Analysis of Vocational Generic "Soft Skills" Training for the Vocational Students

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Abstract - Recruitment site survey: the modern enterprises now pay more attention to "soft skills" such as: responsibility, teamwork, innovation, service awareness, communication skills, planning skills, learning capacity. The "soft skills" should be into the normal teaching curriculum system in higher vocational institutions. It has been proved that the project course training can effectively improve the "soft skills" of students.

Index Terms - soft skills, working process-oriented, project courses, *curriculum*

I. Introduction

With the professional development of modern society, practitioners must possess some special skills which is also known as "general knowledge skills" or "hard skills". "soft skills" is relative to the "hard skills" which is easy to assess the quality of knowledge, experience, skills, etc. while "soft skills" is not directly related to the purely professional vocational skills and professional knowledge, It is the ability to universally applicable in a variety of occupations for modern professional people. Employees are increasingly concerned about the "soft skills" such as: responsibility, team work, innovation, service awareness, communication, planning, learning ability, etc.

II. The problems of "soft skills" training for higher vocational students faced by

A. Lack of knowledge, inadequate attention

Compared with the "hard skills" ，"soft skills" is soft and tacit, it is universal in various professional fields. It isn't easy for "soft skills" to build the course carrier and evaluation criteria, because it is too difficult to be stated clearly and to be quantitative. Therefore It's hard to form a true universal vocational "soft skills" teaching system. Vocational colleges usually set up the general education curriculum such as political ideological and moral courses, "soft skills" just be a bit of them, if there is not the compulsory arrangements of education administrative department, I am afraid that no school is willing to set up such courses. In fact, "soft skills" is lack of attention due to the lack of knowledge for a long time, It cannot be included in the conventional teaching activities planned because of no administrative mandatory plan as well as the lack of curriculum studies in educational research.

B. curriculum is boring and carrying out inefficient

The content of professional ethics, for example, vocational colleges are keen to abstract, idealized principles of professional ethics to indoctrinated on students, and the content of the curriculum generally aging, static, unable to adapt to the culture of the individual "soft skills". Professional generic "soft skills" is an activity practiced knowledge, however, teachers usually don't allow students to participate in professional activities to develop "soft skills", but in purely theoretical knowledge out of realistic career activities, So that the "soft skills" training in higher vocational colleges has long been in a state of inefficiency

C. "Soft skills" of educators are low

"Educators want to pour students a bowl of water, they must first filled a bucket of water". As the behavior of the school curriculum, the level of the students "soft skills" largely depends on the height of teacher's "soft skills". The "hard skills" is tangible and easily on teacher's feed. As a matter of fact , the "soft skills" of many educators is not high. Dewey said: "Perhaps the biggest misconception in education is that people learn only what he is learned. Many teachers simply repeat the materials instead of stimulate students' interest in learning, they don't train self-growth and self-management skills of student." In fact, the indirect learning such as attitude, love and hate may be more important than the specific teaching content itself. Therefore, vocational colleges should pay attention to the "hard skills" of the teachers, as well as more attention should be paid to teachers' "soft skills" .The height of the teachers' "soft and hard skills" determines the level of school education and teaching practice activities..

III. The Problems and Countermeasures

A. Learning from foreign experience, exploring the "soft skills" training ways

There are many educators research the concept, model and method to develop Vocational colleges students' general knowledge skills in Germany . the representative of which is additional mode and integration mode [1] . Additional means to professional courses through additional, such as additional lectures, training, projects, most of these additional activities are not directly engaged in teaching institutions but the student advisory department or employment guidance center, In addition to professional course learning. Integrated manner is teaching at the same time cultivating the students' self-learning ,lifelong learning ability, team work and presentation capabilities, and the project mainly is autonomous learning, cooperative learning and learning practice guide. Autonomous learning refers to students to learn active, the students are given full play to enthusiasm and initiative in the learning

process, and they set learning goals, content and methods by themselves. The students also should make planning , explore appropriate learning methods, arrange his time reasonable, data and information processing, analyze and use data etc ,so as to achieve learning goals. The main connotation of cooperative learning: students not only can acquire knowledge, but also share their acquired knowledge with others. Students in cooperative learning form groups . Each student generalize knowledge , explain to other members and accept questions from other members. If the crew's problems can not be solved immediately, the students will have the power to further in-depth study. In fact additional method and integration method complement each other, they are usually combined to strengthen student's "soft skills". Integration method is given priority to, supplemented by additional, as a necessary supplement means.

B. Developing curriculums of vocational generic "soft skills"

On the basis of in-depth study the requirements of occupational skills of employees for modern enterprise. Occupational general knowledge and skills form the main body of the "soft skills" courses which are incorporated into the system of vocational education programs. It was found that modern enterprises generally pay attention to communication, teamwork, planning and execution, sense of service via recruitment website information data mining in recent years. Some position related to the requirement of the "soft skills" is more than professional knowledge and skills requirements. Therefore, we developed the curriculum of professional learning and career, launching the professional general "soft skills" training program, then guide students to develop a variety of plans, finally to design their own occupation career according to interests , professional knowledge and skills. In the process of planning, students must learn to communicate with himself (self-awareness), communicate with students, teachers, an effective plan must be made on the basis of full communication. Therefore the course makes students enhance a number of skills, such as communication, presentation, teamwork, planning and execution. This course should be opened in the first year of the new students so that students can be clear their own professional learning path, and the college life can go in a planned way. Such integration training course provides guide for students in next professional courses study. In fact, occupation general "soft skills" course is a piece of virgin land should be vigorously developed.

C. Building working process-oriented project courses

The working process-oriented curriculum is based on the actual project . There is a work item for the prototypes into teaching program, students are required to learn as an active process in which they use the knowledge to solve the problem of environmental, and further study and consolidate knowledge in turn. The general method of project curriculum knowledge building is : first, give a complex topic closely related to the actual, then ask the students to use the knowledge to find a solution to the problem. We have developed a general professional skill course - "professional format document

processing technology" which is to follow the idea. The course had be arranged a series of specific tasks and knowledge was organized around the tasks . Office knowledge system of the office commonly used was combed by the course, for example: the first task the course requires students to complete is the" online recruitment research". Students download job description from recruitment network, then each recruitment website information is converted to a record in Excel. Each student must finish at least 30 records, and add up to more than one thousand records in a class. Students are guided to to use the Excel function to quantify and further statistical analysis these Excel records information. Finally the recruitment statistics are showed in forms of Excel charts. The intuitive results with data and charts are shown to students, and the students are more understanding the needs of profession in the future and the goals of the professional courses.

From recruitment website information to Excel statistical charts. The work process combined a series of comprehensive knowledge of the Word and Excel. Including: Paste, Find and Replace, Text into a Table in the Word, Format Cells, the transpose of Paste, Macro, statistics, graphic design in Excel, etc. This task should be finished in groups, the overall goal of the task must be decomposed among the team, the team members need to be agreed in advance, division of tasks should be clear to each member, then the processing information by each member should be collected, various knowledge skills are around a specific task, in addition to the skills of Office itself, involving planning, communication, teamwork and so on, the students was impressed by the work and had a sense of achievement. Moreover, the results of the task in turn lay the foundation for the next task - beautiful personal resume writing (both form and content) or career planning long document format.

The course enable students to complete the various items closely related to the individual tasks to facilitate students growing. The dominant outcome of the course is that students can complete the standard documents in a short time, while communication, presentation and teamwork of students are improved during the training process. It seems that the knowledge and skills of project programs are fully trained and high-efficiency in personnel training.

D. Paying attention to the life itself, life is the most complete textbook and experimental field

"Life is education, life is growth", There is no life of education when education left life. A person first need to learn is to solve the problems around. Truly effective education activity is teachers and students to find the problems themselves in practice, then to put forward thinkings and solutions to the problems. We have developed extra-curricular activities courses "teamwork and communication practices" which carries out the activities in group. Random group students in the course activities are not familiar with each other. first of all, getting to know each other after communication, discussing a variety of communication skills in the process of mutual understanding and familiar, then

combing and putting forward specific issues and solutions in daily life. Group in the activity course is required to submit target, planning and implementation of the program, the status of activities for each member, the report of the implementation and so on. This is a completely autonomous activity curriculum, the course as an additional way independently by students choose. The activity effect of the students with self-consciousness is good, otherwise the effect is not obvious.

E. Optimizing the teaching content and assessment in accordance with the concept of professionalism.

The so-called professional, a working state standardized and institutionalized. employees are required to perform the job duties very well, play their own role correctly as well, employees are also asked to comply with professional norms and standards in the knowledge, skills, ideas, thinking, attitudes, psychological, etc. it's obvious that professionalization requires more "soft skills" of employees in addition to professional knowledge and skills. The course is the main carrier of the knowledge and skills for students to learn and train. it's more important to run Professional thinking throughout every teaching link. Each course should be in accordance with the requirements for professional to develop training curriculum standards, regulate knowledge of the course.

The "soft skills" should integrate into the curriculum training project, and will make an independent assessment for the "soft skills". Training and assessment should be in various forms, practical effect is the only test.

References

[1] Yan Jin, the quality education of German universities, higher education in China,2006（3/4）, P78-79