

“Three-Joint, Three-Connection” Humanistic Quality Curriculum System Construction and Teaching Reform

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Abstract. In order to train the students to be the first-rate craftsman, the higher vocational college should not only focus on the students’ skill training, but also their quality enhancement. Therefore, the reform of humanistic quality curriculum and teaching mode should be job-orientated. Thongke teaching aim is set from the perspective of humanistic basic quality and humanistic career quality. Accordingly, the teaching content is combined with the regional culture, enterprise culture and industrial culture in the humanistic quality curriculum system. Activities, including in-class and after-class activities, on-line and off-line activities and in-campus and off-campus activities, are the leading mode of teaching.

1. Introduction

To be a first-rate craftsman requires not only excellent craftsmanship but also the ability of giving life and profound meaning to the products, as well as the ability of incorporating soul and creativity into the skill. The starting point of cultivating first-rate craftsman is nowhere but high quality vocational education. The cultivation of humanistic quality in vocational education is based on developing all-round “humans” with healthy personality instead of one-dimensional, instrumentalized “men of his hands”, emphasizing People's ultimate concern for value and morality, the pursuit of perfection and the peace of mind, all of which conforms perfectly to the requirements of craftsmanship spirit. Therefore, the reform of humanistic quality courses plays an irreplaceable role in teaching reform of higher vocational education. Related studies should focus on the reform of teaching objectives, curriculum provision, teaching approaches and so on.

2. The career-oriented teaching objectives of higher vocational humanistic quality courses

Higher vocational education aims to cultivate professional men qualified for career development, which requires the teaching objectives of its humanistic quality courses to be composed of two parts, the basic component of humanistic quality and the career component of humanistic quality. The former part includes general humanistic knowledge, for example, the basic knowledge and achievements in literature, history, philosophy, art, politics, economy, law, culture and so on, and also the humanistic capacity, spirit and feelings developed from understanding of the basic knowledge and achievements in different subject fields. The latter part refers to the qualities and psychological features that can help students adapt to working environment and can be developed sustainably, such as the ability of communication, the ability to act and the ability of self-adjusting. It is not a specific skill or knowledge but the quality and ability required for professional men in various professional activities.

3. “Three-Joint” humanistic quality curriculum system (Figure 1)

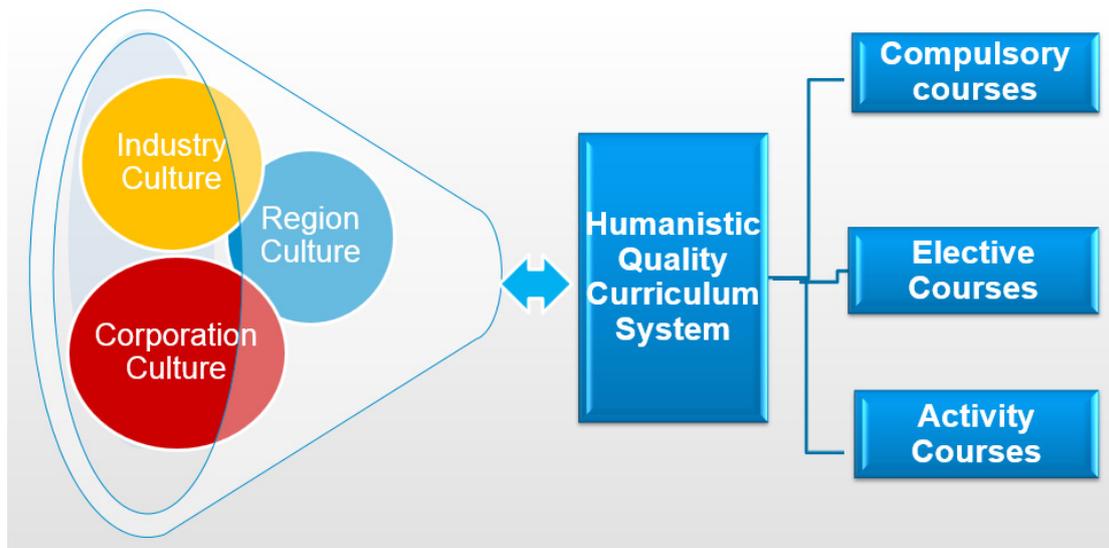


Figure 1: “Three-Joint” humanistic quality curriculum system

3.1 Compulsory courses system

The compulsory courses system is set up based on the students’ major requirements and industrial requirements.

Semesters 1-2: Elementary courses required for all careers

Physical education and health, college English, financial and economic practical writing, chemical mathematics, innovation and entrepreneurship, career design and employment guidance, applied chemistry, computer application basis, textile mathematics

Semesters 3-4: Courses integrated with professional requirements

Textile English, Computer English, Business etiquette, Language expression training, The civil aviation geographic, Apparel English, Car culture, Service etiquette, Business applications of OFFICE, English for civil aviation service, Business English, Accounting professional ethics, Script writing

Semesters 5-6: workplace practice

Workplace practice and expansion during follow-up practice and on-the-job practice

Basic courses required for all careers in semesters 1 and 2: reconstruct traditional public basic courses. Taking accountant majors for example, the language competence required for them in working environment places more emphasis on their ability of practical writing like financial reports. In accordance, traditional College Chinese course is replaced with the more targeted course Financial Writing. As for courses like ideological and political education as well as College English which are required almost by all specialties but for varied focuses, it is advisable that the teaching and research section of each specialty build a course team to upgrade the courses by reforming such aspects as teaching content, teaching methods and evaluation methods according to different requirements of target students to meet the needs of students in different specialties.

Courses integrated with professional requirements in semesters 3 and 4: integrate humanistic quality education into professional teaching by offering courses like Professional English, Professional Mathematics, eloquence and workplace etiquette to improve students’ humanistic qualities in professional fields and get them well prepared for working.

Workplace practice in semesters 5 and 6: Improve students humanistic quality through internship

Cooperate with students’ professional follow-up practice and on-the-job practice to improve their humanistic quality in practice. Assign specialized humanistic quality course tutors to follow up and guide students’ performance in enterprises. Enterprises and tutors jointly evaluate the performance of students as newcomers to job market, and the results are included in the total scores of students’ performance in on-the-job practice and on-the-job practice.

3.2 Construct elective course system through modular design based on the needs of the workplace

In terms of the humanistic quality requirements of enterprises on students, join industrial culture and regional culture for the modular design of elective course system, constructing a public elective course system covering more than 30 courses under 6 major categories, as shown in Figure 2 :



Figure 2: public elective curriculum system

3.3 Enrich Activity Courses and Create Humanistic Atmosphere on Campus

Set up a series of activity courses such as Entrance Education for Freshmen, Social Practice, Enterprise Cognitive Practice, Market Research and so on, relying on the resource advantages of school-enterprise cooperation, integrating enterprise culture and industrial culture into campus culture, providing students with opportunities to enhance their humanistic quality in practice and creating a good humanistic atmosphere on campus.

4. Three-Connection Humanistic Quality Teaching Model

4.1. Connecting bicurricular and extracurricular activities

In terms of students' major curricular and extracurricular activities, teachers design teaching tasks, organize teaching contents and do role plays about study and work to improve the practicability of teaching. Taking College English as an example, the whole course is divided into two modules, the College Life module and career life module, each of which is composed of several learning projects according to the problems closely related to students' learning and work (Figure 3).in this way, the teaching is more clearly targeted. Meanwhile, the classroom is extended into enterprises and society in the form of second classroom, enterprise internship, off-campus internship and so on, which creates combined force with campus-based teaching to enhance students' humanistic quality jointly.

Module	Subject	Period
I. Jeniffer's College Life	1. English Learning in College	2
	2. Jeniffer's New Friends	8
	3. Jeniffer's College	8
	4. Shopping---Jeniffer's Favorite Activity	8
	5. Jeniffer's Family	8
	6. How to Entertain Myself in College?	8
	7. Keeping Healthy	8
	8. Work and Holidays	8
	9. Conclusion I	2
Module	Subject	Period
II Jeniffer's Career Life	10. New Beginning	2
	11. Jeniffer's Internship Company	8
	12. The Office	8
	13. Manufacturing	8
	14. Business Meals	8
	15. Meetings	8
	16. Jeniffer's Trouble	8
	17. Jeniffer's Career Planning	8
	18. Conclusion II	2

Figure 3: Design College English Course

4.2 Connecting online teaching and offline teaching

4.2.1 For traditional public basic courses, organize related teachers for a course team to develop quality resource sharing courses by making micro-classes, Mooc and so on, which further facilitates the combination of students' on-line self-learning and teachers' off-line teaching. Teaching efficiency is improved accordingly through the blended teaching design.

4.2.2 For public elective courses, make full use of information-based teaching methods to change the traditional teaching modes. Offer a series of online courses to widen the horizon of students.

4.2.3 Add practice part of humanistic quality courses, that is to say, add humanistic quality practice content into the internship stage of students. The tutor of humanistic quality courses follows up and guides students through the internship monitoring system, and makes a comprehensive evaluation of students' humanistic performance in workplace during the internship period.

4.3 Connecting the college with society

According to the idea of "going out and coming in", colleges and enterprises are jointly engaged in improving students' humanistic quality. At students' entering the college, the bosses of enterprises come to college in person for students' Freshmen Enrollment Education, introducing the industry and enterprise culture for them. The "Enterprise Culture Week" activity provides an opportunity for students to personally experience the work scenes and workplace atmosphere in the enterprises. For the "Craftsmen into campus" activity, outstanding craftsmen in various fields are invited into the campus, to explain the "craftsmen spirit" to students with their own experiences.

Although China's higher vocational education has entered a period of connotative development

after more than 20 years of development, the one-sided development concept of "emphasizing skills while neglecting humanities" has not been effectively reversed. However, the current situation of humanistic quality of higher vocational students still has a long way to go to meet the needs of enterprises. Therefore, studies on humanistic quality curriculum of higher vocational education should be further carried out on aspects like teaching objectives, curriculum settings and the needs of enterprises, to promote sustainable development of students in the workplace.

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