

Research on Curriculum Reform of Higher Vocational Colleges under 1+ X Certificate System-- Take preschool Education Major of Yunnan Vocational College of Culture and Art as an Example

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Abstract: To promote the 1+X certificate system in higher vocational colleges is an important reform measure for the country to cultivate compound technical talents, consolidate students' sustainable development, alleviate structural employment contradiction and promote stable employment. Taking the preschool education major of Yunnan Vocational College of Culture and Art as an example, this paper analyzes the problems existing in the integration of preschool education professional curriculum and infant care vocational grade certificate (intermediate), and studies the integration of professional curriculum teaching standards and vocational skill grade certificate standards. From the build combination with diversified course, build intersection type, construction of integrated production and education courses, creating scientific and rigorous evaluation system from four aspects, in child care professional skill level certificate standard (intermediate) into professional course of the financing way research, thus promote child care level certificate in case the implementation of physical education and development.

Keywords: 1+X certificate system; Child care professional Skill grade certificate; Curriculum reconstruction; Class certificate accommodation

Project level: Scientific research Fund of Education Department of Yunnan Province

Topic: Research on the curriculum development of "1+X Child Care Professional Grade Certificate" for preschool education major in art higher Vocational Colleges

Project Number: 2021J1026

1. Problems existing in professional courses under 1+ X certificate system

1.1 Certificate skill module knowledge is fragmented

Vocational education under the 1+X certificate system should construct a curriculum structure of "public (basic) courses—a number of 'professional basic (theoretical) courses + professional (comprehensive) skill courses'", and construct a combined and diversified "multi-process" curriculum." course structure^[1]. In order to obtain the intermediate level certificate of child care vocational skills, students need to master five skill modules: safety protection (M1), life care (M2), daily health care (M3), early development guidance (M4), and development environment creation (M5). The examination for the Certificate of Vocational Skills in Early Childhood Care (Intermediate Level) is scheduled for the third semester of the three-year college stage. Therefore, the distribution of professional courses presents problems such as repetition, dispersion and fragmentation of skills and knowledge points.

1.2 The complexity of course professional knowledge is weak

Under the 1+X certificate system, the training goal of vocational education is to meet the needs of a variety of jobs with compound technical skills, which requires the integration of knowledge and experience such as theory and skills. The knowledge points involving practical skills in the professional courses of the college show a small proportion and unclear levels. The separation of theory and skill

knowledge will lead to the disconnection between curriculum setting and enterprise employment needs, and hinder students' passing the practical skills assessment.

1.3 The integrated curriculum system of industry and education has not been established

1+X certificate pilot colleges and universities should deepen school-enterprise cooperation, adhere to the combination of work and study, make full use of the sites and resources of colleges and enterprises, and cooperate with evaluation organizations to implement teaching and training. Strengthen the overall planning of school-enterprise cooperation projects and pilot work in related fields^[2]. School-enterprise cooperation is the key to steadily promote the work of pilot colleges, improve the quality of vocational education and students' employability. In the school curriculum, the lack of courses co-built by the integration of industry and education will lead to the incompatibility between classroom teaching and enterprise job site tasks, so that students are difficult to be competent for the actual work projects and tasks of enterprises, and unable to adapt to the industry's demand for technical skills.

2. Implementation path of professional curriculum reform under 1+ X certificate system

2.1 Construction of combined and diversified courses

According to the skill requirements of the five modules in the Intermediate Early Childhood Care Vocational Skills Certificate, research and analyze the professional theory and practical operation knowledge involved, and re-plan and set up the courses in the talent training plan. For example: adjust the three courses of "0-3 year old infant care and education", "kindergarten environment creation" and "preschool children's games" in the fourth semester to the third semester, so as to solve the problem that the curriculum is lagging behind in the certificate examination time and knowledge. The problem of lack of connection; the six courses of "Preschool Child Psychology" and "Education and Activity Guidance in Five Fields of Early Childhood" in the third semester cover the skills and knowledge of early development guidance (M4) in the certificate, and there are duplicate knowledge points in the certificate. Therefore, the knowledge of the M4 module in the certificate is compared, analyzed, and recombined with the professional courses and formulated as a course of "Early Development of Infants and Toddlers", which covers the "language development and guidance" in the M4 module, "Cognitive Development and Guidance" and "Social Development and Guidance".

2.2 Constructing cross-fusion courses

The examination of the certificate of vocational skills in child care consists of two parts: theory and field practice, and the two scores each account for 50% of the total score. The 1+X certificate system cultivates compound technical and skilled talents who can meet the needs of various positions. Therefore, the college has set up a curriculum system that organically integrates three modules: classroom theoretical teaching, practical training in the training room, and practice in off-campus preschool education institutions. First, the integrated teaching of theory and practice is formed in terms of teaching content and form; secondly, in the smart training room and Montessori training room, a mixed teaching course with contextualization, project-based, and mock exams is set up; In practice, the theories learned in the school are combined with the needs of the nursery market to form an organic curriculum model integrating teaching, learning, research and employment.^[3]

2.3 Construction of industry-education integrated courses

By signing an agreement on the integration of production and education, deepening school-enterprise cooperation, making full use of college and enterprise resources, building a school-enterprise cooperative learning platform, and connecting classroom teaching with the enterprise positions involved in the child care vocational grade certificate and the employment needs, Reintegrate knowledge content and curriculum standards, and jointly build a curriculum that integrates production and education. The enterprise and the evaluation organization cooperate to implement teaching and training. One month before the annual examination, the enterprise assigns an education director, an evaluation expert for the child care vocational skill level certificate, and an industry-education integrated teaching research and development expert to the college to provide professional skills for child care. The theoretical knowledge in the M1 to M5 modules in the grade certificate will be explained and demonstrated in practice. At the same time, the key points of the certificate examination knowledge will be reviewed and taught. The candidates will be trained on the certificate examination skills two days before the examination. Specific implementation path: research on early childhood education and preschool education enterprises and hold school-enterprise expert teaching and research meetings → determine job functions and employment needs → analyze typical work tasks and professional quality requirements of enterprise practice in early childhood care vocational grade certificates → determine professional core learning modules → study Scenario design (eg: on-site rescue, mental health care, family environment creation guidance, etc.) → build a curriculum system. The pre-school education professional curriculum certificate integration curriculum system consists of professional basic courses, professional core courses, and professional development courses.

2.4 Build a comprehensive evaluation system

Under the background of 1+ X certificate system, the college has set up a scientific and rigorous evaluation method for the series of courses. The evaluation form is mainly process evaluation. In daily teaching, teachers evaluate students' learning effect before, during and after class in the form of task-based teaching, experiential teaching, case scenario introduction and so on. At the end of the term, the evaluation subjects are composed of professional teachers of our institute, experts of cooperative enterprises, and the evaluation personnel of "Professional skill Level Certificate of Early Childhood Care" of other colleges and universities by simulating the on-site examination of "Professional skill Level Certificate of early childhood Care". In students practice link, will the school training combined with outside school practice, the students to master the theory and technology of whether the skill levels to meet the needs of nursery institutions post the flexibility for evaluation, testing the talent training scheme in the optimized curriculum and compatibility and applicability of the specific position, ensure teaching to meet the requirements of the professional skill level certificate.

3. Conclusion

The 1+ X certificate is an important reform measure for the country to train compound technical and technical talents in higher vocational colleges, consolidate the sustainable development of students, alleviate structural employment contradiction and promote stable employment. Grade certificate of child care professionals can promote preschool and early education, nursery, such as the cultivation of professional talents, deepen the chain of higher vocational education and nursery of infant care services jobs chain fit, effectively promote the new era of a small social services, do a good job in an old good life is better meet people's increasing demand. Is "accommodation" 1 + x certification system implementation of the key points of constructing portfolio and diversified course, intersection type, integrated courses and comprehensive evaluation system, education is to break the barriers between class, certificate, enterprise needs an effective way, is the colleges and universities to train more key position requirements in line with the type of technical talents.

References:

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