



Importance of vocational training and technical skills

V Dandaya *

Department of Vocational and Technical Education, Jamia Millia Islamia University, New Delhi, India

*Corresponding author. E-mail: dandayavamsi@gmail.com

Received: 28-Nov-2022, Manuscript no: GJVTE-22-83479, **Editor assigned:** 02-Dec-2022, PreQC no: GJVTE-22-83479 (PQ), **Reviewed:** 16-Dec-2022, QC no: GJVTE-22-83479, **Revised:** 23-Dec-2022, Manuscript no: GJVTE-22-83479 (R), **Published:** 30-Dec-2022, DOI: 10.15651/2437-1890.22.10.015

DESCRIPTION

People, especially young people, can acquire the information, skills and competences needed for the jobs of today or future through relevant and high-quality vocational education and training. In contrast to the theoretical knowledge provided by the traditional formal education system it provides with practical expertise. Select the best vocational training option for professional growth and development by being aware of the various available options. Vocational training is the educational course of study that prepares for a career as a technician, artisan or tradesperson for example, which calls for specialized expertise. Giving out teaching in a classroom, providing hands-on training or a combination of the two may be involved. One or two vocational topics are typically offered in secondary and higher secondary school. Even so, genuine vocational education is provided outside of the traditional educational system and it frequently results in a certificate or diploma (Aldamen, et al., 2021).

The development of skills and employability are greatly impacted by possibilities for vocational learning. The contrast between theoretical knowledge and actual skills is a good way to summarize the significance of vocational development. Students frequently spend hours researching a range of various topics in their non-vocational studies. They spend a lot of time in the library and online doing research and writing papers, so they only attend class a few hours a week on average. This helps them continue to expand their theoretical knowledge in a number of subjects (Broad, 2016).

To accommodate the 40 million new workers that enter the labor market each year as well as those who are currently unemployed, close to 500 million jobs must be generated over the next ten years. One of the biggest issues facing economies and societies today, in both established and emerging nations, is the rising youth unemployment rate, particularly for young women. Even individuals with work-relevant skills must retrain because the youth unemployment rate is roughly three times that

of the general population globally (Baranik, et al., 2018). Some older individuals find themselves without viable livelihoods as sectors shift in reaction to technological advancement and globalization and businesses are unable to recruit the trained personnel they require despite high unemployment in many locations. Even within their chosen field they frequently invest a lot of time on researching the theories, concepts and methods that other experts in the field utilize. Compared to students who are enrolled in a vocational education programme they have much less possibilities to put these concepts into practice (Holmegaard, et al., 2014).

It provides instruction for specialized jobs and skills. It makes ready to start working in a high-paying career or profession right away. An impartial organization certifies the skills once completion of the training at a vocational school giving an edge over those who have received less formal training. Students show interest and participate more enthusiastically than in formal schooling since its benefits are plain and obvious. For people who did not have a formal education or are unsure on whether they should enroll in school, it provides a learning opportunity. It gives the chance to pick up the skills preferred to master and change careers almost whenever chosen. As a result, there is less population movement to big cities since it provides economic prospects in rural areas and small towns. Most vocational skills are of a universal nature which qualifies for employment abroad as well. The industry benefits from having access to the highly skilled labor force (Wijnia, et al., 2016).

REFERENCES

- Aldamen H, Alkhateeb H, Kercher K, Duncan K, Hollindale J (2021). Core competencies for the global workplace: A cross-cultural and skill-based simulation project in accounting. *Account Educ.* 30(4):385-412.
- Broad JH (2016). Vocational knowledge in motion: rethinking vocational knowledge through vocational teachers' professional development. *J Vocat Educ Train.* 68(2):143-160.

- Baranik LE, Hurst CS, Eby LT (2018). The stigma of being a refugee: A mixed-method study of refugees' experiences of vocational stress. *J Vocat Behav.* 105:116-130.
- Holmegaard HT, Madsen LM, Ulriksen L (2014). To choose or not to choose science: Constructions of desirable identities among young people considering a STEM higher education programme. *Int J Sci Educ.* 36(2):186-215.
- Wijnia L, Kunst EM, van Woerkom M, Poell RF (2016). Team learning and its association with the implementation of competence-based education. *Teach Teach Educ.* 56:115-126.