

Research on the Characteristics and Methods of Cultivating College Students' Vocational Core Competence

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Abstract—With the continuous expansion of the enrollment scale of Chinese universities, the number of college students is also growing rapidly. This paper focuses on the analysis of the characteristics of initiative, practicality, continuity, expandability, cross-cutting and migration in the cultivation of college students' vocational core competence. It also focuses on the cultivation of students' core competence by establishing the awareness of vocational core competence cultivation, offering specialized modular courses to cultivate students' core competence and focusing on the cultivation of students' core competence, integrative teaching design and other aspects of line to cultivate college students' professional core competence.

Keywords—college students; core competence; training; characteristics; methods

I. INTRODUCTION

The definition of the theory of vocational core competence is relatively late in China. At first, vocational competence was divided into three categories: vocational competence, general competence and core competence. Only in 2003 did China determine the content of core competence, which can be divided into eight competencies: communication with people, digital application, information processing, cooperation with people, problem solving, self-learning, innovation and innovation, and foreign language application. Different from the general professional competence, the core competence of college students has its own characteristics, manifesting in plasticity and transferability. The plasticity of college students' core competence means that core competence can be acquired, such as the ability to communicate with others. Although innate personality tendencies can affect people's ability to communicate, they can also be cultivated through acquired efforts. For example, we can learn to get along with people, to express ourselves better, to deal with the problems of communicating with people, and to achieve better communicative skills through practice. Other core competencies, like communicative competencies, can be successful through acquired efforts. The transferability of college students' core competence refers to that core competence can be transferred with the change of industry and become an internal part of personal competence. For example, when a practitioner has the ability to cooperate

with others, no matter how his work changes, he will use this ability to apply naturally to practical work. At present, the credit system has been popularized and implemented in colleges and universities. The cultivation of college students' vocational core competence has its own characteristics and methods, which is worth studying and exploring.

II. MAIN CHARACTERISTICS OF COLLEGE STUDENTS' VOCATIONAL CORE COMPETENCE TRAINING

A. Initiative

Under the credit system, students have greater autonomy in learning and life. The credit system management model provides a good platform for students' personality development. Students can choose courses independently according to their own strengths and learning interests. Under the credit system, for the same course, students choose according to the level of teachers' teaching. For teachers with good teaching effect, more students choose their courses. For teaching managers, the implementation of full credit system will increase the difficulty of management. This requires teachers and educational administrators to learn actively, to keep pace with the times, and to grasp the laws of education. Teachers will actively stimulate students' enthusiasm in the process of teaching, and integrate the cultivation of students' professional core competence into the curriculum teaching.

B. Practicality

For college students, mastering core competencies can help them adapt to employment needs, regain new vocational skills and knowledge in the changing environment, help them adjust themselves, deal with difficult problems and get along well with others under working conditions; at the same time, it is a sustainable ability and can adapt to more requirements for high-level occupations and positions. Career core competence is the effective ability and basic ability for each of us to succeed. In modern society, its importance is increasingly apparent. For enterprises, human resources are the first resource. Promoting staff's core competence is the basis of enhancing core competitiveness. In the fierce market competition, core competence, like other knowledge and skills, is the basic factor for enterprises to

succeed, no matter in traditional industries, service industries or high-tech industries. This requires the combination of theory and practice in order to meet the development needs of enterprises. The reform of credit system sets up the innovative practical idea of "people-oriented" with the aim of daily cultivation, and scientifically constructs the educational management system of daily cultivation of "second classroom" quality. On the basis of giving full play to the main channel of university theoretical education platform, through the development of hidden curriculum and second classroom activities, the advantages of each student can be tapped through educational and teaching activities such as campus practice, social practice activities around campus and vocational core competence training, and individualized cultivation of students can be formulated through investigation and research. The plan can arouse students' interest and guide them to make a training plan during the school period. The integration of students' theoretical knowledge and social experience is conducive to the penetration and penetration of students' professional core competence in university learning and life, and to the close integration of theory and practice.

C. Sustainability

Under the credit system education management mode, while training students' professional and technical skills, colleges and universities will also strengthen their core professional abilities such as communication with people, teamwork, self-learning, innovation and innovation, solving practical problems, which makes students' skills transferable and sustainable development, and witness the credit system reform initiatives. It is of great significance to promote the continuous exploration and improvement of the credit system reform. This will be adapted to the continuous improvement of industrial structure and labor structure. Students can obtain long-term development motivation in different industries and occupations by virtue of professional core competence, achieve the continuous follow-up of schools and enterprises, and make the professional core competence correspond to the demand of human resources market.

D. Expansibility

College students' core competence can be divided into three kinds: method ability, thinking ability and social ability. Among them, the method ability is a kind of auxiliary application ability, which refers to the ability of students to solve the problems in their work by mastering some specific methods. Methodological competence mainly includes: self-learning ability, information processing ability, foreign language application ability and digital application ability; thinking ability is a comprehensive and innovative ability. Students use methodological ability to analyze and sort out various practical problems, turn perceptual knowledge into rational knowledge, and ultimately solve work life. The problem can form a set of theories. Thinking ability includes the ability to solve problems and innovate; social ability is a basic ability, which students must use in their work and life to communicate with others. Through social ability, they can build various social relationships and better serve their work and life. Social competence includes the ability to

communicate and cooperate with people. Under the credit system, by offering expansive elective courses such as Communication and Incentive Technology and Management Psychology, students are not only inculcated with certain knowledge or skills, but also involved in the whole teaching process directly by setting up some special situations to complete an experience while participating. In the process of participating in the experience, the psychology is challenged and the ideas are inspired, which is the inevitable process of cultivating the core competence of the profession.

E. Cross-cutting

Under the credit system, training human resources that can meet the existing business career model is focused on. As a part of the core competitiveness of enterprises, professional core competence has become the most important part of enterprises. In enterprises, it is often seen that one person does many jobs, each task seems different, but they are interrelated, and these require students to master the basic core competencies that can be transferred in schools. Under the credit system teaching management mode, the integrated curriculum can increase the interaction, communication and communication between students and teachers, increase the understanding and deepening of the content, and also enhance the communication between students, such as introducing group case discussion to discuss the issues of interest to students in the course; it can also set a certain time, please come. Teachers from different majors put forward and help them form cross-learning or cross-research problems or topics, which will be conducive to the cultivation of students' professional core competence.

F. Migration

Under the credit system, students have their own autonomy, they can choose their own professional courses according to their own personality, and they have the opportunity to learn and cultivate their social ability and self-learning ability. Under this condition, students can cultivate their subjective initiative, actively seek learning methods, and let students change from what I want to learn to what I want to learn. In the process of learning, appropriate time should be used to arrange reasonable course elections, take part in community activities after class, and cultivate interpersonal communication and adaptability. This core ability can cultivate our own learning ability by accumulating learning method experience, and apply the acquired experience to solve other problems under appropriate conditions. On the other hand, the newly acquired experience can sometimes change the original experience structure. The recombination of different experiences can form a new experience structure. Through migration, old and new experiences can be conceptualized and systematized, forming an integrated psychological structure, and constantly developing, thus stably regulating individual behavior to adapt to the development of work and other different fields.

III. THE MAIN WAYS AND METHODS OF CULTIVATING COLLEGE STUDENTS' VOCATIONAL CORE COMPETENCE

A. *Establishing the Awareness of Cultivating Professional Core Competence*

Higher education plays a very important role in the national education system and plays a very strong role in the economic and social development. Colleges and universities have trained a large number of outstanding talents for the society. Under the credit system education mode, colleges and universities should attach great importance to the cultivation of students' core competence so that they can better adapt to the needs of society. Schools should clarify the significance of vocational core competence training, define its specific content reasonably, respond to the needs of students at different levels through the credit system, and clarify the teaching forms and methods. Secondly, in formulating talent training programs, universities should scientifically analyze social needs and school strength according to their own school-running conditions, actively adapt to the development of industry and regional economy and society, and establish a reasonable talent training model, which should focus on the cultivation of students' core professional competence, and teamwork ability and learning. The cultivation of core competence, such as competence and communicative competence, is integrated into the process of personnel training. Thirdly, in the process of teaching reform, colleges and universities should aim at improving students' overall quality and professional core competence, and construct a reasonable curriculum system.

B. *Setting up Modular Courses for Cultivating Students' Core Competence*

To strengthen the cultivation of students' core competence, it is necessary to set up modular courses to cultivate students' core competence on the basis of credit system. Firstly, when setting up specialties and courses, it is needed to be guided by the needs of social talents. According to the changing trend of the talent market, it is needed to conduct in-depth research on relevant industries, enterprises and institutions, flexibly set up majors according to occupational positions, and set up corresponding modular courses. Secondly, it is necessary to serve regional and local economic development when setting up majors and courses should be considered. Colleges and universities should find their own position in the development of regional economy and industry, cultivate technical talents for service, production, management and construction of the front-line needs, while setting up specialties and courses, they should find out the needs of regional and industrial development and make clear the direction of running schools; thirdly, when setting up specialties and courses, they should have its own characteristics. The characteristics of colleges and universities are reflected not only in the school-running ideas and personnel training mode, but also in the setting of specialties and curriculum system. In the process of building characteristic specialty, it is necessary to grasp the key and key points, combine with local leading industries, and implement key breakthroughs. At the same time, it is a necessity to also rely on the credit system in the course

design, focusing on the cultivation of students' core competence.

C. *Integrative Teaching Design Based on Cultivating Students' Core Competence*

Based on the reform of credit system, the cultivation of College Students' core competence should be based on the existing evaluation criteria of core competence, combined with the teaching evaluation of college professional knowledge, and gradually establishing a diversified evaluation system centered on students' competence. It is necessary to reform the teaching mode and set up an integrated teaching design with the cultivation of students' core competence as the main line, strengthen the construction of university teachers, deepen the reform of the management system of university teachers, and improve the training system of University teachers. Institutions of higher learning should establish effective policy incentive channels, introduce excellent talents, expand the teaching staff through multiple channels, and select talents regardless of their qualifications. Secondly, university teachers should take the initiative to integrate the cultivation of students' core competence into the teaching process. Teachers in colleges and universities carry out the hierarchical education model of vocational ability. Firstly, it is necessary to combine relevant majors, take post standards and work process as the basis of curriculum system design, and quantify work tasks; secondly, it is also necessary to integrate project-based teaching method and Behavior-oriented Teaching Method into traditional teaching methods to make teaching content more vivid and improve students' quality. Thirdly, the cultivation of core competence should be integrated into students' practical teaching, and students' professional core competence should be constantly exercised and trained.

D. *Effectively Integrating the Cultivation of Students' Core Competence into the Second Classroom*

College students' second classroom activities mainly include community activities, social practice, entrepreneurship activities, subject competitions, professional skills competitions, expert lectures and so on. College student associations are an important platform for cultivating students' core competence. Through participating in the organization of job candidates, the formulation, implementation and summary of community activities plan, college students continuously improve their communication ability, digital application ability, information processing ability, cooperation ability with others, problem solving ability and self-learning ability and core competencies in terms of competencies. College students can experience data analysis, scheme discussion, feasibility analysis and other exercises in social practice and entrepreneurship activities, which greatly improve students' team cooperation ability and communication ability. College students participating in subject competitions, professional skills competitions and expert lectures can not only improve their professional skills, but also enhance their core competencies such as cooperation ability, problem solving ability and self-learning ability.

IV. CONCLUSION

College education is a process in which college students' comprehensive abilities, such as knowledge, ability and literacy, are constantly improved, and the core vocational ability is the key factor for college students to obtain career development and position promotion in their future work. Therefore, in higher education, it is of great significance to correctly grasp the characteristics of vocational core competence training and adopt effective ways and methods to cultivate their vocational core competence.

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