

Knowledge Mapping of Domestic Vocational Education Policy Research Based on Student Mental Health: Hot Topics and Evolving Trends

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Abstract:

Vocational education policy is the basis and follow of the development of vocational education. Studying vocational education policy is helpful to grasp the law of vocational education development, understand the existing situation of vocational education, solve the problems of vocational education, improve vocational education policy, and promote the development of vocational education. Promoting students' mental health is an important part in the process of vocational education, but there is a lack of attention to students' mental health in the current domestic vocational education policy research and practice, resulting in the work of vocational education mental health failed to get due attention. This paper selects 638 relevant literatures published in CNKI, which cover Chinese core and CSSCI core journals from 1994 to 2020, and uses visual analysis tool CiteSpace to draw the knowledge map of domestic vocational education policy research, and then discusses the age distribution, research strength, research hotspots and topics of this field. Domestic vocational education policy research has rich achievements, a wide range of research, research strength is strong, and key researchers and research teams are initially formed, but there is a lack of high-intensity cooperation between key researchers and key research teams. The research focus is mainly on vocational education policy overview, higher vocational education policy, secondary vocational education policy, rural vocational education policy, industry-education integration and university-enterprise cooperation policy. Every field of research is more, not only the static policy text analysis, and the dynamic analysis of the policy process. There are not only macroscopically comprehensive policy discourse, but also microscopically specific policy analysis. There are not only quantitative research methods, but also qualitative research methods. However, from the perspective of students' mental health, vocational education policy research rarely involves students' mental health, and the quantity and quality of publications are not high as a whole, and key researchers and research institutions are lacking. With the increasingly prominent status and role of vocational education in national economic development and social progress, the theory and practice of vocational education policy will inevitably be prosperous, and the guidance and planning role of vocational education policy research in the development of vocational education will be increasingly obvious. In the future research on vocational education policy, the value of vocational education policy is concerned, the operation of vocational education policy continues to make great efforts, and the multi-disciplinary research and localization research of vocational education are accelerated. From the perspective of students' mental health, it is necessary to pay special attention to students' mental health in the fields of

vocational education policy value, policy content and policy operation, and promote the sound operation of vocational education mental health work with the help of relevant policy research and policy practice.

Keywords: *Student mental health, Vocational education policy, Vocational technology, Knowledge graph, Visual analysis*

I. INTRODUCTION

Vocational education policy is a text synthesis and dynamic development process of education policy formed by political parties, governments and other political entities to achieve the goals and tasks of vocational education development and coordinate and balance the interests of all parties. Vocational education policy is the basis and follow of the development of vocational education. Studying vocational education policy is helpful to grasp the law of vocational education development [1-4], understand the existing situation of vocational education, solve the problems of vocational education, improve vocational education policy, and promote the development of vocational education. From the perspective of vocational education students' mental health, promoting students' mental health is an important part of the process of vocational education, but the current domestic vocational education policy research and practice, relatively lack of attention to students' mental health, resulting in vocational education mental health work failed to get due attention. In this paper, CiteSpace software is used for visual analysis of research results related to vocational education policy, to describe the status quo and trend of domestic journal papers on vocational education policy research [5-9], and to glimpse the research status of mental health education in domestic vocational education policy research.

II. DATA SOURCES AND RESEARCH METHODS

2.1 Data Sources

The literature retrieval of this paper was from CNKI database. In order to enhance the comprehensiveness and credibility of literature data, the author included all the words related to "vocational education policy" in the search scope. On December 15, 2020, the search titles or keywords were "vocational education", "vocational and technical education", "secondary vocational" and "higher vocational" respectively. Chinese core journals and CSSCI journals with "policy" included, and a total of 767 related articles were obtained. At the same time, repeated data cleaning was carried out on the retrieved literature, excluding book reviews, article reviews, conference reviews, report summaries, leaders' speeches, interview records, repeated and irrelevant literature and so on [10-15]. Finally, 638 valid literatures were obtained. From the number of literature and the selection of core vocabulary, it can be found that there are many high-quality achievements and in-depth researches on vocational education policy in China. Researchers in this field mostly use the term "vocational education", but less use the expression "vocational and technical education". (Table I)

Table I: China National Knowledge Network (CNKI) database "Vocational Education Policy" search

data table

Number	Search word	Original data	Valid data	To eliminate the principle
1	The title or keywords of the article should be "vocational education" and include "policy" (core journals and CSSCI journals)	510	445	Book reviews, article reviews, conference summaries, report summaries, leaders' speeches, interview records, duplicates and irrelevant literature were excluded.
2	Title or keywords: "Vocational and technical education", including "policy" (core journals and CSSCI journals)	18	13	
3	The title or keywords should be "Secondary vocational Schools" and include "policies" (core journals and CSSCI journals)	68	56	
4	Title or keywords: "Higher Vocational Education" and including "policy" (core journals and CSSCI journals)	171	124	
total		767	638	

2.2 Research Methods

CiteSpace 5.6.r5 (64-bit) is a document visualization analysis tool used in this paper. It is a Java application software developed by Dr. Chao-mei Chen's team at Drexel University. It can make visual analysis of the literature studied and obtain the map of scientific knowledge such as the research strength, evolution path and research hotspot of this field or topic, so as to master the research situation of this field or topic in the way of literature quantification. The so-called knowledge map is a visual research based on the disciplines of quantification and science, which analyzes the homogeneity of research in a certain field or topic by means of information science and mathematics. This paper uses CiteSpace 5.6.r5 (64-bit) software to visually analyze the research strength, knowledge map and hot topics of the research results related to "vocational education policy", which have been retrieved and cleaned, in an attempt to comprehensively grasp the current status and trend of the research on vocational education policy [16-20].

III. THE AGE DISTRIBUTION AND RESEARCH STRENGTH ANALYSIS OF DOMESTIC VOCATIONAL EDUCATION POLICY RESEARCH

In this paper, CiteSpace software is used to make data statistics on relevant literatures of domestic vocational education policy research, and the chronological distribution and research strength of domestic vocational education policy research are sorted out. The chronological distribution can clearly show the number of research results and the trend of attention in this field. Research strength analysis can judge the number of articles on vocational education policy research published by major research institutions, key researchers and journals, etc [21-25].

3.1 Chronological Distribution

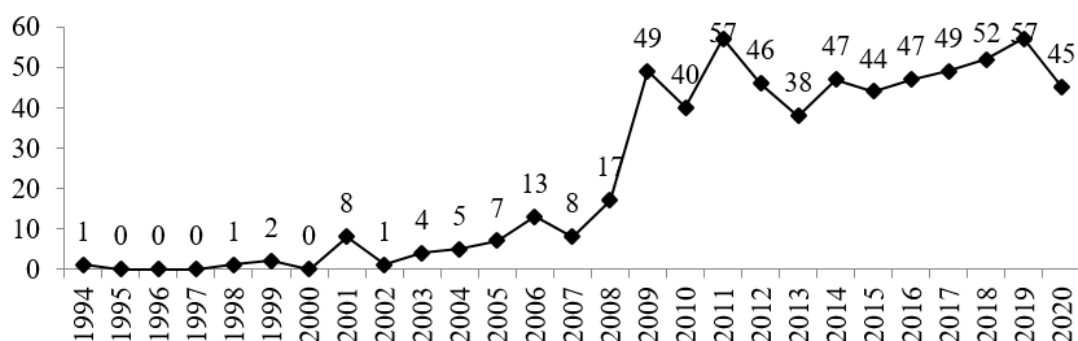


Figure 1: Chronological distribution of CNKI source literature on vocational education policy from 1994 to 2020

Through the database retrieval of China National Knowledge Infrastructure (CNKI), research on vocational education policies in Chinese core journals and CSSCI journals began in 1994. The first article is the trend of Vocational Education Policies in the European Community and the Influence of Germany published in Vocational Education Forum by Dayuan Jiang, which is an introduction to foreign vocational education. In the new century, the high-quality research results of vocational education policy gradually increased, and the number of research has increased rapidly since 2008. The annual average number of published papers from 2009 to 2020 was 47, and the annual average number of published papers reached the peak of 57 in 2011 and 2019.

Vocational education policy research is closely related to economic and social development. In the new century, with the deepening of reform and opening up, China's accession to the World Trade Organization, economic development, especially the rapid rise of the manufacturing industry, the demand for high-quality technical and skilled personnel has soared. In 1999, the main object of college enrollment expansion is higher vocational colleges, in order to alleviate the demand for technical and skilled personnel in economic development. During this period, The State has successively issued the Decision on Vigorously Promoting The Reform and Development of Vocational Education (2002), The Action Plan for The Revitalization of Education 2003-2007 (2004), Several Opinions on Further Strengthening the Work of Vocational Education (2004), and The Decision on Vigorously Developing Vocational Education (2005). It provides a policy basis for the transformation and development of vocational education in the new era, and also promotes the research of vocational education policy. In 2008, the outbreak of the international financial crisis had a great impact on China's export-oriented economy. In addition, China's economic development entered a period of "mode transformation and structural adjustment" due to the rapid economic development and rising labor costs. In 2011, the State issued the Outline of the National Medium - and Long-term Education Reform and Development Program (2010-2020). Plans have been made to vigorously develop vocational education, mobilize the enthusiasm of industries and enterprises, accelerate the development of rural vocational education and enhance the attraction of vocational education. In 2014, The State Council issued the Decision on Accelerating the Development of Modern Vocational Education, proposing to develop modern vocational education and build a modern vocational education system. The

promulgation and implementation of these important policies greatly promoted the research of vocational education policy. In 2019, The State Council issued the National Vocational Education Reform Implementation Plan, which for the first time clearly stated that vocational education is a type of education, providing a policy basis for the development of vocational education typification. In March of the same year, Premier Li Keqiang announced in the Government Work Report that higher vocational colleges would "massively expand enrollment by 1 million people". In 2020, the Report on the Work of the Government once again proposed that higher vocational colleges should increase enrollment by 2 million. These major reform and development strategies of vocational education promote the prosperity of vocational education policy research, and also confirm the upsurge of vocational education research since 2008.

3.2 Research Power

3.2.1 Research institutions

According to the statistics of CiteSpace [26,27], the author sorted out the "Power table of CNKI Source Vocational education policy research institutions from 1994 to 2020 (number of publications ≥ 2)" (Table II). It can be seen that, East China Normal University(31), Tianjin university (24), Beijing Normal University (22), Institute of Vocational and Technical Education Center, Ministry of Education (19), Shanghai Institute of Educational Sciences (18), Jilin Normal University of Engineering and Technology (16), College of Education, Shaanxi Normal University (12), Guangdong Polytechnic of Agriculture and Industry (10), etc. There are 29 research institutions that have published more than 2 papers, including 18 undergraduate universities, 7 vocational colleges, 2 national research centers and 2 provincial and municipal research centers. This shows that the education related colleges and vocational education research centers of undergraduate universities pay more attention to vocational education policies and have formed a large number of high-quality research results, while the research strength of vocational colleges in this field is slightly insufficient. According to the "Institutional Strength Chart of CNKI Source Vocational Education Policy Research from 1994 to 2020" (Figure 2), several research institutions are related to each other. For example, the Faculty of Education of Beijing Normal University is strongly related to the College of Education of Shaanxi Normal University. The Institute of Vocational education and Adult Education of EAST China Normal University has some connections with Shanghai Educational Research Institute and Tianjin University. The Scientific Research Center of Vocational and technical Education of Jiangsu Province has certain connection with many colleges and universities in Jiangsu province. Jilin Normal University of Engineering and Technology has a certain connection with colleges and universities and research institutes in Jilin Province. These associations generally have strong regional characteristics and form a regional cooperative research team with a certain research institution as the core.

Table II: Institutional strength of CNKI source research on vocational education policy from 1994 to

2020 (number of publications ≥ 2)

Number	Post agency	Number of post	Year of first document	Institutions category
1	East China Normal University	31	2009	University
2	Tianjin university	24	2001	University
3	Beijing Normal University	22	2005	University
4	Institute of Vocational and Technical Education Center, Ministry of Education	19	2001	National Research Center
5	Shanghai Institute of Educational Sciences	18	2008	Provincial or Municipal Research Center
6	Jilin Normal University of Engineering and Technology	16	2009	Vocational colleges
7	College of Education, Shaanxi Normal University	12	2018	University
8	National Institute of Education Administration	10	2010	National Research Center
9	Jiangsu Vocational and Technical Education Scientific Research Center	8	2004	Provincial or Municipal Research Center
10	Guangdong Polytechnic of Agriculture and Industry	6	2011	Vocational colleges
11	Guangdong Polytechnic Normal University	6	2018	University
12	College of Vocational Education, Tianjin Polytechnic Normal University	5	2017	University
13	School of Education Science, South China Normal University	5	2007	University
14	Jiangxi Normal University	5	2009	University
15	Jiangsu Institute of Technology	4	2014	Vocational colleges
16	Jiangxi Science and Technology Normal University	4	2010	University
17	Institute of Education Science, Huazhong University of Science and Technology	4	2007	University
18	Jiangxi Science and Technology Normal University	4	2012	University
19	Zhejiang Finance Vocational College	4	2019	Vocational colleges
20	School of Educational Science and Technology, Nanjing University of Posts and Telecommunications	3	2016	University
21	School of Education, Central China Normal University	3	2014	University

22	Nanjing Polytechnic of Science and Technology	3	2018	Vocational colleges
23	Applied Higher Education Development Research Center of Beijing Union University	3	2009	University
24	College of Education Science, Henan Normal University	3	2008	University
25	School of Education Science, Shenyang Normal University	3	2015	University
26	Shanxi Finance and Trade Vocational and Technical College	2	2009	Vocational colleges
27	Beijing Economic Management Cadre Academy	2	2010	Vocational colleges
28	Northeastern University	2	2016	University
29	School of Education, Shanghai Normal University	2	2009	University

(Note: This paper is a Citespace literature analysis of CNKI database. The Chinese charts are kept in line with the principle of being faithful to the original materials.)

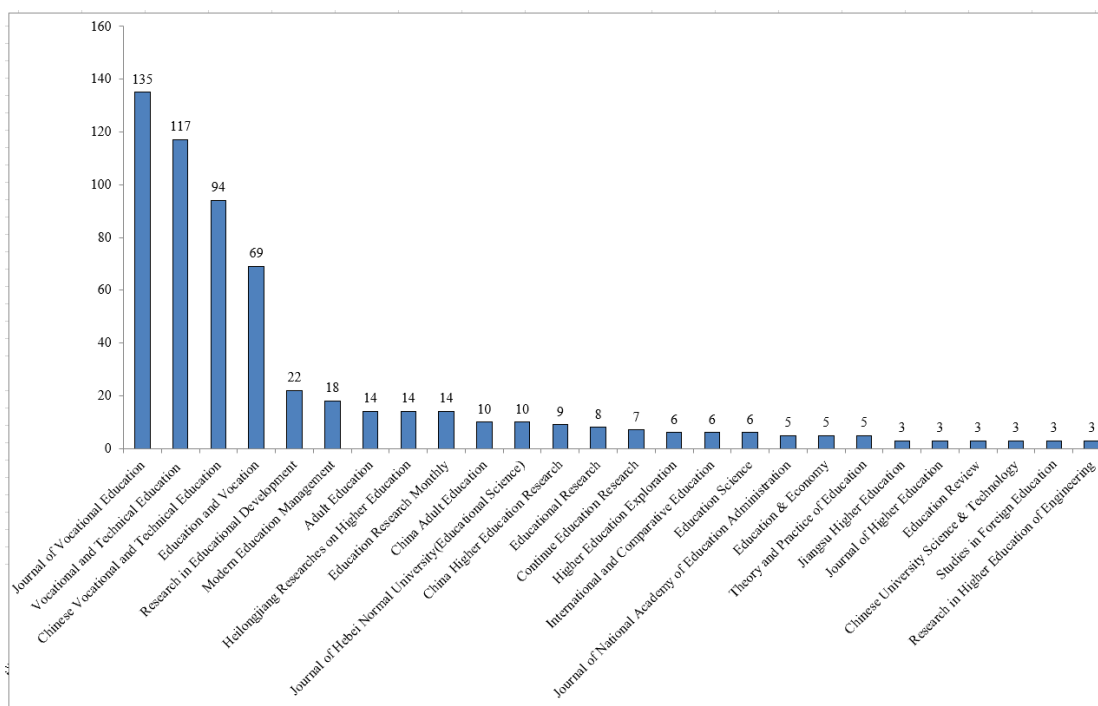


Figure 2: Published journals on vocational education policy research from CNKI sources

3.2.2 The researchers.

As can be seen from the visualization map of author power of the research on vocational education policy (Figure 3), researchers with a large number of publications are: Zhanyong Qi (12), Weiping Shi (9), Zhen He (9), Zhaohui Fu (7), Wenwei Huang (7), Jiansong Zhou (7), Cuixiang Sun (7), Guoqing Xu (7).

This indicates that the key researchers in this field have been formed, and there is a lot of cooperation and contact among them. A certain number of papers have been jointly published and a certain number of research teams have been formed, but the cooperation intensity among the key researchers is relatively low.

3.2.3 The journal.

According to CSSCI Source Journal Catalog (2019-2020) and Peking University Chinese Core Journal Catalog (eighth edition), there are 26 journals with more than 3 publications in this field, including 8 Chinese core journals with 458 publications in total. There are 15 CSSCI source journals (including the extended version), with a total of 114 articles published. The periodicals with a large number of publications are Vocational Education Forum (135), Vocational and technical Education (117) and China Vocational and technical Education (94). It can be seen that Chinese core journals publish more research results on vocational education policy, while CSSCI source journals do not publish enough research results on vocational education policy.

Top 15 Keywords with the Strongest Citation Bursts

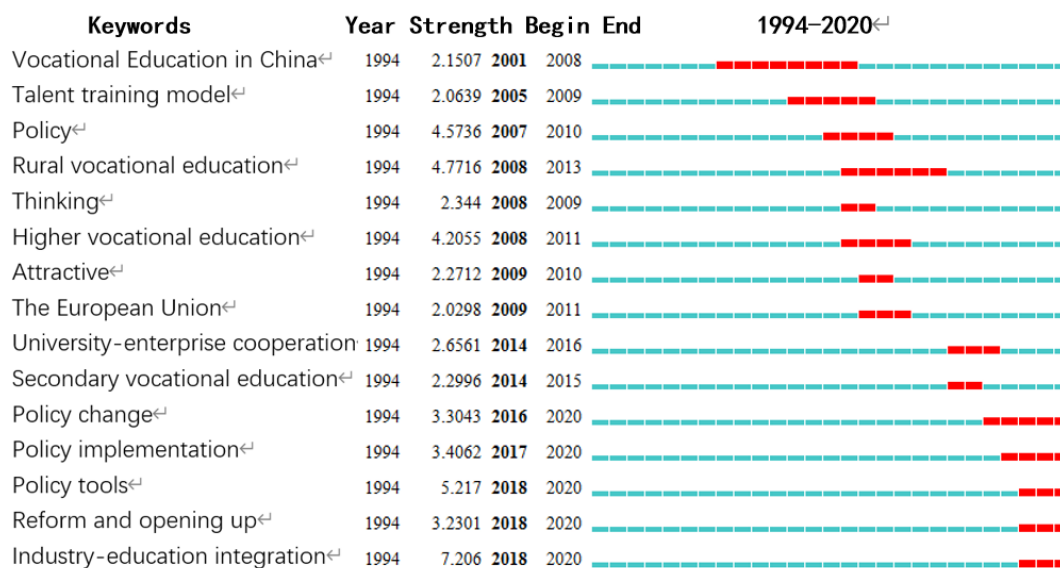


Figure 3: Key words of CNKI source vocational education policy research from 1994 to 2020

IV. KNOWLEDGE GRAPH OF DOMESTIC VOCATIONAL EDUCATION POLICY RESEARCH

CiteSpace software can be used to draw charts of high-frequency keywords, keyword emergence and keyword co-occurrence of vocational education policy research in Chinese core journals of CNKI database from 1994 to 2020, which can clearly present the research trend and development context of domestic vocational education policy.

According to the statistics of "Top 20 High-frequency Keywords of CNKI source Vocational Education

Policy Research from 1994 to 2020" (Table III), it can be seen that the high-frequency keywords in this field are as follows: vocational education (189 cases), policies (115 cases), higher vocational education (48 cases), secondary vocational education (46 cases), vocational education policies (40 cases), higher vocational education (34 cases), school-enterprise cooperation (28 cases), higher vocational colleges (24 cases), rural vocational education (23 cases), and industry-education integration (21 cases). Remove keywords and synonyms, the field of high frequency key words are: "higher vocational education", "secondary vocational education", "rural vocational education", "university-enterprise cooperation", "the fusion of production and education", "policy tools", "policy change", "policy analysis ", "policy implementation", "value orientation", "Australia", and "the European Union ". That vocational education policy research field of higher vocational education, secondary vocational education, rural vocational education, the fusion and between production and education cooperation awareness is higher, the vocational education policy changes, the content of policy, policy instruments, policy implementation, policy value orientation are all in research and policy on foreign vocational education in Australia and introducing more vocational education policy in the European Union.

Table III: Top 20 high-frequency keywords in CNKI source vocational education policy research from 1994 to 2020

Number	Keywords	Frequency	First appearancetime
1	Vocational education	189	2001
2	Policy	115	2001
3	Higher vocational education	48	1998
4	Secondary vocational education	46	2008
5	Vocational Education Policy	40	1994
6	Higher vocational education	34	1999
7	University-enterprise cooperation	28	2009
8	Higher vocational colleges	24	2006
9	Rural vocational education	23	2008
10	Production and education fusion	21	2015
11	Education policy	15	2001
12	Policy tools	15	2016
13	Policy change	12	2012
14	Policy analysis	11	2006
15	Policy implementation	9	2017
16	Value orientation	9	2008
17	Reform and opening up	9	2014
18	Australia	8	2009
19	Enterprise	7	2006
20	European Union	7	2009

According to "Key word Emergence of CNKI source Vocational Education Policy Research from 1994 to 2020" .It can be seen that the research in this field generally presents two stages: the first stage is from

2001 to 2013, in which the research on vocational education policy focuses on talent cultivation mode, rural vocational education, higher vocational education, vocational education attraction, The European Union vocational education, etc. The second phase, from 2014 to 2020, pays more attention to "school-enterprise cooperation", "secondary vocational education policy", "policy change", "policy implementation", "policy tools", "reform and opening up", "industry-education integration" and so on.

According to "Co-occurrence of Key words of CNKI source Vocational education Policy Research from 1994 to 2020", it can be seen that domestic vocational education policy research roughly includes five research fields. First, in the research field of "vocational education policy", scholars have studied the "policy", "education policy", "vocational education", "meaning", "logic", "development", "school system", "modern vocational education system", "vocational education", "secondary free policy", "secondary vocational schools", "rural vocational education", "assessment" and "countermeasures", "legislation", "the new generation of migrant workers". Second, in the research field of "higher vocational education", scholars have studied the "policy", "policy research", "analysis", "policy design", "the policy orientation", "policy environment", "policy recommendations", "policy implementation", "policy evaluation", "the higher vocational colleges", "evolution", "development", "outlook", "path", "development orientation" and other issues. Third, in the research field of "secondary vocational education", scholars have studied "fair", "balanced development", "sustainable development", "secondary vocational enrollment expansion", "secondary vocational education demonstration school", "secondary vocational students" and "free policy", "fiscal policy" and "secondary vocational education policy", "Vocational Education Act", "higher vocational colleges", "rural secondary vocational education" and so on. Fourth, in the field of "rural vocational education", scholars have studied "policy environment", "system construction", "system innovation", "suggestions" and other issues. The last, in the field of "university-enterprise cooperation" and "industry-education integration", scholars have studied the "policy guarantee", "policy implementation", "policy logic", "talent training model" and "vocational education group", "the government as a whole", "educational system", "historical institutionalism", "system change", "reform and opening up" and so on.

V. THE HOT TOPIC OF DOMESTIC VOCATIONAL EDUCATION POLICY RESEARCH

Based on the knowledge graph analysis of domestic vocational education policy research, it can be determined that the hot topics in this field are general vocational education policy, higher vocational education policy, secondary vocational education policy, rural vocational education policy, industry-education integration and school-enterprise cooperation policy, etc.

5.1 General Policy on Vocational Education

The first is to divide the vocational education policies since the founding of new China into stages and summarize the historical achievements and evolution logic of China's vocational education policies. Scholars generally believe that the country attaches great importance to vocational education in recent years, and the vocational education policy to adapt to the economic development and social needs, in the school system and mechanism, modern vocational education system, financing mechanism, quality of

personnel training, the teachers troop construction, cooperation between colleges overall effect, promote the social justice and social harmony. Second, it discusses the problems of the current vocational education policy's value orientation focusing on singleness, instrumentality and utilitarianism, while the ethics, fairness, public welfare and human nature are insufficient, and puts forward that China's vocational education policy should realize ecological value orientation, ethical value orientation, multiple value orientation and humanistic value orientation. Thirdly, from the perspective of the content of vocational education policy, it discusses many problems such as the low scientific level of vocational education policy, unclear policy objectives, low overall level of funding guarantee, weak school-enterprise cooperation policy, large regional difference of policy, obvious imbalance, and so on. It proposes to build a modern vocational education system, optimize the cost-sharing compensation mechanism for vocational education [1], improve local governments' ability to make innovations in vocational education policies [2], etc. Fourth, pay attention to the construction of vocational education policy environment. Some scholars proposed to construct the policy environment of vocational education from three dimensions: external environment, internal environment and policy system [3]. Fifth, pay attention to vocational education policy tools, think in the operation of the vocational education policy, environmental type tools used, supply tools use general, too much emphasis on tools, tools and power tools, mandatory authority demand-type tools, incentive tools, symbol to persuade tools, system reform, encourage call, public opinion propaganda, voluntary and mixed problems such as insufficient policy tools, and forward to give full play to the use of demand-type tools [4], strengthen the use of voluntary and hybrid policy tools [5] etc. Six is considered running vocational education policy exists democratization and scientific process of policy making mechanism lacks, the execution of policy effectiveness is not high, lack of supervision and evaluation of trying to build vocational education policy monitoring and evaluation system, evaluation standard, establish and improve the vocational education policy evaluation system, improve the validity of the vocational education policy implementation strategy, etc.

5.2 Higher Vocational Education Policy

One is to analyze the higher vocational education policy by combing the policy context or new institutionalism theory. Based on the theory of historical institutionalism, some scholars put forward that the policy changes of higher vocational education in China are deeply influenced by the deep structural factors such as economic system, management mode and traditional cultural concepts, and the development modes at each stage show a strong path-dependence phenomenon. The rational choice of the government and higher vocational colleges affects the policy changes. Promoting industrial transformation, reforming management mechanism and satisfying individual demand are the main driving forces of policy change in higher vocational education [6]. Second, the author thinks that there are problems in China's higher vocational education policies in many aspects, such as enrollment examination, financial investment, educational system, school-enterprise cooperation, quality assurance, policy operation and subsidy policy, and puts forward measures such as improving the legal system of higher vocational education policies, enhancing the operability of policies and strengthening the policy guarantee system. The third part analyzes the current major vocational education policies, and specifically studies the higher vocational education personnel training policies, enrollment and employment policies, million enrollment expansion policies, teachers' policies, middle and higher vocational education linkage policies, vocational education

college entrance examination policies, etc.

5.3 Policy on Secondary Vocational Education

Is a secondary vocational education in our country are summarized glorious historical achievements, some scholars from the preliminary establishment, tortuous development, vocational education, such as the development of transformation, summed up the secondary vocational education to serve the construction of the socialist system, serve for the socialist market economic system to explore, for the new era of modern economic system service in 70 [7]. Second, it puts forward the problems existing in the concept identification, financial policy, enrollment and employment, teaching mode, allocation of teachers and other aspects of secondary vocational education, and proposes to reconstruct the system and process of secondary vocational education by using the concept and spirit of education public governance [8], clarify the government's responsibility in the development of vocational education [9], promote financial equity in vocational education [10], strengthen the implementation and evaluation of secondary vocational policies [11], improve the quality of vocational education.

5.4 Policy on Rural Vocational Education

First, it combs the process and logic of rural vocational education policy. Scholars divide the evolution process of rural vocational education policy into different stages from different perspectives such as macro policy and target positioning, revealing the characteristics, trends and logic of rural vocational education policy development. Some scholars believe that the rural vocational education policy "presents a development trend from focusing on social needs to focusing on subject needs, from focusing on scale expansion to focusing on quality improvement, from focusing on single interests to focusing on multiple values" [12]. Some scholars believe that the evolution of rural vocational education policy is the same as that of the whole country's political and economic system [13]. Some scholars believe that China's vocational education policy contains the internal tension between farming and leaving farming [14]. Second, in view of the problems existing in rural vocational education policies, some scholars put forward from the perspective of vocational education policies that "enhance the applicability of policies, improve the flexibility of school running, and promote the subject demand of rural vocational education" [15], "promote educational equity and social equity" [16]. Some scholars also discussed rural vocational education policies from the perspectives of rural vocational education fiscal policies, farmer training, targeted poverty alleviation and rural revitalization.

5.5 Industry-Education Integration and School-Enterprise Cooperation Policies

First, it analyzes the logic of the policy of industry-education integration and school-enterprise cooperation in vocational education. From the perspective of historical institutionalism, some scholars analyze the evolution process, deep causes, path dependence, self-reinforcing effect and main driving force of the industry-education integration policy [17], some scholars analyze the integration policy of industry and education from the interactive logic of government, market and society [18]. Second, it proposes solutions to the problems existing in the policies of industry-education integration and school-enterprise

cooperation in vocational education from multiple perspectives. On the one hand, scholars put forward from the macro policy level that the government should strengthen the legislation of the integration of industry and education in vocational education, fully mobilize the enthusiasm of enterprises to participate in vocational education, establish "reform the educational management system and operation system, and standardize the vocational qualification certification of industries and enterprises"[19], "improve the basic system of training high quality and skilled personnel" [20]; Enterprises should enhance their awareness of responsibility and play an important role [21]; Colleges should establish advanced vocational education ideas, change the way of college management, enhance the ability of social service, and participate in the skill training of enterprise employees. On the other hand, from the perspective of policy operation, policy formulation should be scientific, "improve the inter-ministerial cooperation mechanism, increase the participation of administrative departments of industries and enterprises, and increase the use of voluntary and mixed tools" [22]. The policy implementation should establish the policy concept and cultural atmosphere of the integration of industry and education, "clarify the responsibility of the implementation subject and improve the coordinating agency" [23]. "Multidimensional Evaluation system and Monitoring System" should be constructed for Policy Evaluation [24].

5.6 Foreign Vocational Education Policies

The first is to study the European Union vocational education to enhance the attractiveness, strengthen social cohesion, improve the quality of education, to cope with new challenges and other policies. Such measures as establishing a quality assurance network for vocational education and training, strengthening cooperation between vocational education and higher education, enhancing synergies between European tools, and clarifying methods for assessing the quality of vocational education and training [25]. Second, it studies the vocational education policies of other international organizations, sorting out the evolution process of the world Bank's vocational education loan policy and the understanding basis and evolution of UNESCO's vocational education policy [26]. The third part introduces the vocational education policies of Australia, Germany, the United States, Japan, Canada and other countries, including the value orientation of foreign vocational education policies, policy comparative analysis, financial policies, training policies, internationalization strategies and so on.

5.7 Mental Health Policy for Vocational Education

Through CiteSpace knowledge map and hot topics sorting, it can be seen that psychological health policy research of vocational education students has not received widespread attention. In order to fully reflect the research status of this field, the author expanded the search scope and retrieved the Chinese core journals and CSSCI journals with the theme of "vocational education", "psychology" and including "policy", and the title of "vocational education" and including "psychology" respectively. A total of 26 valid papers were obtained. One is to study vocational education policy from the perspective of vocational education culture psychology. For example, starting from the psychological characteristics of valuing technology over ability and the psychological needs of valuing interests over morality, this paper analyzes the restraining factors of the establishment of modern vocational education system in China, and proposes to improve the guarantee policies of talent training, enrollment and employment, and vocational training

[27]. Second, pay attention to the psychological capital and psychological training of migrant workers, put forward measures to strengthen the investment of funds, policy innovation, psychological counseling and so on; The third is to put forward the methods and measures of students' mental health development from the perspective of school education and teaching, such as setting up a new view of modern vocational education, strengthening students' psychological quality education, and applying positive psychology.

VI. CONCLUSION AND PROSPECT

This paper reviews the research process of vocational education policy. The literature data of domestic vocational education policy research are quantitatively analyzed by CiteSpace software, and the knowledge map of domestic vocational education policy research since 1994 is drawn. It also makes a literature review on the hot topics of vocational education policy research. The findings are as follows: (1) There are abundant high-quality research results on vocational education policy, and key researchers and research teams are initially formed, but there is a lack of high-intensity cooperation between key researchers and key research teams. (2) The wide range of research in this field, and the research hot topics focused on general vocational education policy, the higher vocational education policy, the policy of secondary vocational education, rural vocational education policy, the fusion and between production and education cooperation, and every field of research is more, not only the static policy text analysis, and the dynamic analysis of the policy process; There are not only macroscopically comprehensive policy discourse, but also microscopically specific policy analysis. There are not only quantitative research methods, but also qualitative research methods. (3) The research on vocational education policy is greatly influenced by economic and social development and policy practice. After 2000, the research on vocational education policy gradually heated up and flourished after 2008, reflecting the urgent demand for vocational education in China's economic and social development and recording the development context and internal mechanism of vocational education policy practice. (4) Vocational education policy research pays little attention to students' mental health, and the overall quantity and quality of publications in related fields are not high, and key researchers and research institutions are lacking.

With the increasingly prominent status and role of vocational education in national economic development and social progress, the theory and practice of vocational education policy will inevitably be prosperous, and the guidance and planning role of vocational education policy research in the development of vocational education will be increasingly obvious. The author thinks that the future trend of vocational education policy research is reflected as follows: (1) The value of vocational education policy is concerned. Policy analysis is a combination of fact analysis and value analysis. There is no pure fact analysis without value analysis. Policy value is the core and soul of policy and determines its direction and future. The policy text we see is only a part of the policy, is the "tip of the iceberg" of the policy, behind the policy text contains value conflict and value balance, all public policies are to seek value, confirm value, realize value, create value and distribute value. The current vocational education policy text boom environment, vocational education still has many difficult problems, need from the perspective of the vocational education policy value in-depth vocational education policy text and run, fundamentally eliminate the marketization of vocational education policy value simplification, utilitarian, such as problems, ensure that vocational education policy of the public, public welfare and fairness, We will promote sound operation of

vocational education policies. (2) Continued efforts were made to implement vocational education policies. Compared with the prosperity of vocational education policy text, the problems of poor operation, insufficient effectiveness and incomplete mechanism of vocational education policy have become an important content of current vocational education policy research. The formulation, implementation, supervision and evaluation of vocational education policies need continuous research. Is the policy making of vocational education scientific and democratic? Is the implementation of vocational education policy clear and effective? Is the supervision and evaluation mechanism of vocational education policy complete? A series of problems in the operation of vocational education policy deserve further study. (3) The acceleration of multidisciplinary research and localization research in vocational education. Vocational education is connected with education and occupation, government and market, school and enterprise. Vocational education policy is not only a problem that pedagogy needs to face, but also a problem that policy science, politics, economics, law, philosophy and other disciplines need to jointly discuss. More importantly, it is necessary to explore the philosophical basis, theoretical basis, value analysis and economic laws contained in vocational education policies, so as to provide a solid foundation for the text and operation of vocational education policies and promote the rapid development of vocational education along the right direction. The development of China's vocational education is different from that of western developed countries. How to construct a vocational education policy that meets China's needs and a modern vocational education system in China are important fields of current vocational education policy research. (4) Psychological health policies of vocational education students need urgent attention. In the future research on vocational education policy, students' mental health should be paid special attention to in the fields of value, content and operation of vocational education policy, and the positive operation of vocational education mental health should be promoted with the help of relevant policy research and practice.

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