

A Comparative Study of Vocational Education for Teachers in China and Foreign Countries

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Abstract—Faculty strength is an important factor to assess vocational and technical education status of a country. This paper briefly analyzes the faculty training approaches and qualification requirements of vocational education in different regions of developed countries and summarizes their successful experience in faculty construction, and then we focus on the comparative analysis of Australian and China's vocational education in detail. The research results can give a powerful guidance to China's faculty construction, professional quality cultivation and standardization of teachers' qualification, thus playing an important role in improving faculty certification system and adjust the faculty structures in China as well as increase the belonging sense of the vocational faculty.

Keywords—vocational education; developed countries; the structure of teachers; research

I. THE SUCCESSFUL EXPERIENCE OF TEACHERS TRAINING IN OVERSEAS VOCATIONAL EDUCATION

Since the 1980s, Germany, Britain, the United States, Australia, Japan, South Korea and other countries have put forward research the quality of teachers and development training mode in vocational education, which contributes to the later success in this are success.

A. The Teachers Training of Vocational Education in Germany

In Germany, the vocational education has enjoyed a good reputation; the teachers not only have excellent professional skills, but also must have the strong ability of teaching. The quality assurance of vocational education is premised by the strict laws and regulations. The rules of teachers in vocational education are specified within the laws and regulations, including the orientation of teachers, the job requirements and the system of teachers training.

B. The Teachers Training of Vocational Education in Britain

They fully took the teacher development into consideration and improved teacher training programs in each process, and gradually summarized it into three segments including pre-service training, vocational guidance and improvement and

finally constituted the cultivation model. The model of teacher training for efficacy in vocational education ensured the sustainable development of professional faculty.

II. THE BRIEF CULTIVATION AND TRAINING VOCATIONAL EDUCATION IN DIFFERENT COUNTRIES AND REGIONS [2]

A. Japan

Many professional training universities were established in Japan, for instance: the vocational training program the Tokyo Vocational Training University was set up by the semi-official organizing and promoting cause group in Hangdong Province, the main function of which is to cultivate vocational training teachers and improve their teaching capability as well as conduct scientific research on shooting vocational training.

Obviously, there was no distinction between 4-year general university and vocational college; both of them provide mechanical, mental, electronic, architecture and chemistry, which stressed the practical training with a large proportion of professional curriculum and more time of practice. The course includes the general principles of education and the vocational training, curriculum development, teaching methods, educational psychology and vocational guidance. The school system for six months short course recruit those people who passed the tests of the national level-2 technician and three years of practical experience, then served as the production teachers at the original units.

B. The Europe

In Germany, the vocational education has enjoyed a good reputation. Teachers must have not only excellent professional skills, but also the strong ability of teaching. The quality assurance of vocational education is premised by the strict laws and regulations. The rules of teachers in vocational education are specified within the laws and regulations, including the orientation of teachers, the job requirements and the system of teacher training[3]. A model set of guidelines and procedures that attach great importance to the cultivation of teacher training on vocational education by providing a scientifically sound technical and legal basis for protecting the rights and

interests of teachers, including the national strict examination system. To the teacher who have engaged in the vocational education paying more attention on the experience of practice in the vocational field is attempted to increase the attractiveness of the industry, given higher social status and stable working environment, regulated the equivalent with national civil servant or state employees, enjoyed the same social status and education officials, exempted from labor insurance premium and taught during the lifetime not be fired. Its legal status is determined by the state civil laws[4].

III. COMPARISON AND ANALYSIS OF VOCATIONAL EDUCATION TEACHERS BETWEEN CHINESE AND FOREIGN

A. *Contrast and Analysis of Vocational Education Teachers between Chinese and Germany*

1) *Contrast of Teaching Model*

Vocational education mode of Germany ran the cooperation of enterprises and government as well as schools and enterprises, which both developed the dual organization from of students. This is defined the “dual system education”.

The mode advocates the combination with the learning of the theory and the skills of practice, which is benefiting for accepting the study of the theory and practical skills. It is essentially a kind of sandwich training system called the modern apprenticeship. However, the mode of vocational education with the framework of teaching mode in China are classified as complementary mode of enterprises education and play still important role in the theoretical teaching of the university mode. That is more still followed the knowledge-based traditional teaching methods than developed countries led by Germany to pay attention to the ability oriented teaching method. It is largely extent that students are cultivated of “empty talk” on vocational education in our country rather than the students with the combination of theory and practice, which is limiting our students into the community and restricting them to create the value of labor.

2) *Comparison the Sense of Belonging with Teachers' Subject Oriented*

Vocational teachers enjoy the same treatment as civil servants in Germany, with higher social status and stable working environment. Vocational teachers with higher social identification are attracting an increasing number of young people and vocational professions in the vocational education. At the same time, a series of laws and regulations to protect the rights and interests of vocational teachers are published, so as to protect the vocational of teachers from the essence.

While the status of teachers on vocational education in our country is not high, and the widespread of the concept of General education is more important than vocational education so that there is no fundamental guarantee to protect the rights and interests of vocational teachers. In the meanwhile, it is widely lacking of the professional quality of double-type of teachers for vocational education in our country.

IV. ENLIGHTENMENT OF SUCCESSFUL EXPERIENCE OF DEVELOPED COUNTRIES IN AREAS OF TEACHERS VOCATIONAL EDUCATION TO TRAINING AND DEVELOPMENT IN VOCATIONAL EDUCATION IN CHINA

A. *Attaching Importance to The Quality and Training of Teachers for Vocational Education*[5]

When the general colleges develop the teachers training education on vocational education, they should never make mistakes for thinking highly of degree education prefer than non-diploma education. With the coming times of knowledge and economic, the teachers training of higher level with the properties for lifelong education will be more important position than degree education.

B. *Adjusting The Structure of Teachers on Vocational Education*[6]

Improving the structure of the vocational education in our country is a pressing matter of the moment to enhance the level of vocational education. With the adjustment for the structure of teachers, there are relationships about the two groups that are full-time teachers and part-time teachers. The requirements of professional teachers could reach the level of doctorate in Europe and the United States, which rapidly solve the problem of full-time teachers in China. It is a excellent choice that cooperate with foreign, funding by the government and the schools selected backbone teachers to study abroad for a vocational degree each year. Through the base of the different types of teachers training, the all-round training of double type teachers will be widely spread.

C. *Strengthen the Subject Status of Teachers on Vocational Education*

The whole qualities of the population and social influence have marked effects on the subject consciousness and the sense of belonging practitioners' vocational education. The professional educators in developed countries enjoy more superior social status and generous treatment. It is foundations that produce high level and benefit of education with vocational and technology. Our country should further improve the status of vocational education in social and economic development and change the concept of taking general education more seriously than vocational education and prefer degree education than skills practice at the present stage, in order to comprehensively enhance the subject consciousness and a sense of belonging for the practitioners vocational education.

D. *Vocational education training base for teachers plays a fundamental service.*

In China, vocational education teacher training bases have distinct characteristics; we should continue to expand the role of teacher training base in the "Double Teachers" Team Construction. First, we continue to build a number of different ways to differentiate teacher training base, giving full play to the advantages of the different Vocational Technical Teachers College, colleges and universities, large enterprises, vocational education training sector, to expand vocational education teacher channels. Through different types of teacher training

base, universal basic training "Double" teachers. Second, relying on key national vocational education and teacher training base for higher vocational education teacher training base, enhance the professional colleges' education level and overall quality in the post "double type" teachers. Third, careful study of vocational education teacher training inherent laws of the new era, and actively explore the novice teacher training segment, explore new ways of Chinese vocational education and enterprise development combining explore the establishment of vocational schools for teacher certification system.

E. Improving Vocational Education teacher certification, training and continuing education

Our vocational education system needs to seriously learn from foreign experience, and strive to create a Vocational Education Teacher Certification System in line with its own characteristics and continuing education system. First, establish a "dual role" Personnel Certification System. In this system, new teachers must be pre-service training and professional practice, focusing on vocational training in educational theory, the relevant policies and regulations, teaching methods and means. Professional practice in the business sector must be combined with pre-service training and professional practice strict appraisal is an important basis for issuing vocational qualification certificates. Second, establish a sound system of continuing education. Service teacher should be carried out on a regular basis, focusing on learning new knowledge, new technologies, new processes, new methods, update and improve the professional skills-based training. Vocational schools should select a number of main professional, regularly send teachers into the enterprises to participate in related work to ensure that professional teachers enough time to practice the production line. Third, strengthen the supervision of teacher

training. Teachers will be trained to business practices and the situation recorded in the teacher files, and with the assessment, mentioning the post, directly linked to promotion, and as an important basis for the assessment of teaching.

V. CONCLUSION

Through the study of Japan and Germany and other developed countries for advanced policy instruments and methods of vocational education teachers training, teachers' teaching quality and teaching theory and practical ability and other internal factors and improve teacher training bases, and from external factors and other policies and systems of development of Vocational Education faculty has a very important reference.

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