Research on the Influence of Practical Teaching System of Public Basic Curriculum on Students' Vocational Transfer Ability*

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Abstract—**Public basic curriculum is the basis of learning professional knowledge and skills. It is the premise for students to transfer to other jobs or start a business in the future. By learning basic curriculum, students can not only acquire the basic knowledge, but also reserve the development space for lifelong learning. It is necessary to make clear the role of public basic curriculum, increase integration with professional courses, and communicate with professional teachers, understand the basic cultural skills required by various occupations, find the point of convergence among basic theory, practical knowledge and professional skills, and effectively incorporate the content of practical teaching in the curriculum to truly play the role of the basic curriculum.**

Keywords—public basic curriculum; professional skills; practical teaching

I. INTRODUCTION

The current society is full of competition not only in terms of professional knowledge and skills, but also in the overall quality of people. Professor Gu Mingyuan, president of the China Education Association, once pointed out, "With the continuous becoming maturity of vocational education, many higher vocational colleges have consciously been employment-oriented when setting up majors and curriculums. This was a good thing; but in most colleges, it exceeded proper limits and went from one extreme to the other." [1] Colleges and universities emphasize the cultivation of students' professional ability and weaken their consciousness of learning public basic curriculum. What

public basic curriculum emphasizes is the cultivation of students' emotions, thinking, and personality and so on. It should be said that in terms of "the combination of virtue and talent", it plays an irreplaceable role, is the basis of all professional knowledge and skills, is the premise of the future transfer to other jobs or starting a business, and also reserves the development space for students' lifelong learning. The mastery of job professional skills is important; but if the a person's professional field is too narrow, his/her basic knowledge, professional knowledge and skills may be limited, so that it is difficult for him/her to adapt to the constantly changing employment market and future social competition. Thereby, it is necessary to make clear the role of public basic curriculum, enhance the communication and exchange with professional teachers, analyze the ability demand for each major, get to know about the basic cultural skills as required for the professions engaged by each major, find out the point of convergence between basic theory, practical knowledge and professional skills, and reorganize the public basic curriculum. This action is to practically incorporate content of practical teaching in the curriculum so that basic curriculum can truly play its due role in training professional talents.

"Practical teaching is a teaching form corresponding to theoretical teaching. It is a teaching process that combines theory and practice, indirect experience and direct experience, abstract concepts and specific thinking. It is not only a continuation, supplement and deepening of theoretical learning, but also a process of teaching learning methods, skills and experiences" [2]. Although public basic curriculum focuses on the inculcation of basic knowledge, an effective practical teaching system for basic curriculum can surely inspire students' thinking, improve their ability to use knowledge, and cultivate their innovative spirit. Only by incorporating practical teaching into the teaching of public curriculum can basic curriculum truly serve the corresponding major and the construction of professional talents.

II. THE CHARACTERISTICS OF THE PRACTICE TEACHING SYSTEM OF BASIC CURRICULUM

The improvement of comprehensive ability of contemporary talents lies in the improvement of ability, while the cultivation of practical ability is an important part of it. A good basic curriculum practice teaching system must have the following characteristics:

A. Systematicness

The whole practical teaching must have a complete system, from simple to complex, from shallow to deep, and be in stages and levels, be institutional and systematic.

B. Fundamentality

It is necessary to reflect the intercommunication, interconnection and infiltration between theoretical teaching and practical teaching of the basic curriculum, provide essential basic knowledge and methods, and reserve space for lifelong learning to meet the needs of teaching under specification.

C. Service

The same as classroom teaching, a practical teaching system needs to have clear teaching objectives to serve the professional needs, and make clear analysis on the needs of students' basic knowledge and ability structure to serve students' professional learning.

D. Development

All professional knowledge is constantly changing; new ideas, new initiatives and new discoveries emerge one after another. If the teaching only stays in the previous concept of mastering knowledge, it is difficult to cultivate college students adaptable to the new era. Only by combining the characteristics of the times, studying the trend of vocational development, and cultivating students' lifelong learning ability, can it be available to cultivate qualified social people in a student and employment oriented way.

III. BASIS FOR CONSTRUCTION OF PRACTICAL TEACHING SYSTEM FOR BASIC CURRICULUM

The second item about "enhancing quality education" as shown in the "Several Opinions of the Ministry of Education on Comprehensively Improving the Teaching Quality of Higher Vocational Education" (JG [2006] No. 16), it is clearly pointed out that it is necessary to cultivate students' social adaptability based on the characteristics of students in higher vocational colleges, educate students to build up a lifelong learning concept, improve their learning ability, learn to communicate with others and do teamwork, and improve students' practical ability and creative ability, employment ability and entrepreneurial ability so as to cultivate socialism constructors and successors with comprehensively developed morality, intelligence, sports and art. [3] In contrast to such cultivation objectives, higher vocational colleges must have a complete practical teaching system, including basic curriculum, enhance independent learning and practical teaching to enable students to receive practical training, construct a new basic teaching + practical teaching system in a manner of "refining classroom teaching, enhancing practical teaching and activating extracurricular independent learning", and promote students to think independently in "inspired, interactive, and inquiry-based" teaching methods to improve students' hands-on ability, and enhance their awareness of innovation and entrepreneurship.

IV. TAKING CORE COMPETENCE CULTIVATION AS THE ORIENTATION TO ESTABLISH A COMPLETE AND RELATIVELY INDEPENDENT PRACTICE TEACHING SYSTEM AND MODEL

The long-term development of talents and the cultivation of comprehensive literacy are inseparable from the formulation of practical teaching systems in colleges and universities. The practical teaching of professional curriculum has been very mature, while the practical teaching system of basic curriculum is on the way. Practical teaching system includes basic knowledge and skills, construction of teacher team, experimental training venues and many other aspects. The basic practical course is designed to cultivate students' practical and rational thinking ability with expectation to becoming a help and supplement to professional curriculum. Practical teaching system truly considers how to improve, enhance, cultivate and train students' practical and rational thinking ability, specifically considers regulating the proportion of theoretical teaching and practical teaching, formulating relatively independent practical teaching plans, and constantly update practical teaching based on actual condition, and design the practical teaching links for each academic year based on the abilities and skills that students must possess, including classroom language exercises, themed speeches, social survey and study, community activities, research training, mathematical modeling forum, and sports fun activities. The purpose of those activities is for the construction of thinking ability. Only by constructing the thinking ability can the basic curriculum posses the height and direction of development. Therefore, the cultivation of rational thinking ability based on practice should become the goal of practical teaching in higher vocational colleges.

Fig. 1. Four aspects of practical teaching.

The implementation of practical teaching should be carried out in four aspects: teaching, resources, teachers and training ("Fig. 1"). In aspect of teaching, it is needed to rationally arrange the progress of theoretical and practical teachings, and get the two parts organically connected; in aspect of resources, it is needed to get various on-campus and off-campus resources integrated and applied to serve

actual operation; in aspect of teachers, it is needed to regularly arrange full-time and part-time teachers to take part in applicable forums to learn from each other's strengths, and jointly improve the quality of teaching; in terms of training, it is needed to maximize the skills training function of the training room, and cooperatively complete the opening of practical courses.

A. Cultivating Students' Core Professional Competence Based on Practical Teaching

Core professional competence refers to the basic ability of people, in addition to professional competence in their careers, that is applicable to various occupations, can be transferred and carried in a career, can adapt to the constantly changing positions and the economic and social development. It is the sustainable development ability along with people's life, including digital application ability which needs to be guided at level of mathematical thinking, foreign language application ability which requires for learning and practice of the second foreign language, information processing ability which requires computer operation and practice, and ability to solve problems which requires carrying out various activities such as communities and clubs. It is necessary to make student-centered practical teaching design, take "problem-guidance and student-participation" method as the major teaching mode, take various activities such as special seminars, themed practice and other activities as the main features, and fully use the network teaching resources for making practical teaching activity design. Taking College English as an example, there should be compulsory public module, required professional module, elective public module and competition training module under College English. It is necessary to adopt "participation-style" teaching mode guided by teacher and centered on students' independent learning and research, and train students' data processing ability, independent learning ability, communication ability, cooperation ability, innovation ability and information collection ability by consultation guidance, industry case introduction, problem discussion, situational simulation, simulated exercises, network resources, and innovation competition; only if all activities are conducted on the basis of integrating into society can student be available to early learn how to act and do things, enhance their social awareness and sense of social responsibility and ultimately obtain the corer professional competence.

B. Cultivating Students' Practical Ability Based on Practical Teaching

The cultivation of college students' practical ability is mainly achieved through practical teaching. It should be said that the cultivation of practical ability is the cultivation of professional ability, the cultivation of comprehensive ability, and more the cultivation of actual site-response ability. At present, the training room for basic curriculum has been very complete. Wherein, English has been provided with English language ability training room; and mathematics has been provided with modeling training room. In those training centers, it is available to carry out some basic and intensive technical trainings and comprehensive ability trainings.

While doing practice, what ought to do more is expanding students' extra-curricular practice channels, letting students contact the society, contacting the real workplace, and letting students practically improve their practical ability in the real work environment.

C. Cultivating Students' Sense of Competition Based on Practical Teaching

In the face of a society full of competition, college students will surely fail if they lack consciousness of competition. The essence of "competition consciousness" is to make college students have a better competitive spirit and competitiveness. To stimulate students' desire for competition, it is necessary to provide corresponding environment and give appropriate guidance to let the inspired desires move toward the right direction. Appropriately, practice teaching is good mode for cultivating students' sense of competition.

D. Cultivating Students' Social Skills Based on Practical Teaching

The cultivation of social ability under the guidance of theory is the key to improving students' basic quality. In order to improve students' social skills, practical teaching is indispensable and is the most important part in realizing the socialization and individualization of college students. It is the key for college students to transforming from subjective self to social self. Through social practice, production internship and various competition activities, learners can not only master the practical application ability, but also improve their social cognitive ability and teamwork ability; and in this process, they will sharpen their will and enhance their confidence.

E. Cultivating Students' Independent Learning Ability Based on Practical Teaching

Promoting the improvement of students' independent learning ability is an important part of improving their practical ability. Nowadays, teaching has become more and more dependent on the network, relying on various platforms and programs at all levels. How to conduct independent and personalized learning, how to get vivid pictures and text combined knowledge internalized into their wisdom, and how to cultivate students' ability to find and solve problem independently are the starting points for the practical reform of basic curriculum. It is suggested to formulate individualized learning plan based on flexible time control mode, motivate students' learning enthusiasm in elicitation and debate style, cultivate students' innovative consciousness, and answer students' questions under timely guidance.

F. Strengthening the Construction of Training Platform Based on Practical Teaching

The construction of on-campus and off-campus practice platforms will facilitate realizing cross-disciplinary and resource utilization in a comprehensive context. The use of network platform is conducive to realizing the individualized teaching objective, developing students' hands-on potential, motivating their learning initiative and enthusiasm, doing

online cooperative learning, and laying a good foundation for all aspects of practice.

G. *Enhancing the Quality of Teachers Based on Practical Teaching*

The advantages and disadvantages of the practical teaching team are directly related to the implementation practical teaching work; so it is especially important to improve the professional quality of all members of the practical teaching team. In order to obviously improve the practical teaching quality, it is necessary to establish a full-time and part-time teachers combined professional teaching team that takes the curriculum leader as the core, backbone teachers and part-time teachers as the foundation, has rational structure, noble teacher morality, strong awareness of reform as well as has both educational and vocational qualities. [4]

In-school teachers who have been engaging in classroom teaching for long time may have certain limitations in practice and lack of overall control ability. Therefore, the team training should focus on let teachers of basic curriculum join the industrial knowledge training and join professional knowledge learning. Employing the industrial excellent talents should more become a powerful supplement to the system to form a strong alliance of on-campus and off-campus practice teams. This way can not only expand the strength of the practical teaching team, but also broaden the direction of practical teaching implementation. At the same time, as a university teacher, teaching is also indispensable for driving scientific research. Scientific research comes from practice and is put into practice. Only by better finding, analyzing and summing up problems can it be available to promote the better development of teaching.

V. TAKING PROCESS EVALUATION AS THE ORIENTATION TO MAKE DISCUSSION ON PRACTICAL TEACHING PROCESS FLOW

It is necessary to design different teaching plans, and plan different training content based on different subjects, different majors, different textbooks and different students, so that various diversified students can receive effective training, Meanwhile, supplemented by different teaching methods such as debate, discussion, performance and so on, the method of teaching while doing and the "single and comprehensive, simulation and practice, in-campus and off-campus" combined mode, as well as rational planning and clever arrangements, it is available to try the best to get students free from the boring formulas, concepts, words, and theories, identify which basic knowledge can be used in which practical parts and professional courses. At the same time, it is needed to consider an open curriculum evaluation, pay attention to the evaluation on classroom teaching effect while paying attention to the evaluation on practical teaching effect, focus on the theoretical knowledge while focusing on the evaluation on practical hands-on ability, truly change the teaching mode from test-oriented to capacity-oriented teaching and from paying more attention to the learning result to paying more attention to the learning process.

VI. CONCLUSION

The vigorous development of basic curriculum practical teaching will be available to broaden the learner's knowledge field, enhance their knowledge levels, improve their social ability, and cultivate their innovative spirit and competitive consciousness. Only by establishing a sound practice curriculum operation mechanism and constantly optimizing and improving it in implementation can it be available to truly put into practice the practical teaching, better enhance the basic curriculum's effect on serving the major and make college student available to better and more quickly grow up into professional and social talents.

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