

# Research on Construction of Connected Curriculum System in Middle and Higher Vocation School

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**ABSTRACT.** This paper points out the existing problems in china's middle and higher vocational education and suggests the construction of connected curriculum system in this sector. Based on the experience from australia's vocational education system, this paper promotes optimizing talent training program and constructing productive training bases in schools to train talent in an cooperative way between schools and enterprises. What's more, diversified studying and module courses being used in curriculum are also keys to address the problem in china's middle and higher vocational education.

**KEYWORDS:** Connected Curriculum System, China'S Vocational Education, Talent Training Program, Module Courses

## 1. Introduction

Middle and higher vocational education is very crucial in everyone's learning career, which is more likely to greatly influence students' future work and life. On the one hand, by learning and mastering the theoretical knowledge system, the students can fully understand the essence of things, as well as development of things. With the help fo theoretical knowledge, student's thinking way could be opened and the insight of the profession could also be understood and a complete knowledge framework is built in people's mind. On another hand, connected curriculum system also help the student to reserve theoretical knowledge before entering the society, in this way student's practical ability and skills could be applied into the social activity and address various problems with means so as to make right decisions, all of which are based on the recognition towards the insight. Therefore, China's middle and higher vocational education can not only be limited to the study of theoretical knowledge, in another means, the students can not put themselves in the textbook to pursue the so-called one-sided results, it is necessary to continue to cultivate their independent thinking while learning knowledge, and At the same time, vocational school's education can not be limited to imparting knowledge. At the same time, education can only be instilled in the students, so that knowledge becomes dull and rigid, and more practical work should be explained. If necessary, the middle and high vocational school should set up some uncertain cases to allow students to think

and answer, and then develop students' ability to cope with and solve problems, so as to better meet the needs of future enterprises and provide students more chances.

## **2. Necessity of Constructing the Curriculum System of Middle and Higher Vocational Education**

As known that after studying in the school, each student will eventually enter the society and take on different work. By learning what they have learned and applying them, they will contribute their own strength to social progress. The complex problems faced by organizations such as units and enterprises require us to solve them through our own efforts.

As known that what to be connected between middle and high vocational education involves many aspects such as professional setting, training objectives, academic system, and curriculum setting. The foundation of the connection between middle and higher vocational education is the connection of professional settings and the key and core is the courses connection between the middle and high vocational schools. It is necessary to build an integrated curriculum system, and a professional teaching plan should be arranged in a unified manner, and a professional curriculum plan should be scientifically formulated in a modular curriculum(Zhao & Hu, 2015, pp.84). Moreover, in the professional learning process of secondary vocational and higher vocational levels, in addition to mastering professional theoretical knowledge and practical skills, students should also participate in the training and appraisal of occupational skill appraisal stations and training designated institutions in the industry and labor departments. A vocational qualification certificate or training certificate could enhance the level of professional skills and employment competitiveness in society. For example, the vocational qualification certificate 2 obtained by students in the higher vocational stage should be the scope expansion and skill level improvement of the vocational qualification certificate 1 in the middle vocational stage. Therefore, it could be found the connection and construction of the curriculum of middle and high vocational schools plays an important role.

## **3. Problems Existing in China's Connected Education in Middle and High Vocational Schools**

As known that the development of teaching and education could be separated from fund investment. In China, the state's investment in secondary and higher vocational education is less than that of ordinary universities, and the input of teachers is limited. Some hardware facilities in the vocational school, and the corresponding software investment is not as good as that of ordinary colleges and universities. What's more, the deviation in national education funding input somehow, also affects the future progression of middle and high vocational students. In terms of enrollment from schools, most students in middle and high vocational schools come from ordinary small towns and even rural areas(Ding,2015, pp.158). Faced with the high tuition fees of higher vocational colleges, the pressure on rural

families is very high, so many students in middle and high vocational schools are not able to afford the fees, which makes colleges and universities lose a lot of outstanding students, but it also is not good to the advancement of these students' future career, and the further improvement of professional ability.

When setting up a major, middle and high vocational schools take the services and industries that the society needs, as well as the social needs as the start point, with the professional and professional positions as the core, and because of the division of the affiliation of the education administrative department of China, the middle and high vocational education departments are lack of communication and coordination with the higher vocational education departments, the middle and high vocational students can't find the majors of the higher vocational colleges during their studies, so they may face a new choice for the majors, or they will give up their studies directly. At the same time, in terms of enrollment at the colleges and universities, they usually consider the students of ordinary colleges, while the students of secondary vocational schools are supplemented by reference standards, because the colleges and universities consider the learning ability of middle and high vocational students as well as qualification rate and other issues, so they put forward higher requirements for the secondary vocational students, and rejected the majority of secondary vocational students.(Thapa, et al, 2019.pp.25). Therefore, in the face of the investment from the teaching funds of teachers, the high-level students in the higher vocational education, and the high threshold of college admissions are set, so that the middle and high vocational students will stop in this school, and even the communication and coordination between the education departments has formed an obstacle to the entry of secondary and higher vocational students. It could be found that all of these have become prominent problems in China's current high school vocational education.

Moreover, the catalogues of middle and high vocational professions are not uniform, and many secondary vocational graduates are restricted to study(Rusten & Hermelin,2017, p.813). At present, the difference in professional settings between middle and high vocational schools has affected the graduates of secondary vocational schools, which has become a factor hindering the connection between middle and high vocational schools. Professional education on the majors setting at secondary and higher vocational schools should be more suitable to the marketing requirements and it greatly emphasizes to promote the connection between profession, industry and professional positions, between teaching process and producing process, between academic certificate and professional certificate. However, in the education administrative department of China the secondary vocational school is affiliated to the professional and adult education management department, and the higher vocational education is affiliated to the higher education administrative department, both department are lack of communication and coordination

As known that the newly revised professional catalogue for secondary vocational schools in 2010 has been promulgated. In the new professional catalogue, the number of secondary vocational schools has increased from 270 to 321, of which 126 are reserved, accounting for 39% of the total; 110 are specialized by renaming,

merging or splitting, accounting for 34 of the total. %; 85 new professional, accounting for 27% of the total; 22 professional deletions from the original catalog.

#### **4. Referenced Methods and Approached from Australia on Middle and High Vocational Connected Education**

Australia's education system has been recognized by the world as one of the best education systems. What's outstanding is Australian country's outstanding achievements in university education and higher vocational education. The government is considering the effectiveness and talent training will be enhanced to a certain level when the students could accept it. In Australia, the state sets special education funds for education, and its funding sources, teaching certifications, and final certificates are all different. Australian university education focuses on the effective development of knowledge, forming an academic concept that allows knowledge to be sublimated. Higher education is more about training with skills, using skills to arm students and enabling them to work in society. To have a role to play. There are differences between the two, but their common goal is to enable students to finally make breakthroughs in their future employment, thus opening the transition between the two teachings, so that this goal can be fully realized.

Such conversion method in Australia is flexible. Students can choose one or two conversion methods. They can be either in the early stage of school or after graduation for many years. They can have a study at the same field of the first degree or different fields(Guo,2010,Pp.52). In a word, the student could achieve technical supplemental knowledge, or the purpose of knowledge supplement technology by many means. After the transfer, because of its unique curriculum, there are new problems in university education and higher vocational education. Rozantsev & Shved(2013.pp.125) pointed out that in the face of the same compulsory courses every year, as well as fixed elective courses, students are required to complete the established courses during the period. What's more, the students should get enough credits for graduation, so they usually have the usual homework to complete as well as the results of the usual exams, or the assessment of comprehensive ability, which makes students have to set higher requirements during their studies, and have the ability to learn independently. They should have the ability to think independently and can't rely on teachers, and other people, and the three-year study time also allows them to cultivate their independent thinking and learning ability in the process, so that they can calm down in the face of complex future work.

As the economy has continuously developed, the level of social medical care and people's daily life have raised, , the aging of the population has become a trend of society. In the learning phase, students should not be limited to studying at school, but should have the concept of lifelong learning, which is a valuable ability. The conversion between university education and the students in higher vocational colleges has greatly improved the efficiency of education, avoided the waste of educational resources caused by repetition, and wasted the precious time of students. These are all in China. In terms of the connection between high and high vocational

education, it should be used for reference and the focus of improvement.

## **5. Measures in Constructing Teaching Transform System**

### ***5.1 Students-Centered***

China's vocational colleges must formulate teaching plans comprehensively, adhere to the national educating policy, follow the principles of educating students, and should put the moral education as the first task. There is a need to promote the moral education class in the secondary vocational stage and the political and ideological theory teaching in the high professional stage, and integrate the socialized key values mechanism into the whole process of vocational education talent training. It is necessary to pay more attention to the professional ethics educating and legal education of students, and attach importance to cultivating students' integrity, professionalism, responsibility and law-abiding awareness(Epperson,2012,p.186), and cultivating high-quality skilled talents. It is necessary to train students' social adaptability as per the characteristics of vocational college students, educate students to establish life perceiving concepts, enhance the study skills, study the teamwork and communication, so as to enhance students' practical ability, creativity, employability and entrepreneurial ability. A socialist builder and successor who is fully developed in morality, intelligence, and beauty should be cultivated.

### ***5.2 Optimizing Talent Training Program***

It is necessary to adhere to the mode to train talent in a cooperative way between schools and enterprises, and by means of post-internship and work-study combination to correctly handle the relationship between public (cultural) basic courses and professional skills courses, and enhance students' professional ability.

In the cooperation between school and enterprise, on the combination between work and study as well as post-internship, it is necessary to establish a mechanism for industry, schools and enterprises to participate in each other, improve the system of students' internships in enterprises, and strive to form a school-based education, management and training of students. In the terms of teaching mode, the vocational colleges should make an effort to build the training bases and continuously enhance the conditions of practical training bases.

Actively promote the construction of productive training bases in schools to satisfy the requirements of daily internship training. There is a need to strengthen coordination with the companies, to fully utilize resources advantage of enterprises, and jointly build off-campus training bases to satisfy the requirements of students' internships. Actively promote the learning mode combined with production labor and social practice, and combine work and study as an important entry point for the reform of professional education talent training mode, and guide the reform of curriculum, teaching methods and teaching content(Apri, 2011,pp.16). Vocational

colleges should actively have cooperation with industry companies to develop courses. According to the requirements of technical fields and professional positions, refer to relevant professional qualification standards, reform the course system and teaching contents, reform teaching means and methods and integrate “teaching, learning, and doing”. “For - body, promote the cultivation of students' professional ability.

Therefore, in the new era, in terms of education, schools should focus on the cultivation of people. Under the premise of educating people, they should carry out relevant teaching to push the student to be a good man, complete the study of related disciplines, and let students have autonomous learning and independent innovation. Cultivate an idea to dare to question knowledge. At the same time, it is not limited to the teaching of knowledge(Masdonati, 2010, p.20). It is more important for students to broaden their own ideas through learning, and not only limited to the choice of book knowledge, but should enter the society in the future. Faced with various problems that need to be solved, the students can have an independent thinking and get the best answers from them. Just like the core concept of Australian university education, the protection and development of knowledge itself can be spread. Effort should be made to make the student transform the studying ability into practical ability and to innovate new knowledge, and finally form a knowledge of the academic world.

### ***5.3 Diversified Studying***

For the mutual transformation between Australian university education and higher education, there are existing flexibility and the variability of the region, which should be the key reference for China as the ocean of knowledge is boundless, and each of us should not be limited to only one subject(Kloosterman,et al, 2009, pp.377). It is necessary to explore many fields, enriching the study life, just like the schools in our country have always encouraged to promote, to cultivate students with all-round development of moral, intellectual, and artistic, and often,, etc. In many times, some physical education courses, music, art courses are occupied by other main courses, so that students are always immersed in the concept of seeking knowledge, their mind can not be relaxed, the personality can not be recognized, and even the teacher can not find the potential of the students.

### ***5.4 Modularity is Used in the Curriculum.***

In order to organically connect and integrate the secondary vocational curriculum and the higher vocational curriculum, so that the students' personality can be developed to meet the different needs, modular curriculum should be adopted. The professional skills courses are divided into professional basic platform courses, professional skills core courses, and specialized professional skills classes(Newhouse & Suryadarma,2011,pp.296). Among them, when the students first enter the school, the professional skills courses can be imparted according to the major categories, and then can be divided into professional teaching according to

individual needs; the professional basic platform module is suitable for the needs of various majors in the professional category, such as civil engineering, Professional basic platform courses such as architectural drawing, building materials, and architectural engineering measurement are provided; the specialized professional skills module is a specialized course for a professionally-recognized thousands of different professional positions, and specialized professional skills courses are qualified elective courses. Students can choose to combine their own special hobbies and market needs. In the secondary vocational stage, public basic courses, core courses of professional skills and internships are compulsory courses, and any elective courses such as music, fine arts, arts and other humanities courses, as well as safety education, energy conservation and emission reduction, and environment, are optional. Courses in protection, population resources, management, etc(Gill,2016, p.998). In addition, in the professional learning process of secondary vocational and higher vocational levels, in addition to mastering professional theoretical knowledge and practical skills, students should also participate in the training and appraisal of occupational skill appraisal stations and training designated institutions in the industry and labor departments. A vocational qualification certificate or training certificate to enhance the level of professional skills and employment competitiveness in society. For example, the vocational qualification certificate 2 obtained by students in the higher vocational stage should be the scope expansion and skill level improvement of the vocational qualification certificate 1 in the middle vocational stage.

## **6. Conclusion**

When formulating a professional teaching plan for middle and high vocational education, it is necessary to consider the issue of secondary vocational education, and also consider the employment problems of secondary vocational students and higher vocational students. The key to the issue of secondary vocational education is the teaching of public basic courses such as Chinese, mathematics and foreign languages at the secondary level. It is necessary to prevent the demand for secondary vocational students from increasing the number of hours of public foundation courses and weaken the teaching of professional skills courses, thus affecting the quality of secondary vocational graduates. Efforts should be made to set the module curriculum of secondary vocational and higher vocational education, especially the curriculum of the professional basic platform module, the professional skills core course module and the specialized professional skills module, and link the professional skills courses of secondary vocational and higher vocational education with their module courses. It is necessary to clearly stipulate that students should obtain the requirements of vocational qualification certificates in the two stages of secondary vocational education, and ensure the realization of the training objectives of secondary vocational education and higher vocational education.

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