

Discussion on the Significance and Construction of Professional Culture in Vocational Colleges

Qiangye Gao, Yongdong Xie

Dept. of Automotive Engineering, Suzhou Institute of Construction & Communications
Suzhou 215000, China
gaoqiangye@163.com

Abstract—China's vocational education has started to focus on significance and quality. The education based on professional culture is an important way to promote profound development of vocational colleges and enhance their core competitiveness. The paper systematically analyzes the concept, structure, function, features and significance of professional culture. It also analyzes the necessity and urgency of professional culture construction in vocational colleges, proposes the specific ways and means of professional culture construction, and emphasizes the importance to update the concept of specialty and conduct the top-level design for professional culture construction.

Keywords—Vocational education; Professional culture; Profound development; Cultural construction

I. INTRODUCTION

The report of the 19th National Congress of the CPC pointed out: "Culture is the soul of a country and a nation. The prosperity of culture leads to that of a country, and the strengthening of culture to that of a nation. It is imperative to give priority to developing education, give full play to the party's education policy, implement the fundamental tasks of setting high moral values and cultivating person, and develop quality education." The report stresses the empowering of a country based on culture, proposes that culture is a strong, profound and lasting spiritual force behind the continuous development of the socialist cause, and elevates the role of culture in the development of the cause of socialism to unprecedented heights. The report also stresses that setting high moral values and cultivating person are the fundamental task of education in China. As an integral part of the cause of socialism, modern vocational education in China should inevitably focus on the profound development, integrate culture into the vocational education system, vigorously strengthen the professional culture, guide the cultivation of skilled personnel by culture, and infiltrate the concept of setting high moral values and cultivating person into all aspects of vocational education.

II. SIGNIFICANCE OF PROFESSIONAL CULTURE

A. Concept of professional culture

According to *Ci Hai*, culture, broadly, refers to the sum of material wealth and spiritual wealth created by mankind in social and historical practice. Narrowly it refers to the social ideology and the systems and organizations that suit it. Culture is the accumulation of social and historical development, and the result of activities unique to human. Culture as ideology reflects and impacts the politics and economy of a certain society. The essence of culture is to "culture" people and guide people's development with positive values.

As for the definition of "professional culture", different scholars put forward their own opinions from different perspectives, so it is still inconclusive. Drawing on the broad and narrow interpretation of "culture" in *Ci Hai*, this paper argues that the concept of "professional culture" can also be understood both broadly and narrowly. Broadly professional culture refers to the sum of material wealth and spiritual wealth formed in the process of professional construction and development, including values, ideal and faith, codes of conduct, moral standards, institutional norms and external manifestation of forms. It is the cultural complexity of ideology, material form, institutional form and behavioral form of a professional organization. Narrowly defined professional culture refers mainly to professional spiritual culture, which is the sum of values, ideal and conviction, code of conduct and ethics formed by members of a professional organization in the process of professional construction and development to achieve certain goals. It emphasizes human factors and spiritual and cultural strength. It embodies the common philosophy and pursuit of all members of a professional organization and the core element of professional construction to standardize and guide the behavior of all members [1]. At present, most scholars mainly study the generalized professional culture.

B. Structure of professional culture

Professional culture is an important part of campus culture. It is produced in a specific professional organization and falls under the category of organizational culture. Organizational culture can be divided into four levels: material culture, behavioral culture, institutional culture and spiritual culture, so we can also divide professional culture into four levels: professional material culture, professional behavioral culture, professional institutional culture and professional spiritual culture [2].

Professional material culture (at the vehicle level), as the "material culture" in professional culture, indicates the various material signs, material environment, material facilities, dress and clothing, human resources and other material parts and the culture within created in the course of professional construction and development, and the specific cultural atmosphere reflected in tangible entity. Professional material culture is to exert the role of "environment-based cultivation of person", which is subtle and imperceptible and cannot be achieved by verbal education. The environment, facilities and teaching places in the school are all material vehicles of professional culture.

As the "living culture" in professional culture, professional behavioral culture (at the explicit level) is the activity culture created in the course of professional construction and development, that is, cultivation of professional teachers and students in demeanor and behavior. It is the fate of professional culture. The corresponding constraints and norms of the professional behavioral culture come from the intrinsic binding force, turn the behaviors required by the system into internal active force, and reflect the role of education. Professional behavioral culture in vocational colleges has clear occupational characteristics and blends into the corporate culture of conduct.

Professional institutional culture (at the intermediary level), as the "legal culture" in professional culture, refers to the part that has a normative and binding effect on the behavior of professional teachers and students, including various rules and regulations, ethics, code of conduct and code of practice. Professional institutional culture brings into play the "role of education based on regulations".

Professional spiritual culture (at the implicit level) is the core and soul of professional culture. It includes the professional concept of running a school, the orientation of professional construction, the common values of professional teachers and students, ideal and faith, the expectation for success, and professional cognition. The core lies in the common values [3].

C. Function and features of professional culture in vocational colleges

Vocational college is an educational institution and a cultural organization that undertakes functions of teaching, educating, passing down culture and leading social progress. Professional culture as part of the campus culture of vocational colleges has the functions of education, orientation, regulation, radiation and encouragement. Through the construction of professional culture, a good atmosphere of professional education can be formed, which provides motivation and support for the professional growth of teachers and students and has a subtle influence on the formation of code of conduct for everyone in the profession.

Professional culture in vocational colleges is featured by professionalism, diversity, inclusiveness, innovation and localism (industry). Professionalism is the most important feature of professional culture in vocational colleges that differs from that in regular institutions of higher learning, reflects the attributes of vocational education in vocational colleges, and is the extension of specialty that corresponds to the industry and school-enterprise cooperation.

III. NECESSITY AND URGENCY OF PROFESSIONAL CULTURE CONSTRUCTION IN VOCATIONAL COLLEGES

A. Requirements of comprehensive implementing party's education policy and performing the duty of inheriting culture in vocational colleges

In 2014, the *Decision on Accelerating the Development of Modern Vocational Education (GF [2014] No. 19)* issued by the State Council explicitly states: "We should implement quality education in an all-round way, set courses scientifically and reasonably, and intertwine professional ethics and cultural education through training." In the same year, seven ministries and commissions including the Ministry of Education jointly issued the *Modern Vocational Education System Planning (2014-2020)* which also pointed out: "We should strengthen moral education in vocational colleges and actively cultivate and practice the socialist core values. We should promote industry culture in education, corporate culture in the campus, and professional culture in the classroom. We should also practically strengthen the education of professional ethics, and cultivate high-quality personnel with modern professional philosophy and good occupation ethics." The report of the 19th National Congress of the CPC also stressed the need to empower the country with culture and earnestly "strengthen moral education and cultivate people", the fundamental task of education in China. Therefore, in-depth implementation of the Party's education policy and the effective fulfillment of the fundamental task of "strengthening moral education and cultivating people" require that vocational colleges must, with a high degree of cultural awareness and duty of responsibility, vigorously promote cultural education, earnestly implement its function to pass down culture, strive to become a conscious advocate of culture, a promoter of cultural innovation, and a practitioner of cultivating people based on culture.

B. Requirement of promoting the development of students in an all-around way and enhancing the quality of talents

Profession is the specific organization of vocational colleges for personnel training and the "basic unit" in this regard. Professional culture is the way to implement quality education, promote the all-round development of students, and improve the quality of personnel training. Only by building up professional culture and education on the basis of the traditional education of professional and technical skills can vocational schools gradually cultivate the professionalism, professional ethics, professional norms and other cultural qualifications for students through the influence of professional culture, and enable student to make professional and moral progress, and simultaneously develop professional technology and cultural accomplishment. Professional culture and education make up for the lack of professional and technical education, meet the needs for all-round development of students, and thus improve the quality of personnel training in vocational colleges [4].

C. Requirements of enhancing the soft power of specialty and promoting the profound development of colleges

In recent years, China has vigorously strengthened vocational education. The vocational colleges and development of specialty are developing rapidly, so the similarity in institutions and specialty is inevitable. The vocational colleges and specialty face fierce competition; therefore, to ensure the competitiveness and prevent from being eliminated in the market, profound development is necessary. To this end, one should pay attention not only to teaching, research, quality of teachers and students and other tangible, material aspects, but also to school culture and other intangible, spiritual wealth. Professional culture is an important part of school culture, the soul and banner of specialty, and the driving force of professional development. It plays an important role in school development and quality of personnel training. Professional culture construction naturally becomes an important factor in the profound development of vocational education. Therefore, to strengthen the construction of school culture, the key lies in strengthening professional culture, deepening cooperation with regional economy, and interlinking with the industry so as to endow specialty with the characteristics of the region, industry, profession and school, enhance the professional soft power, create a sustainable, competitive school culture, promote the profound development of school and improve the school's core competitiveness.

IV. MEANS OF PROFESSIONAL CULTURE CONSTRUCTION IN VOCATIONAL COLLEGES

A. To update the idea of specialty and properly conduct top-level design for professional culture construction

Professional philosophy refers to a rational understanding, ideological view and philosophical interpretation of professional development formed in the course of professional construction and development. It is a value that all professional members believe in and work hard for. Professional philosophy is the core of professional spiritual culture and guides the direction of professional construction. Professional philosophy needs to be explored and refined so as to be visible. Vocational colleges must first absorb the core values from the industry culture according to the characteristics of different regions and industries, consider the concepts of school running, orientation of professional development, target of personnel training and their own advantages, constantly refine the core values of the specialty, and thus create the professional philosophy to highlight the professional characteristics [4].

The renewal of professional concept is the logical starting point of the professional culture. After the professional concept is established, the top-level design for professional culture will be carried out, the educational mode based on professional culture in line with one's own characteristics defined, and overall planning and orderly progress achieved. Specifically, the professional culture construction should be incorporated into the system of personnel training objectives, the professional philosophy into the professional curriculum standards and the school's rules and regulations, codes of conduct and assessment management approach, so as to provide guidance for its professional faculty building, training base construction, curriculum development, teaching material construction and teaching reform, and form the overall idea of professional culture in a school [5].

B. To adhere to school-enterprise cooperation and work-study combination and promote deep integration of professional culture, industry culture and corporate culture

Professional culture in vocational schools is mainly determined by two cultures: one is education culture, and the other industry culture. The integration of education culture and industry culture leads to the professional culture. In practice, with the operation mechanism of "cooperation between schools and enterprises, and work-study integration", enterprises as the link and corporate culture, the "collaborative cultivation" between enterprises and schools are achieved. In 2015, the *Opinions on Deepening the Teaching Reform of Vocational Education and Improving the Quality of Talents Raised in an All-Round Way* by the Ministry of Education put forward the following suggestions: "Deepening the school-enterprise cooperation in talent cultivation, innovating ways and means of school-enterprise cooperation in education, giving full play to the important role of enterprises." In addition modern enterprises pay more attention to the professionalism of students. Whether students are passionate in their job, honest and trustworthy, conduct teamwork and improve professionalism become important indicators for corporate

election and employment. The professional quality is precisely gradually developed by the long-term influence of school-enterprise culture.

Vocational colleges can guide and support various faculties and specialized departments in conducting extensive cooperation and alliances with industries and enterprises. Through such activities as socializing, team training, quality development, design competitions, skills festival and entrepreneur forums, as well as the establishment of corporate title classes, the introduction of corporate training courses, the establishment of corporate title scholarship, the use of enterprise mentoring and other ways, the professional culture and corporate culture exchange platform will be built, and the diverse, open, and dynamic operating mode such as "order class", "school + base" formed. From school-enterprise resource sharing and project cooperation, to the establishment of collaborative strategic alliance, the school-enterprise cooperation in depth is realized, the integration of professional culture and industry culture and corporate culture promoted, and specialty with distinctive characteristics created.

C. To highlight the features of specialty and profession and scientifically set up the specialized course system

Curriculum teaching is the main channel for professional and occupational quality education in vocational colleges. The professional curricula system is the materialization and support for cultivating students' thinking and training objectives in vocational colleges. It is the main vehicle for training students' professional knowledge, expertise and skills. Vocational colleges adhere to the professional and occupational features and education objectives, full integration of the concept of culture based education, and the scientific professional curriculum system. First of all, we should keep pace with the times, be based on the adjustment of social needs, economic and industrial structure, adapt to the development of modern science, technology and technical expertise, scientifically adjust and reorganize the professional curriculum system, rationally arrange theoretical courses and proportion, structure and teaching methods of practical courses, and update and supplement new knowledge and new experience in due course. Second, we must pay attention to applicability and fully consider our own basic conditions, as well as the knowledge level and receptivity of students. Thirdly, the curricula can be jointly developed based on school-enterprise cooperation. For example, both the school and the enterprise can jointly develop the teaching materials, the technical backbone of the enterprise can be involved in course development, and real production scenarios and typical missions and cases provided. Finally, the school should offer professional culture courses to enable students to understand the development history, the relationship between specialty and various social systems, especially the industry, know more about the specialty and deepen the recognition of and confidence in the profession.

D. To cultivate teaching staff with high quality and reasonable structure

The *Outline of China's Education Reform and Development* (ZF [1993] No. 3) pointed out: "The hope of rejuvenating the nation lies in education, and that of revitalizing education in teachers. To build a team of teaching staff with good political and professional quality, reasonable structure and relative stability is the basic plan for education reform and development." Teachers are the guarantee of cultivating high-quality laborers and skilled personnel in vocational colleges and play an important role in shaping the professional culture of vocational colleges. The quality of faculty members reflects the overall level and image of the school. The construction of professional culture in vocational schools requires the building of a team of highly qualified teachers with a reasonable structure. Specific ways are: First, to introduce excellent teachers with high professional quality, profound academic attainments, higher academic level, and outstanding teaching performance; second, to optimize the structure of professional teachers, strengthen the echelon construction, and adopt measures like training, further education, introduction and outsourcing; third, to be oriented on people, respect teachers and teaching, elevate the teaching staff construction to an important position in the professional construction, establish a fair and reasonable evaluation, assessment and incentive mechanism, and enable talents to make achievements in cause, encourage talents with policy incentives, and retain talents with the a good environment; fourth, to strengthen the construction of "double-qualified" teaching staff, and provide preferential policy for teachers with "double" quality.

E. To form professional material culture with characteristics of specialty

The professional material culture of vocational colleges mainly include hardware elements such as specialized buildings, specialized education and teaching facilities, specialized publicity facilities and other software factors such as professional and industrial history, professional and industry traditional culture and professional philosophy contained in the hardware. It reflects the professional appearance and image of the entity, and is also focused on the humanistic spirit embodied in the professionalism and industry. The professional material culture construction of vocational colleges should highlight the characteristics of professions and industries, and embody the organic unity of profession, industry and culture [6]. Specifically, a production and training base can be set up jointly by the school and enterprises, training equipment arranged according to the actual situation of production and work in the enterprise, "5S" management introduced, and the training center equipped with its introduction, introduction to training project, display of achievements, introduction to the enterprises for cooperation, inscriptions of leaders, display of outstanding teachers, display of excellent students' works, signs system, course notification, and information column. In addition, campus culture and professional culture can be combined with the construction of the environment, with the building of sculptures with professional and industrial features, cultural walls and other facilities, slogans and publicity posters such as professional competition results, deeds of outstanding alumni, professional and technical development history,

introduction to enterprises for cooperation, and classic corporate culture put up in the bulletin boards, classroom corridors, and along the roads on campus, and a campus environment in line with the professional culture created.

V. CONCLUSION

Under the condition of the current industrial upgrading and social transformation, vocational colleges should first update the training concept of skilled talents, and take professional culture education as an important measure and key way to improve the quality of highly skilled talents training. The paper systematically analyzes the significance of professional culture, sums up the necessity and urgency of professional culture construction in vocational colleges, and constructively puts forward that vocational colleges should carry out the construction of professional culture from five aspects which particularly include updating the concept of specialty and conduct the top-level design. It is of strong reference and great significance for the research and practice of professional culture education in vocational colleges.

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