

Training of Vocational Core Competencies of College Students Under the Guidance of Socialist Core Values

LI Jun^[a]

^[a]China West Normal University, Nanchong, China.
*Corresponding author.

Received 5 September 2016; accepted 8 November 2016
Published online 26 December 2016

Abstract

We must use the socialist core values as the guiding direction when training college students' vocational ability so that students can clearly understand their development direction after employment and their responsibilities in the vocational development. This is also the requirements of college students' vocational qualities in the new social development. Only in this way can students integrate into society after leaving colleges, show their talents and make contributions to the society. The core competencies consist of the basic vocational quality and the social spirits such as social responsibility, professional dedication, integrity, friendliness and selfless dedication. Thus, it can be seen that it is required to train the basic vocational quality, moral character and comprehensive quality in the competency training. Next, these aspects will be analyzed below, in the hope of giving some references for personnel concerned.

With the social progress and continuous enterprise development, there are great changes in the talent demand in the new era. Not only the comprehensive technical talents and those with rather high comprehensive qualities are needed. In order to meet the society and relevant enterprises' requirements for college students, colleges must combine the requirements concerning comprehensive qualities in training college students, formulate a reasonable curriculum system and directionally train high-quality talents. This will be analyzed below. College students' vocational core competencies can be improved through three ways so as to lay a foundation for their future vocational development.

Key words: Socialism; Core values; Core competence cultivation

Li, J. (2016). Training of Vocational Core Competencies of College Students Under the Guidance of Socialist Core Values. *Studies in Sociology of Science*, 7(6), 32-36. Available from: URL: <http://www.cscanada.net/index.php/sss/article/view/9164> DOI: <http://dx.doi.org/10.3968/9164>

1. ANALYZE THE CORE CONTENT OF VOCATIONAL CORE COMPETENCIES UNDER THE GUIDANCE OF SOCIALIST CORE VALUES

The socialist core values are fully accepted by the whole society, are the embodiment of Chinese traditional virtues and the overall requirements of the qualities of college students. Thus, when training college students' vocational core competencies, colleges must strictly comply with the requirements of the society and enterprises, clearly understand the core contents of vocational core competencies, then integrate them into the daily teaching, and specifically improve students' overall qualities. After the training is finished in this direction, both the society and enterprises will objectively evaluate the student's ability after the student steps into the society; thus, the student can be easily accepted by the society and this can help for the student's future vocational development; student can apply what he/she has learned in colleges. Besides, based on the steady starting point of college education, students can continuously improve their advantages in social life and work in enterprises; thus, they can get twofold results with half the effort in their future development. Consider students' problem-solving ability, post operation ability, practical work ability as well as communication and

coordination ability as the key points of training. They are the new orientations to discover talents and also society's requirements of the contemporary era. Through the investigations on the employee recruitment of many large enterprises, it is found that they usually employ students, who have the good consciousness of teamwork, excellent communication skills and strong language competence, endure hardships and hard work, respect leaders and their industries, and have the dedication spirit etc. Enterprises train new college student employees in basic knowledge, basic business and comprehensive ability. If a student doesn't learn the vocational core competencies in university years, the student needs to continue to learn it; besides, the weak foundation in this aspect will affect his/her vocational development; compared with other students who received training in this aspect, such a student will have no competitive advantage. Vocational core competencies are the society, enterprises and the country's requirements for the new generation. Therefore, it is required to integrate the socialist core values and the vocational core competencies into vocational teaching, grasp the training orientation and lay a foundation for the future development. Therefore, students should reasonably plan their vocational development directions based on this, strengthen the mastery of basic vocational knowledge, enhance the learning of comprehensive qualities, and thus finish the historic work from many aspects.

2. ANALYZE THE PROBLEMS IN THE TRAINING OF VOCATIONAL CORE COMPETENCIES IN THE NEW ERA

2.1 The Society Makes Light of the Training of Vocational Core Competencies

If students don't clearly understand the specific contents of core competencies, they may feel confused and cannot find the direction in their vocational development plan during daily learning, resulting in the poor learning effect. Accordingly, their shortage of many capabilities in their vocational development will affect their overall career. There are mainly two reasons for this problem. First, the teaching work in vocational colleges is highly utilitarian. Under the guidance of utilitarianism, vocational colleges consider resume filling, interview skills, communication skills and expression skills etc. as core contents in their training curriculums. This shows a strong characteristic of exam-oriented education, but doesn't comply with the training direction of vocational core competencies of college students under the guidance of socialist core values. Students make many errors in learning, lack many capabilities and have poor competitiveness. After entering the society and enterprises, they will find what they've learned are

largely different from what the enterprises need, going against their future vocational development and creating many troubles in their work. As they need to continue learning, their functions cannot be played well. Second, vocational college teachers haven't clearly understood the relationship between vocational skills and vocational core competencies in training and provision of courses, and think that the two are separate and unassociated. Accordingly, they think that a lot of human and material resources will be wasted in the training of vocational core competencies in colleges. This doesn't comply with the development direction of colleges, resulting in the low enthusiasm in the development. For instance, as for the procurement of hardware facilities, all colleges consider vocational skills at key points and don't consider the specific needs of the training of vocational core competencies in general conditions.

2.2 Lack of a Complete Curriculum System

Although many vocational colleges have carried out the construction of vocational core competency courses, the overall time schedule of work is very slow, the course system is incomplete and the specific content is relatively backward. In order to train students' core competencies, general colleges usually provide one or several such courses to observe the future effect. However, such a single pattern directly affects the training quality of college students' vocational core competencies and lacks a systematic and complete course system. The training of vocational core competencies should be integrated into students' overall educational stage. However, such a single course teaching cannot meet students' practical need for the partial teaching stage and the teaching effect is also not representative, so improvement is needed.

2.3 Lack of a Strong Carrier in the Practical Teaching

In the vocational teaching of vocational colleges, post practice, comprehensive training and teaching experiment etc. are the major carriers of practical activities. In case of training of vocational core competencies, the practical activities are also included in the scope without new form or new carrier. Besides, all such colleges attach importance to the training of specialized skills but ignore the training of vocational competencies, so they only invest very limited funds in this aspect. As a result, the training result cannot meet the satisfactory requirements. When students enter the society, they usually show strong specialized skills in work but don't have a strong sense of responsibility, mainly because they don't participate in the training of vocational core competencies. For instance, they lack the spirit of professional dedication, have poor ability to coordinate and communicate and don't have the outstanding spirit of utter devotion etc..

3. ANALYZE THE EFFECTIVE APPROACHES TO TRAIN COLLEGE STUDENTS' VOCATIONAL CORE COMPETENCIES

3.1 Integrate the Vocational Core Competencies Into Teaching

If the training contents of vocational core competencies are not organically integrated into the training process of specialized skills of college students, students will lack such competencies, find restrictions in their work and encounter some setbacks. Therefore, it is required to organically integrate the two, establish systematic training curriculums and guide students to build vocational dreams in compliance with the social development so as to maximally play the role of college. It is required to formulate a supporting training mode and integrate the training of vocational core competencies in the training process of vocational talents. Specifically speaking, colleges can provide the team spirit course, innovative education course, interpersonal communication and etiquette course, vocational psychology course and career planning course etc. to build a systematic course training framework. During the construction of courses, the colleges can facilitate the training of vocational core competencies by formulating standards, developing courses and changing the teaching methods.

3.2 Provide Relevant Courses Based on the Practical Requirements

The improvement of relevant course systems is the foundation to guarantee the practical implementation of core competencies, so it is required to attach importance to the establishment of course systems, improve the existing problems based on practical teaching, and further promote the development of training of core competencies. For instance, specialized colleges can provide the career planning course, vocational psychology course, interpersonal communication course, college etiquette course, entrepreneurial education course, team spirit course and a series of courses, use the existing teaching mode in multimedia teaching, and actively guide students to participate in all sorts of practices after teaching. However, the assessment goals of practical work become more diversified. Not only basic knowledge but also the comprehensive qualities of students need to be assessed to enhance students' understanding of the training of core competencies. In this way, students can enhance their learning in such aspects and try to improve their qualities and competencies. On this basis, it is required to permeate professional qualities such as patriotism, professional dedication, honesty and friendliness into specialized education and to compact the fundamental philosophy of socialist core values from the level of individual behavior. Thus, students can not only timely understand the

society's demand and standards for talents but also realize the basic value standards to evaluate the selection of civic moral conducts. Students need such qualities to expand their scope of vocational development no matter which industry they are engaged in.

3.3 Strengthen the Hardware Construction in the Training of Vocational Core Competencies

In order to achieve the training goal of core competencies, it is required to establish matched teaching carriers, improve the practical teaching, and enhance the overall teaching quality based on this. High-level college leaders should be aware of the complementary relationship between vocational skills and vocational core competencies, so it is also needed to consider the training of core competencies as the key point of teaching, increase the investment of funds and faculty, and strengthen the construction of hardware facilities in the teaching planning. For instance, establish training bases for core competencies including all courses provided, multimedia teaching mode and application network teaching etc., enhance the interactions with students in the classroom, let students to demonstrate on the stage in course teaching with interactive advantages; these can increase students' learning interest, enhance the communication skills among students, improve the cohesive force of class and be very helpful for the future vocational development. Colleges need to communicate with the government to apply for some construction funds, strengthen the construction of such hardware carriers, and unite with the local enterprises to build the training mode of school-enterprise joint operations in combination with the training courses in colleges and the future post internship. For instance, colleges provide practice fields and enterprises provide the requirements for examinations and tests; later, colleges can convey talents to enterprises. Enterprises need to combine the practical conditions, and dispatch personnel to offer pre-job training concerning practical operation skills etc. If the condition allows, enterprises may teach the specific operational processes in colleges for a long time to further deepen the cooperation between colleges and enterprises. Accordingly, the theoretical knowledge can be fully combined with practical work. Through this cooperative mode, colleges save some teaching costs but greatly improve the teaching effect; besides, enterprises also save the cost of training new employees, solve the problem of laborer shortage and employ talents meeting their needs. As for students, they not only have their practical ability improved and obtain more employment channels, but also reach the goal of applying what they've learned. The interests of the three parties must be properly taken into consideration. Then, the deep university-enterprise cooperation can be carried out to finally achieve complementary advantages, resource integration and maximization of interests in every aspect. This can be more helpful for the training of vocational core competencies of college students.

3.4 Actively Facilitate the Implementation of Competitions

The training process of college students' vocational core competencies should not be divorced from the vocational activities. In order to achieve the teaching effect, vocational colleges should organize abundant competition activities to enrich students' learning life. Through such competitions, students can clearly understand their disadvantages and take targeted measures in their future learning, promoting their vocational development planning. For instance, colleges can organize workplace simulation recruitment activities, career planning competitions, volunteer services, workplace etiquette competitions, social practices, and innovative, entrepreneurial and creative competitions etc. to attract the attention of the society and enterprises. In addition, skillful talents can also be shown in such competitions. Enterprises can sign employment contracts with such talents so that both students and enterprises can gain benefits. It is required to reward the outstanding students in competitions to encourage them to continue learning and train new skillful talents. To reach a better effect, colleges must put teacher training, development of teaching materials, quality supervision, curricula construction, skill certification and other teaching management work into practice.

3.5 Train College Students' Innovative and Entrepreneurial Ability

From years of practical researches in enterprises, it is learned that the core power of enterprise development is the innovation ability; thus, enterprises need a large number of innovative talents and increase the reserve of talents to guarantee their continuous innovation. Vocational culture concerns the social order; in order to guarantee the social stability, it is required to establish the healthy views of vocation, life and value and set up a favorable sociocultural environment, so as to allow college graduates to achieve this dream. Colleges must integrate the content of socialist core value into students' vocational core competence training; enterprises should be taken as the background to allow students to have value practices in vocational works and learn from their works, so as to improve their spirits of insistence, conscientiousness, exploration, forgiveness, etc.; besides, colleges should set up some innovative entrepreneurial activities and allow students to actively take part in such activities, to make them learn enterprises' culture in the aspects of service, product, system, management and technology, let them learn the importance of innovation and improve their awareness of innovation. Colleges must implement these state and governmental policies, to well organize their innovative and entrepreneurial education, achieve the best effect of such activities and provide powerful support for students' innovation and

entrepreneurship. For instance, many students have good entrepreneurial projects and ideas in the university years. All insiders clearly know that entrepreneurship doesn't only need inspiration, practical knowledge and specific operation but also the opportunities on the premise of great social development. Therefore, students may lose such an opportunity if they start a business after graduation. Therefore, when emphasizing the innovative and entrepreneurial education work in colleges, college leaders should also encourage students to start a business in colleges. To build a more convenient and smooth road of business startup, colleges may provide convenience for such students, such as allowing college students to make innovations and start a business through suspension of schooling and remaining their status as students in colleges. In this way, their innovation ability can be trained and practiced in their independent entrepreneurship and they can accumulate much working experience to flatten the road for their future vocational development.

3.6 Train a Powerful Faculty

In the process of preparing vocational core competence training curriculums, vocational colleges are required to consider the actual needs of cooperative enterprises and the society, so as to let students put what they learned into use after setting up such curriculums, which should keep in step with the era development, to avoid the situation that the learned knowledge is out of date and cannot be put into use in enterprises, especially in computer and intelligent automation fields where the technological updating is fast. Therefore, teachers must constantly master the knowledge development and technological updating, carry out practices in enterprises, experience the working posts, analyze the post knowledge involved and master the development direction of this field, so as to carry out advanced measurement during preparation of curriculums and ensure that the knowledge learned by students is consistent with the actual needs. On this basis, enterprises should also dispatch technicians to vocational colleges to act as instructors and give lessons of required period of time; a series of issues should be materialized and detailed and then implemented actively.

CONCLUSION

Through the core values of socialism core occupation ability of College Students under the guidance of culture analysis, although there are still many problems, but it is the trend of development, in strict accordance with the implementation of measures for the above four points, we can improve the core competence of quality assurance, the organic combination of socialist core values and the core ability of occupation.

REFERENCES

- Bai, Q., Li, Q., & Bai, Q., et al. (2016). The socialist core values under the guidance of college students' public consciousness cultivation research. *Journal of Baotou Vocational & Technical College*, 17(1), 59-61.
- Bai, H. (2016). The socialist core values under the guidance of college students' ideological and political education—Research on the effectiveness of the Huaiyin normal university to cultivate and practice the socialist core values of the exploration and practice. *Journal of Jinhua Polytechnic*, 16(1), 48-52.
- Jia, H. Q. (2015). Socialist core values to guide college students career planning curriculum design. *Career Development Education Research*, (3), 49-51.
- Jiang, X. M., & Shen, Q. (2015). Strengthening humanistic quality education of medical students under the guidance of the socialist core values. *Journal of Career Academy*, (11), 112-113.
- Lan, R. (2014). Cultivation of college students' professional core competence under the guidance of socialist core values. *Education and Careers*, (24), 12-12.
- Lin, Y., & Ding, W. S. (2014). The socialist core values under the guidance of college students' volunteer service level on the path of ascension—Taking Spring Festival volunteer service of Guangzhou institute of railway technology as an example. *The Party Building and Ideological Education in Schools*, (4), 36-37.
- Lin, H. (2016). Cultivation of college students' professional values under the guidance of socialist core values. *Chinese College Students' Employment: Theoretical Edition*, (8), 54-59.
- Liu, C. L. (2016). The socialist core values of local college students under the guidance of occupation career education system. *XIANG CHAO*, (6).
- Sun, W. W., & Hu, Z. R. (2012). Investigation of college students' professional values from the perspective of socialist core values—Taking northwest agriculture and forestry university as an example. *Master*, (16), 68-70.
- Wang, F. H. (2015). Study on the construction of vocational college students' professional values under the guidance of the socialist core values. *Time Education*, (20), 91-92.
- Xu, G. F. (2015). Study on the employment outlook of college students under the guidance of the socialist core values. *Continuing Education Research*, (5), 72-75.
- Zhao, Y. (2015). The socialist core values to lead on employment quality innovation—Analysis from the new thinking of occupation career planning education in Higher Vocational Colleges under the perspective of ascension. *Journal of Yan'an Vocational and Technical College*, (2), 39-41.
- Zhu, J. Y. (2016). The socialist core values cultivation of core competence under the leading occupation of higher vocational college students. *Journal of Beijing Polytechnic College*, 15(2), 52-55.