

Problems and Suggestions on the Curriculum of Integration between Vocational and General Education under the Background of "Double Reduction"

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Abstract. Taking the curriculum of integration between vocational and general education as the key point to explore the development of education under the background of "Double Reduction" and analyzes the historical process of its difficult start, exploration and development, deepening of reform, and moving towards the period of strategic opportunity under the background of "Double Reduction". Preliminary proven the curriculum of integration between vocational and general education under the background of "Double reduction" there is a social coordination imbalance and the contradiction between education demand, curriculum as pilot reform of the utilitarian intentions obvious at the grassroots level and the deepening of the contradictions of the curriculum of integration between vocational and general education. From the perspective of the core of this phenomenon, combined with the theory and reality based on practice, using the case analysis and comparative analysis to explore the positive development path of the curriculum of integration between vocational and general education. First, to achieve a benign balance of the ideological cognition of general education and vocational education with family, school, and social comprehensive practice education. Second, to establish a diversified education evaluation mechanism. Third, to return to school education with the construction of various forms of cooperative fusion mechanisms in order to improve the quality of the curriculum of integration between vocational and general education.

Keywords: Integration between vocational and general education; "Double Reduction"; contradiction; positive development.

1. Introduction

On July 24, 2021, the CPC Central Committee and The State Council in China issued Opinions on Further Reducing the Homework Burden and Off-campus Training Burden of students in Compulsory Education (hereinafter referred to as "double reduction"), which marked that the process of "reducing the burden" of primary and secondary schools has entered a new historical stage. The "double reduction" policy is expected to improve the quality of education and the development of vocational education and reshape the benign ecology of return education through a series of external environment adjustment measures such as "reconstruction of classroom teaching mode, high-quality after-school service, steady promotion of the reform of general vocational ratio and college entrance examination" while implementing "reducing the burden". Since the introduction of the "double reduction" policy, general vocational integration courses have made great achievements in promoting the smooth implementation of it and enhancing the development of vocational education. However, there are still wrong understandings in practice and deviations in ideological values: the current research on integrated curriculum mainly focuses on the oriented and targeted exploration of the model, which lacks systematic comparative research, reflection and summary of the integrated curriculum under the "double reduction" policy. Therefore, it is necessary to examine the practical problems of integrated curriculum development under the background of "double reduction". To analyze the policy significance of integrated curriculum reform and explore its transcendent path in practice. In addition to the powerful internal mechanism of the general vocational integration course itself under the background of "double reduction", it is necessary to longitudinally compare the practice forms of ideological cognition, policy mechanism and other aspects in the "double-edged sword" of "double reduction". Furthermore, horizontal comparison of the effective cases of an

integrated curriculum in the national boom pilot, exploring the feasible and successful model of integrated curriculum setting and taking it as the object of discussion, which means that "take its essence, discard its dross". The benign development of general vocational integrated courses not only lays a solid foundation for the common progress of vocational education and the general education but also helps the process of our education reform to develop towards a comprehensive trend. In general, promoting the quality development of general vocational integration courses in the new era has the following benefits. It can construct a new classroom model in line with the trend of The Times, promote the return of a virtuous cycle of education ecology, and supplement each other with the "double reduction" policy. Mutual promotion and the training of diverse talents in the new era are of great significance.

2. The Development of General Vocational Integration Courses and its Opportunities under the Background of "Double Reduction"

2.1 Spontaneous Starting Period

General vocational integration is a new type of talent training model which consists of the cooperation between high school secondary vocational education and regular high school education. The two sides jointly design courses, exchange teachers, and implement mutual credit and transfer of school records [1]. The concept of general vocational integration was creatively proposed in 2012, consistent with the concept of "Promoting the diversified development of regular high schools" proposed in the Outline of National Medium and Long-term Education Reform and Development Plan (2010-2020) on May 5, 2010. The first pilot area, Guang and City of Sichuan Province, was required by the Ministry of Education to reform and develop in 2012 jointly but has not yet become the object of attention of the national development policy [2]. Since the development of ordinary senior high schools in China has not been popularized in 2010, the function of general vocational integration courses focusing on diversified educational needs has gradually attracted people's attention after the demand for junior high school graduates to accept ordinary senior high school education has been basically satisfied. The course of General Vocational Integration was originally called "high school general Technology Course", aiming to improve high school students' practical ability. Since 2009, this course has been cooperative between Zhengzhou Science and Technology Industrial School and Zhengzhou No. 12 Middle School many times, preliminarily forming the rudiments of the education concept of General Vocational Integration.

2.2 Exploratory Development Period

Lifelong education is reflected in the Decision on Accelerating the Development of Modern Vocational Education, which has become a new goal to be realized continuously from 2014 to 2020. In 2017, the general vocational integration course was included in the Key Plan for the Popularization of High School Education (2017-2020), which plans to explore the possibility of "mutual selection of courses, mutual recognition of credits and exchange of resources" between ordinary high schools and vocational schools [3].

Zhu Zhou, on behalf of the first to carry out the pilot reform characterized by the integration of the general office of Hu Nan province in 2016, a total of 7 before and after high school and 2040 students participated. In 2022, only the fourth middle school of Liling City and Ceramic fireworks vocational-technical school still adhered to the implementation of vocational and technical school integration courses, and only 25 students from the two schools successfully completed the integration program in eight years [4]. The "Recruitment Work Notice" issued by the Department of Education of He Nan Province and the "General vocational Integration" pilot program carried out in Nan Hai Town of Shun De District. On the one hand, it is clear that "the pilot work of comprehensive high school classes in secondary vocational schools will not be carried out"; on the other hand, in the pilot, "only 3 students

from ordinary high schools will be transferred, and only 25 students from vocational schools will be transferred [5]". As a result, both fail to achieve the expected effect of integration.

2.3 Deepening Reform Period

In 2021, in the 14th Five-Year Plan for National Economic and Social Development of the People's Republic of China and the Outline of Long-term Goals to 2035, China's vocational education development plan proposes to "improve the general vocational integration system and promote curriculum sharing and student mobility between vocational education and general education." Expressing deep expectations for its development. "Double reduction" policy with strict regulation on July 24 to sunset. Its effort to achieve "burden" is not "decompression" simultaneously. Currently, the pressure of college entrance examination remains, and the policy of "general employment diversion" in the high school examination makes it possible to reverse the anxiety after "double reduction". The concept of integration courses arose at the right and historic moment, giving the "double reduction" policy the theoretical level of dedicated support.

General vocational Integration courses cannot only solve the problem of skill shortages proposed in the present situation but also alleviate the job shunt intensified in recent years. The psychological contradictions concept, such as job wrong consistent with the "double reduction" policy, carried out a "bottom-up" traced back to the essence of lifelong education as the necessary way of combining education with productive labor [6].

2.4 Strategic Opportunity Period

The implementation of the new Vocational Education Law on May 1, 2022, officially recognized for the first time that vocational education and general education have the same important status. Its fundamental purpose is to realize the diversified development of senior high school education, build a sound modern vocational education system, and consolidate the type of status of vocational education [7].

The first is to encourage the development of off-campus vocational education and training institutions and vigorously develop the popularization of off-campus vocational education in society while competing with the general education institutions transferred to the underground. For example, the "Excellent Road Education" training institution established in 2005 aimed to improve students' vocational skills, convey warmth through education and expand the road of vocational education through practice [8]. Behind it is the epitome of deepening the integration of industry and education and innovating talents' employment and training modes.

The second is "in the different stages of adjusting measures to local conditions after compulsory education, promote vocational education and general education as a whole coordinated development", the new Vocational Education Law, in order to speed up the building of modern vocational education system provides legal follow, and the features of the construction of the high school adaptation ordinary education and vocational education innovation practice need to common development and mutual integration [9]. This is where the general vocational integration course discussed in this paper shines brightly.

3. Problem Review: The practice Misunderstanding of the Course Setting of General Vocational Integration under the Background of "Double Reduction"

3.1 Social Coordination Imbalance and the Contradiction between Education Demand

Under the background of "double reduction", the "burden reduction" for students with excessive academic performance has not achieved a good balance between the level of "family, school and community". As a result, the family level is prone to the imbalance of the education responsibility subject after the "burden reduction" at the school level, resulting in the escalation of education anxiety.

On the one hand, the transformation of high-quality school education has not been successful, and students' academic and educational needs will lose the "score" of off-campus training institutions in a short time, showing apparent performance failure. On the other hand, the family education component in children's education proportion increased. The introduction of the "double reduction" policy cannot quickly achieve its set goals in a short period. The long-term nature and goal of education reform contradict the form of parents' idea of the golden period of children's education in brief years.

The concept of "focusing on influencing children's lifelong education and long-term development" is consistent with the essence of the "double reduction" policy. However, the integrated curriculum under incomplete policy development is less important in parents' minds than the nearby high school entrance examination. On the contrary, a series of practical and effective methods, such as off-campus training institutions, can touch parents' nerves more.

3.2 Curriculum as Pilot Reform of the Utilitarian Intentions Obvious at the Grassroots Level

The construction of general vocational integration courses under the "double reduction" is based on a series of educational status quo, policy reform and social needs. Due to the demand for quick success and instant benefits, the "double reduction" is easy to make the general vocational integrated courses deviate from the original development track and show the development intention in the utilitarian trend.

The reform of general education and vocational education is in a gradual process. A series of goals, such as "horizontal integration of different types of education is needed to promote", "mutual integration of vocational education and general education", and "coordinated development of vocational education and general education", are emphasized [10]. The practice of the pilot reform of the general vocational integration course at the grassroots has narrowed the above goals, which are mainly manifested in the following two aspects.

First, an integrated curriculum is easy to be used by regional pilot policy utilitarianism to deal with the crisis of regional vocational education student management scale decline. General vocational integration courses are regarded as the only way from "general occupational diversion" to "coordinated development of general occupational". In fact, it is seen as a new means to re-engage in general education while ignoring its requirements for comprehensive and lifelong learning.

Second, the integrated pilot courses have not been deepened to the high-quality level of industry-education integration and school-enterprise cooperation. As a result, integrated courses have been re-introduced into ordinary high schools to take the college entrance examination in the way of "saving the country with curves", which has transformed the ideal design of two-way circulation into a realistic situation of one-way circulation and alienated the means of achieving "student flow" of general vocational integrated courses into the purpose of transferring students to other schools.

3.3 The Deepening of the Contradictions of the Curriculum of Integration between Vocational and General Education

3.3.1. Magnified by Historical Inertia and Ideological Shackles

First, Chinese students, who advocated "knowledge can change destiny" since ancient times, are bound by the college entrance examination system, known as "thousands of troops crossing a single-log bridge". Attaching importance to traditional education runs through the values of the Chinese nation, and the inertia is the transitional learning curve of middle and high school education based on the college entrance examination. The new form of educational reform led by integrated courses provides a new choice for students who fail in theoretical study and do not want to take the path of vocational education. Since general education and vocational education are officially in the same position in legal effect after the "double reduction", the advantages and disadvantages of integrated courses are displayed in the vision of the public.

Second, the social recognition of general vocational integrated courses is low, and the number of "general high vocational education" within Integrated and circulating curricula is large, while the

number of "general high vocational education" is small. The concept of inequality in general occupations is widespread in Chinese families. The stereotype has always been that students' academic gains, future achievements, social development, and other aspects will be widened due to the educational differences in general occupations. In the long run, people's misunderstanding of general vocational integration is deepened, and participants of integrated courses regard it as a secondary remedy to entering ordinary high schools [11]. The essence behind these concepts is that society has been under the influence of the "one test for life" examination of the general higher education "official standard meritocracy" thought and secondary vocational education "failed students' choice" image caused by the ideological shackles.

3.3.2. General Job Imbalance Contradiction and Systematic Lack of Integration

The "mainstream status" of general higher education originates from the deep-rooted traditional education concept and the reform and development several times. Compared with vocational education, its system concept and system are perfect and rigorous. It is prone to mismatch and contradiction with the current vocational education system to be improved and the integration of the two forms of pilot exploration.

First, the synchronous development of vocational education and general vocational integrated courses has an inhibitory effect on integrated courses: Under the background of "double reduction", the state attaches great importance to the development of vocational education to make up for the weak link in the goal of achieving harmony and unity between the general vocational education and the general vocational integration course. However, when vocational education is not mature, the general vocational integration course is also tried at the grassroots level. The two have not established an effective communication and feedback mechanism.

Second, the imbalance of capital investment. "Double reduction" funds focused on improving quality in class and standardization management training professional appraisal on the outside. However, the lack of in-depth curriculum form reform is easy to lead to the vocational school and the common school education model of the same trend. As a result, problems such as serious homogeneity, lack of professional characteristics and boring teaching theories gradually appear. [12].

3.3.3. Extreme Diversion Policy under the Background of "Double Reduction"

Under the background of "double reduction", the general vocational integration courses mainly overcorrect the mandatory 1:1 diversion of general vocational services in terms of the specific implementation of "mutual selection of courses, mutual recognition of credits and resource exchange [13]".

The basis of general vocational integration, "general vocational diversion", is the requirement to combat the spread of the "only score" theory from the curriculum level and to construct a diversified educational evaluation system and talent view through general vocational education under the background of "double reduction". The trend of parts and the school of policy implementation under the provisions of the state adopted a mandatory 1:1's job, strict on admissions criteria and the "Proportion of general and vocational education". After the two sessions in 2022, the "general vocational diversion" policy after the split from rigid to flexible shunt, from "the position of two rail shunt" toward diversification of education development. On May 1, the new Vocational Education Law explicitly proposed the cancellation of the "general vocational diversion" policy, but it is also mentioned in the policy that "the position of the percentage of admission for the same policy unchanged", and gradually in accommodation can be changed to achieve harmonious coexistence [14]. The actual enrollment ratio of general high school and secondary vocational schools in 2020 is 6:4, as shown in the Statistical Bulletin of National Economic and Social Development 2020 released by the National Bureau of Statistics (Table 1) [15].

Table 1. Data source: Statistical Bulletin of 2020 National Economic and Social Development Released by the National Bureau of Statistics [16].

| Year | Junior high school graduation | High school entrance | Secondary vocational school | The total number of admissions | Graduation rates | High school enrollment rate | Secondary vocational enrollment rate | General college enrollment |
|------|-------------------------------|----------------------|-----------------------------|--------------------------------|------------------|-----------------------------|--------------------------------------|----------------------------|
| 2020 | 1535.3 | 876.4 | 644.7 | 1521.1 | 99.08 | 57.08 | 41.99 | 967.5 |
| 2019 | 1454.1 | 839.5 | 600.4 | 1439.9 | 99.02 | 57.73 | 41.29 | 914.9 |
| 2018 | 1367.8 | 792.7 | 557 | 1349.7 | 98.68 | 57.95 | 40.72 | 791.0 |
| 2017 | 1397.5 | 800.1 | 582.4 | 1382.5 | 98.93 | 57.25 | 41.67 | 761.5 |
| 2016 | 1423.9 | 802.9 | 593.3 | 1396.2 | 98.05 | 56.39 | 41.67 | 748.6 |
| 2015 | 1417.6 | 796.6 | 601.2 | 1397.8 | 98.6 | 56.19 | 42.41 | 737.8 |
| 2014 | 1413.5 | 796.6 | 628.9 | 1425.5 | 100.85 | 56.36 | 44.49 | 721.4 |
| 2013 | 1561.5 | 822.7 | 698.3 | 1521.0 | 97.41 | 52.69 | 44.72 | 699.8 |
| 2012 | 1660.8 | 844.6 | 761.0 | 1605.6 | 96.68 | 50.86 | 45.82 | 688.8 |
| 2011 | 1736.7 | 850.8 | 808.9 | 1659.7 | 95.57 | 48.99 | 46.58 | 681.5 |
| 2010 | 1750.4 | 836.2 | 868.1 | 1704.3 | 97.37 | 47.77 | 49.59 | 661.8 |
| 2009 | 1797.7 | 830.3 | 873.6 | 1703.9 | 94.78 | 46.19 | 48.60 | 639.5 |
| 2008 | 1862.9 | 837.0 | 810.0 | 1647.0 | 88.41 | 44.93 | 43.48 | 607.7 |
| 2007 | 1736.0 | 840.0 | 800.0 | 1640.0 | 94.47 | 48.39 | 46.33 | 566.0 |
| 2006 | 2072.0 | 871.0 | 741.0 | 1612 | 77.8 | 42.04 | 35.76 | 540.0 |

Under the background of "double reduction", it calls for "transformation from 'general employment ratio is roughly the same size' to 'general employment quality is roughly the same'", and the general employment ratio is narrowing the gap. However, there is still a long way to go to meet the goal of "keeping the enrollment scale of regular high schools and secondary vocational schools roughly the same in the coming period" mentioned in the Outline of the National Medium and Long-term Education Reform and Development Plan (2010-2020) (Draft for Comments) [17].

4. Practice Transcendence: The Practical Approach to the Course Setting of General Vocational Integration under the Background of "Double Reduction"

4.1 Achieve a Benign Balance of the Ideological Cognition of General Education and Vocational Education with Family, School and Social Comprehensive Practice Education

There is a certain imbalance in the coordination of the "home-school-society" of the general vocational integration course, which leads to the escalation of parents' educational anxiety and the escalation of internal examination and the cold view of the integrated course. Therefore, "double reduction" needs to reshape and rebuild the current education ecology through "high-quality burden reduction" and gradually form a coordination mechanism of "home-school-society".

In family education, parents greatly influence their children's educational concepts. Some children willing to accept vocational education may eventually return to the general high school due to parents' guidance, which somewhat stifles students' learning initiative and enthusiasm. Therefore, parents should set up the correct idea of child-rearing and pay attention to the development of children's personality characteristics and the choice of education diversion and integration.

The improvement of teaching quality is inseparable from the main school education level. It will continue to explore new education methods, ideas and models suitable for integrated courses under the "double reduction" policy and focus on the all-round and diversified development of students' comprehensive quality, highlighting the characteristic education of different schools and improving after-school services. High-quality classroom teaching not only conforms to the "double reduction" policy under the requirement of high efficiency and burden but also conforms to the general position

of integration required to establish an integration course. As a result, the improvement of teacher level and quality efficiency of high-quality education is not only the requirement of "double reduction" to return to high-quality classrooms but also the basic premise for the high-level development of integrated courses [18].

The social level needs to improve the relevant education-supporting service facilities. The school should not only take the initiative to know the child's situation from the parents but also the parents should take the initiative to follow up on the development of education and jointly maintain the benign scientific development environment of students. In the "home-school-society" mutual cooperation, the education system needs to establish a high-quality education quality guarantee system instead of the one-sided score-only theory of evaluation system. The introduction of "home-school-society" aspects of evaluation, the implementation of education fair at the same time, optimizing the allocation of resources, seeking beneficial social public opinion for vocational education and social welfare, push in all areas of outstanding talents.

4.2 To Establish a Diversified Education Evaluation Mechanism

Under the background of "double reduction", the educational cause resolutely overcame the stubborn malady of "only the score theory" and focused on optimizing the content and form of educational evaluation. The diversified evaluation mechanism should be added to optimize the content and form of educational evaluation, and the participation of the third aspect of education evaluation should be actively promoted. The evaluation and assessment of general vocational integration courses are one of the new possibilities, and the goal of perfecting the education evaluation system with diversified participation of the government, schools, professional institutions, and social organizations should be finally achieved.

On the one hand, under the background of "double reduction", the revised new Vocational Education Law has derived a series of important concepts such as "integration of production and education" and "school-enterprise cooperation" [19]. The implementation is mainly reflected as follows: first, it is necessary to promote the universality and advance of the general vocational integration course. The setting of general vocational integration courses in high school not only makes it difficult for teachers at the education level to adapt to but also puts students who have received general education since childhood at a loss. Therefore, under the background of "double reduction", integrated courses take the initiative to "integrate" into the local economic and social level, to "integrate" forces from all walks of life, and to "integrate" multicultural elements [20]. Second, under the background of "double reduction", education is required to return to the level of public welfare and universal benefit, and the utilitarianism and short-sightedness reflected in the integrated education curriculum are overcome. After the "double reduction" policy came out, it added the requirement of education transforming from for-profit to non-profit and the guidance of charging price so that the implementation of integrated courses could achieve the purpose of profit-seeking, bubble-free and formalization [21].

On the other hand, it is vital for the evaluation mechanism of general vocational integration courses under the background of "double reduction" to establish an effective transfer mechanism. First, homework assignment is more scientific, reasonable, and flexible, corresponding to the comprehensive homework requirements with the integration of common occupations in the curriculum. Second, along with the emphasis on reducing the burden and improving the quality and education equity, students' evaluation tends to be diversified and comprehensive from unilateral grade evaluation. In terms of evaluation content, it combines the commonness of students in general high school and vocational education with different considerations of theoretical and practical knowledge [22].

4.3 To Return to School Education by Constructing Various Cooperative Integration Mechanisms

In recent years, the curriculum of integration between vocational and general education is showing management to the government school industry by the government, by individual tubes to the joint governance. Under the trend of "double reduction", the characteristic pilot courses of general vocational integration in different places are changing from single imitation and superposition to diversified mode and integration. Furthermore, the cooperation between general and vocational education schools has also changed from single-way to double-way, from isolation to the alliance, and from tradition to wisdom.

One is "school-school cooperation", a road of "general high school professionalization" jointly explored by Yu Hang Experimental Middle School and Qiao Si Vocational High School. It adopts the way of cooperation between ordinary universities and vocational schools, interprets the innovative cooperation forms of "integration of industry and education" and "school-enterprise cooperation" under the guidance of "double reduction", and reflects the transformation of the concept of "school-school" from one-way to multi-direction, from isolation to the union. Students in ordinary high schools cannot only operate handicrafts and building levels in various experimental sites of vocational high schools but also experience professional practices such as scientific programming and advanced marketing management cases in vocational high schools.

The second is the teaching reform of "modular curriculum", the general vocational integration teaching model carried out by the 14th Middle School of Nan Ning. Under the background of these innovative courses meet "double reduction", it should steadily promote the reform of classroom form through modular teaching for normal teaching, and professional teaching integration new classroom teaching mode, and vigorously carry forward the "school-based curriculum" and "the second classroom" combination of stop-motion, tea art class, career planning, financial literacy class, such as baking class as integrating features of course [23]. Since 2013, Nan Ning 14 middle school creatively developed a group of three-course modules through "In-school classroom and off-campus base", "curriculum development and course introduction", "offline experience and online cognitive and axle type" teaching mode, making modular integration courses in their respective module operability and sustainability, Strengthen the connection of teacher resources in different fields.

The third is constructing a "normal communication mechanism of general vocational integration course", a gradual integration process presented by Guangxi Vocational and Technical College through course guidance measures and a new communication mechanism. Firstly, vocational cognition courses are carried out to promote the development of students' vocational cognition concepts and guide students to choose the education path suitable for their development. Secondly, the school will build a broad vocational integration base, compile vocational cognition textbooks, and build a team of full-time and part-time teachers. Finally, the teacher can share high-quality teaching resources and participate in vocational, cognitive experience activities so that vocational and general education can become an interconnected closed loop [24]. It creatively breaks down the evaluation mechanism defects and institutional barriers at the common job interface.

With the increasing emphasis on vocational education in the context of "double reduction", the increasing proportion of vocational education in integrated courses has increased the efficient and diversified integrated cooperation among general vocational courses. The education system should keep the connection between the evaluation mechanism and the system of general vocational courses. In this way, the courses can both draw on each other's strengths and complement each other's weaknesses.

5. Summary

If the "double reduction" starts from the stage of compulsory education, it is also possible to extend to higher education and vocational education in the future; then, the general vocational integrated courses start from higher education and vocational education and continue to penetrate the future

direction of compulsory education. In terms of returning to the essence of education and teaching, promoting the improvement of quality education and promoting the all-round development of human beings, the general vocational integration course behind the "double reduction" is in perfect harmony with the mainstream educational concept advocated under the background of "double reduction". The two complement each other and promote each other, which is an indispensable part of education reform.

"Double reduction" is a "double-edged sword" for general vocational integration courses. On the one hand, the inherent problems are magnified under the background of "double reduction": people still have a certain bias towards vocational education at the ideological and cultural level, the superstructure's input, and guidance to the construction of the general vocational integration course are insufficient. In this way, the contradiction between theory and practice and the extreme problem of student diversion at the practical level. There are also new misunderstandings in the context of "double reduction" that need to be examined in time. On the other hand, we can see the healthy development of general vocational integration courses under the trend of "double reduction". Firstly, support and help are provided for integrated courses through the comprehensive practice of "double reduction" to improve the "home school community". Secondly, diversified integration mechanisms such as "integration of industry and education" and "school-enterprise cooperation", which extend the new vocational education concept by "double reduction", are also needed to be constructed in the implementation. Finally, the characteristic general vocational integration courses tailored to local conditions are analyzed through successful regional pilot cases. Summarize the benign development path of various forms of cooperative inquiry and future integrated courses, and realize the transcendence of practical ideas, policies, mechanisms, and modes.

By analyzing the development potential of the general vocational integration course and its problems under the "double reduction", the review and practice beyond will help to make the general vocational integration course become a good medicine to promote education reform in our country and guide the education system to move forward on the road of constantly benefiting the people.

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