

The Education Status and Countermeasures Study of the Culture Quality Education in Higher Vocational Colleges

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Abstract—It is widely accepted that the higher vocational colleges should carry out the cultural quality education. How to improve the students' cultural quality, which helps the students become fully developed interdisciplinary talents, is becoming an important subject concerning the education reform in higher vocational colleges. However, inspecting the implementation of the cultural quality education, the situation is not that optimistic. The paper tries to summarize the current situation of the implementation of the cultural quality education in higher vocational colleges in China and provide new insights for the problems existing in the current situation.

Keywords—higher vocational colleges; cultural quality education; countermeasures study

I. INTRODUCTION

As an important part of the higher education, the culture quality education in higher vocational colleges is widely recognized by all sectors of the society. How to improve the cultural quality of the college students, which helps to make them become highly qualified and skilled, is becoming an important subject of the education reform in higher vocational college field. It is mentioned in the document published by the Ministry of Education on some suggestions about improving the overall quality of higher education that China should implement the quality education and promote the comprehensive development of people to meet different needs of the society. This requires the higher vocational education continue to promote the cultural quality education, otherwise, it have to face the risk of declining of the teaching quality.

II. ANALYSIS OF THE STATUS QUO

The cultural quality education has been widely and highly valued since it is carried out in stages of pilot selection, extension and popularization step by step in higher vocational colleges and it made great achievements in the actual implementation process. First, the national and local governments pay more attention on the culture quality education in universities. Large amounts of financial funds are invented into the culture quality education field. Second, for the universities themselves, they put greater human and financial resources into aspects like curriculum system construction and

teachers training related to the culture quality education. In addition, for the development and fulfillment needs, students in higher vocational colleges has become more and more aware of the importance of culture quality education and try to enhance their own cultural standards through social actives in and outside the class and campus.

As influenced by objective factors like imbalanced distribution of education resources, the culture quality education is carried out on various levels in higher vocational colleges. There are significant differences in curriculum system, teachers and hardware facilities. China Higher Education Research takes a statistical analysis about the thesis published in the 14 core Chinese journals in the higher education field. It shows that though the number of the thesis published by the vocational colleges is rising at a large scale, the thesis are mostly written by the teachers in the top few higher vocational colleges, which suggests the national and local government equalize the distribution of resources that helps the balanced development of culture quality education.

Some vocational colleges are still mainly employment-oriented. The colleges pay much more attention on helping the students become highly skilled workers to find proper jobs than develop their culture qualities at the campus. Undoubtedly, the students out of the vocational colleges should be able to adapt to the real working environment more quickly than normal university students. The companies and enterprises are in need of more of a talent capable of independent learning and of great integrity. For some vocational colleges, when determining the department and specialty construction plan or teachers' training, they pay more attention to some quick and short term projects which helps to increase the students' employment rate than some long term projects which emphasizes on the culture quality education of the students. In the long run, it will undoubtedly affect the comprehensive development of the students in vocational colleges.

Most of the higher vocational colleges consider teachers' training and the construction of campus culture play an important role in the process of students' culture quality education. Some colleges send teachers out to take special trainings on courses related to culture quality education. Some colleges invite experts and specialists in the culture quality

education field to the campus to give lectures and trainings to the teachers. Speaking of campus culture, the vocational colleges generally haven't formed their unique campus culture which owes much to the fact that the vocational colleges are mostly founded in rather a short history. On account of the given fact, the vocational colleges should develop to have their own characteristics which evolve to be their campus culture.

III. PROBLEMS

The curriculum structure is not reasonable. First, there is not great relevance and strong complementarity between the professional courses and culture quality education courses. The culture quality education courses are usually set without intensive investigation and scientific verification but according to the present knowledge stock of the teachers at colleges. So the culture quality courses formed in this way tend to have poor correlations with professional courses. Second, the liberal arts curriculum and science curriculum are usually totally different. The students majoring in liberal arts nearly know nothing about the knowledge of science, which fails to lay a good foundation for the cultivation of comprehensive quality. Third, for the selective courses, many are literary and artistic courses. The colleges should bring in some courses related to innovation and how to start a self-employed career which helps the students to keep up with the current requirements of the development of the modern society. Last, the culture quality education network is still not perfect. The independent learning through the network accounts for only a small share of independent learning.

The culture quality education system needs to be further perfected. There generally exist the following problems in the culture quality education curriculum system in higher vocational colleges. First, the professional courses and selective courses are not strongly correlated. The selective courses couldn't have a positive effect in promoting the study of professional courses. Second, there is usually not a core course in the culture quality education curriculum, which fails to play a leading role in letting the students know more about and realize the importance of culture quality education. Third, the culture quality education courses are usually not practical. The students in vocational colleges tend to accept specific things rather than boring theories. Last, there is no scientific and easy monitoring and evaluation system. It's hard to tell which culture quality education course is better without a workable evaluation system.

The teachers couldn't have a demonstration effect. Some teachers still hold the original spoon-feeding method and couldn't connect the culture quality education with their professional courses. For some teachers, though they are experts in their professional field, they lack the connected artistic and humanistic knowledge. Furthermore, some teachers are not active in participating in students' activities outside the class. Some colleges adopt the public service method to attract more teachers to take part in students' activities. But in the actual implementation process, it is hindered by problems like unclear evaluation standards and poor enforcement.

The students in the higher vocational colleges are not aware of the importance of culture quality education, which owes much to the current educational system in China. The students

have to take a lot of exams before entering universities and colleges. They barely have time to develop their own hobbies. Secondly, it has much to do with the characteristics of the higher vocational colleges. The higher vocational colleges in China are in a three year system. They have a year's time less than the ordinary undergraduate course colleges and universities. Besides, in the limited time, nearly half of the school time is spent on practice teaching, which leaves little time for the students to expand horizons in the culture quality education field. The students in the vocational colleges have to take exams to get vocational certificates in accounting, business management and other field, which takes a lot of time as well.

IV. MEASURES

Reinforce the construction of combined curriculum. The combined curriculum refers to a curriculum that is composed of professional courses, general courses, liberal arts courses and sciences courses. Different courses are cross combined in order to maximize the use of teaching resources to cultivate students with compound knowledge system. First, the combined curriculum emphasizes the combination of professional courses and general courses. When training the students with strong professional abilities, the students are required to take courses aimed at training the students with basic professional ethics, such as skills in expression and interpersonal communication. Second, the combined curriculum emphasizes the combination of liberal arts courses and science courses. The students majoring in liberal arts have to take science courses and vice versa. Third, the combined curriculum emphasizes the combination of professional courses and courses related to innovation and how to start a self-employed career. Fourth, the combined curriculum emphasizes the combination of classroom study and network study. Network teaching and online study should be developed to enhance the students' study flexibility. The students could study whenever and wherever they want if they get access to the internet. Fifth, the combined curriculum emphasizes the combination of campus courses which are taught by college teacher and enterprise courses which are taught by experienced manager from companies.

Improve the cultural quality education curriculum system. Though it is difficult to clearly divide the curriculum system, in order to better illustrate the construction of culture quality education curriculum system, the paper tries to divide the curriculum system into three aspects, the courses arrangement, and practice activities and the soft environment. The courses arrangement refers to the construction of culture quality education system composed of compulsory and elective courses. The practice activities cover a lot of areas, such as the activities performed by the CYL committee or Students' Union at campus, the internships and different social practices. The soft environment mainly refers to the construction of campus culture and network environment. To promote the construction of the culture quality education system, there are a few points that need to be paid attention to. First, change the traditional ways of classifying the liberal arts courses as selective courses to compulsory courses which helps increase the importance of culture quality education. Second, carry out social practice course and psychological health course on a whole school scale. This will help to lay a good psychological and practical

knowledge foundation for the students to enhance the culture quality education. Third, pay more attention to the students' practical activities and encourage the students to take part in the activities like social survey and voluntary service. Fourth, invest more on the research of campus culture construction and soft environment construction, especially the network building. The campus culture should be closely connected with regional characteristics and the network should be built connected to the current affairs.

Improve the culture quality education evaluation system and improve the culture quality of professional teachers. First the teachers should establish the concept of education for life and whole process education. The teachers should take the initiative to get the knowledge of enterprise culture, responsibility, self-discipline into class. In addition to class communication, the teachers should try to communicate with students in the forms of phone calls, Internet chats to play a demonstration role of culture quality education. Second, carry out the tutorial system in higher vocational colleges. The tutorial system is not only for master or doctors in universities. It works quite well in the higher vocational colleges as well. Unfortunately, as to 2009, no more than 1% of the higher vocational colleges in China takes the tutorial system into practice. The implementation of tutorial system has a silent transforming influence on the students to promote the students' culture quality. Third, develop the culture quality education evaluation and guarantee system and enforce the public service system. The public service is an evaluation standard which helps to measure how much the professional teachers spend their spare time in students' activities. A specific evaluation criterion could be set, for example the minimum public service each semester is 20 hours. If the teachers spend more extra time with the students than the required amount of time, the teachers should be awarded with some visible prizes. Fourth, promote the research on cultural quality education evaluation and guarantee system and specify implementation details so as to better promote the culture quality education.

Enhance the students' acceptance of cultural quality education in higher vocational colleges and improve the students' independent learning abilities. The cultivation of students' independent learning ability is not only helpful to improve the efficiency of classroom teaching, but to lay a good foundation for the students' sustainable ability of learning which helps the students adapt to occupation change. Different measures could be taken to increase the students' independent learning abilities. First, change the spoon feeding method, use the ways of case study, group discussion, and software simulation to lead the students to study independently. Second, emphasize the importance of dorm culture and library culture. The students could develop their interests through the dorm and library ways in their spare time. Third, promote the management of elective courses and strengthen the reform of credit system. Permitted, the students could go out campus to start a business and go back school to resume class study.

V. SUMMARY

The cultural quality education is becoming more and more important in higher vocational colleges in China and the

national and local governments and Ministry of Education is investing large amounts of financial funds into this field. Though there're a lot of remarkable changes in the culture quality education, problems like imbalanced distribution of education resources and unreasonable curriculum structure still exist. What's more, some vocational colleges are still mainly employment-oriented and are not aware enough of the importance of culture quality education. Neither are some of the students in vocational colleges. These problems owe much to the current educational system in China. Different measure should be taken to change the situation. The combined curriculum which is composed of professional courses, general courses, liberal arts courses and sciences courses should be taken to maximize the use of teaching resources to cultivate students with compound knowledge system. The culture quality education evaluation system should also be developed to give specific measures to the demonstration and effect of culture quality education.

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