Teaching Design and Practice
of Non-professional Ability Cultivation

Chunhong Zhu[(✉)], Jiantong Song, Meili Sui, and Yiwei Fu

Beijing Polytechnic, Beijing 100176, China
`zhuchunhong2009@126.com`

Abstract. According to the needs of society and students' future development, we must attach importance to the cultivation of students' non-professional abilities. There are many ways to cultivate non-professional ability. This paper takes the cultivation of communication ability as an example to introduce the teaching design and practice of cultivating non-professional ability in specialized courses.

Keywords: professional ability · non-professional ability · communication · teaching design · practice

1 Introduction

Mertens, a German social educator, put forward the key ability in 1974. He believed that the key ability is the ability that plays a key role in life, career, personality development, social value and other aspects [1]. In 1990, American economists C.K. Prahalad and G. Hamel proposed core competencies in the Harvard Business Review. The United Nations Educational, Scientific and Cultural Organization (UNESCO) believes in the "Recommendations on Vocational and Technical Education" that core competencies refer to the basic knowledge and skills required by learners to engage in multiple professions within a certain field. The Ministry of Labor and Social Security of China believes in the "National Skills Revitalization Strategy" that vocational core competencies can be divided into eight major categories, namely self-learning, information processing, digital application, communication with people, cooperation with people, problem-solving, innovation and innovation, and foreign language application [3]. According to the Ministry of Education's Document No. 16 of 2006, higher vocational colleges should focus on the characteristics of students, cultivate their social adaptability, educate students to establish a lifelong learning concept, improve their learning ability, learn communication and teamwork, improve students' practical, creative, employment, and entrepreneurial abilities, and cultivate socialist builders and successors with comprehensive moral, intellectual, physical, and aesthetic development. Whether it is Germany's key competencies, the United States' core competitiveness, the United Nations' core competencies, or China's professional core competencies, all refer to non-professional competencies. Non-professional competencies are a concept with broad extensions and profound connotations. Generally speaking, any ability that has a certain attraction and influence on

others, businesses, and society, and is conducive to personal growth and career development, in addition to professional abilities, can be considered as a non-professional ability.

The cultivation of professional abilities is based on the needs of professional positions, and non-professional abilities can be cultivated in various forms. It is possible to integrate non-professional abilities with professional ability cultivation, and guide students to master some non-professional abilities through organizing various teaching activities in basic courses, professional courses, and practical courses; It is also possible to cultivate students' non-professional abilities in club activities, skill competitions, and innovation and entrepreneurship platforms. However, the effectiveness of these non-professional ability cultivation methods mostly depends on the teacher's understanding and ability level of non-professional abilities, and the cultivation of non-professional abilities is not systematic. Therefore, the cultivation of non-professional abilities should have suitable courses for specialized training. This article takes effective communication as an example to introduce the design and teaching implementation of courses for cultivating non-professional abilities.

2   Connotation of Non-professional Abilities

Higher vocational education aims to cultivate technical and skilled talents. In the past, most vocational education focused on cultivating students' professional knowledge and abilities, while neglecting the cultivation of non-professional abilities, resulting in poor comprehensive professional abilities of vocational graduates. Professional abilities consist of professional and non-professional abilities. Professional ability refers to the ability of students to engage in related work in their major by studying professional courses. Non-professional abilities refer to other professional abilities beyond professional knowledge and abilities that meet the needs of most positions. It has universality and transfer ability, and different majors may have the same or similar non-professional abilities [7]. It is not directly related to professional abilities, but is inseparable from the development of professional abilities [8]. It is conducive to students' lifelong learning and comprehensive and sustainable development. Non-professional abilities mainly include teamwork, communication, time management, social responsibility, learning ability, problem-solving ability, innovation ability, etc. Song Ga believes that non-professional abilities can be divided into social abilities and methodological abilities. Social ability includes the ability to assume social responsibility and unite with others, which is the ability to grasp and understand social relationships and handle interpersonal relationships reasonably and responsibly; Method ability refers to the ability to transfer and apply the knowledge and skills learned in learning and work [10]. Yang Dianchuang summarized non-professional abilities into seven aspects based on the requirements of well-known domestic and foreign enterprises for non-professional abilities. Firstly, the expression ability includes oral expression ability and written expression ability; The second is interpersonal communication skills that include various abilities such as expression and understanding, interpersonal integration, and problem-solving; The third is the ability to solve practical problems in work, that is, practical ability, including application ability and hands-on ability; The fourth is the organizational management ability that includes

various abilities such as planning, organization, coordination, command, communication, and control; The fifth is to make changes in one's psychological, physiological, and behavioral aspects in order to better adapt to society, in order to achieve harmonious social adaptability with society; Six is learning ability; The seventh is innovation ability [8].

Non-professional abilities play a decisive role in the comprehensive abilities of vocational college students in their career. Several years after graduation, whether in the corresponding job positions or when there are changes in the job positions, the professional knowledge and skills learned by students at school will become outdated. Whether students can seek new starting points in the changes of their profession or position, and thus learn new knowledge and master new skills, will depend on the level of their non-professional abilities. Therefore, vocational education must develop from a single focus on professional knowledge and skills to a direction that emphasizes both professional and non-professional abilities, especially strengthening the cultivation of non-professional abilities.

3   Teaching Design for Non-professional Abilities

The curriculum design for cultivating non-professional abilities can be divided into four stages: stimulating students' interest in learning, information sharing, group activities, and personal applications. In the section of stimulating students' interest in learning, a brief introduction to the course content is mainly aimed at stimulating students' interest in the course content and establishing connections with existing knowledge and skills. It can be introduced in the form of classic examples, games, group discussions, puzzles, and statements. In the information sharing section, the main presentation is information, concepts, or presentation techniques. It can be presented by the teacher, or used as a presentation, role-playing, demonstration, or discussion. In the group activities and practice section, students will apply the concepts or skills learned in this course to practice, which can be done through games, role-playing, discussions, and other forms. In the personal application section, students review the content they have learned and think about how to apply these skills and information in their daily lives, usually through reflection, group discussions, or large group discussions.

4   Summary of Communication Skills Teaching

4.1   Learning Objectives

Through this course, students will understand the differences between passive communication, provocative communication, and assertive communication; Understand the impact of these three communication methods on oneself, others, and team collaboration; Understand how to express one's dissatisfaction and how to improve the ability to express one's dissatisfaction; Understand how to express appreciation and how to improve the ability to express appreciation.

4.2   Learning Content

The communication skills training course is organized by teachers to demonstrate provocative communication, negative communication, and assertive communication, and discuss their characteristics and impact on both parties. It is determined that assertive communication is the most direct, honest, and humble way to express one's true ideas; Learn how to express dissatisfaction and appreciation through assertive communication; And practice using assertive communication to express one's dissatisfaction and appreciation.

The teaching time of this course is 60 min, including 15 min to stimulate students' interest in learning, 20 min for information sharing, 15 min for group activities, and 10 min for personal applications; It is recommended that the number of students in the class should not exceed 20. If there are too many students, it is recommended to increase the teaching time appropriately.

5   Teaching Design and Implementation of Communication Skills

5.1   Stimulating Students' Interest in Learning

This section starts with a small game where the teacher prepares an A4 paper with several simple geometric shapes drawn. They then find a student A who thinks they have good expression skills to describe them in front of them. The other students receive a blank A4 paper and draw the corresponding shapes on the A4 paper according to their own understanding according to student A's description. For the first time, only A student is allowed to speak, and other students are not allowed to ask any questions. Someone attempts to ask questions, but the teacher promptly stops them and asks them to follow the rules. After all students have finished, A student should check the results drawn by other students, but cannot evaluate who drew the closest pattern to the A4 paper given by the teacher. Then proceed with the second description. This time, except for student A, other students can ask questions about descriptions they do not understand. At this point, some students may complain that the description is not clear enough, and there may be complaints. The teacher should try not to intervene. After completion, let student A check the results of other students' drawings again. After the inspection, student A first mentioned the difference between the two times and published the original A4 paper image provided by the teacher. The result was that most students drew closer to the original image the second time. Everyone analyzed the reason for the difference between the two results together, that is, the first time there was no communication, and they could only passively accept it. Everyone's understanding would be different, and the person describing thought they were speaking clearly, but in fact, the person listening did not truly understand. The person who listens for the second time can communicate with the person who speaks, so they can draw very close to the answer. However, even so, there are still students who draw very different graphics from the actual ones. Such students can analyze the reasons themselves. A student can explain which kind of questions they are willing to accept from other classmates when talking to them, and how they feel when they are complained about by classmates. Through this small game, students can understand the importance of communication and the different results brought by different communication methods.

After the game is over, this section allows students to recall their experiences of being hurt or angered by others' words, and briefly counts the number of students who responded differently. Please raise your hand if you have not responded but are in a bad mood; Then please raise your hand if you have a big argument or threaten the other party's classmates. Finally, introduce the theme of this course - how to communicate effectively.

Aggressive communication
When introducing provocative communication, teachers can place two chairs in front of the classroom, with the teacher sitting on one chair and one student playing the teacher's friend on the other chair. The communication situation is that a friend of the teacher borrowed 500 yuan from the teacher. The teacher asked for it once, but he did not repay it. Now, the teacher really needs this money, but when he walked into the room, the teacher already saw that he had no money with him.

Require other students to observe carefully and pay attention to the teacher's words and expressions. When the teacher was communicating and demonstrating with his friends, the teacher shouted loudly, punched and stomped, cursed loudly, and said, "You idiot! Give me the money back, I won't lend you any more money." After the presentation, ask the students to share their thoughts and ask other students what they would think if they were friends of the teacher. The teacher pointed out to the students that this type of communication is provocative communication. If there is a feeling of arrogance, domineering, or superiority between words and actions, or if retaliatory and provocative actions are made during communication, it is considered provocative communication.

At the end of the demonstration, the students will discuss in groups, summarize the language and body language of provocative communication, and write down common language and body language of provocative communication on the blueprint, day class, or blackboard. If the student's summary is not sufficient, the teacher can supplement it, such as shouting, threatening, commanding, questioning, insulting, or using self centered language such as 'how do I', as well as body language such as staring, provocative gestures, angry faces, stomping feet, clenching fists, and hitting the table with fists. Students will discuss in groups and summarize the impact of using provocative communication on the relationship between the parties involved, and present the results. Then, the teacher will supplement, such as there will be resentment, lack of respect, lack of cooperation, loss of confidence, and relationship breakdown. Finally, the teacher needs to point out that provocative communication is not conducive to problem-solving and introduce the next form of communication.

Negative Communication
When introducing negative communication, teachers should avoid direct eye contact with their friends, act nervously, and whisper, "If you bring money, give it back to me. If you don't, it's okay. After the demonstration, students can share their thoughts and ask other students what they would think if they were friends of the teacher. The teacher pointed out to the students that this type of communication is called passive communication. If a person does not strive to safeguard their own interests, always feels inferior, insignificant, or swallows their anger, then they are adopting a negative attitude.

Students summarize the language and body language of negative communication through group discussions, and write down common language and body language of negative communication on drawings, whiteboards, or blackboards. If the student's summary is not sufficient, the teacher can supplement it with language such as speaking softly, speaking insincerely, not rejecting, not opposing, apologizing, not expressing opinions, easily compromising, speaking hesitantly, stuttering, hesitating in tone or intonation, and body language such as looking at the ground, looking around, and tense gestures. Students will discuss in groups and summarize the impact of using negative communication on the relationship between the parties involved, and present the results. Then, the teacher supplements, such as difficulties in establishing good relationships, accumulating resentment, losing self-esteem, or respecting others, which may exacerbate the situation. Finally, teachers need to point out that passive communication cannot solve problems, thus leading to assertive communication that is more conducive to problem-solving than provocative and negative communication.

5.2   Information Sharing

Before class, teachers should create materials related to assertive communication and list the characteristics of assertive communication based on language and body language. In terms of language, it should include expressing one's own opinions, but not forcing others to accept them; Speak with a calm voice; Fully ask questions to understand the actual situation. In terms of body language, it should include both expressing one's own opinions and paying attention to listening; Maintain pleasant eye contact; Being able to prove one's ideas through facts.

The teacher introduces the basic methods of assertive communication, which can express one's feelings and dissatisfaction to the other party through three steps. The first step is to describe what the other party has done; The second step is to explain why the other party's behavior has hurt you and made you express dissatisfaction; Step three, explain what you want the other party to do. To summarize, it's like 'you…; this makes me very embarrassed because…; I hope you…'.

Each group of students uses the scenario in "Stimulating Students' Interest in Communication" to demonstrate assertive communication. For example, you borrowed my money but didn't repay it; This makes me very embarrassed because I no longer have the money to buy food; I hope you can return the money to me today. Students will conduct group discussions to summarize the impact of assertive communication on the relationship between the parties involved, and present the results. Then, the teacher supplements, such as establishing positive relationships, enhancing self-esteem and respect for others, and facilitating teamwork.

The teacher provides some scenarios for students to practice assertive communication using the three-step method. For example, if you find a friend spreading negative rumors about your family around, you are very angry because he speaks ill of your family behind their back, and you feel like you can no longer trust him. If students need help, the teacher can respond by saying, "You speak ill of my family to others; it troubles me because everyone believes it true, and if you do this again, I can no longer treat you as a friend. I hope you don't speak ill of my family behind your back." Explain to the students that through assertive communication, you can politely communicate

your feelings with others. Through these three steps, you can help others to be positive Proactively communicate.

Students should discuss in groups to determine which situations are not suitable for using assertive communication, and present the results of the discussion. The teacher can provide the following supplements, such as: the other party is older than you or an elderly person; The other party is threatening you; The other party is in a special period, such as being sick.

5.3   Group Activities

Show the three components of assertive communication in the classroom. The entire class can be evenly divided into two groups, requiring each student to find a partner in the other group and form a group. In the group, one student serves as the spokesperson and one student serves as the recorder. Ask the group to complete assertive communication given by the teacher, such as: your teacher criticizes you for not chatting during self-study, but you are actually helping a classmate review their homework; Or during your internship, your supervisor criticized you for not chatting at work, but you are actually helping a new colleague get familiar with the job. During group practice, the speaker reports on their assertive communication, while the recorder records the three components of the speaker's assertive communication. The teacher patrols between each group and provides necessary corrections and guidance. Finally, select a few groups to present the results, and ask the entire class to check if their assertive communication includes three components.

5.4   Personal Applications

Please each student recall a person who once angered them and their words and actions, and come up with a proactive communication that can be used to respond to their words and actions, and share it with those around them. Teachers should encourage students to engage in assertive communication as much as possible when encountering others' words and actions that harm them at the end of the course.

6   Conclusion

Non-professional abilities and professional abilities jointly constitute the comprehensive professional abilities of vocational college students, which rely on and influence each other. Non-professional abilities play a decisive role in the comprehensive abilities of vocational college students in their career. In order to systematically cultivate students' non-professional abilities in classroom teaching, this article divides the curriculum design for cultivating non-professional abilities into four teaching stages: stimulating students' learning interest, information sharing, group activities, and personal application. In each stage, teachers can use various teaching methods to gradually cultivate students' non-professional abilities through organizing teaching activities, providing reference for the development and implementation of non-professional ability courses.

Taking the course of cultivating communication skills as an example, this article introduces the teaching design and implementation methods for cultivating non-professional abilities. Introduced provocative and negative communication during the interest stimulation stage, and introduced effective communication methods as the main form of communication; Introduced the basic methods of assertive communication during the information sharing stage; In the group activity stage, the teacher designates the situation and students engage in group practice assertive communication; In the personal application stage, students conceptualize assertive communication based on their own experiences.

References

1. Chen Ming, Wang Changhui, Li An, et al Practical Report on the Construction of Non-professional Ability Training Courses for Vocational School Students [J] Guizhou Education, 2015 (21): 3–6
2. Pan Guanglin Research on Soft Skills and Their Cultivation for College Students [J] China Adult Education, 2008 (09): 14–15
3. He Wanli, Ma Baocheng Analysis on the Curriculum Reform of Automotive Electrical Appliances and Auxiliary Equipment Based on the Cultivation of Vocational Core Competence [J] China Vocational and Technical Education, 2013 (26): 61–63
4. Ye Mingjun, Huang Lingxia On the Improvement of Professional Literacy of Vocational Navigation Students from the Perspective of Soft Skill Level [J] Vocational Education Forum, 2014 (20): 36–38
5. Deng Feng, Wu Yingyan Construction and Practice of the Vocational Core Competence Training System for Vocational College Students [J] Education and Career, 2012 (26): 96–98
6. Gan Hui, Zhang Kui Kui, Chen Shuhong Research on the Integrated Construction of Talent Training for the "2+3" Connection between Vocational and Secondary Schools - Taking the Automotive Application Technology Major as an Example [J] Education and Teaching Forum, 2016 (33): 240–241
7. Lin Zhaoxiong, Pang Yongshi, Meng Qiang The Development of College Students and the Cultivation of 'Non-professional Abilities' [J] Journal of Guangzhou University (Social Sciences Edition), 2008 (05): 45–48
8. Yang Dianchuang An Analysis of the Flexible Compulsory Reading System and the Cultivation of Non-professional Ability and Quality of College Students [J] China Adult Education, 2014 (06): 55–57
9. Xu Bing Vocational education needs to strengthen the training of "soft skills" Vocational Education Research, 2009 (02): 38–39
10. Song Ga Research and practice on the evaluation of non-professional abilities of vocational college students [J] Industrial Technology and Vocational Education, 2015 (03): 40–41
11. Dai Yan Exploration of Soft Skill Training for Students in Vocational Colleges [J] Heilongjiang Higher Education Research, 2011 (07): 108–110