

Research on Curriculum Setting and Evaluation of Cultural Quality Education in Higher Vocational Colleges

Qiong Du

Hainan College of Economics and Business, Haikou, 571127, China

Abstract: In the era of rapid economic development, society has increasingly high requirements for the cultural quality of talents. As the main position for professional talent cultivation, higher vocational colleges need to scientifically set up and carry out cultural quality education courses. By integrating excellent traditional cultural elements, carrying out workplace communication education, strengthening the teaching of applied writing, continuously enhancing the cultural accomplishment of higher vocational students, enhancing their ability to adapt to social changes, improving their ability to properly handle social interpersonal relationships, and highlighting the cultivation goal of quality talents. In the "Opinions" issued by the Ministry of Education, it is pointed out that it is necessary to focus on the development of vocational students' moral cultivation, cultural literacy, professional ability, mental health, and other aspects. Pilot work has been carried out in multiple colleges and universities, and obvious educational results have been achieved. This requires vocational colleges to strengthen the establishment and implementation of their own cultural quality education courses, actively respond to national policy calls, and comprehensively promote the implementation of cultural quality education. By analyzing the basic principles of cultural quality education curriculum, this article explores and discusses the strategies for scientifically developing cultural quality education curriculum design and evaluation in higher vocational colleges.

Keywords: Higher Vocational Colleges; Cultural Quality Education; Courses; Setting and Evaluation; Strategy

1. Introduction

In recent years, due to the continuous improvement of the quality of higher vocational colleges, they have not only gradually become an important base for national talent cultivation, but also become the object of widespread concern in society. They not only provide most students with a way to realize their own life, but also undertake the educational task of cultivating talents of the times for the development of the motherland. However, the times are advancing, and the country also needs to develop. If relying on traditional curriculum goals and specialized educational content, it is difficult to truly achieve the goal of modern talent cultivation, which requires higher vocational colleges to focus on the setting of cultural quality education courses, so that each higher vocational student can have a high level of humanistic literacy while learning professional knowledge, making higher vocational colleges the "incubator" of talents, cultivate new generations with excellent cultural qualities and professional abilities. Therefore, higher vocational colleges should comprehensively analyze and grasp national education policies and indicator requirements, deeply analyze the standards and principles for setting quality culture courses, and scientifically promote the basic implementation of cultural quality courses based on the basic development situation of colleges at this stage and the characteristics of other courses, so as to make efforts to promote the comprehensive development of students in higher vocational colleges.

2. Problems existing in the curriculum of cultural quality education in higher vocational colleges at the current stage

2.1 There are significant differences in curriculum settings

With the introduction of educational policy concepts, various major vocational colleges have launched quality education work and set up targeted courses. However, due to the different emphasis

on talent cultivation in different vocational colleges, as well as differences in development levels and educational capabilities, there are significant differences in the setting of cultural quality education courses, especially in some marginal vocational colleges, due to the lack of professional teacher teams. Stable educational funds and basic educational facilities have led to inadequate implementation of cultural quality education courses.[1] Especially in the context of "employment oriented" higher vocational education, many schools focus mainly on technology application training, only focusing on the teaching of professional knowledge and skills, and lack attention to humanities literacy, such as workplace communication, etiquette and politeness, and official document writing.

2.2 Inadequate emphasis on curriculum design

According to the indicators set by the education department, students attending higher vocational colleges must complete 8 cultural course credits to truly meet the graduate standards and successfully graduate. However, due to the fact that the cultural quality courses conducted by some colleges and universities do not meet the standards, and the setting and implementation methods of the courses are not reasonable enough. Only relying on teaching experience to carry out teaching work lacks scientific and reasonable planning and design, and does not deeply explore the rich resources and humanistic cultivation of cultural quality courses. The content is relatively simple, the teaching guidance method is boring, and it is difficult to form an effective educational infection for students, and the enthusiasm and initiative of students are limited. Thereby discouraging students' enthusiasm for learning quality courses. With the high level development of economy and technology, the cultivation of thinking innovation and humanistic literacy has become the focus of education.[2] Focusing on mobilizing the intrinsic potential of students, developing their interests, and highlighting the importance of cultural quality education is still the basic education work that most vocational colleges need to focus on.

2.3 Lack of professional evaluation system

Under the guidance of educational indicators, most colleges and universities have offered cultural quality courses, but the development of courses lacks top-level design and specialized evaluation systems, leading to unclear directions for the development of cultural quality, inability to obtain feedback information and optimize curriculum settings in a timely manner. The main body of curriculum implementation also does not have a clear educational direction, and cultural quality courses lacking top-level design and evaluation systems have become appendages to other professional courses. Even a short course. In the era of vigorously advocating quality education, cultural quality courses occupy an important educational position. Higher vocational colleges and teachers should not get rid of the arbitrary concept of curriculum development, integrate the educational development characteristics of their own institutions, combine the setting direction of various courses, and integrate a quality professional education evaluation system to promote the scientific development of cultural quality courses from the top-level design level[3].

3. Principles for setting and evaluating cultural quality education courses in higher vocational colleges

3.1 Systematic principle

Developing cultural quality education in higher vocational colleges is a relatively large and systematic project, which should start from the knowledge structure and form a specialized sequence and plate. Therefore, when setting up and starting cultural quality courses, higher vocational colleges should adhere to the educational concept of top-level design, take into account the overall development requirements of students, and scientifically promote the setting and evaluation of quality education courses.[4] For example, in terms of content arrangement, it is possible to promote the scientific integration of several major cultural quality education levels from the perspectives of literature, art, science, history, philosophy, etc., to form a comprehensive and structured curriculum system, which can not only reflect the universality of curriculum settings, but also demonstrate the practical value of cultural quality courses in different majors, and make workplace communication, practical writing, and other content compulsory for all students. The emergence of professionalism in universality reflects the systematization and standardization of curriculum settings, and can demonstrate the characteristics of vocational colleges themselves, effectively improving students' cultural qualities.

3.2 Permeability principle

Although the setting of cultural quality education courses is very important, it should not weaken the professional characteristics of vocational colleges, and it is necessary to avoid falling into the educational dilemma of taking one thing into consideration and losing the other. Therefore, in the design of cultural quality education courses, consideration should be given to the characteristics of talent cultivation in vocational colleges, top-level design should be carried out from the perspective of talent development, integrating cultural quality courses with professional courses, integrating quality cultivation with professional skill cultivation, and promoting the professional development of the curriculum system in vocational colleges. In daily teaching and practice, it is necessary to place more emphasis on the setting and evaluation of cultural quality courses, keep cultural quality education abreast of professional skill cultivation, incorporate cultural quality education into the professional teaching system, make it an integral part of professional talent cultivation in higher vocational colleges, fully highlight the principle of permeability of educational courses, and highlight the educational philosophy of the times.[5]

3.3 The principle of complementarity between dominance and recessiveness

"Explicit" and "recessive" make up the two important characteristics of curriculum. "Explicit" mainly refers to various formal courses carried out in a planned manner, usually focusing on specific curriculum settings and presenting them in the form of a timetable, which is an important part of school curriculum design. "Recessive" mainly refers to the content that is not directly mentioned in curriculum planning and design, and is an informal form of curriculum education experience, basic language, corresponding practical activities, cultural propaganda, and campus culture shaping. Due to the short school time of most vocational students, in addition to the required courses that need to be completed in the school, most courses should be based on professional training courses. Therefore, how to make good use of hidden curriculum elements such as practical activities and lectures, make up for the lack and shortcomings of explicit curriculum in schools, comprehensively focus on the comprehensive cultivation of vocational students' cultural literacy, and improve students' professional skills and core literacy is extremely important.

4. Strategies for Curriculum Design and Evaluation of Scientific Cultural Quality Education in Higher Vocational Colleges

4.1 Highlight the setting and evaluation of explicit courses

4.1.1 Building a cultural knowledge structure based on courses such as literature, history, philosophy, and natural science

The so-called cultural quality mainly refers to the cultural accomplishment, knowledge, emotions, and value judgments that a person possesses. It is an implicit humanistic quality that can demonstrate basic ideological, moral, and value concepts through their words and deeds. Therefore, in order to improve the overall cultural quality, it is necessary to deeply explore the excellent traditional cultural elements of China based on literature, history, and philosophy, scientifically carry out Chinese traditional culture education courses, enhance natural science courses, and comprehensively carry out courses such as practical writing, literary appreciation, and philosophy education, so that students can continuously enrich their cultural knowledge structure, cultivate their spirit with rich knowledge, and demonstrate their talents with excellent writing skills, demonstrate one's humanistic cultivation through literary appreciation, and deeply understand the "craftsman spirit".

4.1.2 Develop social adaptability based on courses such as workplace communication and psychological education

The main feature of higher vocational colleges is to cultivate students' professional abilities. In addition to paying attention to the improvement of students' humanistic cultivation, they should also pay attention to the cultivation of students' professional abilities. For example, abilities such as workplace communication and communication skills, verbal expression, emotional regulation, and environmental adaptation. Therefore, in the course of cultural quality education, courses with practical value such as "Communication and eloquence", workplace communication, and emotional regulation are added to comprehensively improve students' comprehensive ability and literacy in terms of external abilities and psychological cognition, and cultivate healthy and positive personality.

4.1.3 Inspire and cultivate aesthetic interest through artistic image courses

Aesthetic education is an important component of the quality education system. In higher

vocational cultural quality education courses, aesthetic education should also be added. Through comprehensive art appreciation courses, students' aesthetic interests should be stimulated and mobilized, and their spiritual fields should be constantly enriched and filled to meet the high-level needs of their growth and development. Therefore, it is necessary to scientifically promote the scientific development of art appreciation courses, showcase the excellent traditional culture of the Chinese nation, and enrich the cultural and artistic spiritual world of students.

4.2 Attach importance to the setting and evaluation of hidden courses

4.2.1 Conduct lectures on humanities and social sciences scientifically

Vocational colleges can regularly invite professional experts, enterprises, industry models, alumni, etc. to give lectures to students, popularize the basic situation of industry development in modern society for students, lead students to feel the overall trend of future career development, understand career development culture, let students understand more career frontier development issues, so as to help students adjust to social development in advance. Through the guidance of the social professional talent image, it helps students form a scientific and correct concept of career development, thereby guiding students to form a down-to-earth, careful, conscientious and responsible professional quality.

4.2.2 Pay attention to the development of associations and social practice activities

Community activities are an important educational approach in higher vocational schools in addition to professional courses. Formal community organizations can not only enrich students' cultural cognition, broaden their social horizons, cultivate their good social communication and communication skills, but also exercise and cultivate their organizational management and coordination abilities. Major vocational colleges and universities can take advantage of their community advantages, give full play to their faculty, carry out characteristic community activities, enable students to practice, reflect, and grow in school communities, and continuously improve their cultural accomplishment through subtle infection. At the same time, social practice activities are an effective way to enhance students' social adaptability. Higher vocational colleges can vigorously carry out activities such as volunteering in the countryside, community volunteering, and social practice, so that students can truly enter society and participate in social work, enable students to exert their professional expertise in practice, achieve a good connection between "learning in" and "going out", and improve students' social communication and coping abilities.

5. Conclusion

To sum up, at this stage, China has fully entered the development period of the 14th Five Year Plan. In the new development stage, the country's demand for cultural quality talents is increasing. As the main position for talent cultivation and supply, higher vocational colleges should always clarify their own educational responsibilities, not only pay attention to the prospects and development of the school itself, but also take into account the benefits of social development. Through the scientific setting of cultural quality courses cultivate batch after batch of contemporary talents with cultural cultivation and professional knowledge to provide intellectual support for the further development of the country. Therefore, higher vocational colleges should adhere to the people-oriented education philosophy, scientifically learn from the talent cultivation methods of other universities, combine their own college characteristics, scientifically set up cultural quality education courses, develop professional skills education and quality education evaluation system, and promote the development of higher vocational colleges to truly move towards quality education.

References

- [1] Han G. Analysis of cultural quality education in higher vocational colleges under the new situation [J]. *China Journal of Multimedia and Network Teaching (Mid ten-day)* 2022; (06): 220-223
- [2] Cui X. Educating people with art, cultivating people with culture - Analysis of the current situation of cultural quality education in art vocational Colleges and countermeasures [J]. *Popular Literature and Art*. 2021; (14): 208-209
- [3] Wang G. Practice and reflection on cultural quality education in higher vocational colleges [J]. *Times Report* 2021; (07): 100-101
- [4] Yu H. On the curriculum of cultural quality education in higher vocational colleges of civil aviation [J]. *Modern Commerce and Industry* 2021; 42 (14): 156-157
- [5] Zeng X. Analysis of the construction path of cultural quality education in higher vocational colleges based on network information dissemination [J]. *Reform and Opening up* 2021; (05): 53-60