

The Strategy of the Construction of Higher Vocational Education Curriculum under the Professional Core Competence

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ABSTRACT. *With the continuous development of social development process, practical talents meet the development needs of enterprises, which is the main change direction of talent training in higher vocational colleges. Compared with other general education in higher vocational colleges, the curriculum is wide and practical. Therefore, based on the current practical talent training background, this paper aims to cultivate the vocational core literacy ability of higher vocational students, and explores the teaching strategy of general education curriculum construction in higher vocational colleges, which provides reference value for the first-line teaching of higher vocational colleges.*

KEYWORDS: *professional core competence; general vocational education; curriculum construction*

1. Overview of general education

“General education” (general education), translated as “general education”^[1], “general education”, stems from Aristotle's liberal education thought. Li Mingli made a more scientific analysis on the definition and connotation of general education. Li Manli made a more scientific analysis on the nature^[2], purpose and content. She pointed out that, in general, general education is an integral part of higher education. Non-professional education that all undergraduates should receive; for educational purposes, general education is aimed at cultivating people who are actively involved in social life, socially responsible, and fully developed societies and citizens of the country; General education is a broad, non-professional, non-utilitarian education of basic knowledge, skills and attitudes. It can be seen that general education is a non-professional and non-professional higher education^[3]. It is

different from the practicality and skill of professional education. It aims to cultivate “all-round development people” and “socially responsible people”. In fact, As early as 1946, Professor Noslan of the University of Washington also had a profound discussion on the essential meaning of general education. He believed that the so-called general education, in addition to the function of vocational training, “the main purpose is to improve the overall development of the individual, including Enhance the purpose of life, refine the response to emotions and use our best knowledge of the world to fully understand the nature of various things. For higher vocational colleges, the purpose of general education is to cultivate students into a culturally literate High-skilled talents enable students not only to have the skills, but also to be qualified for a certain position, but also to have the stamina of sustainable development, learn to know, learn to do things, learn to live together, learn to survive, have strong career transfer ability and post adaptability .

2. Specific content of professional core competence training

As a concept and training model, vocational ability training originated in Germany. It mainly emphasizes that practitioners can adapt to the changes of the outside world in the face of the changes and development of science and technology and labor organizations, and regain control of new jobs by relying on their internalized professional ability. Skills and access to new job opportunities^[4].

2.1 Basic professional ability

It refers to the ability of a worker to have a certain occupation, including professional, methodological and social abilities closely related to a specific occupation. The professional ability refers to the skills and corresponding knowledge required to engage in professional activities, emphasizing the professional application and pertinence, focusing on the mastery of professional skills; method ability refers to having the working methods and learning methods required for engaging in professional activities. It is an important means for workers to acquire new skills and knowledge and master new methods in their careers. Methodological ability is basic development ability; social ability refers to having the ability to perform professional activities, including interpersonal communication

and public relations.^[5] professional ethics, environmental awareness, etc. Social ability is both basic survival ability and basic development ability, emphasizing the adaptability to society and the normative behavior.

2.2 Comprehensive professional ability

Refers to the ability beyond the specific professional ability to regain new professional skills and knowledge in a changing environment, which is a cross-professional ability. Career critical abilities can also be called “career core competencies”^[6], which mainly include communication with people, cooperation with people, self-learning, collecting and processing information, problem solving, digital applications, innovation and innovation, and foreign language applications. Professional core competence plays a leading or dominant role in professional activities. Focusing on the cultivation and improvement of comprehensive quality can help practitioners adapt to the rapidly changing working environment and adapt to social changes smoothly. It is a must-have ability for any profession.

3. Higher vocational education strategy under vocational core competence

3.1 Deepen the curriculum reform and optimize the teaching process

(1) Synergistic education of basic knowledge, skills and professionalism

In general, a general education course refers to a basic education course other than professional education. If professional education is aimed at cultivating students' professional skills and means of earning a living in a certain field of knowledge, then general education courses should broaden their horizons and avoid narrowing and foster students through the basic, holistic, comprehensive and extensive knowledge. Independent thinking and judgment, social responsibility and sound personality, that is, educating them to learn to be human. The basic knowledge, skills and professionalism of students are the three cornerstones for entering the society and moving to work. It is an important premise and foundation for students to better integrate into society and adapt to work. At present, the teaching of higher vocational general education requires close integration of basic

knowledge with skills and professional quality education, so that the three parties can work together to cultivate students' comprehensive knowledge of general education.

(2) Classroom teaching “Trilogy”

First of all, self-study before class, teachers can pre-release the pre-study content and related learning materials, so that students can understand the general content of the class before class, and the learning, sorting and summarization of related knowledge can also be completed in extracurricular time, to the greatest extent. Save classroom teaching time. Secondly, the middle school does the middle school, including “learning” and “doing”. The teacher first helps the students to understand the difficulties of the teaching content, and then allows the students to conduct self-exploration or group inquiry, and the organic combination of “learning” and “doing” is not only It will enhance students' ability to apply general education courses, and will stimulate students' interest in learning and broaden their learning ideas. After the final class, the focus is on allowing students to summarize and summarize the results of the learning process, thus truly improving students' knowledge learning, knowledge analysis and knowledge summarization skills, and allowing students to better understand self-deficiency and sum up practical experience.

3.2 Schools, students, and teachers collaborate to build a higher vocational education

(1) School level

School leaders should strengthen their emphasis on general education: the general education course aims to train people who can adapt to different groups of people, that is, to improve students' basic knowledge and interpersonal skills, so that students learn to be human, which is for students. In order to enter the important curriculum before the society, the school leaders must eliminate the misconceptions of the past and attach importance to the education of general education.

(2) Teacher level

First of all, we need to adhere to the “student-centered” concept of education and

change the teaching method: “Student-centered” education concept advocates teachers as classroom guides and inspirations, and adopts scientific teaching methods to educate students. It is best to reach education as soon as possible. aims. For higher vocational general education courses, changing the traditional “cramming” teaching method and adopting the modern teaching method based on interest teaching method, project teaching method and practical teaching method is the necessary process to promote professional education reform.

Secondly, the teaching process strives to be comprehensive and meticulous: teachers must maintain a “rigorous, scientific, comprehensive and meticulous” teaching attitude during the teaching process. The teaching should be comprehensive and meticulous, especially for the treatment of teaching details. Understand and learn.

Finally, it is necessary to pay attention to the cultivation of students' professional quality: the professional quality of students is more important than their professional skills. This requires teachers not only to have a good knowledge of general education, but also to have a comprehensive knowledge of moral education and professionalism. In the process, we must be good at cultivating and reinventing students' outlook on life and values, and then let students realize the value of their work and cultivate their professionalism.

(3) Student level

First of all, I firmly believe that academic qualifications do not represent everything, and enhance the confidence of learning: students must always understand the truth - education does not represent ability, and does not mean everything. Even if you are a vocational student, don't think that your professional core ability is not as good as that of college students and undergraduates. In the process of learning, students should always encourage themselves with such words, enhance their confidence in learning, and always invest in learning with high learning enthusiasm, and constantly improve their professional core competence.

Secondly, develop good study and practice habits, be good at thinking and summing up: good study and practice habits are not only important for students' learning, but also more important for their future work. In the daily learning process, students must first take each lesson seriously, each small knowledge point; secondly,

develop a habit of thinking, that is, ask more questions for everything; finally, combine the results of self-exploration, carefully analyze and Summarize the learning content.

Finally, it is necessary to pay attention to the cultivation of professional literacy: the professional literacy content of teachers is often very broad. If students want to deeply understand and understand professional literacy, they must practice more on the basis of strengthening theoretical study. The way of working constantly regulates what you say and do.

4. Conclusion

Through the above inquiry, I hope to provide the teachers and teachers with the ideas and methods of curriculum reform to adapt to the requirements of the new curriculum reform and cultivate the professional core competence of the students.

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