

# Reflection and Construction of Higher Vocational Curriculum Based on Professional Quality Education

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**Abstract:** The training objective of higher vocational education is cultivating superior skilled talents. And improving the professional quality of students is its important connotation. As a pattern of educational activities, curriculum is the foundation and the key of talent training. Therefore, it is necessary to examine the curriculum construction of higher vocational education from the perspective of vocational literacy education. From the perspective of professional literacy, it is necessary to reflect and reconstruct the curriculum of higher vocational education. In order to solve the basic problem of students' professional literacy deficiency in higher vocational curriculum.

## Introduction

With the rapid development of higher vocational education, the attention on its quality tends to focus on students' professional literacy. As a pattern of educational activities, curriculum is the carrier to realize educational objectives and the vital link of educational thoughts transforming into educational outcomes, and the core of cultivating talents. Therefore, based on the improvement of talent cultivation quality, it is a necessity to inspect higher vocational curriculum through professional quality. From the perspective of professional quality, the fundamental problem of higher vocational curriculum is the deficiency of education on students' professional quality, and it is necessary to reconstruct the curriculum.

## Organization of the Text

### The basic theory of professional quality

As to the connotation of professional quality, different interpretation is presented from different understanding. In academic field, the connotation of professional quality has been generally considered that it includes professional competence, professional consciousness, professional attitude and professional ethics. While, the profession holds more specific understanding of professional quality, including professional values, cooperation, the awareness of service and obedience, innovation and entrepreneurship, ethics and professional skills, etc. The higher vocational education is aimed at cultivating superior skilled talents, which includes two aspects "superior quality" and "superior skill". Professional quality is the norm and requirement for a person to be engaged in the occupation, which mainly includes professional skill accomplishment, professional consciousness, professional ethics and professional attitude. Therefore, the professional quality of higher vocational students can be divided into explicit professional quality and recessive professional quality. Explicit professional quality mainly refers to basic professional knowledge and professional skills, including basic theoretical knowledge, practical ability and technical innovation ability, etc. And recessive professional quality includes political quality, moral quality, cooperative quality, and good psychological quality, etc. If using the famous iceberg theory to explain what is professional quality, it can be c

onducted by assuming a person's accomplishment as an iceberg, and the visible part of an iceberg is knowledge, skills and behavior, which would be the explicit accomplishment; while the hidden part would be the recessive accomplishment, which includes self-image, personality quality, professional attitude, professional consciousness and professional ethics. The total professional quality that a person possesses is the sum of the explicit and recessive qualities. Explicit quality is only a small part of professional quality. The most part of professional quality belongs to recessive quality. For example, "Germans are not only concerned with the operational skills, but also many other aspects that would affect the formation of operational skills in comprehensive, detailed and in-depth analysis. Because of the specific operational skills, at least, are the organic combination of knowledge, psychological operation process and practice, and involve the cultivation of the professional attitude and good behavior habits, the enhancement of psychological quality, intelligence and the aesthetic consciousness, etc." [1]Therefore, the recessive quality is vital for the future career development of a person.

### **The fundamental problem of vocational course -- the lack of professional literacy education**

The construction of the world vocational education curriculum has shown the developing tendency of knowledge-oriented, competence-based and vocational diathesis education. Vocational education has gradually become the hot spot of the curriculum construction and reform, reflecting the society's deepening understanding of vocational education. On the basis of students' dominant professional quality, the higher vocational education must improve students' recessive professional quality according to the needs of social development. And achieve the objective of cultivating talents of high skilled abilities. However, the current higher vocational education in our country has the tendency which deviates from the development trend, reflecting on the course design and construction, and presented by:

#### **Curriculum objectives: the decline of students' subjective goals**

The object of education is a person, although the vocational education had the characteristics of pertinence, specialized jobs, but to promote people's all-round sustainable development is all education including vocational education. Course objectives, therefore, must be the dialectical unification of individual subject and social subject, both should be fully reflected in the curriculum goal. However, the design and implementation of the current higher vocational curriculum show the characteristics of declined individual subject and strong social subject. The curriculum goal, curriculum setting and curriculum standards all focus on the demand of the social subject of position pertinence, and ignore the individual interest characteristics and inner needs.

Meanwhile, the objective of the individual subject concerned in the curriculum construction of higher vocational education is to measure the low level of employment. That is, it is generally satisfied with the general needs of living and living. It is narrowly understood as "work" by "occupation". It is considered that the completion of a job by a professional person is all its meaning and neglects the spiritual needs of human beings. Dewey thought "profession is a concrete noun, it includes both professional and transactional profession, including any kind of artistic ability, special ability of scientific and effective development of citizen morality". [2]Thus the connotation of professional should be very rich. It not only has specific work tasks, but also includes the overall development of people.

#### **Curriculum: the utilitarian tendency is serious**

In the "employment oriented" wave of utilitarianism, the vocational education is understood as tools of solving the specific tasks, and it becomes vocational training. Since the specialization of higher vocational education, schools, students, parents failed to understand the essential characteristics of vocational education. The "ability standard", and "professional supremacy" are generally shown to be utilitarian. And it causes that students aren't interested in professional skills outside of knowledge and accomplishment, especially the contents which are not directly related to "practical" and "skills". And finally it makes the vocational literacy education badly missed. In order to meet the needs of professional, the utilitarian courses division is becoming

more and more sophisticated, based on the working process, the modular teaching, task driven, etc. On the basis of specialization and skills, the result is that the fusions among courses are difficult. The teaching is full of tool rationality, while students lack of value rationality, such as a freedom spirit, innovation consciousness, critical thinking ability and so on.

### **The curriculum implementation: knowledge-based orientation is obvious**

The main objectives and tasks in the process of higher vocational curriculum implementation focused on imparting knowledge and skills training. Besides, the assessment and evaluation focus on knowledge, and skills, etc. And they are judged by the number of knowledge and skills. Even the evaluation of the students' professionalism also simply follows the methods. Mastering how much knowledge is used as an evaluation standard of professional quality high and low. The excessive reliance on knowledge, and excessive pursuit of skills make the knowledge cover all the roles and significance which education has. The vocational literacy education goes to the wrong path of formulation, simplicity and theoretical astray. The vocational literacy education with rich, complex and practical characteristics has been dissimilated. Though students may possess a lot of professional knowledge, a perfect moral personality can not be formed because of the lack of thought, no emotion, lack of personality and spiritual desolation. At last, the "man" is instrumented in education.

### **Construction of higher vocational education based on professional literacy education**

With the rapid changes of technology, the connotation of the professional ability is in great changes. Professional quality embodies characteristics of ontology in the field of professional career. Meanwhile, it reflects the fulfillment of the spiritual life of the professional man. The professional ability is only a kind of education, and rich professional training of talents is the basic goal of our pursuit, this is the basic idea of curriculum construction.

### **The goal of the course focuses on the concept of coordinated development between man and profession.**

Any education involves the fundamental problems of "what kind of people to cultivate", "human sustainable development" and so on. The key to cultivating high skilled talents in higher vocational education is not only having good professional quality, but also having a solid skill level. Therefore, the talents trained in higher vocational education are not a single professional accomplishment or skill training, but the unity of professional quality and professional skills. So the curriculum should mainly highlight the concept of human development in the goal orientation, people oriented, and promote people to achieve self-development, spiritual enrichment, personality perfect. Vocational education must be unified with the "comprehensive and sustainable development of human beings". The comprehensive and sustainable development of human beings is also integrated with the realization of the overall development of the career. Pursue the "overall development" in the "career". Therefore

### **The content of the curriculum emphasizes the integration of professional quality and professional post.**

After the reestablishment of the curriculum objectives, a key task is to integrate and reconstruct the content of the curriculum so as to integrate knowledge, skills and literacy education. At present, the disengagement of vocational education curriculum and professional requirements leads to the difficulties in the training of professional literacy. In fact, professional activities are an organic whole, including knowledge, skills, beliefs, attitudes, behaviors, etc., which have their own logical connections and cultural characteristics. Higher vocational education should build a professional quality education system according to the growth law of higher vocational students and the development needs of the professional and social people in the society. On one hand, higher vocational education should design the curriculum content of professional literacy education according to the facts of students. By the reform of curriculum objectives, educational contents, teaching methods and assessment methods, we build a professional quality education system, so that we can get a clearer expression of the professional quality of education tasks in teaching content. On the other hand, we should design the first class and the second c

lass, the school education and the social practice, the students' self-cultivation and other educational platforms and carriers systematically. And make the interaction between the subjective and the objective, and form the resultant force. In addition, we have to strengthen professional literacy education throughout the process, and let students gain the moral and emotional experience of the professional in various learning practices, and improve the level of professional literacy consciously.

At present, "carrying out education through curriculum and encouraging students to learn in a variety of activities and practice are the two most important ways of moral education in foreign universities." [3] American universities lay emphasis on shaping the students' views of occupation and values in the professional education. They have to answer the following questions in the study of professional courses: "what kind of history and tradition does this major possess? What is its relations with social and economic problems? what kind of ethical and moral issues does it reflect?" [4] These questions provide a good reference for the professional quality education in China. Integrating professional quality education in different courses and combining instrumental reason with value rationality can improve the efficiency of education.

### **Integration of the curriculum standards with the occupation standards**

The integration of the occupation standards and curriculum standards requires educators and industries and enterprises to design the professional talent training standards on the basis of professional teaching needs. Through the analysis of occupation standards and typical work projects and tasks, educators develop occupation standards into curriculum standards in line with higher vocational personnel training requirements, providing the overall content framework and guiding outline for higher vocational personnel training. After the formation of the curriculum standards, how to carry out the instructional design of curriculum and curriculum system is also an important part in higher vocational talents training.

The implementation of curriculum standards demands well-ordered post (Group)-oriented curriculum types, curriculum structure and curriculum modules, highlighting the importance of curriculum standards and content construction. Higher vocational education focuses on the education of students' occupational production, skills and management to improve their vocational and technical level. It designs teaching plans based on the needs of occupational post group, determines the training targets and talent cultivation specifications, and defines occupational ethics knowledge and abilities higher vocational graduates should have. Therefore, teachers should master the occupational education knowledge, norms and goals, and explore the match point of implementation of professional quality education in the disciplines.

### **Implementation of curriculum based on occupational context**

Context-based design is the creation of a specific task through some platform and carrier, using post simulation, plot correlation and real atmosphere to involve the students. "Only in the specific workplace can occupational quality be demonstrated. Adaptation ability should depend on contact information change rather than the study of systematic theoretical knowledge divorced from work tasks." [5] The implementation of context-based curriculum requires the occupation practice to be incorporated into the teaching content and establish real job-related tasks and occupation standards. Through the use of real occupational norms, learning in the real context-based workplace can be implemented. For example, the establishment of cooperation with enterprises in order to make the study associated with future workplace practices, the construction of real and credible simulated work situations and the use of students' workplace experience and establishment of related learning activities. In the United States, it is generally believed that teaching contents and teaching means and methods should be contextualized. Contextualization focuses on task and problem-based teaching. The problems must have a certain value, which are closely related with student's family needs, community needs, internship and probation. They fully reflects the modern student-centered education and teaching idea, realizing the goal of cultivating students' comprehensive vocational abilities.

Therefore, the curriculum implementation based on occupation contextualization is a forming process of work meaning and occupational values and the development process of student's occupational reason, emotion and individual personality and so on. The relationship between knowledge and tasks must be clarified in students' occupational quality education, which should be integrated into the specific occupational context in order to achieve the educational effect.

### **Curriculum evaluation focuses on results and generation**

In the field of occupational quality, curriculum objectives are student-based development concepts. Curriculum evaluation centers on not only students' mastery of knowledge and skills training, but students' comprehensive and sustainable development. The purpose of curriculum evaluation is to promote the individual life wisdom and personality development, career development, and the fullness of the life spirit. It takes the evaluation of the past of objects as a starting point, focusing on the evaluation of the reality of objects and the future of objects. So it is necessary to change the past curriculum evaluation. The evaluation index emphasizes both knowledge and skills, and reflects the quality and ability, and integrates the feelings, beliefs, attitudes, behavior etc. It is necessary to point out that curriculum evaluation should focus on the individual characteristics and differences of evaluation objects. Identify personalized development direction with the evaluation objects to fully develop their initiative of self-evaluation, making their life value reflected in the development process.

### **Conclusions**

Thus, the genuine curriculum education should contain both explicit knowledge and method teaching and implicit occupational quality developing. Dewey said: "if any education is just to impart skills, then this kind of education is not free and immoral; moreover, utilitarian teaching is at the expense of the development of imagination, aesthetic ability, and the enhancement of sense and knowledge..... not only detrimental to the free education, but also limits the use of knowledge." [6] Consequently, In the field of vocational education, occupational skills are the basic contents of vocational education, We need to create an environment for higher vocational students' comprehensive development, giving them guidance and committed to improving their occupational quality, which is the historical mission of vocational education.

### **Acknowledgments**

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