

## A Comparative Study on the Training of Vocational Education Teachers in China and the United States

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*Abstract: The training of vocational education teachers in China has made great progress in scale, structure and overall level, but compared with the developed countries, China has a long way to go in the training of vocational education teachers. From five aspects, this paper makes a comparative study of the training mode of vocational education teachers in the United States and the mode of training teachers in Vocational Education in China, hoping to make a slight effort for the training mode of vocational education teachers in China.*

*Keywords: vocational education in China and America; teacher training mode; comparative study.*

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### 1. INTRODUCTION

With the development of society and the arrival of the era of industrialization, China has undergone fundamental changes in the structure of the demand for talents, and the country now needs hundreds of millions of skilled talents. The quality of vocational education is closely related to the improvement of professional quality of vocational education teachers. It is the key to the construction and development of vocational colleges, the leading force in teaching, and the guarantee for training high-quality talents. To improve the professional quality of vocational education teachers, to strengthen the construction of teachers, to ensure the quality of teaching and to promote the healthy and efficient development of vocational education education has become the focus of attention. As a developed capitalist country, the United States has accumulated a lot of practical experience in the training mode and professional development of vocational education. In view of the relationship between the development of vocational education and the improvement of vocational education teachers, the United States does not.

We should reflect on and reform the vocational and technical education, analyze the plight of vocational education teachers, and pay attention to the training plan of vocational education teachers. This article will turn the perspective to the more mature development of Vocational Education in the United States, take the training model of vocational education teachers in the United States as the object, and compare it with the mode of vocational education teacher training in China, hoping to provide some reference and Enlightenment to the training of teachers in China.

## **2. A COMPARISON OF THE TRAINING OF VOCATIONAL EDUCATION TEACHERS IN CHINA AND THE UNITED STATES**

The training of teachers in China's vocational education is to study the model of Japan and Germany, imitate the American model and copy the former Soviet model, to explore the essence of the foreign educational model and to form a socialist teacher training mode with Chinese characteristics in combination with the national conditions. As far as vocational education teacher training is concerned, the comparison with American vocational education teacher training can be carried out in the following five aspects:

### **2.1 Comparison of the development of teacher training in Vocational Education between China and America**

Early in the early twentieth Century, in the early twentieth Century, the United States began to pay attention to the training of teachers in vocational education. The most worthy of our reference is the training of teachers from the beginning. The state has issued the corresponding legal guarantee, and the vocational education in China was in the embryonic stage, and it was unable to care for the training of the system teachers. After the continuous expansion of the connotation of College Teachers' specialization in 60 and 70s, the professional development of American teachers has been deeply rooted in the hearts of the people. The development of the theory has greatly promoted the development of vocational education teachers. At that time, the post-war China began to develop, and the need for vocational education was gradually deepened and solved. Most of the ways of deciding teachers are borne by graduates from colleges and universities. By the beginning of the 90s, in order to cope with the new challenges of vocational education, the training of teachers in vocational education began to be rebuilt. By the end of 90, the training concept of professional teachers in the United States had changed greatly. Ability training has become an important goal for the curriculum of teachers' professional courses, and further training with teachers in ordinary education. Apart from the characteristics of the vocational education, we pay more attention to the combination of theoretical knowledge and practical skills, and gradually explore the experience of professional development for vocational education teachers. Since China's reform and opening up, vocational education has been filling itself with the development of economy. For example, in order to meet the needs of vocational schools, there are specialized vocational and Technical Teachers College, but relatively mature us, we still have a lot of learning place [1].

### **2.2 Comparison of skills requirements for teacher training in Vocational Education between China and America**

In the United States, teachers who hire a vocational and technical school pay special attention to teachers' practical work experience and ability. For example, the nurse professional teacher requires more than 2 years of nursing experience, and some places also require the applicant to learn the course of education. The welding professional teacher requires 2 years of experience in welding. In addition, candidates who have never learned any pedagogical courses like 2 years' experience may allow them to finish 6 courses, such as educational psychology and teaching methods, [2], during the period of employment. In addition to the strict requirements for recruitment, in order to keep up with the sustainable development of teachers and the ability and level of teachers to keep up with the pace of development of science and technology, the United States also requires teachers to work in the

front lines of factories and enterprises every year to meet the actual work scene, improve the level of technical level and teaching, or to higher schools. Accept continuing education.

The training of vocational education teachers in China is aimed at most of the graduates who are directly from colleges and universities, and there are many problems with young teachers. Most of the schools take new teachers to enterprises to carry out the program of half a year to one year, in order to improve the understanding of production practice, and give full play to the interior of professional teaching and research. Teachers' Tutoring System with new teachers will promote the rapid growth of new teachers. In addition, the vocational school has adopted a combination of introduction and training for the current situation of less than undergraduate education. In terms of introduction, schools have introduced a series of preferential policies to supplement teachers with master's degree or above. There are three main training aspects: one is to encourage the present on-the-job teachers to study for a master's degree; the two is to select and deliver advanced and excellent activists to carry out short-term studies in relevant domestic colleges and universities, mainly to study professional courses and practice links; and three, the teachers who have selected related specialized courses to carry out short-term studies abroad.

### **2.3 Comparison of vocational qualification certification system for vocational education teacher training between China and America**

The accreditation of American vocational education teachers is not only perfect but also strict, and has strict checks before entry. There are national standards and local standards when training vocational teachers. For example, the national standards set up by the National Association of processing and manufacturing teacher trainers in 1995. The qualification of vocational education teachers in China has no substantial separation from the general education qualification certificate, and has encountered many difficulties in the actual work. Although there is a "double teacher type" teacher, "diploma + technical certificate", [3], but there is a long way to go in the actual operation process. The current teacher qualification certificate does not reflect the professionalism, professionalism and technical nature of the vocational education teachers, and has a great impact on the improvement of the overall quality of vocational education teachers. For example, in China, a teacher's qualification certificate is only required through three courses, namely, the ability of pedagogy, psychology and professional courses, and the assessment of teachers' practical teaching ability is not scientific.

### **2.4 Comparison of training methods of teacher training between Chinese and American Vocational Education**

The training of vocational education teachers in China and the United States is divided into two entirely different types of training: short-term lecture training and long-term practical training. The training of vocational education teachers in China is short term lecture training, and the training time lasts for several days to several months. It is the main way to realize the project oriented training model. Short term lecture training refers to the course arrangement of teacher training in vocational education. Each course is a lecture with a fixed theme, and the training is composed of lectures with different topics. In the past more than 10 years, the establishment of 56 key training bases for national vocational education teacher training and the two important teacher training programs launched by the Ministry of education in 2006 and 2011 have promoted the training of vocational education

teachers in China to an unprecedented importance and began to make the situation of Chinese vocational education teachers untrained for a long time. Change, vocational education teachers can accept different forms of teacher education and training. Short term lecture training has achieved success, but it has also been exposed to various problems. The main manifestation is that the theme of short-term lecture training is based on the single learning task issued by the educational administration. Each training is based on the task subject to determine the content of the study and to make a study plan. Therefore, the learning content is short. Lack of unity and continuity will lead to repeated training in the actual operation process. Although some vocational school teachers participate in training many times, the content of each training is almost the same, sometimes even completely repeating [4].

Vocational education teacher training in the United States is a long-term practical training. Vocational education training is the [2] Cramer for vocational education teachers, Kevin. The Vocational Teacher Pipeline: How Academically Well- Prepared Is. Ion, Office of the Under Secretary division, based on the lifelong development of teachers. The training of vocational education teachers in the United States begins with the employment of students in the school district, so it has become an on-the-job teacher in the school, and the learning and practice of the teachers are integrated into one. The teacher's acceptance training is carried out at the same time with the teaching work undertaken by the school, training the teacher's ability in the practical teaching practice, and the training is not a simple explanation of the theory of vocational education, but it improves the practical ability of the teaching at the same time of learning theory [5]. The training methods and training time of vocational education teachers are different because of the types of vocational education teachers' qualifications. For the students who have not obtained the professional certificate, the vocational education training will last 4~5 years, which is carried out in the long term teaching practice.

## **2.5 Comparison of training contents of teacher training in Vocational Education between China and America**

The training mode of vocational education teachers in China is a project based training model, which is based on the project and is trained on the basis of the projects issued by the educational administration. All the training of vocational education teachers is based on the project of the education department. The training content is also the theory and practice of the vocational education which revolves around the project. The project is independent, so the training content is lack consistency and coherence. At the same time, the project oriented training mode mainly focuses on short-term lecture training, which leads to the lack of flexibility and subjectivity in the training of vocational education teachers. The training content is determined in advance according to the requirements of the education department. The trained teachers can only learn the established content, which ignores the main needs of the trained teachers. However, different vocational education teacher training key construction bases adopt different methods. In view of the training of vocational education teachers in China, the training content is within the framework of education, which is closely related to the theory of pedagogy, vocational education and subject teaching, and is less involved in other related knowledge other than vocational education. Even if it is involved, it is also a supplementary explanation of the vocational education theory. There is no independence, only [6] is required. Erect, only need to know [6].

The training of Vocational Education in the United States is carried out in the practice of teachers' education and teaching, focusing on the characteristics of vocational education itself. The training content has gone out of the framework of vocational education and related to the social, economic and legal aspects related to the development of vocational education. In addition to learning the basic theory and practical knowledge of vocational education and practicing the ability of practical teaching, the trained teachers must learn from the five aspects of poverty, labor law, the establishment of enterprise expert committee, form design, and the use of information resources. These distinctive training contents are not directly related to vocational education, but they highlight the characteristics of vocational education itself. Taking learning and understanding poverty as an example, the purpose of learning this knowledge is to enable new teachers to understand the living conditions, psychological and behavioral characteristics of the poor. A large part of the students choosing vocational education comes from low income families, and the environment makes them very different from the students from the superior families in terms of understanding, language expression and so on. Only by understanding the characteristics of students, vocational education teachers can take the people as the basis, take the students as the base, choose the teaching methods suitable for the students of the vocational schools, help the students to form their own learning strategies, so as to master the technical skills in the vocational education. The selection of teacher education and training contents in American vocational education fully embodies the people-oriented education concept [7]. Therefore, the differences between Chinese and American Vocational Education Teachers' training are mainly manifested in their differences in contents. The training of vocational education teachers in China mainly focuses on the practical knowledge and theoretical knowledge which is closely related to the practical education of teachers, and the related knowledge of other vocational education as a reference. In addition to the basic vocational education theory and practice training, the content of vocational education training in the United States is related to vocational education, but it is not directly related to the practice and theory of vocational education.

### **3. THE ENLIGHTENMENT OF AMERICAN VOCATIONAL EDUCATION TEACHER TRAINING MODE TO CHINA**

#### **3.1 Perfecting the system of teacher qualification certificate and establishing "training + regular assessment + qualification certification" system**

The improvement of teachers' qualification is beneficial to the improvement of teachers' quality. With the change of teachers' education from quantity to quality, the premise of promoting teachers' professional level is to keep the "entrance" of teachers well. Therefore, the implementation of teacher qualification certificate is the inevitable choice. Teacher qualification certificate is a specific condition and identity required by the state to engage in education and teaching staff, and marks the [8] of quality, knowledge and ability to engage in the profession of teachers. The implementation of the teacher qualification certificate system is to "enable the government, the education administrative department and the school to manage the teachers' team according to law, to keep the quality of the teacher's' entrance", to optimize the teachers' team, to improve the quality of education and teaching, to embody the professional characteristics of the teachers, and to make the teachers' appointment on the track of scientific, standardized and legalized. Lay a solid [9]

At the present stage, the qualification certificate of Teacher Education in China is basically completed in one time. As for the graduates of normal schools, they have obtained the qualifications of teachers, and they also put forward the requirements of teaching and teaching ability, universal communication and physical and mental quality when applying for teachers' qualification certificates. This simple training model can not guarantee the quality of teachers, ignore the assessment and qualification certification, and do not have any pressure on the teachers engaged in the teaching work, eat old books from the years of teaching, but the professional knowledge is constantly improving with the development of the society, so that teachers can not cope with the pace of the times development, the teaching process is for them. It is a closed door. In view of the particularity of vocational education teachers, the general requirements of teachers' qualification do not reflect the characteristics of vocational education teachers.

Therefore, China should establish a strict standard system like the United States, such as the national and local standards of the admission system for teachers in the United States. China can make the system of teacher admission according to the different degrees of development in each region, and then adopt "training + regular assessment + qualification certification" for the employed teachers. Strengthen the management of teachers' professional development. Vocational education is based on the needs of knowledge and skills required for a particular professional post or technical post, and it is the application of skilled talents for the training of production, life and service jobs in the first line of social production service. Vocational education teachers undertake the mission of training such talents. Teachers themselves should not only have solid professional knowledge as the basis, but also undergo strict training. Therefore, teachers in vocational schools should not only have their academic credentials, but also obtain professional certificates or technical certificates representing their professional skills.

### **3.2 Establishing a diversified model of teacher training**

In order to make the vocational education teachers keep up with the pace of scientific and technological development, the teachers in the United States are required to go to the factory, the first line of the enterprise, or to the higher schools for the teachers to keep up with the pace of the development of science and technology. Education to improve the level of teaching. China should also follow the environment of socialism with Chinese characteristics, and the selection of teacher training mode is rich in its own characteristics. It should not blindly copy foreign successful experience, but should combine the existing national conditions, adapt to local conditions, and explore the mode of teacher training suitable for the national conditions of China.

In the past, my vocational education teacher trained a single professional education, which is far behind the needs of the development of the times. In view of this, the two yuan mode of "professional education + teacher education" has been launched to improve the academic level of vocational teachers and promote the professional development of teachers. In this way, the two element mode is conducive to promoting the general improvement of teachers' academic structure, but there are also serious drawbacks. Teachers' blind pursuit of diplomas and too much emphasis on theoretical knowledge are not conducive to the improvement of practical skills. Now China is trying "three yuan" to improve the quality of the teachers' education. The three yuan training mode is to train qualified teachers through the joint of universities, vocational schools and enterprises, and cultivate new

vocational education teachers by using the resources advantage of three aspects. The "three yuan" model further perfects the "two yuan" model. The trained teachers not only have experience in the production scene, actually contact the operation process of the front-line, but also have the knowledge of education and psychology, and can also combine the related courses offered by the school with the practice to promote the professionalization of the teachers. Progress has been made to promote the development of vocational education.

### **3.3 Increasing professional beliefs of Vocational Education Teachers**

For a vocational teacher, whether the professional belief is strong or not is related to the development of teachers and the dedication to education. As far as the United States is concerned, new teachers pay great attention to training and improving their willingness and interest from teaching and making them happy to educate their careers so as to promote their professional development. In China, enhancing the professional beliefs of vocational teachers is not a simple job. From the material level, it is necessary to improve the economic income of vocational teachers. From the spiritual level, we must enhance the social status of the vocational teachers, be respected by others, and be recognized by the society. As long as these two points are achieved, teachers will take their jobs seriously and take pride in their profession and love their careers.

### **3.4 Abolishing the requirement of teacher's "lifelong system" and putting forward the sustainable development of teachers.**

The "lifelong system" of teachers, on the one hand, makes the staff members of the job title more inert; on the other hand, the enthusiasm of real talented scholars is suppressed. Vocational schools can adopt the system of post employment, which effectively promotes the enthusiasm of teachers and promotes the construction of vocational education. The gradual abolition of all teachers' qualifications once and for life is of great help to the improvement of my educational quality. It can be adopted, for new teachers who have graduated, the short-term teacher certificate should be issued for a period of 1~3 years. The certificate of professional teachers can be issued by the school examination and the required course credits. The period of validity can be extended to 5~10 years; for those who have outstanding achievements in teaching and research and are determined to teach for a lifetime. Teachers may issue long-term or lifelong qualification certificates, and some teachers who are badly in need of professional qualifications may also issue temporary teacher certificates. The requirement for the sustainable development of vocational education teachers from the perspective of professional roles is that the sustainable development of teachers refers to the coordinated, lasting and strong development of teachers and students who are not only capable of teaching tasks but also in the future. The sustainable development of teachers is not only the needs of society, but also the needs of individuals. For a vocational education teacher, the sustainable development means that the vocational education teachers should accept the continuing education or the short-term training, and summarize, analyze, strengthen and improve their work in the practice of vocational education regularly or in the course of teaching. Teachers should listen to others' opinions, pay attention to students' feedback, and evaluate their teaching work from different angles and perspectives. In addition, enrich professional knowledge, improve operational skills and enhance vocational education teaching theory.

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