

A Review on Sustainable Development of Technical and Vocational Education and Training among the Students from China

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Abstract

The purpose of this article is to discuss the practical exploration of ESD in China, attempts to study the sustainable development of vocational and technical education and training students, aiming to provide help for the sustainable development of students in vocational Institutions. This paper covered some of the previous research which related to the Sustainable Development of Technical and Vocational Education and Training. Most qualitative research articles can be divided into main sections: The review is mainly divided into the following sections: Introduction, Research on Sustainable Development of Higher Vocational Education, Research on Sustainable Development of Students of Vocational School, Research on the Theory of Lifelong Education. Recalling the three theoretical development processes, theoretical studies and scholars' studies have pointed out the importance of the sustainable development of vocational education for vocational college students, and sustainable development is the key to vocational education. In light of the situation in China, researchers proposed that vocational education in China be sustainable. Education for sustainable development is transformative education. It will guide students in vocational colleges to learn and live in a sustainable way. However, there is almost no research in this field in Ningxia Vocational School in China. This study looks at the education and training of students' sustainable development. Therefore, the research will provide sustainable development education in the school's development to meet the challenges of sustainable development at NingXia Polytechnic.

Keywords: Sustainable Development, Higher Vocational Students, Technical And Vocational Education And Training (TVET).

Introduction

Technical and Vocational Education and Training (TVET) is education and training which provides knowledge and skills for employment (Galguera, 2018). TVET uses formal, non-formal and informal learning (UNESCO-UNEVOC, 2004). TVET is recognized to be a crucial vehicle for social equity, inclusion and sustainable development (Marope.Chakroun.Holmes, 2015).

Vocational education needs to deliver reflective practitioners who possess an adequate knowledge base that includes relevant domain-specific and general knowledge (Griffiths, 2003). In face with the new round of technical revolution and the trends of worldwide education and the revolution of training, China introduces policies of The National Education Development Plan in 13th Five-Year-Plan to make a blueprint for the overall development of our educational enterprise in the next five years. The general objective for the development of educational reformation during the period of 13th Five-Year-Plan is that the modernization of education is making essential progress, The general strength of education and international influence are significantly enhanced, and our country are accelerated to rank among the human resources powerful nations and nations with talents to lay the solid foundation for the future targets of the modernization of Chinese education in 2030 (The State Council China, 2017).

The quality of vocational school students directly affects the success of socialist construction. Therefore, the cultivation of students' sustainable development ability is integrated into the whole process of personnel training. While paying attention to the economic and social functions of higher vocational education, it pays attention to the needs of individual career development. This is not only an important part of the orientation of talent training in higher vocational colleges, but also a realistic need for higher vocational college students to enhance their core competitiveness in the future workplace. It is also the value pursuit of higher vocational education (Yaoxue, 2002).

On the basis of studying a large number of literature, it has been established that the main value of education lies in the realization of human development (the development of educates and the development of educators). Man is not only the protagonist of development but also the ultimate goal of development. When education itself, especially vocational education, is integrated into the nature of sustainable development, it has a huge guiding role in the knowledge economy. Through the compilation of literature to determine the research ideas and processes, in the modern education transition and education reform period, the study of sustainable development of students of vocational school and the updating of the concept of vocational education will improve the theory of sustainable development education and promote the sustainable development of students of vocational education.

Methods

Despite the fact that there is hardly any disagreement on the role and position of theory in quantitative research (Creswell, 2007), there is no clear agreement made in qualitative research regarding the role and significance of theory. According to certain research purposes or topics, through the investigation of literature to obtain information, so as to comprehensively and correctly understand the problem to be studied. This paper covered some of previous researches which related to Sustainable Development of Technical and Vocational Education and Training.

Result and Discussion**Research on Sustainable Development of Higher Vocational Education**

Education for Sustainable Development (ESD) fosters both formal and non-formal education to achieve "environmental and ethical awareness, values and attitudes and behavior consistent with SD and for effective public participation in decision-making"(United Nations Education Scientific and Cultural Organization headquarters Chinese department, 1996).

Education for sustainable development provides a holistic framework for social and environmental education, human rights, peace and development education, which should focus on equality, social equity and rights. Education for sustainable development is essentially an education of values at the heart of which is respect for others, respect for differences and diversity, respect for the environment and respect for the resources of the planet we live on; education for sustainable development is not only a means of sustainable life, And as part of a sustainable life, it focuses more on improving the quality of life of the educated; education for sustainable development is not a curriculum, but "understanding how disciplines are linked through environmental, economic and social issues, "Explore what this new education requires"; Education for sustainable development is more practical; And education for sustainable development is lifelong education, covering all aspects of society, Educators are needed to work with parents, businesses, communities and governments who are involved in education.

Education for sustainable development is a lifelong learning process aimed at developing informed, participatory citizens with creative problem-solving skills, scientific and social awareness and a commitment to responsible individual and cooperative action. Such action would help to achieve future which is beneficial to the environment of economic prosperity (Wang Min, 2006). The education for sustainable development is divided into a narrow sense and a broad sense.

The Education on Narrow Sense Sustainable Development

The education of narrow sense sustainable development is the process of educating and training the educated with the scientific knowledge and thought of sustainable development so as to make them form the thought of sustainable development and related knowledge and ability. The narrow sense sustainable development education more Refer to the sustainable development education concrete content and the way (Guodong, 2006).

The Education of Sustainable Development in the Broad Sense

It is the education for the purpose of sustainable development. More pointed to the goal and direction of sustainable development education. Gendong (2003) with the direction of sustainable development and promotes education reform and innovation in an all-around way. In the process of promoting the reform and development of education, it is necessary to carry out the education of scientific knowledge, scientific thought and the corresponding ability of sustainable development in order to bring about the necessary changes in people's values, behavior and way of life. The strategic task of repositioning modern education is to further promote the reform and development of education under the guidance of modern educational concepts that embody the requirements of sustainable development. Disseminate the knowledge, know-how, and skills necessary to develop sustainable production and consumption patterns and to improve the management of natural resources, agriculture, energy and industrial production (Yalan, 2001).

Generally speaking, in the relationship between narrow sense and broad sense of sustainable development education, narrow sense sustainable development education is an important foundation and component of broad sense sustainable development education. Broad-sense sustainable development education is the necessary macro background and external condition of narrow sense sustainable development education.

Loos (2002) at "Innovations for the integration of low-skilled workers into lifelong and the innovations" emphasizes that innovation in vocational training is mainly aimed at vocational training adapted to social needs. He believes that "professional training innovation should be integrated with the social education system. With the development of society in close connection with the needs of enterprises and the labor market"

Science and technology has promoted the improvement of human's ability to transform nature, but at the same time, it has also made mankind face more and more serious problems of resources, population and environment. The concept of sustainable development has been gradually transferred into people's vision and become a new concept of development. The function of education is concentrated on cultural continuity, skill inheritance and value remolding, which gradually integrates and permeates the connotation and function of sustainable development. Under the background of implementing the concept of scientific development and vigorously developing vocational education in our country, the concept of vocational education based on the idea of sustainable development begins to attract people's attention gradually (Linwei, 2011).

Research on Sustainable Development of Students of Vocational School

Vocational school students are part of the education and training of talents. The sustainable development of vocational college students is through professional education to enable vocational college students to acquire the ability to continue self-development and realize the value of life. Higher vocational education in our country is undergoing a period of rapid development. The problem of sustainable development of higher vocational students has become a new research hot spot in higher vocational education.

Sustainability refers to whether students leave their own or leave their jobs, whether they have self-development and whether they have the ability to innovate and innovate. The sustainable development of students in vocational schools means that through vocational education, everyone is promoted to achieve the full development of their abilities with a never-slacking, insidious drive. The life connotations are fully realized and the students are able to continue their self-development. Ability to achieve the source of lifelong development, motivation, and long lasting stamina. It lays the foundation for personal growth and development and contributes to the improvement of the national quality. It includes the ability to continue to study relevant courses and degrees, to be able to quickly adapt to changes in occupations, to adapt to positions, and to maintain a sound physical and mental quality for the sustainable development of life, to continuously improve the value of life and quality of life, and to pursue a happy and happy life.

Therefore, vocational education is not only the education to cultivate people's survival skills, but also the education to cultivate people's all-round development. It can be understood from three aspects: First, the comprehensiveness of development, that is, one cannot ignore or underestimate the development of the individual's personality; the second is the freedom of development, that is, the individual can achieve his own development

according to his will and choice; the third is development. In vocational education, the individual's potential and interests are fully brought into full play, and the students' physical and mental, moral (spiritual), talent, and personality are fully and abundantly developed.

The connotation of the sustainable development ability of higher vocational students can be explained from the following four aspects: First, the connotation of higher vocational education must be embodied. The sustainable development ability of higher vocational students is mainly achieved through the school's mode of running schools, personnel training mode, and teaching mode. The second is the connotation of sustainability. Sustainability is the core of sustainable development ability. Students can meet the needs of the job after graduating and work creatively, showing lasting and staying power. The third is comprehensive and coordinated development. That is to say, the students' physical and mental qualities must be fully coordinated and the overall quality is high. Fourth, the connotation of vocational adaptability shows that students must have the ability to adapt to multi-environmental transformation and the ability to transform multiple positions (Houbing & Aiping, 2015).

The sustainable development of vocational school students should include the following three aspects: learning to acquire knowledge on their own, having certain professional skills, and being good at working with people to solve problems. Its connotation refers to the promotion of students' ability to achieve comprehensive development of their abilities and sustainable self-development after graduation. It can quickly change and adapt to the position when the occupation changes, and carry the good physical and mental quality of life sustainable development, continuously improve the value of life and quality of life, and pursue the joy of life and the true meaning of happiness (Chunxia, 2012).

Research on the Theory of Lifelong Education

Since its introduction, lifelong education has become the most important educational idea in the 20th century. There are also many monographs and dissertations related to it. Vocational education which is an important part of lifelong education, is developing very rapidly in our country.

"According to the characteristics of lifelong education, vocational education is an important part of the lifelong education system. It also proposes that implementing the concept of lifelong education must develop and improve vocational education concepts and systems and adopt appropriate mechanisms and measures". It is suggested that under the current era of life-long education, higher vocational education should actively identify the target orientation, and achieve innovation and breakthrough in development strategy, content and means, service targets, and other aspects to adapt to the general trend of vocational education development (Hong, 2018).

Students in vocational schools must have the following personal characteristics that they can use for lifelong learning: the interest, motivation, habits, basic abilities, knowledge, emotion, will, character, and responsibility of sustainable development. methods, etc. It can enable students to have the motivation and endurance of sustainable development. Its core is the ability to cultivate sustainable development (Lanping, 2010).

Only by developing the potential and lifelong learning ability can we achieve self-development and adapt to changes in the socio-economic structure and improve competition and survivability. The process of people's all-round development and sustainable human development is the process of lifelong learning. Life-long learning is an important guarantee for the sustainable development of people. The essence of lifelong learning is to promote people's all-round development. It requires learning to learn, learn to live together, learn to survive and learn to develop.

Conclusion

Recalling the three theoretical development processes, theoretical studies and scholars' studies have pointed out the importance of the sustainable development of vocational education for vocational college students, and sustainable development is the key to vocational education. In light of the situation in China, we propose that vocational education in China be sustainable. Ways and methods of development. These experts and scholars played a certain role in inspiring and guiding the study of the paper from different perspectives and laid down certain conditions for the study of the paper.

Sustainable development and sustainable development education are all global issues. We can see from the practice of various countries that the actions from the idea to the action are similar, and many large-scale international activities also reflect this point. China is no exception. China's current development situation is also in line with the trend of globalization. These can be seen from the Chinese government's sustainable development policies, education policies, etc., which also reflect the globalization of sustainable development. It is also a concrete manifestation of education globalization.

Second, the richness and complexity of the connotation of sustainable development have led to the diversity of the content of sustainable development education. From concept to action, the practice of international organizations and governments provides useful lessons for China's sustainable development education. However, in the process of ESD localization, the full implementation of ESD in schools is the first step.

The background and development of the concept of lifelong education in China were examined. Mainly reviewing the local practice of China's lifelong education policy before the reform and opening up, and after exploring and studying the introduction of the concept of modern lifelong education, the concrete promotion of China's lifelong education at the policy level.

From the above, we need to form a viewpoint on the basis of sorting out and summarizing the above contents: Cultivating the concept of sustainable development of students from higher vocational colleges will be beneficial to their own sustainable development.

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