

Study on the Cultivation Path for the Vocational Core Competence of the Application Type Undergraduate*

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Abstract—This paper discusses the cultivation path for the vocational core competence of the application type undergraduates, and proposes to strengthen the infiltration cultivation of the vocational core competence in curriculum teaching, set up specialized courses for cultivating the vocational core competence, expand the training of the vocational core competence in the second classroom, and introduce training strategies for training and certification of the vocational core competence, so as to promote the development of the vocational core competence of the application type undergraduates in all directions and to promote the realization of the training goal of the application type talents.

Keywords—the application type undergraduate; vocational core competence; cultivation path

I. INTRODUCTION

Professional core competence refers to the basic competence, or general competence and key professional competence for any vocation other than professional knowledge and skills. Internationally, it is also called new vocation competence, key competence or general competence with its connotation mainly including communication and expression, digital application, innovations, self-improvement, cooperation with others, problem solving, information processing, foreign language application and other core skills. Vocational core competence is applicable to any career field and is the basis of lifelong learning along with the whole process of one's career.

The goal of the application type undergraduate talents is to train high-quality and skilled talents that adapt to the local economic and social development. However, now the core competencies for the society cannot be well trained in the process of talents training. First, the trained talents lack the abilities to migrate and create. Second, the idea of talents training is divorced from the practice of talents training. With the development of science and technology and the transformation and upgrading of industry, the change of social vocation and post will continue to intensify, which will put forward higher requirements for the talents training

of the application type undergraduate.

Many scholars have carried out research on vocational core competence under this background, which mainly focuses on the connotation, significance, necessity, problem analysis and strategy discussion of the development of vocational core competence and is inclined to base itself on the macro social environment as well as vocational education, and puts particular emphasis on the vocational core competence training institutions and certification system with its larger scope and stronger theory. This paper focuses on the application type undergraduate colleges and universities, bases on the process of talents training, adheres to the idea of integrating the cultivation of vocational core competence into classroom teaching, and discusses the cultivation path for the professional core competence of the application type undergraduates through the mode of integrating the cultivation of the vocational core competence with various courses and the reform of certification mode, which is a beneficial exploration for the real implementation of the theory of cultivating vocational core competence and provides a reference path for the practice of cultivating the vocational core competence of the application type undergraduates.

II. STRENGTHEN THE PERMEATION OF THE VOCATIONAL CORE COMPETENCE IN CURRICULUM TEACHING

What is the relationship between vocational core competence as an important educational value goal and the original teaching goals of university curriculum? Vocational core competence should not replace the original teaching goals of university courses, but complement and develop the original teaching goals of the courses for the sustainable development of students' career. Therefore, vocational core competence plays an important role in guiding the teaching reform of the application type undergraduate courses and it is of far-reaching significance to strengthen the cultivation and permeation of vocational core competence in teaching of various courses.

According to the modern educational ideal, teachers must redesign the course after accepting its teaching task according to some concepts and teaching goals, especially learn from the system theory and optimize the teaching of the course by unit "connection" in order to improve students' interest in learning and teaching effect, which is also in line with the teaching practice in colleges and universities.

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Teachers' teaching reform is a natural continuous process from curriculum reform to teaching reform. First of all, they should pay attention to rethinking and re-understanding the value of the curriculum and redesign and reconstruct the teaching goals and content structure system of the curriculum. Then, around the new target system, they should think about how to reconstruct and design the specific teaching content, transfer the teaching content, choose appropriate teaching activities, and carry out targeted teaching evaluation, which is the overall optimization of the whole teaching process. The leading role of vocational core competence runs through this optimization process.

"Infiltration" combination mainly starts from two kinds of courses. First, the vocational core competence combines with public courses — public required courses in addition to some public elective courses. For example, the ability to communicate with others is integrated in the course of College Chinese; The ability to deal with information is integrated in the course of University's Teaching Foundation of Computer; The ability to apply figures is integrated in the course of Advanced Mathematics; and the ability to cooperate with others and problems solving is integrated in the courses of Employment Guidance and Entrepreneurship Foundation. Second, the abilities of communication and cooperation with others, information processing and problem solving are permeated into the project activities of the typical tasks of professional courses (including practical teaching courses). Based on the two dimensions, each professional course has a certain orientation in the horizontal direction to build the students' professional core skills, and all professional courses in the vertical direction jointly build their professional social ability and professional method ability, promote their professional comprehensive ability in a vector way, and inspire them to understand the role, application opportunity, environment and skills of the vocational core competence.

III. SETTING UP SPECIALIZED COURSES FOR CULTIVATING THE VOCATIONAL CORE COMPETENCE

From the perspective of carrier, the "infiltration" training is a training method based on other courses, and cultivation of the vocational core competence can be carried out by setting up specialized competence training courses to cultivate students' vocational core competence in a certain aspect.

It is the practice in many professional training fields to set up specialized competence training courses to cultivate students' vocational core competence, which has gradually affected the teaching system of the application type talents training institutions such as colleges and application type undergraduate colleges and universities. The courses offered generally correspond directly to the core competence of a certain vocation.

Chen Zhongliang (2008) elaborated the overall design idea of the vocational core competence training course in his paper Problem Solving Ability, demonstrated the design idea of the vocational core competence training course well and provided us with an important reference. His study thinks

that in the overall design of the course teaching, the actual ability goal of the course should be accurately described in concrete and verifiable language. All abilities should be supported by the content of project training. It can be seen that this is the usual practice of foreign curriculum standards, and it makes detailed provisions on the goals and contents of curriculum teaching, so as to facilitate the implementation of teaching organization and evaluation. The ability goal of the course Problem Solving Ability designed by him is expressed as: "Through the cultivation of problem-solving consciousness, ability training and behavior guidance, students can develop their behavior habit of actively solving problems, consciously use the general knowledge, methods and skills of problem solving to correctly solve some practical problems, and achieve satisfied results." The ability goal of the course Problem Solving Ability can be divided into overall ability goal and unit ability goal. [1] Tong Shantung and others from Shenzhen Polytechnic have carried out a beneficial exploration on the curriculum practice of vocational core competence training under the topic "Curriculum construction and teaching experiment of employment-oriented vocational core competence training". His achievement introduces the experiences of courses offered in several schools. For example, Guangzhou Panyu Polytechnic has set up elective courses such as Cooperation with Others, Communication with Others and Self-study with the training goal of "One skill plus comprehensive quality". Since 2003, Shenzhen Institute of Information Technology has set up a curriculum module of "cultivation of vocational core competence" in the public elective curriculum system, offered various courses such as Cooperation with Others, Oral Communication and Innovation. [2]

IV. EXPANDING THE SECOND CLASSROOM AND PROMOTE THE TRAINING OF VOCATIONAL CORE COMPETENCE

Many researchers and practitioners have advocated the idea of cultivating students' vocational core competence in the whole process and in all directions. For example, Professor Zhang Afen, vice president of Quanzhou College of Economics and Business, pointed out, "The vocational core competence is not an independent course, but a system of action competence. We will infiltrate the cultivation of vocational core competence into the whole process of teaching and education, management and service education, and promote the reform of education and teaching in all aspects of academic research, connotation construction and hardware support, so that both teachers and students can improve their comprehensive professional competence. Some other researchers proposed to carry out vocational core competence training through investigation and research, teaching experiments, quality education courses, community activities, social practice, action research, special lectures, integration into professional courses and theme class meetings. [3] We know developing professional core competence alone has important characteristics, activity orientation and practice orientation, which are in good agreement with the characteristics of the second classroom activity. Therefore, in the cultivation of vocational core competence, we should focus on expanding the second

classroom while paying attention to the first classroom, emphasize the socialization and practicality of teaching activities, and infiltrate the cultivation into all levels of school education through creating campus culture, community activities, theme education, quality development and social practice. We should give full play to the organizational, resource and mobilization advantages of the student affairs office and the communist youth league and other student leadership organizations, systematically design and subdivide the relevant work, and carry out targeted design in accordance with the index system of vocational core competence, cultivate relevant practice platforms. For example, Zhang Tao (2010) thinks that students can be trained to communicate and express, cooperate with others and obtain information through special seminars, theme speeches, reading classical poems and essays. Students can be trained in information search and data processing, computer and network application, and innovation ability through launching entrepreneurship program competition, computer skills competition, and digital innovation design competition. We can train students in life-long learning and foreign language application through a series of activities such as career planning, reading clubs, English clubs and oral English-speaking competitions. We can train students' innovative ability and problem-solving ability through activities such as science and technology culture festival, science and technology competition and mathematical modeling competition. We can train students' abilities of team cooperation, coordination and negotiation, adjustment and control through the experience of sports competition, debate competition and quality development. Through activities such as the law popularization society, the legal knowledge contest and the mock court, students are trained to analyze and deal with practical problems and disputes, so that they can naturally realize self-education in various activities and improve their comprehensive quality. [4]

V. INTEGRATION OF VOCATIONAL CORE COMPETENCE TRAINING CERTIFICATION INTO PERSONNEL CULTIVATION

Vocational core competence training certification is a kind of social qualification certification, an effective cultivation strategy to optimize and control the training process of students' vocational core competence according to established social standards through its full integration with personnel cultivation work in colleges and universities. At present, output-oriented education evaluation is widely praised internationally, that is, "The results and impacts of education are judged according to the established standards, the organization, procedures and system operation quality of educational institutions are evaluated to optimize and control the whole education process." [5] China has initially established a scientific and reasonable evaluation system for cultivation of vocational core competence, which has become the baton of the whole process of cultivation of vocational core competence in China. Fair and impartial evaluation results can effectively test the cultivation effect and the whole evaluation process also constitutes the main basis for further improvement and optimization of the cultivation program of vocational core competence.

At present, Vocational Skill Test Center of Ministry of Human Resources Social Security of the People's Republic of China, divides vocational core competence into professional method competence and professional social competence. Professional method competence includes self-learning, information processing, digital application and other abilities, and professional social competence includes the ability to communicate with others, communicate with others and solve problems. As a result, there are six single modules (self-study, information processing, digital application, communication with people, cooperation with people, and problem solving) and two combined modules (professional social ability, including communication with people, cooperation with people, and problem solving); Professional method ability, including self-study, information processing, digital application). In line with this, occupational skill testing authority has developed and completed a series of teaching materials and evaluation standards suitable for the vocational core competence training of college students. This set of teaching materials includes six single module competency training manuals (self-learning, information processing, digital application, communication with people, cooperation with people, problem solving) and two combined modules competency training manuals of professional social ability and professional method ability. For example, the national series of teaching materials for the training of employability in institutions of higher learning: training manual for vocational and social competence: communication with people, cooperation with people and problem solving (intermediate) can be used as the basis and reference for all kinds of vocational training institutions in society, middle and higher general education and vocational education institutions, as well as enterprises and institutions training departments to carry out comprehensive quality training, vocational competence training and employability training, and is a special teaching material for training and certification of core competence.

In general, students can make specific requirements for specific combination methods in their graduation regulations, and require students to obtain corresponding evaluation certificates on their own. In addition, the school can carry out school-based treatment on the corresponding socialized evaluation items, unify the corresponding teaching and evaluation, and give corresponding credits for educational activities according to the corresponding achievements.

VI. CONCLUSION

To train application type undergraduate talents reflects the needs of local economy and society, while the teaching and practice inside and outside the classroom is the most basic and important carrier to ensure the success of the goal. It is the most direct and effective way to integrate the important work of cultivating vocational core competence into the whole process of talent cultivation. This paper provides reference ideas, suggestions or future improvement and practice on how to carry out the infiltration training of vocational core competence in the course teaching, set up special vocational core competence training courses, arrange

the second class, and introduce social vocational core competence training certification, etc.

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