The Enlightenment of German Dual System to the Cooperation of Chinese Vocational Education with the School, Government and Enterprise

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ABSTRACT

With the increasing international development, varieties of foreign advanced technology and education modes have been well implemented in our country, including the “dual system” of education — one kind of new vocational education modes in Germany. General speaking, German “dual system” for vocational education connects the school and enterprise closely, the two different education teaching systems and addresses. However, the deeper core meaning is to integrate two different legal systems. This paper made an overall systematic interpretation aiming at the essence, characteristics and influence on Chinese vocational education of German “dual system” of vocational education, in the hope of providing some preferences for the later related research of educational professionals.

KEYWORDS

Germany, Vocational education, Dual system, Enlightenment.

INTRODUCTION

German education is one of the top leaders all over the world, and the quick economic growth of Germany after the war is closely linked with the advanced concept of education system. The results of successfully implementing the relevant education system are the good quality of German citizens, high-end quality of related international products and long-term competitiveness positively with other countries. And among these education models, “dual system” of vocational education is the best of the best. Although this education model has some deficiencies and shortcomings, Germany is giving full play to the strength of dual system and making endeavor to compensate its drawbacks through strengthening the training of related enterprise expertise, to enhance the position and function in education.
ESSENCE OF GERMAN “DUAL SYSTEM” OF VOCATIONAL EDUCATION

The core content of German “dual system” of vocational education is imparting more professional vocational skill training rather than more working positions to more young employees. And it focuses on the training of comprehensive professional abilities of employees. In addition, the basic ability to the relevant industries and necessary social adaptability of employees should be further enhanced. Instead of just aiming at the professional extent of one certain specific work, the training with comprehensive occupational ability of young employees by German “dual system” of vocational education pays attention to the ability to flexibly transform among different industries, which is exactly the feature that the future social talents are supposed to be equipped with. Therefore, students can not only enhance their comprehensive abilities in one specific position but the overall working abilities in all walks of life, after their learning the specific courses of German “dual system” of vocational education. In that way, students can get hang of the enormous fundamental knowledge, and have the ability to proficiently apply these knowledge to the social life, to make them have actual values. It is beneficial to improving students’ ability to adapt society and laying a foundation for the smooth development of students in the later work and life. It is exactly the demand of current society to the professional talents that the characteristics of German “dual system” of vocational education, for instance, the prominent vocational skills, the futuristic target of teaching methods and the emphasis on training the related vocational self-restraint. Thus, the popularization of German “dual system” of vocational education in our country will not only broaden students’ selections on the future vocation, but help them quickly immerse into the changeable market and truly enhance the competitive ability among different industries.

THREE LEVELS OF GERMAN “DUAL SYSTEM” OF VOCATIONAL EDUCATION

Ideological level of German “dual system” of vocational education

Numerous professional German educationists favor that German “dual system” of vocational education should be regarded as one kind of “ideology” rather than a common education system. What’s more, it is an advancing “ideology” that takes the future development direction of students as its goal and attaches great importance to practical operations and skill training. Aiming at this point, Chinese educational professionals express their concurrences, thinking that it not only completely show people the ideological basis equipped with German “dual system” of vocational education, but clearly inform people of its reaching altitude and direction, as well as comprehensively and specifically generalize the ideological indication of German “dual system” of vocational education. The two highlighted characteristics in the ideological level are the key attentions on the practical skills and future vocational plan, namely, strengthening the training with students’ future vocational skills and practical abilities. Different with our traditional exam-oriented education, German “dual system” of vocational education attaches more importance to the future job direction of students and ability training of playing the role in the specific post of work than to the “basic education” and “entrance education”. The special practical application value, comprehensive technological ability, work adaptability and related technological leapfrogging ability can be expressed for the people via lots of methods and means.
under the supervision and instruction of ideological level of German “dual system” of vocational education. These methods and means include the use of specific education approaches, teaching of related courseware, establishment of specific teaching objectives, implementation of training system, rational allocation of teaching time and reasonable plan of practice time. And these characteristics lay the firm foundation for the macroscopic development.

**Mechanical level of German “dual system” of vocational education**

As a specific system, the “dual” of German “dual system” of vocational education refer to the school and enterprise, and this mode is more oriented with the enterprise in the cooperation under the premise of relevant laws and regulations together obeyed by the school and enterprise. German “dual system” of vocational education cannot realize a perfect and sound professional teaching model without the participation of enterprises, due to its prominent economic and enterprise means. In order to pay more attention to the enterprise and further assure the effect of vocational education in the education model, the related departments of national government have regulated and established laws to make the constraint and supervision. Both the two sides strictly perform their own obligations and rights according to the relevant laws and regulations regulated by the government. The enterprise carries out a series of means to treat the vocational education of schools as the specific enterprise behavior with the protection of related laws and regulations. And these methods include setting the related advanced practice courses, allocating the skillful masters to every student for the training, offering enough training funds for the support, designing perfect practice training objectives, providing the safe and standard field for practical operation and appropriate work posts for all the students. These specific implementing means not only manifest the mechanical level of German “dual system” of vocational education, but also guarantee the smooth development of overall education system.

**The systematic level of German “dual system” of vocational education**

German “dual system” of vocational education is not only one kind of system and ideology, but a education course system that flexibly applies the technological ability to the practical work. It takes the enterprise post as the objective to make a series of related training with students so as to make students have more ability to play their role in the future post. These practical methods include the positiveness and innovative development ability when they compete with their rivals, the ability to individually study, analyze and solve the problem founded in the practical work, skillfully operate, use, maintain and repair the relevant production equipments, and automatically learn, teamwork, interpersonal relationship and individual operation. German “dual system” of vocational education has implemented pluralistic operation means and trained varieties of professional talents able to adapt to the social development, in order to realize the teaching goal of training students’ comprehensive abilities. In specific, these operational means are expanding the original course model, strengthening the practicality of course knowledge, re-composing the course content comprehensively, making the cooperation of schools and enterprises in the practical teaching, increasing the proportion of practical course in the specific course content, immersing the more
advanced teaching model, wider course supervision angles and practical and effective assessment with courses.

CHARACTERISTICS OF GERMAN “DUAL SYSTEM” OF VOCATIONAL EDUCATION

German “dual system” of vocational education mainly has the several following characteristics: firstly, tightly connected with the practical condition of enterprise and training more professional skilled talents closely linked with the development of enterprises. With the guidance of German “dual system” of vocational education, students apply the related technology to the practical production site of enterprises. So, technology learning is also relevant with the facilities that enterprises are inputting to the production. In other words, students can create part of values for the enterprise so that training funds can be reduced and further enhance the learning interest of students. Secondly, the current development situation of Chinese enterprises is that part of large-scale enterprises found the staff training class, while part of medium and small enterprises have no their own class. But these medium and small enterprises can make the training of professional staffs with the help of those large-scale enterprises, which not only saves the resource of each enterprise, but also promotes the resource sharing of all the companies to make a common development. Thirdly, the reality of practical sites can make students closer to the real working model and further adapt the demand of future work. Fourthly, the technology mastered by students can keep the pace with the era, faster and better accept and apply new facilities, materials and skills in the practical work.

GERMAN “DUAL SYSTEM” OF VOCATIONAL EDUCATION AND SOME REFERABLE EXPERIENCES AND ENLIGHTENMENTS

The three aspects of German “dual system” of vocational education

Firstly, training with professional skills and comprehensive abilities of students; secondly, the further training of professional skills with on-the-job staffs; thirdly, choosing the more appropriate work posts for staffs through the further training with on-the-job staffs.

The enlightenment of German “dual system” of vocational education

At first, compared with the traditional exam-oriented vocational education, German “dual system” of vocational education further enhances the basic ability to engage in the related fields and necessary social adaptability of employees, which are essential to the successful development of students in the later work. Secondly, the practical operational environment further strengthens the communication of students and enterprises in the German “dual system” of vocational education, which can make students find the job same with their majors, reduce the employment pressure and guarantee the stability and development of society. Thirdly, German “dual system” of vocational education, regarding the specific demand of enterprise post as the training direction, attaches more importance to the mode of theoretical education and acquires more preference from all walks of life. Fourth, these advantages of German “dual system” of vocational education are manifested more prominently in the cooperation
with other enterprises, compensating the drawbacks of many education modes. Fifth, the practical application with German “dual system” of vocational education makes the relationship between the enterprise and school more tight and greatly promotes the new step of educational reform. Many Chinese vocational colleges also have learned and referred the successful educational model, helping the graduates of our country get greater improvement in comprehensive ability. China is following the socialism with Chinese characteristics, and our government is equipped with strong ability of coordination. Making full use of the coordination ability of government and developing the “dual system” of vocational education can make vocational colleges more adaptable to the market, enterprises acquire high-end talents with higher comprehensive abilities and facilitate the social economic development and achieve the win-win of the school, government and enterprise.

CONCLUSION

As a matter of fact, German “dual system” of vocational education is training the professionals who can adapt to the enterprise demand. And all the parts of education are oriented with the demand of enterprises to the talents, mostly with the investment of enterprises and oriented-training, saving the basic input of Chinese education resource. It has significant referable meanings for the future developing direction of Chinese vocational education.

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