

Research on the status quo and countermeasures of vocational education for the disabled under the background of "Internet +"

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Abstract: With the development of information technology and network, vocational education for the disabled is facing unprecedented opportunities while facing great challenges. With the rapid development of national vocational education for the disabled, many relevant policies have been introduced to provide economic support, which has promoted the increase of the employment rate of the disabled and the popularization of training. However, while the positive development of vocational education for the disabled, there are also many problems, such as lack of adequate government funding and strategic support, limited operational models of training institutions, and insufficient strength of training teachers. This series of difficult problems leads to the low quality of training for the disabled, which further affects their employment and life. This paper aims to conduct an in-depth analysis of these issues by examining various causes, including the low level of training, the physiological problems of the disabled, and the single and unrealistic practicality of training content. In view of the above problems, a series of countermeasures are put forward, and it is suggested to solve the vocational employment of the disabled from the macro and micro level.

1. Introduction

In the context of globalization and information technology, the importance of vocational education for the disabled has become more prominent. As a special group in the society, the vocational education of the disabled is not only related to the survival and development of individuals, but also related to the harmony and progress of the society. Vocational education provides the disabled with the opportunity to acquire skills, realize self-value and integrate into society. However, the vocational education for the disabled in China still faces many challenges. Insufficient government policy support and funding for vocational education for persons with disabilities have caused many disabled people to not access the necessary training resources. The existing vocational education institutions are relatively single and not flexible, which cannot meet the personalized needs of different groups of disabled people. The lack of teachers and the lack of targeted training content also seriously restrict the effect of vocational education. Many training courses fail to connect with the market demand, leading to the difficult skills learned by the disabled to be applied to practical work.

With the rise of "Internet +", the form and content of vocational education have undergone profound changes, and online learning and distance training provide new learning methods and opportunities for the disabled. However, how to effectively use the Internet technology to improve the quality and accessibility of vocational education for the disabled is still an urgent problem to be solved. Therefore, it is particularly important to deeply study the current situation of vocational education for the disabled, analyze the existing problems and their causes, and put forward feasible countermeasures and suggestions. This study aims to enhance the vocational skills and employability of disabled individuals, thereby contributing to a more inclusive and harmonious society.

2. Open Question

2.1. Insufficient Government Guidance in Vocational Education for the Disabled

The enrollment rate of persons with disabilities in China is generally low, especially in the compulsory education stage, and many disabled children cannot enjoy the educational resources and opportunities they deserve. This phenomenon not only reflects the lack of educational infrastructure, but also reveals the inadequate prioritization to the education of the disabled. As the weak educational foundation itself is weak, the group with disabilities face greater challenges in acquiring knowledge and skills, leading to a disadvantage in future entrepreneurship and employment. Lack of education often prevents people with disabilities from acquiring vocational skills, adversely affecting their employability and quality of life. The lack of social support for the education of the disabled and the lack of targeted policies and measures make it difficult for the disabled to participate in the education system equally^[1].

2.2. Vocational education institutions for disabled persons have a single running form of education

The primary form of vocational education for the disabled in China is conducted through schools or institutions established by provincial departments. However, the vocational education system for the disabled is relatively simplistic. Apart from reference schools, the market primarily features small-scale institutions with limited operational models. This lack of diversity hinders peer-level collaboration and reform, making it difficult to improve the overall quality of schools. Consequently, these institutions lack dynamism, operate in a perfunctory manner, and are unable to provide high-quality vocational education for the disabled.

2.3. Lack of teachers for vocational education for the disabled

There are a large number of disabled people in China, but in the field of education and teaching, the serious shortage of professionals has become a prominent problem. From the perspective of the quality of teachers, the teachers in charge of the education of the disabled often lack the professional teaching level, and many educators are part-time personnel, and their professionalism in educating the disabled is obviously insufficient. This situation not only affects the quality of education, but also makes students with disabilities face many difficulties in the learning process. Many part-time teachers are not motivated for this profession, and lack in-depth understanding and enthusiasm for the education of the disabled, which leads to unsatisfactory teaching results. What is more serious is that the transfer frequency of education positions is large, and the mobility of teachers affects the continuity and stability of education, and it is difficult for students to establish a trust relationship with teachers in the learning process, which further affects their learning effect and psychological development. This unstable teaching staff makes the implementation of education for the disabled face many inconveniences, and it is difficult for teachers to form effective teaching strategies and personalized education programs in the teaching process, which cannot meet the special needs of disabled students^[2].

2.4. Unreasonable Vocational Education Curriculum for Disabled Individuals

In our country, the vocational skills education for the disabled is basically with unified education teaching method, but each individual with disabilities has unique needs and conditions, and the vocational skills education for the disabled in our country, not according to the disabled themselves or hobbies and development direction to adjust the curriculum, in terms of curriculum, the current training content is relatively simple, many people think the course practicability is not high, lack of interest and choose to give up the vocational training. This phenomenon constitutes an extremely important problem in the vocational skills training of the disabled in China.

2.5. Others

Vocational skills training institutions for the disabled have many deficiencies, and they are reflected in many aspects. Many training institutions adopt a coping attitude in situations with

inadequate funding, leading to a casual approach towards disability training. This phenomenon affects the quality of disability employment and leads to a large number of teachers but low quality. Because of the lack of professionalism and teaching experience, teachers are unable to provide effective guidance to disabled students. The low threshold of training certificate certification is also called a very serious problem, leading to the flood of training certificates. The reason is that many training institutions, in order to pursue economic benefits, casually issue "training certificates", which leads to the low recognition of certificates, and the disabled are faced with greater obstacles in employment. Some institutions compromised the examination integrity by providing answers in advance, resulting in some fish and making up the numbers in the training process. This irresponsible approach not only reduces the real value of the training, but also makes the certificates obtained lack credibility, further hitting the enthusiasm of the disabled for employment. Ultimately, people with disabilities are unable to acquire real skills and knowledge through these training and without high-quality education, affecting their career development and quality of life^[3].

3. Cause

3.1. The low level of training development leads to the failure to meet the needs of the disabled

With the development of economy and society and the growth of market demand, China has gradually established more and more vocational skills training bases for the disabled, committed to improving the employability and living standards of the disabled. In recent years, the state has paid more attention to the employment of the disabled, and the number of vocational training and re-employment for the disabled has increased. This situation also shows the increase of training. However, according to the data of relevant departments, there is a significant mismatch between the number of unemployed disabled people and the reemployment after training, and most of the disabled people are still unemployed. Despite the increasing number of training institutions, the number of disabled people receiving training is not more, which reflects that the development rate of disabled training institutions is slower than the actual demand for vocational training. Behind this phenomenon, mainly due to the low development strength and level of training institutions, the quality and effect of training cannot meet the expectations of the disabled. Many training institutions have deficiencies in curriculum, faculty and teaching methods, fail to take into account the diversity and individual differences of disabled groups, and lack of pertinence and flexibility. In addition, some training institutions are relatively short of facilities and resources, unable to provide a good learning environment and conditions for people with disabilities. These issues not only hinder the skill improvement of disabled individuals but also restrict their employment opportunities and career growth^[4].

3.2. The limitations of the disabled themselves

Through the survey, it was found that the poor physical quality of some disabled people did not match the teaching level and progress of the training class, which made them unable to receive the training smoothly and even had to quit school. Some disabled people are also forced to drop out of school because of their poor financial conditions and inability to pay the tuition for training. Together, these factors constitute one of the important reasons why the skill training of the disabled cannot operate properly. On the one hand, the lack of government policy support and social and economic assistance makes many disabled people lose the opportunity to receive vocational skills training. When the economic support of the government and society cannot keep up, the training needs of the disabled group are not met, further aggravating their employment difficulties. Training institutions for the disabled, on the other hand, the curriculum and teaching methods lack of pertinence, failed to fully consider the diversity of disabled groups and individual differences, lead to training content and progress cannot adapt to the actual situation of the disabled, many training institutions failed to do according to their aptitude, lack of flexibility and adaptability, eventually makes the training effect^[5]. This situation not only affects the skills improvement of the disabled people, but also has a negative impact on their employment and entrepreneurship.

3.3. The blindness and impracticality of the training content

At present, there are many vocational education and training institutions with the phenomenon of simple training content and solidified content. It is because many training institutions are not sensitive enough to the market, do not make the corresponding market research, do not understand all the particularity of the disabled, but blindly conduct training. Therefore, the training effect is not good, and the content of the training did not play a big role. By analyzing current social career choices, it is evident that individuals hope to access professional training courses that are beneficial to them, such as those that can be conducted online or allow for training at home. These approaches align with developmental needs. However, many training institutions fail to recognize the unique characteristics of the disabled population, continuing to focus primarily on teaching traditional skills from the past. After the completion of the training, people with disabilities are still engaged in some traditional low-income traditional industries, which cannot meet their basic living needs.

3.4. The professionalism of the training teachers

For the special training for the disabled, on the one hand, teachers should have a professional teaching level and methods, and on the other hand, they should also have the knowledge reserve and ability of vocational training for the disabled. In the survey of teaching and training institutions in many schools across the country, it is found that the courses taught by most teachers are roughly consistent with their majors. However, the proportion of teachers with professional special education for the disabled is very small, and the teaching of education lies in the teachers, which requires teachers to have professional level and employment skills to help the disabled, which many teachers cannot achieve, so this is not enough for the education of the disabled. Disabled people can not learn "real things and real skills" when they come to training institutions, so the lack of professional teacher resources is an important reason for the poor employment situation of the disabled.

4. Suggest policy

4.1. From the macro level

From a general point of view, the development of the Internet can effectively improve the professional quality of the disabled, strengthen the construction of a training platform for the disabled, and use the network to realize the intelligent management of the training platform. One of the most distinctive features of the network is intelligent management, which can be well used to bring great benefits to the vocational training of the disabled. Enabling the disabled to learn technology from various industries requires the integration of platforms and network development to enhance training effectiveness. A cloud platform can also be utilized to collect and organize data on the disabled, such as their educational level, self-care ability, and employment capabilities. By establishing a comprehensive database, a personalized system can be developed to track and monitor their progress, enabling timely analysis of their social conditions. This allows for adjustments to employment training courses, promoting interaction between the platform and the disabled while enhancing intelligence and efficiency [6].

4.2. From the micro level

From a small point of view, the rationality and planning of the training for the disabled must be comprehensively evaluated. To promote the entrepreneurship and employment of the disabled, its purpose is to make the disabled master the basic vocational skills, improve their professional quality and social adaptability, which should be achieved by vocational training. At the same time, combining with the characteristics of the Internet era and the needs of the labor market, and taking the use of the changes brought by the Internet, the training program should be adjusted and optimized accordingly. Compared with traditional industries, the Internet is more inclusive for the disabled, and has less resistance and exclusion. Therefore, the disabled have shown high enthusiasm and enthusiasm when engaged in Internet-related occupations, such as e-commerce. Combined with

the market and the change of The Times, the vocational training plan of the disabled meets the needs of the disabled, so as to improve the practicability and effectiveness of vocational training.

4.3. Training Tools and Their Application

From the perspective of the perspective of training tools, online platform services can be used, and the development of science and technology can be used to carry out vocational skills training for the disabled. So far, the number of disabled people participating in vocational skills training is still too small. Therefore, the promotion and popularization of the use of online platform services for vocational training for people with disabilities is a key step. In this way, it can effectively combine the own defects of the disabled, improve their acceptance and understanding, and truly effectively achieve the effect of training. Using online platforms for some highly theoretical content can improve the effectiveness of the course, accelerate the update and iteration, and make the teaching more flexible and guaranteed.

4.4. From the government policies

In the broad context of the Internet, government policies should focus on creating a fair and just environment for employment and vocational training for persons with disabilities. Based on human capital, the new flexible employment model -- is the employment mode in the era of Internet +, providing the disabled with the possibility to grasp opportunities and choose their position independently. The use of the Internet platform has greatly broadened the employment direction of the disabled, and also brought them opportunities for flexible employment. Therefore, in the era of emphasizing scientific and technological development and progress, the role that the government plays in promoting employment is extremely important. In the context of taking knowledge as the criterion and the development of information technology, the disabled are often at a low level, because the intellectual aspects and discomfort to social adaptability brought by their own body will become the main obstacles to their ability to work. However, the Internet has also to some extent alleviated the inconvenience of the disabled due to physical limitations. Through vocational skills training based on the development of the network, the vocational skills of the labor force have been greatly improved, and the government has also played a huge role in creating a fair environment for formulating and implementing relevant policies.

5. From the "Internet +" situation

From the perspective of "Internet +", it is particularly critical to use the convenience of network resources to provide more convenient conditions for the employment and entrepreneurship of the disabled. First, establishing and enhancing a national network service platform for employment skills training for the disabled can effectively integrate resources. This platform can timely release and update information related to employment and entrepreneurship for the disabled, such as job postings, various training courses, and experience-sharing opportunities. This approach helps the disabled better acquire the necessary knowledge and skills, thereby improving their employment competitiveness. Through such a platform, the disabled can not only easily find suitable training courses for themselves, but also timely understand the market demand and employment opportunities, so as to make more sensible career choices.

At the same time, making full use of the characteristics of the Internet emerging Internet industries, especially the rapid development of e-commerce, can guide the disabled to use the Internet to open shops and do businesses and start their own businesses. The flexibility and universality of e-commerce provides unprecedented opportunities for disabled people to display and sell goods through the Internet at home, avoiding the strict requirements of physical conditions in traditional business models. Through the Internet, disabled people can flexibly arrange working hours and work content according to their own abilities and conditions, and choose their own working conditions. This flexible work arrangement can not only improve their work efficiency, but also effectively reduce the burden on the body, enabling them to realize their self-value in a comfortable environment.

6. Explore auxiliary vocational education

The traditional way of employment for the disabled in China is mainly individual concentrated employment and individual flexible employment. Later, there is public welfare employment, with a new situation of auxiliary employment and home employment. Since 2012 every year many new auxiliary employment, about 10000, in 2015, the country also released to help the disabled auxiliary employment policy, put forward the auxiliary employment concept, the development of auxiliary employment institutions, protect mental and physical disability employment of the disabled people^[7].

Auxiliary employment is a measure adopted by the government through welfare policies to auxiliary employment agencies to help the disabled obtain income. Auxiliary employment adheres to the idea that the disabled first obtain employment before vocational training, which is contrary to the policy of vocational training before employment. With the emergence of new situations and new situations, the disabled are generally willing to find employment when they enter the auxiliary employment institutions. However, they generally lack the corresponding vocational skills. In order for these disabled people to be successfully employed smoothly, they must be provided with professional training. This kind of auxiliary employment vocational education targeted at the disabled to help the disabled employment is called auxiliary vocational education.

7. Conclusion

Vocational education for the disabled is an important way to realize the self-development of the disabled, and also an important link to promote social equity and harmony. With the continuous progress of the society and the development of the economy, the vocational education of the disabled group has been paid more and more attention. Through an in-depth analysis of the current situation of vocational education for the disabled, we find that although the policy support and social attention have been improved, there are still many problems to be solved, such as insufficient training resources, unreasonable curriculum, and weak teachers. These problems not only affect the skills improvement of people with disabilities, but also restrict their employment opportunities and quality of life. Therefore, it is particularly important to put forward practical countermeasures and suggestions. The government should increase policy support and funding for vocational education for persons with disabilities to ensure that people with disabilities have equal access to vocational training. Vocational education institutions should flexibly adjust the curriculum according to the actual needs of the disabled, and provide diversified training forms to adapt to the characteristics of different groups of the disabled. It is crucial to improve the faculty, especially in teaching for the special needs of the disabled. By strengthening teacher training and introducing professional talents, the teaching quality can be effectively improved. We will make use of the advantages of "Internet plus" to develop online training platforms to provide more convenient learning services for the disabledXi channel. Through these measures, we hope to effectively improve the quality and effect of vocational education for the disabled, help them better integrate into the society, realize self-value, and ultimately promote social harmony and progress.

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