



THE INHERITANCE AND DEVELOPMENT OF CHINESE TRADITIONAL APPRENTICESHIP IN MODERN HIGHER VOCATIONAL EDUCATION

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ABSTRACT

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In an original form of educational mode in middle school and made in ancient China belongs to education, has been responsible for the culture and craft heritage in the modern education system before the school did not appear. The article on culture characteristics of Chinese traditional apprenticeship system analysis, the shortcomings of traditional apprenticeship system is expounded, finally, put forward in combining the ideas of modern higher vocational education and traditional apprenticeship development. This study provides a reference for the development of higher vocational education.

1. Introduction

The traditional apprenticeship system (traditional apprenticeship) is also called the "apprenticeship", or "manual apprenticeship, apprenticeship is considered to be the earliest form of occupation education, refers to before the modern school education, workshops or shops in the mentoring work under the guidance of master apprentice in the acquisition of knowledge or skills of communication activity [1]. This activity is a kind of highly situational learning, an apprentice in real workplaces in the observation of master design, perception and capture master knowledge and skills, and then practice under the guidance of the teacher, gradually learn master teaching skills [2]. The traditional apprenticeship is an old occupation training method need, in daily life, through the observation of the workplace or in a certain environment, imitating a master skill, in practice the natural acquisition of skills for life. Once the apprenticeship learning the most common people The way, from the language, painting, sculpture, complex social interaction skills knowledge and skills to a professional field can be obtained through similar apprenticeship way of informal learning.

In this research, Wu Jianshe proposed to build a "double main body", "dual system" program to strengthen practical teaching in higher vocational colleges; Yang Jinfeng through the research on the occupation education system of Canada apprenticeship, proposed that our country should learn from the experience of occupation education; analyze the character of occupation education. Modern apprenticeship with Chinese characteristics. The development of; Lu Xin proposed training objectives of modern apprenticeship, to construct a new teaching mode; Wu Bai et al discussed in foreign apprenticeship on the construction of China characteristics of the modern apprenticeship training mode of the enlightenment [3].

Screening of the apprenticeship Chinese ancient apprenticeship and requirements of the master apprentice moral quality is very high, a skill heritage need "De Yi Shuang Xin" talents, and in the modern apprenticeship system, teaching process is unilateral pay more attention to the students' academic performance and achievements are largely neglected should have an apprentice the moral quality, and respecting the tradition of education. Therefore, this paper will research on China's traditional apprenticeship, put forward new ideas of modern higher vocational education based on the traditional apprenticeship [4,5].

2. CHARACTERISTICS OF TRADITIONAL APPRENTICESHIP TRAINING

The apprenticeship system has a long history, it originated in the slave society, in the early stage of the formation of such a system, the general manual techniques are all taught inheritance within the family, and then slowly taught in the ethnic groups. The apprenticeship system was developed and perfected in the feudal society, the development of the handicraft workshops in Sui and Tang Dynasties, and the official industrial workshops in the central government to the local government organizations all adopted apprenticeship education. Luban, the originator of those in all classes of authors and teach the carpentry skills of the textile Huang Daopo are very famous master. Of course, Chinese history the most prestigious master is the spring and Autumn period Confucius, he gathered disciples, "three thousand disciples, seventy-two sages", "Analects of Confucius" also is said to be a disciple of Confucius when he died after finishing and spread in China under the traditional apprenticeship system mainly has the following characteristics:

1. a long time. In the cultivation of social productivity is very backward, for the apprentice education teaching backward, education efficiency is relatively low, the culture period is very long, the apprentice education basic every few years, more than ten years or even decades;

2. the education and management of diversification. Traditional apprenticeship is the whole process of education, in the process of teaching skills in the master will also be responsible for all aspects of apprenticeship learning, in addition to imparting professional skills and knowledge outside reading, calculation and so on cultural education and life skills education and moral quality;

3. learning more single. The traditional way of learning is generally when the master apprentice in the work at the scene to watch and assist the master to do some simple work, step by step to understand the production process, until qualified for some basic operations, in the master under the guidance of independent operation, to complete the work;

(4) the traditional mentoring relationship more closely. Apprenticeship apprenticeship is very close, because the master and apprentice work, basically live together, it also greatly show the humane education, the traditional art heritage richer Emotional color.

3. Traditional apprenticeship application in Higher Vocational Education

With the popularization of China's higher education, higher vocational colleges and the students showed a growing trend, gradually evolved into a universal education of national quality. In the evolution, we improved a lot less history of occupation education, promote the rapid development of higher vocational education, but also lost a lot of many good traditions occupation education. The rapid development of modern society but also to the occupation education has brought some negative effects, it can let us abandon the original inheritance of tradition and occupation accomplishment, is the core of the artisan spirit exactly is the focus of China's ancient occupation education, modern occupation education still needs to be handed down from the ancestors of inheritance some of the traditional thinking and specific performance in the occupation:

1. To strengthen the students' learning honour the teacher and respect his teaching thought

The process of traditional apprenticeship learning skills, there is a system of strict grade teachers and students between teacher and student. The first performance in the apprentice ceremony. The ceremony is to recruit apprentice apprentice ceremony an indispensable part, it is a symbol, one into the door, will be so great honour the teacher and respect his teaching, so it is a natural need for confirmation by the grand master the ceremony, this is also the traditional etiquette is respecting a protection and inheritance. The apprentice process is to establish a process of education, although not complicated, it is a symbol of faith and determination. The students ideological indoctrination, lack of modern high honour the teacher and respect his teaching in vocational education even if there is often a mere formality, open type of personalized education also makes students not fully in accordance with the method of teacher's way to lay a solid basic skills.

2. To strengthen the cultivation of students' moral education teacher.

Modern apprenticeship is an excellent product of occupation education and traditional apprenticeship with the development and the development at home and abroad of apprenticeship, we need the traditional apprenticeship system were summarized, for reference, go hand in hand with the development of contemporary occupation education in support of government policy, in this situation, increasing training mode the diversification of talents, so as to form a more perfect modern apprenticeship teaching system. The study of traditional apprenticeship system of Vocational Education in China's development provides a certain reference value.

3. To improve the students' graduation threshold

The traditional apprenticeship learning is generally three years or three years longer period. The master has the similar father's role in this process, the so-called "a teacher for a day is a father for a lifetime", one is the deep feelings between teacher and student, on the other hand also shows that the master's absolute authority, the apprentice must undergo a rigorous examination the master can start. But the apprentice in the process of learning most of the time is not used to learn skills, more is to do chores, which not only lengthen the apprentice practice time, was also used as a cheap labor role in this sense than traditional apprenticeship apprenticeship is more stringent, but the for a juvenile to adult life transition, but also exercise patience and tenacity, exercise apprentice determination to overcome difficulties, to exercise the sense of doing things the apprentice occupation style of modern higher vocational education. That is often wide into the wide, low school graduation threshold, leading students lack of learning motivation, skills not as, therefore, modern vocational education should learn traditional apprenticeship strict examination system, improve the students' graduation threshold.

4. To strengthen the students' occupation moral education

The traditional education in our country no matter in which industry is the first to teach humanity education. Young children as long as there is a condition will ask the teacher professor of sacred books, teach the truth in life, but more can not read the apprentice, mentoring between such as parent-child relationship to better inherit and make disciples the

relationship between the essence of moral development skills and people and inherit the excellent moral culture of the Chinese nation, another more important way of social education. It is also the most focus on the basis of general craftsman when choosing apprentice in talent can often on a person's character, attaches great importance to traditional artisan an apprentice whether the practical work attitude, and in guiding the process to continuously strengthen the artisan spirit. Traditional skills is not only a technology heritage, is more important to a person not The development will play a guiding role and far-reaching influence. Therefore, in the modern occupation education, should strengthen the students' occupation moral education, so that students can fulfill their duties in the future work, as well as its instinct.

4. THE DEVELOPMENT OF DRAWBACKS OF TRADITIONAL APPRENTICESHIP IN MODERN HIGHER VOCATIONAL EDUCATION

Traditional apprenticeship in we need to inherit and develop at the same time, there are many places need to be improved. The fact that some of the features of traditional apprenticeship system also has a great impact on China's arts and crafts and other fields of culture heritage. A clear understanding of the traditional apprenticeship the following drawbacks should only in the modern occupation education. In order to make the traditional apprenticeship system is more suitable for the modern occupation education.

First, the characteristics of ancient apprenticeship private, greatly hindered the progress and development of the technology in various fields, on the other hand, the confidentiality of ancient apprenticeship is also largely influenced by ancient craftsmanship improvement and progress, preventing many outstanding elements of the input, bring a lot of resistance to the innovation and improvement.

Second, traditional apprenticeship students less, not suitable for large-scale mode of education, education only with old craftsman to the experience of teaching, knowledge system is not perfect, there are loopholes in a large extent, many aspects of the lack of professional knowledge, it also brings negative effect to teaching in some aspects. Now in Higher Vocational education the development of school education needs to improve the whole teaching process combined with the practical ideas of numerous professionals to the utmost extent, and make the teaching system more rigorous, reliable and reasonable.

5. CONCLUSION

The modern occupation education due to the popularity of a wide range of education scale, has gradually abandoned the fine tradition, and in the process of training is also very difficult to achieve individual rigorous assessment of apprenticeship, which is Chinese manufacturing in the world is part of synonymous. Crudely made

The history of Chinese long apprenticeship, evolved from the feudal society apprenticeship mentoring relationship has gradually become the employment relationship of modern enterprise organization, the ups and downs of change, in the new era in the new situation to demonstrate its strong vitality and get the attention of the world.

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