

Comparative Study on the Middle School Subject Setting Models in Career Education between China and Japan

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Abstract: This paper aims to conduct a comparative study on the disciplinary setting models in career education between China and Japan, and explore their differences in concepts, content, and practice. Firstly, the background and current development status of career education in China and Japan were introduced. Then, a detailed comparative analysis was conducted on the disciplinary setting models of the two countries, summarizing their respective characteristics and advantages. Through comparative research, insights and suggestions for career education in China have been obtained, providing reference for future education reform.

Keywords: career education in China and Japan, discipline setting model, educational philosophy, practical ability

1. Introduction

With the continuous development of the global economy and the increasing emphasis on education, career education, as an important way to cultivate talents that meet the needs of modern society, has received much attention in China and Japan. As a core component of career education, subject setting directly affects students' professional competence and future development direction. As important educational powers in Asia, China and Japan each have their own unique characteristics in terms of vocational education curriculum, which deserves in-depth comparative research [1]. In China, secondary vocational schools serve as the main battlefield for cultivating technical and skilled talents, and their disciplinary setting models are constantly being explored and improved. Meanwhile, as one of the world's economic powers, Japan's vocational school education has always been highly regarded, and its disciplinary setting model also has unique advantages and characteristics. Therefore, comparing the subject setting models in career education between China and Japan can help us gain a deeper understanding of the differences and commonalities in the education systems of the two countries, and provide reference and inspiration for the reform and development of career education in China.

This paper aims to explore the advantages and characteristics of subject setting in vocational education between China and Japan through a comparative study of subject setting models, analyze their differences and similarities, and provide useful references for the development of vocational education in China. Through in-depth exploration of the disciplinary setting models in China and Japan, it can promote the exchange and sharing of cross-border education experiences, promote the continuous innovation and improvement of vocational education in China, and contribute to the cultivation of more high-quality talents that meet social needs.

2. The model of middle school subject setting in vocational career education

2.1 Overview of subject setting in vocational career education

As an important educational stage for cultivating students with certain professional qualities and skills, secondary vocational schools have their own unique characteristics and significance in subject setting [2]. In vocational education, subject setting aims to provide students with comprehensive and systematic professional knowledge and skill training to meet the social demand for various vocational talents. The disciplinary setting covers multiple fields, including but not limited to engineering

technology, business management, medicine and health, information technology, etc., aiming to provide students with diverse choices and development space. Specifically, the subject setting of secondary vocational schools not only emphasizes the imparting of theoretical knowledge, but also emphasizes the cultivation of practical operational skills. By setting up professional courses, including practical training courses and internships, students can gain practical training and experience in real-life work scenarios during the learning process, thereby improving their practical skills and problem-solving abilities. In addition, the subject setting also takes into account the development trends and needs of social industries, constantly updating course content, introducing the latest industry knowledge and technology, so that students can keep up with the pace of the times and adapt to the challenges of future career development.

Overall, the subject setting of secondary vocational schools is not only to impart knowledge, but also to cultivate students with professional qualities and practical skills, so that they can smoothly enter social work positions and make positive contributions. This comprehensive and practical subject setting model provides students with broad career development space and diverse career choices, promoting the sustainable development of secondary vocational education and the successful implementation of student career planning.

2.2 Specific content and characteristics of secondary school subject setting in Chinese vocational education

The subject setting in Chinese career education has the following specific contents and characteristics: firstly, the subject setting is targeted and practical, closely fitting the needs of society for various professional talents, with the goal of cultivating students with practical vocational skills and literacy. Secondly, the disciplinary setting emphasizes the combination of theory and practice. By setting up professional core courses and practical skills training courses, students can not only master theoretical knowledge but also engage in practical operations and applications during the learning process. In addition, the discipline setting also emphasizes diversity and openness, providing students with diverse elective courses and professional directions, meeting personalized development needs, and cultivating multi-level vocational talents [3]. This diversified subject setting not only broadens students' knowledge horizons, but also promotes their comprehensive development. Students can choose suitable courses based on their interests and strengths, deepen their professional skills, expand their career fields, and achieve personalized development and career planning. At the same time, open subject settings also provide students with broader development space and richer learning experiences, stimulating their learning passion and innovative consciousness.

2.3 Practical case analysis of the middle school subject setting model in vocational career education

Taking the subject setting model of a certain secondary vocational school as an example, the school fully considers social needs and student interests in subject setting, and divides subject setting into three categories: basic courses, professional core courses, and practical skills training courses. In terms of basic courses, in addition to courses such as Chinese, mathematics, and foreign languages, courses closely related to modern workplace requirements such as information technology and communication skills have also been added, laying a more solid academic foundation for students.

In terms of professional core courses, the school has made refined settings based on the school's characteristics and regional industrial needs. For example, in the field of mechanical manufacturing, students will receive training in core professional courses such as mechanical technology, automatic control, and mechanical design; In the field of e-commerce, students will learn the principles of e-commerce, website construction, electronic payment, and other related knowledge; In the field of nursing, students will receive core courses such as anatomy and physiology, nursing techniques, and healthcare[4]. Through this setting, schools can ensure that students have professional knowledge and skills closely related to their chosen major upon graduation.

In addition to basic courses and professional core courses, the school focuses on practical skills training for students. To this end, the school has set up a variety of experimental courses, internships, and practical training sessions, enabling students to conduct practical operations and training in real work scenarios. Through cooperation with enterprises, students have the opportunity to participate in practical projects, exercise practical skills and problem-solving abilities. This emphasis on practical skill development model enables students to better apply theoretical knowledge to practical work and lays a solid foundation for their future career development.

Through this disciplinary setting model, the school has successfully cultivated a large number of outstanding graduates with practical vocational skills, and delivered a large number of technical and skilled talents to society. These graduates not only master relevant professional knowledge and skills, but also possess good basic literacy and practical experience, which can quickly adapt to the professional environment and be competent in work tasks. Their employment rate and professional competitiveness are relatively high, making positive contributions to the industrial development and economic prosperity of the local area. Therefore, the discipline setting model of the school is widely recognized and plays an important role in cultivating vocational talents that meet social needs.

3. Japanese vocational education secondary school subject setting model

3.1 Overview of secondary school subject setting in Japanese career education

Career education is considered an important part of cultivating students' professional qualities and personal development in Japan. Vocational schools in Japan are committed to providing students with comprehensive and practical skills training through carefully designed subject settings to meet the rapidly changing social needs. Disciplinary settings play a crucial role in career education in Japan, aiming to cultivate students' professional knowledge, practical skills, and innovative thinking.

In vocational schools in Japan, subject offerings focus on meeting current and future job market demands, while also emphasizing personalized development and diversified choices for students. The subject setting not only includes traditional core professional courses, but also covers the latest industry trends, technological applications, and practical operations, providing students with up-to-date vocational skills training and knowledge updates [5]. In addition, the discipline setting also focuses on cultivating students' innovative thinking and problem-solving abilities. By introducing courses such as entrepreneurship management and project practice, students are stimulated to have creativity and practical abilities, enabling them to have the ability and confidence to face future career challenges.

Overall, the subject settings of Japanese vocational schools not only meet the demand of society for various professional talents, but also focus on cultivating students' comprehensive qualities and professional abilities, laying a solid foundation for their future career development. This discipline setting model that emphasizes practice, innovation, and personalized development helps to cultivate talents who are more suitable for vocational society, and promotes the continuous improvement and development of vocational education.

3.2 Specific content and characteristics of secondary school subject setting in Japanese career education

The subject setting in Japanese career education has the following specific contents and characteristics: firstly, the subject setting emphasizes practicality and career orientation, closely combining local industrial needs and job markets, and providing students with industry-related professional knowledge and skill training. Secondly, the discipline setting emphasizes practicality and applicability. By setting up internship and project practice, students can learn and apply in real-life scenarios, cultivate practical operation and problem-solving abilities. In addition, the subject setting also focuses on the cultivation of students' comprehensive literacy, including language communication skills, teamwork skills, innovative thinking, etc., to enhance their professional competitiveness and adaptability. In addition, the subject design of Japanese vocational schools also focuses on cultivating students' cross-cultural communication skills and international perspectives. With the accelerated development of globalization, students need to possess cross-cultural communication skills and an international perspective in order to better adapt to the constantly changing international workplace environment. Therefore, the curriculum usually includes courses such as international communication, foreign language training, and international business, helping students expand their international perspectives, enhance their cross-cultural communication abilities, and lay the foundation for their future international career development.

In summary, the subject setting in Japanese career education not only emphasizes practicality, career orientation, and practical application, but also emphasizes the cultivation of students' comprehensive qualities and international development, providing them with more comprehensive and diversified educational resources and learning opportunities, helping them become internationally competitive professional talents. This subject setting model, which is based on practical needs and emphasizes comprehensive development, helps to stimulate students' learning enthusiasm, improve

their comprehensive quality, and promote the sustainable development and progress of vocational education.

3.3 Practical case analysis of the subject setting model in Japanese vocational education

Taking the subject setting model of a vocational school in Japan as an example, the school's subject setting is guided by industry demand, focusing on cultivating students' vocational skills and adaptability. In terms of disciplinary settings, the school has established multiple professional directions, such as mechanical engineering, information technology, hotel management, etc. Each professional direction has corresponding core courses, covering relevant theoretical knowledge and practical skills, and practical operations are carried out through internships, experimental courses, and other methods. In addition, the school also focuses on cultivating students' comprehensive literacy, offering courses such as language communication, professional ethics, and team cooperation to enhance their professional literacy and comprehensive abilities. Through this disciplinary setting model, the school has successfully cultivated a large number of outstanding graduates with practical vocational skills and comprehensive qualities, providing society with a large number of high-quality talents.

4. Comparative analysis of subject setting models in vocational education between China and Japan

4.1 Differences and similarities in middle school subject setting models in career education between China and Japan

There are similarities and differences in the subject setting models of career education between China and Japan in certain aspects. The similarity lies in that both countries emphasize career orientation, practicality, and applicability [6]. Disciplinary settings are guided by local industrial needs, providing students with industry-related professional knowledge and skill training. In addition, both China and Japan emphasize practical operation and project practice in their disciplinary settings, emphasizing the cultivation of students' comprehensive literacy.

However, there are also some differences in the subject setting models of career education between China and Japan. Firstly, there are differences in the emphasis on disciplinary settings between China and Japan. In China, disciplinary settings place greater emphasis on imparting theoretical knowledge and strengthening basic education, while in Japan, disciplinary settings place greater emphasis on cultivating practical skills and enhancing application abilities. Secondly, there are differences in the diversity of disciplinary settings between China and Japan. Vocational education in China has relatively fewer secondary education subjects, mainly concentrated in several major fields such as machinery, electronics, hotel management, etc., while vocational schools in Japan cover a wider range of fields, such as automotive manufacturing, beauty and hairdressing, IT technology, etc.

4.2 Comparison of advantages and disadvantages of middle school subject setting models in career education between China and Japan

There are also differences in the advantages and disadvantages of the subject setting model in vocational education between China and Japan. The discipline setting of the Chinese side focuses on basic education and the transmission of theoretical knowledge, which is beneficial for students to establish a solid foundation and lay a solid foundation for further education. In addition, the disciplinary settings in China are relatively specialized, which can provide deeper professional knowledge and skill development. However, the disadvantage of Chinese disciplinary settings lies in the lack of practical and applied aspects, and students may lack the ability to operate and solve problems in practice.

In contrast, Japan's vocational education curriculum model has significant advantages in cultivating practical operation and application abilities. By setting up internship and project practice, students can learn how to apply it in real scenarios, improve their practical skills and problem-solving abilities. In addition, Japan's disciplinary settings are more diverse, which can better meet the personalized needs and diversified development of students. However, Japan's disciplinary setting may have relatively limited emphasis on imparting theoretical knowledge, which may result in students being relatively weak in basic education.

4.3 Application and effect analysis of the middle school subject setting model in Chinese and Japanese vocational education in different fields

There are also differences in the application and effectiveness of subject setting models in career education between China and Japan in different fields. Taking the field of engineering as an example, the disciplinary settings of Chinese vocational schools mainly focus on majors such as machinery and electronics, emphasizing the cultivation of theoretical knowledge and practical skills. Japanese vocational schools have a wider range of disciplines in the field of engineering, covering different professional directions such as automation, manufacturing engineering, and electrical engineering, and place more emphasis on practical operations and project practice.

In the field of service industry, vocational schools in China mainly focus on the development of language communication skills and customer service skills in areas such as hotel management and tourism services. However, vocational schools in Japan have a more diverse range of disciplines in the service industry, including beauty and hairdressing, culinary arts, reception services, and other professional directions, emphasizing the cultivation of practical operation and innovative abilities.

In summary, there are certain differences in the similarities and differences, advantages and disadvantages, as well as the application and effectiveness of the subject setting model in vocational education between China and Japan in different fields. Understanding and analyzing these differences can help us better learn from and absorb the experiences of both countries, further improve the subject setting of career education, and cultivate more competitive and adaptable vocational talents.

5. Conclusion

By comparing the subject setting models in career education between China and Japan, it can be found that there are certain similarities and differences in the subject setting models in career education between the two countries. Although both emphasize career orientation and practicality, the Chinese side places more emphasis on basic education and the transmission of theoretical knowledge, while Japan places more emphasis on the cultivation of practical skills and application abilities. There are also differences between China and Japan in terms of disciplinary diversity, practicality, and balance between theory and practice. Overall, both China and Japan have their own advantages and disadvantages in their respective disciplinary setting models.

Comparing the subject setting models of vocational education between China and Japan, China can learn from Japan's experience, strengthen the cultivation of practical operation and application abilities, focus on cultivating students' practical operation and problem-solving abilities, and make them more competitive. At the same time, China can improve the diversity of subject settings, expand subject settings in more fields according to local industrial needs and student interests, meet the personalized needs of students, and also attach importance to the teaching of theoretical knowledge to ensure that students have a solid foundation in education.

In the future, we can conduct in-depth research on the educational concepts and policy support behind the disciplinary setting models in China and Japan, and explore their impact on the development of career education. Further compare the performance and adaptability of students in the job market between China and Japan, and evaluate the effectiveness of the subject setting model from the perspective of practical effects. In addition, it is also possible to combine vocational education cases from other countries to expand the breadth of comparative research, providing more reference and inspiration for the development of career education in China.

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