contribution to the cultural exchanges and mutual learning between the two countries and the training of international talents. This mode of integrated development has important practical significance and far-reaching influence on promoting cultural diversity and education internationalization.

3. Dilemma of Vocational Education in Yunnan Estuary Border Area

3.1. Limitations of School

3.1.1. Lack of Teaching Facilities and Equipment

From the point of view of teaching hardware, local vocational schools are faced with the problem of poor training base and imperfect hardware facilities. Vocational education emphasizes practicality and skill [12] The lack of practical training equipment and teaching equipment not only makes it difficult for students to conduct skill school efficiently, but also makes it difficult for students to conduct skill school effectively. Teachers also fall into the dilemma of "one cannot make bricks without means". In such an environment, most students can only learn through textbooks, but it is difficult to really master specific vocational skills. This not only affects the learning effect of students, but also limits the further development of vocational education. The root cause of the lack of teaching facilities and equipment is the lack of education funds, which mainly come from government grants and student tuition fees. However, the amount of government funding is often limited, and it is difficult to meet the rapid development of vocational education needs. In addition, the awareness of vocational education in the society is relatively low, and many families do not have a strong willingness to invest in vocational education, so they also face certain difficulties in the collection of student tuition fees.

This makes the local vocational schools in terms of funds, it is difficult to ensure the updating and upgrading of teaching facilities, and it is difficult to introduce more excellent teacher resources.

3.1.2. Lack of Teaching Ability

The traditional education model and teaching content have been unable to meet the social demand for talents [13]. Due to the remote location of the estuary and the relatively backward information flow, it is often difficult for vocational education teachers in this area to obtain the latest and most comprehensive teaching resources. This includes not only traditional teaching materials such as textbooks and bibliographies, but also digital and networked teaching resources, such as online courses, electronic textbooks and learning platforms. Secondly, the lag of teaching methods also restricts the development of local vocational education. The traditional "cramming" teaching method has been unable to meet the needs of modern vocational education. Especially in the border areas such as river mouth, due to the limited resources of vocational education teachers, it is difficult for schools to introduce and practice new teaching methods such as project-based teaching, case teaching and situational teaching. The use of traditional teaching methods leads to low participation and efficiency of students' learning, which makes it difficult to cultivate high-quality skilled talents that meet the needs of society. In addition, the weakness of teaching staff is also a major challenge in teaching software. Excellent teachers are the core strength of vocational education. However, due to the relatively low level of economic development and the limited opportunities for teacher training and further education, many excellent teachers are reluctant to come to teach, and the professional quality and teaching ability of existing teachers are difficult to be effectively improved.

3.2. Mismatch of Professional-industry Links

The development of service economy and society highlights the industrial attribute of vocational education. [14] Its professional layout is an intuitive manifestation of local characteristics. At present, the development of the vocational education in Hekou County shows a significant mismatch with the pattern of the tertiary industry, which is dominated by the business and trade industry. Commerce and trade, especially border trade, plays a pivotal role in the economic development of Hekou County. The proportion of commerce and trade in the county's industrial structure has increased year after year, especially in 2023, the proportion of commerce and trade industry has reached 60%, becoming an important engine to promote local economic development. However, with the gradual standardization of border trade and the digital transformation of port economy, the demand for talents in the business and trade industry is increasingly diversified and specialized. Nowadays, practitioners are not only required to have basic language communication skills, but also need to be proficient in cross-border e-commerce, cross-border logistics, cross-border trade and other fields of expertise. However, at present, the vocational education in Hekou County is mainly dominated by language majors, such as Vietnamese majors (recruiting Chinese students) and Chinese as a foreign language majors (recruiting Vietnamese students), which are difficult to meet the multi-faceted needs of local industrial development. This disconnect between professional layout and local economic characteristics not only limits the contribution of vocational education to the local economy, but also restricts the further development and upgrading of local industries.

3.3. Lack of Students

The development of the school cannot be separated from the students, and the source of students is undoubtedly the core element of the sustainable development of the school and the future road. The number of students directly determines the scale of a school and the allocation of teachers. [15] And the quality of students has a profound impact on the school's professional setting and teaching results. However, in the current macro context of demographic

transformation and declining birth rates, the development of local education is facing unprecedented challenges. For the sake of their children's education and growth, many families tend to send them to schools in areas with better teaching quality, rather than choosing local schools. Hekou is no exception, and a large number of students in Hekou County who participated in the high school entrance examination also chose to leave the local study and go to other areas with better teaching quality. In the field of vocational education, at present, the vocational education of Hekou County only relies on the support of Hekou vocational school and only offers two majors: Vietnamese (recruiting Chinese students) and Chinese as a foreign language (recruiting Vietnamese students). In terms of the choice of professional courses and schools, it is difficult to produce obvious appeal to local students, which leads to many students instead choosing to study in vocational colleges in Mengzi, Kunming or other areas, which undoubtedly intensifies the loss of students in Hekou County's vocational education, making its development face more severe challenges.

3.4. Lack of Depth Cooperation of Vocational Education between China and Vietnam

Only through deepening international cooperation and exchanges can we push forward the internationalization process of vocational education and achieve sustainable development in the field of vocational education. [16] First, the current Sino-Vietnamese vocational education cooperation mainly stays in the traditional mode of cooperation, such as teacher exchange, student exchange, lack of innovation and diversity. Although these cooperation modes can promote the understanding and exchange between the two sides to a certain extent, it is difficult to promote the common development of vocational education at a deeper level. Second, the vocational education systems of China and Vietnam differ in curriculum and teaching content, which makes it difficult to realize true curriculum docking and resource sharing in cooperation. This not only affects the learning effect of students, but also limits the joint improvement of vocational education level of both sides. Third, the current Sino-Vietnamese vocational education cooperation often lacks a long-term and stable cooperation mechanism. Many cooperation projects are short-term and temporary, lacking continuity and depth. This makes it difficult for cooperation projects to form long-term benefits, and it is difficult to have a far-reaching impact on the field of vocational education in the two countries. In addition, vocational education is closely related to enterprises, but in the Sino-Vietnamese vocational education cooperation, the participation of enterprises is relatively low. The lack of substantive participation and support from enterprises makes it difficult to deepen the cooperation into the docking of actual industrial needs and talent training, which affects the actual effect of cooperation.

4. Strategies of Vocational Education Development in Yunnan Estuary Border Area

4.1. Increase Financial Input and Improve Equipment for Implementation

On the one hand, in response to the needs of the construction of local secondary vocational education teaching facilities and equipment, the government can set up a special fund of "Border secondary vocational Education Development Fund" to support the improvement of school teaching facilities, the purchase of teaching equipment, and the construction of practical training bases. Through government appropriations, social donations and other ways to raise funds for the development of secondary vocational education. On the other hand, the government can guide and encourage local enterprises to establish close cooperative relations with secondary vocational schools through policies. The enterprise can provide financial support for the school to improve the hardware and software conditions of the school, while

the school can train talents and provide technical support according to the needs of the enterprise, so as to achieve a win-win cooperation between the school and the enterprise. At the same time, the government can guide all sectors of society to pay attention to the development of secondary vocational education in border areas through media publicity and activities, and encourage enterprises and individuals to donate. The donated funds will be used to improve the teaching conditions of the school, establish scholarships, etc., to provide strong support for the development of the school. Finally, while increasing the financial input, the government should strengthen the supervision and evaluation of the use of educational funds to ensure the rationality and effectiveness of the use of funds. In the allocation of education funds, the particularity and demand of secondary vocational education should be fully considered to ensure that secondary vocational education gets sufficient financial support.

4.2. Deepen Integration of Production and Education, Promote Development of Schools and Enterprises

The development of vocational education is inseparable from local economy and industry. By continuously promoting the integration of industry and education in vocational education and cooperation between schools and enterprises, promoting the effective docking of vocational education specialty setting, curriculum framework, teaching system, practice field with market demand, industrial structure and enterprise concern, and promoting the continuous cooperation between vocational schools and enterprises in innovative production process, technology research and development and application, resource co-construction and sharing, etc. So as to realize the integration of talent cultivation and economic development [17] First, the government, enterprises and schools formed a normal communication mode. Form a modern vocational education development program led by the government, led by enterprises and implemented by schools. Second, the local foreign trade is the breakthrough of the integration of industry and education. The local trade industrial park and free trade zone will be used as a position to build a training platform and teaching base for Hekou vocational education. Third, in terms of professional layout, while retaining the specialty of foreign language, we set up related majors such as cross-border e-commerce, cross-border logistics and cross-border trade according to local conditions, so as to provide talents for local cross-border e-commerce foreign trade. At the same time, professional Settings should be ahead of the layout to respond to rapidly changing technology and skill needs. [18] Reserve space for the development of cross-border tourism and other specialties in the existing business and trade industries in Hekou County. The fourth is to make full use of all kinds of talents, the development of vocational education can also hire all kinds of skilled craftsmen and highly skilled talents in enterprises as a supplement to high-quality teachers in vocational colleges. Transfer the real content of the field of work to the field of study, so as to provide students with quality teaching courses.

4.3. Enhance Attractiveness of Vocational Education and Highlight Brand Advantages

First, local schools need to highlight the employment advantages of vocational education. On the one hand, by showing students and parents the characteristic industries and employment opportunities in border areas, they can understand how vocational education can help students achieve rapid employment and career development. On the other hand, successful cases of vocational education graduates can be actively promoted to show how their skills and abilities acquired through vocational education help them succeed in the workplace. In order to stimulate more students to choose vocational education enthusiasm. Second, the school needs to improve the school management system to ensure the orderly conduct of education and teaching. Through the formulation of clear management regulations and procedures and the provision of high-quality services, to provide students with a more stable and orderly learning

environment, personalized learning guidance and career planning services, to help students solve the problems encountered in study and life. The third is to implement a diversified enrollment strategy. By expanding the enrollment scope, we can not only recruit students from border areas, but also actively attract students from surrounding areas to apply for the university to improve its visibility and influence. Students from poor families can waive tuition fees or provide tuition reduction measures to reduce their financial burden and improve their enthusiasm to choose vocational education.

4.4. Coordinate High-quality Resources and Broaden Path of Establishing Schools

The development of vocational education in border areas should be based on its actual development and speed up the goal of keeping up with the development of modern vocational education. On the one hand, secondary vocational schools in border areas can actively seek to join vocational education groups, and continuously improve their education level and influence through resource sharing and experience exchange within the group. Schools within the Group can learn from each other, learn from advanced teaching methods and management experience, and jointly promote the rapid development of vocational education in border areas. On the other hand, secondary vocational schools in border areas should take the initiative to seek support and trusteeship work with higher vocational colleges. Through the establishment of a good communication mechanism, to realize the sharing of resources, complementary advantages, to provide more opportunities and choices for students. At the same time, with the help of the scientific research ability of higher vocational colleges, the transformation and application of scientific research results are promoted to provide strong support for the development of local economy. Finally, in the process of school trusteeship management, the relationship of power and responsibility should be clarified to ensure the standardization and effectiveness of the management process. We can strengthen the supervision and evaluation of the trusteeship process by establishing sound trusteeship management system and mechanism, so as to ensure the smooth progress of trusteeship work.

4.5. Strengthen International Exchanges to Achieve Mutual Benefit and Win-win Results

To strengthen exchanges and cooperation in vocational education between China and Vietnam, it is necessary to "go out" in addition to "bringing in". On the one hand, border vocational education should not only actively promote the construction of cooperative schools and training bases, but also explore diversified educational output models. For example, a scholarship program could be set up to encourage Vietnamese students to study in China to experience and learn more about China's vocational education system. By organizing professional teacher teams to carry out short-term training and teaching exchange activities in Vietnam, the core values and advanced teaching methods of China's vocational education are directly transmitted. At the same time, China's vocational education standards and technical achievements can be introduced into Vietnam through technology transfer and cooperation projects, which can support the development of local vocational education and meet Vietnam's demand for high-quality skilled personnel. On the other hand, more attention should be paid to all-round cooperation with Vietnam. In addition to introducing high-quality educational resources, they can also jointly carry out scientific research projects to promote innovation and development in the field of vocational education. Through the establishment of an educational exchange mechanism and the regular holding of educational forums, seminars and other activities, the vocational education community of the two countries will strengthen dialogue and communication, and share their successful experience and advanced practices. Finally, we can also introduce Vietnam's outstanding enterprises and industry resources to establish

school-enterprise cooperation with Chinese vocational colleges and universities to jointly train high-quality talents that meet the market demand.

5. Conclusion

With its unique geographical advantages, Yunnan Hekou has always been committed to exploring a new model of cross-border vocational education, and has made unremitting efforts to cultivate talents with global vision and cross-cultural communication ability. Through close cooperation and exchanges with neighboring countries such as Vietnam, Hekou Border vocational education not only broadens students' international horizons, but also promotes in-depth cooperation between China and Vietnam in the field of education. These achievements have not only built a bridge for the cultural exchanges between the two countries, but also injected new vitality into the prosperity and development of the regional economy. Looking forward to the future, Yunnan Hekou Border Vocational Education will continue to uphold the concept of open and inclusive education, deepen international cooperation, optimize the professional setting, strengthen the construction of teachers, and strive to train more high-quality talents with international competitiveness, so as to make greater contributions to the sustainable development of regional economy and the friendly exchanges between China and Vietnam.

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