

Comparison of the Development of Special Vocational Education in China and Abroad: Historical Evolution, Basic Experience and Development Trend

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ABSTRACT

Vocational education is an important part of the national education system and human resources development, and in the new journey of building a modern socialist country in an all-round way, vocational education shoulders the important responsibility of cultivating diversified talents, inheriting technical skills, and promoting employment and entrepreneurship. Special vocational education is ability-based, cultivates students with disabilities to master the knowledge, skills and qualities needed to engage in a certain occupation or productive labor, solves the problems of employment, self-reliance and self-improvement of students with disabilities, and enables students with disabilities to adapt to society and integrate into society, so as to reduce the burden on families and society. With the advent of the new era, special vocational education carries more missions and responsibilities to promote educational equity, realize educational modernization, promote common prosperity and fuller high-quality and decent employment. Based on this, it is necessary to clarify the historical development of special higher occupations, summarize the basic experience of different development periods, predict the development trend of special vocational education, and better promote the construction of high-quality education system.

Keywords: Special Vocational Education; Standardization; Inclusive Education; Teaching; Integrated Development

As an important part of vocational education, the development of special vocational education in the context of the new era is conducive to better meeting the right of persons with disabilities to receive education and improving the level of education of persons with disabilities; Promote equity in education and promote the basic modernization of education; Help disabled persons improve their employment and entrepreneurship capabilities, promote decent employment for disabled persons, better integrate into society, get rid of poverty and increase income, block the intergenerational transmission of poverty, accelerate the process of moderate prosperity of disabled persons, and achieve common prosperity. Special vocational education, like other fields of education, as a social phenomenon, has its own process of generation, evolution and development. This process is inseparable from the establishment of specific special vocational education policies and regulations, the development of practical activities and the dissemination of ideas. According to different stages of social development, Chinese and foreign special vocational education has successively experienced four periods of germination, formation, development and integration. By comparing the development process of special vocational education in China and abroad, this paper summarizes the basic experience of special vocational education in different development periods, and discusses the future development direction of special vocational education, in order to provide suggestions for comprehensively promoting the construction of high-quality education system.

I. The historical evolution of Chinese and foreign special vocational education practices

The emergence of human beings began in primitive societies, due to low productivity, primitive tribes often fought frequently over territory, food and resources, coupled with their own weak ability to resist natural

disasters, poor living environment, medical and health conditions, and a variety of factors led to the emergence of disabled people. The educational thinking and practice of special vocational education in China also runs through the three social development ideologies of primitive, slave and feudal, influenced by the Confucian ideas of "respect" and "benevolence", China's attitude towards disabled people engaged in specific occupations is more liberal and tolerant, and the prosperity of court musicians in the Western Zhou Dynasty shows the brilliant achievements of China's special vocational education in the pre-Qin period. In contrast, due to the dual constraints of the development of social productive forces and traditional concepts, the West's attitude towards the disabled has changed from depriving them of the right to life to recognizing the necessity of preserving them.

(i) From survival to conservation: embryonic stage

Due to the lack of scientific understanding of life and death, the earliest profession of disabled people in China was sorcerers, and shamans prayed for refuge and blessing of Kangtai by offering and currying favor with the gods or rebuking and driving away evil spirits. The training of shamans is in the form of master-apprenticeship, specially trained, and has certain religious, historical and cultural, witchcraft, medical expertise and skills. In the pre-Qin period, the six arts education of the Western Zhou Dynasty was prevalent, and the development of blind music enabled blind people to earn a living by working as musicians in the court, among which "Gu zong" is the world's earliest special vocational education institution, "Gu" means "no eye", which aims to cultivate high-level blind musicians serving Zhou Tianzi, and plays music at large-scale ritual activities. It can be seen that China's special vocational education germinated earlier, from the pre-Qin period can see the prototype of special vocational education, compared with the primitive society, special vocational education in the educational content from the initial acquisition of production and life experience to a certain occupation for a living direction, disabled people through special education to obtain a certain occupation of professional knowledge and skills, to engage in a certain occupation to make a living.

In contrast, special vocational education in the West germinated in France in the 70s and 80s of the 18th century. In 1770, Frenchman Leipe founded the world's first free public school for the deaf in Paris. Subsequently, in 1784, the Frenchman B. Haiiy (1745-1822) founded the world's first school for the blind in Paris, offering courses such as reading, writing, arithmetic, orienteering, handicrafts, music, physical education, and map recognition. Ayuyi's school for the blind has determined the content of vocational education for the blind with labor as the mainstay, giving full play to the role of vocational education in the lives of the blind, especially in cultivating the ability of disabled children to take care of themselves and adapt to society, so that they can become self-reliant workers. At this time, in the West in the early stage of primitive society and slave society, the right to survival and education of the disabled could not be well guaranteed, and by the end of the slave society, although the disabled had a certain right to life to some extent, they were limited to entertainment or inhumane treatment, and their lives were very miserable, let alone have the same right to education as normal people. It was not until the 12th century, when the first charities for the adoption of blind people were established in Europe at the initiative of the monarchs, that the attitudes of those in power towards the disabled began to change and tried to help the survival of the disabled, who could also earn a living in a certain occupation.

(ii) From twists and turns to norms: the formative period

The First Opium War broke the calm of China's feudal society, reduced China to a semi-colonial and semi-feudal society, foreign invasion led to social turmoil, and from 1851 to 1864, the Taiping Rebellion was unveiled, and China faced the dilemma of internal and external troubles. In contrast, at the end of the 18th century, in the West, with the continuous growth of the number of special education schools, especially the rapid development of industrialized countries, the establishment of special education schools gradually changed from a private act in the embryonic period to a national government act, Western countries successively established the protection of the right to education of the disabled, and special vocational education was reflected in the special education system in the form of vocational skills and training, industrial skills training, manual labor training, industrial skills, agricultural labor education, etc.

From the late Qing Dynasty to the beginning of the 20th century, it was the initial period of special vocational education in modern China. During this period, the special education schools founded by Western missionaries were the main body of modern special vocational education in China. In 1874, founded by missionary William Murray in Beijing, China's earliest school for the blind - "Shu Er Tong Wenguan", developed to 1920, its teaching is divided into primary school and special education two departments, special

education classes specialize in learning labor skills, for male blind students to open textile, rattan, socks, shoe making and other vocational education courses, for female blind students to open weaving, wool, spinning and other vocational education courses, through sensory function to compensate blind students for physical defects, adapt to their physical and mental development characteristics. Influenced by the thinking and practice of special vocational education of Western missionaries, some people of insight in China have successively established special education schools and regarded vocational education courses as one of the important courses of special education. For example, in 1915, Liu Xianji, a blind man who graduated from Hankou Xunbei School, founded the Hunan Guide School in Changsha, which was the earliest special school Chinese he founded, and later added a weaving department to provide technical vocational education for disabled students.^[1]

In contrast, the first truly educational blind school in the history of special vocational education in the UK was the Blind School of Yorkshire, established in 1835, which offered mathematics, reading, writing and some vocational training courses for blind children. In 1838, the London Society for Teaching the Blind to Read was founded to change the past practice of vocational education for the blind only vocational training. In 1847, the blind school established in Birmingham, England, was different from the previous to open industrial skills training for blind children, which was inseparable from the need for talent training in the industrialization of Britain at that time. In the United States at the beginning of the 19th century, vocational education in deaf schools was the focus of the curriculum at that time, with the purpose of teaching students a craft to make a living, such as the Ohio State School for the Deaf in the United States taught disabled students cooking, woodworking and other vocational courses at the elementary school level, sewing and other vocational courses for disabled students at the middle school level, and vocational courses such as breeding, printing, automobile maintenance, editing, engineering design and drawing for disabled students at the high school level.^[2]

Compared with Western industrialized countries, Asia, Africa and Latin America are economically slow and politically independent, and their special education development is 100 years later than that of Western industrialized countries, because most of their countries are in the colonial and semi-colonial period, even the basic right to subsistence can not be guaranteed, the formation and development of special vocational education can not be talked about, even if a small number of special education schools appear, but mostly deaf, blind private schools, special vocational education in Asia, Africa and Latin America has not yet taken shape. For example, in 1854, there was a school with blind students in Brazil; In 1878, the Kyoto "School for the Deaf" was officially opened in the eleventh year of Meiji, Japan, and until the beginning of the 20th century, there were 11 special education schools in Japan, including 1 national and 1 public, and 9 private.^[3]

(iii) From self-reliance to growth: development period

In 1912, the Ministry of Education issued the "Primary School Order", which made a series of reforms to education in the late Qing Dynasty, objectively promoting the development of modern special vocational education in China. During the Republican period, although the number of policies and regulations related to special vocational education increased, they were not yet systematic, and these special vocational education policies and regulations undoubtedly had a certain impact on the practice of special vocational education. Coupled with the fact that the country was still in a state of turmoil and poor livelihood during this period, the development of special vocational education was still faltering. In contrast, after the Second World War, the development of foreign special vocational education was reflected in the special education decree, which guaranteed the development and implementation of vocational and technical education and vocational education and training for special children from a legal point of view, strengthened the management of special vocational education at the national level, and the number of special education schools increased, and special vocational education was distributed in special education classes, special vocational education institutions and special education schools in general education schools (institutions). At the same time, it not only pays attention to the employment-oriented function of special vocational education to help children with disabilities adapt to society and become self-reliant, but also pays attention to the employment-oriented function of special vocational education in helping children with disabilities to continue their studies.

During the Republican period in China, the number of special education schools continued to increase, and Chinese people successively expanded special vocational education courses in China's local special education schools. For example, in 1917, the Wolf Mountain School for the Blind and Dumb, headed by Zhang Jian, opened embossed characters, phonetics, self-cultivation, Chinese language, history, geography and handicrafts, and then in 1921, vocational courses such as horticulture, rattan engineering,

massage, typing and sculpture were added, and technicians were hired as teachers for vocational training, so that disabled students could master basic cultural knowledge while forming a skill to support themselves. In addition, some progressives advocate the establishment of special education joint organizations, such as Zhu Chongtao and other deaf and dumb school administrators in 1928, based on the practice of special vocational education, under the influence of their school philosophy of "professionalizing blind and dumb education and turning profits into profits", in 1930 established the China Blind and Dumb Education Society in Jiangsu, which is the earliest blind and dumb education association organization established in modern China, which takes "blind and dumb vocational guidance" as its main task to promote the development of special education.

In contrast, the development of special education in most Asian, African and Latin American countries followed World War II (1939-1945), such as the establishment of the first school for the blind and deaf in the Philippines in 1907; In 1910, special educational institutions for language barriers appeared in Uruguay, and in 1927 special education classes appeared; In 1912, the first religious special education institution appeared in Sri Lanka; Egypt established blind schools in 1933 and vocational education in blind schools after the Egyptian Revolution in 1952; In 1945, Ghana had education for the blind and disabled, and in 1957 the Ghanaian government established a special education institution; Kenya established its first school for the blind in 1946 and its first school for the deaf in 1959; In 1948, special educational institutions were established in Nigeria. In 1949, Japan's special education was mainly private schools for the blind and deaf, and although the number increased, there were very few special education schools in the country. At the same time, in the West, special vocational education at the secondary level has developed rapidly. In 1956, the National Technical College for the Deaf Act in the United States stipulated: "Deaf people are required to undergo vocational education and training after secondary school, and specialized technical universities to prepare for employment are located in Rochester Institute of Technology." In 1960, the German School Council published the "Proposal for a Complete Special Education System", which regarded special vocational schools as one of the important types of special schools. Since 1965, France has opened secondary schools for children with disabilities, mainly vocational education, following special classes in primary education.

(iv) From single to pluralistic: integration period

After the founding of the People's Republic of China in 1949, special education was clearly incorporated into the socialist education system, and various provinces and cities successively formulated special education policies and regulations. With the continuous improvement of special education policies and regulations, and the continuous adjustment of development direction, special vocational education is also constantly adjusted and reorganized. In the more than 70 years since the founding of the People's Republic of China, China's special vocational education has undergone tremendous changes, the nature of special vocational education has changed from a special education with charitable and relief nature originally run by private individuals to an important part of the national education cause, and the function of special vocational education has also changed from the initial self-reliance of the disabled to the current one that enables the disabled to get rid of poverty and become rich, obtain decent jobs, enjoy a better life and build a harmonious society. In contrast, after the 70s of the 20th century, the West has emerged from equal rights to equal possibilities, from institutionalization to integration, and the idea of social and educational integration of the disabled, "mainstreaming" and integration and integration have become the main development trend of special vocational education.

The practice of contemporary special vocational education in China has made rapid progress in both quantity and quality. For example, by the end of 2000, the number of vocational education and training institutions for disabled persons at the provincial, municipal and district levels had grown to 970, an increase of 620 over the Eighth Five-Year Plan period, and 3,194 general vocational training institutions accepted vocational training for persons with disabilities, an increase of 1,330 over the Eighth Five-Year Plan period, and a total of 2.51 million disabled persons received vocational education and training during the Ninth Five-Year Plan period. [4] During the Tenth Five-Year Plan period, nearly 600,000 disabled people received vocational education and training, special arts and sports for the disabled achieved world-renowned achievements, and the Chinese sports delegation participating in the 12th Paralympic Games achieved two excellent results in the total number of gold medals and the total number of medals; Special Olympics has grown considerably. [5] In 2012, the Ministry of Education established the Office of Special Education, which coordinates all types of special education, including vocational, adult, and teacher education. [6] In 2017, there were 112 special education general high school classes (departments) nationwide, with 8,466

students, an increase of 780 over 2016. There are 132 secondary vocational schools (classes) for the disabled, with 12,968 students, an increase of 1,759 over 2016. [7]

In contrast, in the '60s and '70s, the U.S. civil rights movement began and created a more favorable environment for people with disabilities to continue to enter the labor market and succeed in other fields. Changed and expanded the U.S. right to special vocational education for students with disabilities through more civil rights returns and education laws. At the same time, after the 60s of the 20th century, the idea of integrated education prevailed, and in Europe and the Americas, ordinary children entered special schools and special children studied in ordinary schools. Influenced by the idea of integrated education, special children undergo special vocational education in ordinary schools in order to adapt to social life. In the mid-70s, the U.S. Congress passed The Education for All Handicapped Children Act of 1975, which recognized the right of children with disabilities to education and advocated the development of an Individual Education Program (IEP) for each child with disabilities.[8] The individualized teaching plan for disabled children proposes to include vocational education so that special vocational education can meet the learning needs of different types of disabled children. In 1994, UNESCO issued the Salamanca Declaration - Principles, Guidelines and Practice on Special Needs Education, which for the first time put forward the idea of inclusive education for special occupations, that every child with disabilities has the right to education. Influenced by the idea of inclusive education, special vocational education no longer exists independently in special education schools and vocational education schools, but also exists in ordinary schools.

II. Basic experience in the development of special vocational education at home and abroad

(i) Embryonic stage: Correctly handle the leading role of special vocational education ideas in vocational education activities

From the perspective of special vocational education activities, the training and prevalence of blind musicians in the court of the Western Zhou Dynasty shows that special vocational education in China has been born in the pre-Qin period, and with the decline of the Western Zhou Dynasty, the music of the blind gradually lost the political soil on which it depended. In the feudal society after the Tang Dynasty, because the imperial examination system has always occupied the dominant position in the selection of talents in China, the content of the imperial examination focuses on poetry, thesis, policy, ink meaning and current affairs, these examinations themselves restrict the participation of people with visual and hearing disabilities, and special vocational education has been stagnant. From the perspective of ideological accumulation, the ideological attitude of pre-Qin Confucianism, Taoism and later Qin and Han Wang Shouren towards disabled people engaged in specific occupations is full of ideas of "equality", "respect", "benevolence" and "teaching according to aptitude", which has laid a solid ideological foundation for the emergence of special vocational education in modern times.

In contrast, from the 12th century to the 18th century in the ancient West, as people's understanding of disabled people deepened, their attitude towards disabled people once again changed from recognizing the necessity of adopting disabled people to trying to understand and educate disabled children, and educational places also developed from adoption homes to special teaching institutions. From the 14th century to the 16th century, with the development of productive forces, production relations changed, the emerging bourgeoisie was dissatisfied with the church's control of the spiritual world, the emerging bourgeoisie launched the anti-feudal Renaissance movement to promote bourgeois ideology and culture in the name of reviving Greco-Roman classical culture, the Renaissance movement rose in Italian cities, and then spread to Western European countries, and the core of the "humanist spirit" it advocates is "human-centered" instead of "God-centered". On the one hand, the "humanist spirit" advocates the ideas of "freedom", "equality" and "fraternity", emphasizes that all people are born equal, opposes ignorant and superstitious theological ideas, believes that people are the creators and masters of real life, especially the understanding of the disabled has broken the traditional shackles, and began to realize that the disabled are equal to normal people, which also lays the ideological foundation for the disabled to accept the same right to education as normal people. On the other hand, the development of natural science, especially medicine and anatomy, brought about by the Renaissance, has an objective and rational understanding of the physiological defects of the disabled, and understands the relationship between physiological defects and genetics, environment and other factors, and these scientific understandings have broken the original prejudice and ignorance of the disabled. It can be seen that during this period, due to the development of productivity, thought and science, people had a new

understanding of the disabled, changed the previous unfair attitude towards the disabled, began to treat the disabled equally from the perspective of humanity, and began to pay attention to and respect the rights and social status of the disabled.

(ii) Formative period: Correctly handle the role of the standardization of special vocational education in promoting the formation of the system

Modern China has paid attention to special vocational education at the level of policies and regulations, although its provisions are relatively general and broad, lack operability and pertinence, far from enough to regulate and guarantee the development of special vocational education, but from the perspective of historical development, for the semi-colonial and semi-feudal society that has just emerged from the shackles of feudal society, it is still of progressive significance to be able to affirm the importance of special vocational education at the level of laws and regulations under the social background at that time. During this period, China's special vocational education practice initially mainly existed in the special education schools founded by missionaries in China, they spread the advanced Western special vocational education ideas in these special education schools, influenced by missionaries, some people of insight in our country took the lead and successively opened special education schools created by Chinese people, set up special vocational education courses, and promoted the rise and development of special vocational education at the practical level of special education. In short, the rise of modern special vocational education in China began from the late Qing Dynasty to the beginning of the 20th century, foreign missionaries are the pioneers of modern special vocational education practice in China, under their influence, some progressive people in China have also returned to China to open special education schools one after another, to explore the practice of special vocational education. Although the practice of special vocational education only existed in special education schools during this period, it is still worthy of recognition that the practice of special vocational education has developed forward in the context of that time. However, the pace of special vocational education practice is significantly faster than the formulation of special vocational education laws and regulations, which largely hinders the development of special vocational education.

In contrast, looking at the formation process of special vocational education in Western industrialized countries, it is not difficult to find that the emergence of special vocational education for the disabled is closely related to the economic development of society, and with the change of people's attitude towards the disabled and the formulation of laws, people's cognition and requirements for special vocational education are also constantly changing. At first, special vocational education took the form of vocational training only to help disabled people adapt to society and live independently. With the advent of the industrial era in the West, the previous vocational training as the content of special vocational education can no longer meet the needs of industrial development, so special education schools began to open industrial skills training for disabled students. At the same time, France also divides special vocational education into two categories, one is to train disabled people who are engaged in certain mental work as the goal of special vocational education, and the other is to train disabled people who can perform certain manual work as the goal of special vocational education. In addition, the emergence of special education schools is mostly private and then national, special vocational education is formed in special education schools, often international, that is, many special vocational education ideas and courses are brought by foreigners or influenced by foreign countries to practice, and in the process of running special education school administrators through foreign visits, observations and exchanges, constantly improve the content of special vocational education. From the end of the 18th century to the beginning of the 20th century, from understanding the possibility of teaching disabled children to recognizing the educational rights of disabled children to the formation of the special vocational education system, national policies, social consciousness, and the beginning of the European national system of special vocational education legislated to recognize the status of vocational education for the disabled, and most European countries recognized their right to receive special vocational education, and special vocational education was the beginning of the formation of the special education system.

(iii) Development period: Correctly handle the role of special vocational education policies and regulations in promoting special vocational education

During the Republic of China, the policies and regulations of special vocational education generally showed the following characteristics: First, the special vocational education policies had not yet formed a complete system. Due to the limitations of political history, socio-economy and social understanding development, modern education policies and regulations pay little attention to special education, lack of laws and

regulations specially formulated for special education, and there is no independent special education law, let alone the formation of a complete special vocational education policy system. Second, although special vocational education policies have been introduced one after another, they mostly stay at the policy level, lack practical practicality, and have little effect on implementation. From the founding of the Republic of China to the period before the founding of New China, China's special vocational education gradually developed in the direction of regularization, specialization and Chineseization. The founders of these national special teaching schools and institutions have continuously reflected and summarized the experience of special vocational education based on their own special education practices, coupled with the establishment of the China Federation of Blind and Dumb Education and the state's attention to the division and standardization of vocational and technical training in special education at the level of policies and regulations, objectively and continuously promoted the development of special vocational education in China. In short, from 1912 to 1949, although China's special vocational education was not systematized at the level of policies and regulations, it began to pay attention to the division and standardization of vocational and technical training in special education at the level of policies and regulations. In the thinking of special vocational education, "profit-generating education" is still regarded as the core of special vocational education, and attention is paid to the important role played by special vocational education in promoting the self-reliance of disabled persons.

In contrast, after World War II to the 70s of the 20th century, special vocational education, especially labor technology education, has received increasing attention, and returning to society and having self-reliance in society are the common features of special vocational education in various countries in the cultivation of social adaptability of disabled students. Labor and technical education courses for disabled students - life, that is, career education and vocational and technical education are indispensable and important contents in the special vocational education courses of various countries, such as the elective subjects of life and vocational and technical education set up by the high school for the deaf in Japan, including family affairs, agriculture, industry, commerce, printing, hairdressing and beauty, laundry, art, dental technology and other types of teaching content. ^[9]

(iv) Integration period: Correctly handle the role of special vocational education in meeting the individualized needs of special groups

In the period after the 40s and 50s of the 20th century, China emphasized the development of special vocational education in many policies and regulations, making the development of special vocational education more standardized. At the same time, this period is also the stage of China's vigorous development of special vocational education at the middle and higher levels, and China will "initially establish primary, secondary and higher vocational education and training to connect with each other, and communicate and coordinate development with general education and adult education", continuously tap the potential of students with disabilities, give play to their advantages, promote the formation and development of vocational skills of students with disabilities to the greatest extent, guide them to master certain life skills, enhance the vocational and social adaptability of students with disabilities, and help them better integrate into society. Independent living. To promote the continuous development of special vocational education in our country, it is necessary to take into account the continuous growth of secondary and higher general vocational education institutions (schools), special vocational education institutions, special education schools with vocational education as the mainstay, and special vocational education and training supported by various social forces, and also to improve the quality of vocational skills upgrading for persons with disabilities, employment and entrepreneurship training, vocational education courses, teaching, teaching materials, teacher construction, vocational skills competitions for persons with disabilities, employment guidance, and other aspects. ^[10] It can be said that since the founding of New China, China's special vocational education has made unprecedented achievements. In short, in the period 1949-1977, the government replaced the private sector and assumed responsibility for the organization of special education. Before the reform and opening up, the target of special education was mainly blind and deaf children, and special vocational education mainly focused on primary vocational labor education for blind children and deaf (dumb) children. After the reform and opening up in 1978, the classification of special education objects in China has become more and more detailed with the development of the times, and the policies and regulations of special vocational education have also increased and developed rapidly, and the number of special vocational education training centers, general secondary vocational and technical schools, vocational high schools, and technical schools has also increased. The construction of vocational education schools for the disabled and

the short- and medium-term vocational training for the disabled are the rapid development of three forms of special vocational education.

In contrast, during this period, developed countries such as the United States, France, Germany, the Soviet Union, and the United Kingdom paid great attention to recognizing and improving the status of special vocational education at the legal level, influencing the development direction of special vocational education in their countries through legislation, and ensuring the implementation of special vocational education legislation through the establishment of special administrative agencies. While both the United States and France advocate individualized vocational education programs for children with special needs, the United States has shifted its focus more to the development of higher special vocational education, while Germany has placed greater emphasis on the important role of continuing vocational education and vocational transition education in helping students with disabilities find employment. The Soviet Union passed legislation to further expand the scope of vocational education and work for young people with disabilities. In the UK, more attention is paid to the important role of vocational guidance for children with disabilities as a way to meet the educational needs of children with special needs. In short, after the Second World War, the ideas of "integrated education", "return to the mainstream" and "inclusive education" objectively promoted the reform and development of special vocational education, and these ideas reflected a common trend, that is, "centering on the special educational needs of disabled children", so that every disabled child can obtain equal education rights suitable for his physical and mental characteristics. Then, as a necessary type of education to help children with disabilities adapt to society, special vocational education can meet the special educational needs of children with disabilities, and naturally exists in the form of educational organization under the influence of the ideas of "integrated education", "returning to the mainstream" and "inclusive education". It is undeniable that paying attention to special vocational education in terms of policy legislation, individualized education plans, employment and entrepreneurship, and vocational guidance is a common trend in the development of special education in developed countries.

III. The development trend of special vocational education at home and abroad

Looking at the development of special vocational education at home and abroad, it is not difficult to see that the function of special vocational education has shifted from enabling the disabled to self-reliance to promoting social equity, serving the high-quality development of the economy, helping the disabled to obtain decent jobs, get rid of poverty and increase income, achieve common prosperity, enjoy a better life and build a harmonious society. As an important part of the national education system and human resources development, special vocational education accelerates the development of vocational education for persons with disabilities, effectively enhances the adaptability of special vocational education, shoulders the important responsibility of cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship, and provides strong talent and skill support for the comprehensive construction of a modern socialist country.

(i) The special vocational education system is improving day by day

With the continuous development of special vocational education in China, special vocational education exists in middle and higher general vocational education institutions (schools), special vocational education institutions, special education schools based on vocational education and special vocational education and training institutions supported by various social forces, basically forming a special vocational education system covering the levels of junior, secondary and higher vocational education. The development of vocational education for persons with disabilities must be based on the reality of education for persons with disabilities, and must also be based on the new situation and new era of continuous transcendence and creation, in the simultaneous promotion of rehabilitation and vocational skill improvement of persons with disabilities, the setting of special vocational education training goals of "professional and vocational coordination", the development of employment and entrepreneurship training in response to the laws, characteristics and diverse needs of the physical and mental development of persons with disabilities, and effectively improve the quality of special vocational education courses, teaching, teaching materials, vocational skills competitions for persons with disabilities, employment guidance, and other aspects.

In the construction of courses and teaching materials, curriculum construction is the key to improving the quality of vocational education, schools should invite industry and enterprise experts to participate, combine the physical and mental characteristics of disabled persons to actively develop and build

courses and teaching resources suitable for vocational education for persons with disabilities, and attach importance to the development and construction of school-based curriculum and non-general special vocational education teaching materials according to the characteristics of the physical and mental development of persons with disabilities and the needs of the market. In terms of education model, build an integrated development model of vocational education for persons with disabilities. Implement the requirements of the Law on the Protection of Persons with Disabilities and the Regulations on the Education of Persons with Disabilities, integrate vocational education for students with disabilities into general education to the greatest extent, and allow children with disabilities and ordinary children of the same age to receive education together in regular schools, so that they can adapt to the campus life of mainstream schools, give play to their potential, develop comprehensively, master a skill, and be self-reliant. In addition, support should be given to special vocational education internship training, such as encouraging vocational colleges and existing independent special education schools to jointly build shared practical training internships and business incubation bases, so as to better help students with disabilities transform the theoretical knowledge they have learned into practical professional skills. Finally, vocational colleges and existing independent special education institutions are encouraged to run schools, with joint enrollment, mutual recognition of credits, and mutual selection of courses. It can be seen that the construction of the special vocational education system involves multiple aspects and links of special vocational education, but whether in the education model, curriculum and professional settings, teaching material development, or in teaching methods, internship and practical training, etc., it should be guided by employment and entrepreneurship, emphasizing the docking of employment and special vocational education, and focusing on the development of social adaptability and career preparation ability of students with disabilities.

(ii) The "five-in-one" special vocational education support and guarantee system is becoming more and more sound

To develop special vocational education, it is necessary to continuously improve the support and guarantee system for special vocational education, and at the same time continuously optimize the structure of the support and security system in order to better play its overall function. Generally speaking, the special vocational education support system includes policy system, administrative management, financial support, teacher security and professional support system. The needs of students with disabilities should be taken into account when establishing policies and systems, from the Constitution to laws, from administrative regulations to departmental rules and regulations, from central legislation to local legislation, formulate relevant specific policies to implement laws and regulations, strengthen institutional safeguards, accelerate the formulation of independent "Special Vocational Education Law", formulate and revise relevant local regulations in light of actual conditions, and increase the intensity of supervision and enforcement supervision to implement accountability. When establishing an administrative management system, departments and personnel specially responsible for managing special vocational education affairs should be added to the provincial, municipal and county level education administrative departments. When establishing a financial support system, the central and local governments should set up special economic expenses to support and improve the development of special vocational education, and improve the system of raising funds for special vocational education through multiple channels with government input as the mainstay. Optimize the structure of expenditure, and add a financial funding system that tilts education funds towards special vocational education. When establishing a teacher security system, ordinary normal colleges and comprehensive colleges and universities should be encouraged and supported to open special vocational education courses in their teacher majors, requiring special vocational education teachers to hold a teacher qualification certificate and a technician "double certificate" to take up their posts, and special vocational education teachers must have relevant work experience and practical professional skills in the industry they teach, and classify and grade special vocational education teachers when evaluating professional titles. In the professional support system, the training and use of special vocational education and scientific research personnel should be strengthened, and teaching and research institutions at all levels, colleges and universities, education research institutes, teaching and research offices of education administrative departments, etc. need to be equipped with full-time or part-time special vocational education teaching and research personnel, increase the intensity of research on special vocational education, so that special vocational education will reduce detours at the practical level, save manpower, material resources, and financial resources, and provide more powerful intellectual support for the development of special vocational education.

(iii) "Modernization" requires increasing knowledge of special vocational education teachers

With the development of special education in China, the multi-level, multi-category special vocational education school system has been newly established, in recent years, especially the vocational education of special students in high school and post-high school education has attracted widespread attention from the society, the demand for vocational education professional teachers in special education schools has become more and more urgent, with the continuous change of social demand for human resources, the requirements for special vocational education teachers tend to develop in the direction of science and technology, humanization and integration. Therefore, solid theoretical foundation, diversified practical ability and integrated education knowledge, ability and experience are still the core competencies that special vocational education teachers need to have now and in the future.

First of all, science and technology requires teachers to have the ability to flexibly use new technologies. Including industry awareness, ability to connect with the industry and professional technical operation ability. Special vocational education teachers shall use new technologies to collect industry information, promptly update course content, promptly supplement new technologies and processes in the production process in teaching, and gain practical experience in related industries. Second, humanization requires teachers to have "people-oriented" professional qualities. These include the ability to guide workplace safety, the ability to cooperate and communicate in education, and the ability to guide employment and entrepreneurship. Finally, integration requires that teachers should have a diversified intelligence structure. It includes the theoretical knowledge of consolidating the system, diversified teaching practice ability, and integrated education knowledge, ability and experience. It is particularly emphasized that the implementation of inclusive education should first address the enrolment of children with special needs, the core of which is to ensure quality educational equity, and the most critical element is the quality of teachers. High-quality teachers are the key to promoting integrated education, and attaching importance to special vocational education must first pay attention to the quality and ability of special vocational education teachers to implement integrated education. The development of special education and the promotion of integrated education make special vocational education teachers should not only have solid theoretical knowledge and diversified practical ability, but also master the knowledge, ability and experience of integrated education. Including special vocational education teachers should master the methods of teaching students with individual differences, use diversified assessment methods for educational decision-making and selection, use evidence-based teaching strategies to promote the learning of students with disabilities, be able to effectively cooperate with ordinary school teachers, parents, students with disabilities, other educators, industry personnel and other stakeholders in a timely manner to meet the different skills learning needs of students with disabilities, and intervene in school education with classes when necessary, and provide professional guidance and intervention for students with disabilities with difficulties. Assist schools to solve various practical problems of integrated education in a timely manner.

(iv) Using modern educational technology, special vocational education has developed optimally towards individualized distance education

At present, the development of special vocational education in China is limited by capital investment and teacher development, and "integrated education" and "Internet" distance education that allow children with disabilities to learn together with ordinary children is the mainstream direction of contemporary international special education reform and development. In today's rapid development of modern science and technology, special vocational education should also make full use of modern education technology, adopt modern education methods, and use the advantages of the Internet to carry out personalized teaching of special vocational education. The so-called personalized teaching, that is, to pay attention to the learning needs of each disabled student, special vocational schools can use computer systems to help special vocational education teachers determine the educational goals that can meet the learning needs of different disabled students, and formulate individualized education plans on the basis of relevant assessments, personalized education plans describe the educational needs of disabled students in vocational knowledge and skills and the special vocational education and related support measures provided to them to meet their needs. Combining distance education and class-following education forms, students with disabilities can receive education together with normal students while meeting the educational needs of students with disabilities to the greatest extent. Finally, the current educational technology is used to review the individualized vocational education plan of students with disabilities, mainly to assess whether students with disabilities have mastered the knowledge and skills required for vocational education through individualized distance education,

whether they have made progress, how much progress has been made, and whether the learning needs of students with disabilities have been met through individualized vocational education plans. It can be seen that the optimal development of special vocational education to individualized distance education by using modern educational technology is an important trend in the reform and development of contemporary special vocational education.

EPILOGUE

China's special vocational education activities began with the training and popularity of blind musicians in the Western Zhou court, which shows that China's special vocational education has emerged in the pre-Qin period. Influenced by the Confucian ideas of "benevolence" and "propriety", ancient Chinese society was more respectful and tolerant of disabled people engaged in a particular occupation. Compared with the development of special vocational education in China, the West's attitude towards the disabled has changed from denying their right to life to recognizing the necessity of caring for the disabled. Influenced by the "humanist spirit" of "freedom", "equality" and "fraternity", people have changed their unfair attitude towards people with disabilities. From the end of the 18th century to the beginning of the 20th century, from understanding the possibility of teaching disabled children to recognizing the educational rights of disabled children to the formation of special vocational education systems, most European industrialized countries recognized the right of disabled people to receive special vocational education, and special vocational education was the formation of special education system. In contrast, China's modern special vocational education has risen in the context of semi-colonial and semi-feudal society, and the types of special vocational education institutions have increased day by day after the reform and opening up, which objectively promoted the continuous adjustment and reorganization of modern special vocational education in China. After the 70s of the 20th century, with the ideas of "integrated education", "return to the mainstream" and "inclusive education" to promote the continuous reform and development of the field of special vocational education, gradually showing the new era of special vocational education development trend in China with increasingly perfect special vocational education system, more complete "five-in-one" special vocational education support and guarantee system, increasing requirements for special vocational education teachers in "three modernizations", and the use of modern educational technology means, special vocational education to individualized distance education optimization and development.

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