

A Brief Analysis of the Course Connection of “3+2” Phased Training in Higher Vocational Colleges—— Taking Tourism Management Major as an Example

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Abstract: As a key measure to shape the modern vocational education system, the phased training of “3+2” higher vocational education and undergraduate education helps to cultivate skilled and applied talents who meet the needs of industrial transformation and upgrading. In the process of promoting the phased training of “3+2” higher vocational education and undergraduate education, curriculum connection is the top priority to improve the quality of personnel training and promote the high-quality development of vocational education. Based on this, this paper takes tourism management major as an example, based on the practical exploration of curriculum connection of “3+2” higher vocational education and undergraduate education joint training courses in Heilongjiang Province, and systematically explores the practical situation and promotion path of “3+2” phased training in higher vocational colleges, in order to provide useful reference for establishing a more scientific and reasonable curriculum connection system and enhancing the adaptability of vocational education.

Keywords: Higher vocational colleges; “3+2” phased personnel training; Tourism management major; Curriculum connection system

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1. Introduction

Jiangsu Province took the lead in promoting the pilot work of organic connection between vocational education and general education in 2012. Jiangsu Province is committed to exploring the “3+2” connection training mechanism between higher vocational education and application-oriented undergraduate education. In terms of “3+2” connection training, the concept refers to that higher vocational colleges carry out enrollment work through the general college entrance examination and develop a 5-year cycle of high-quality skilled talent training program. After studying in higher vocational colleges for 3 years and completing the corresponding courses, students who have obtained the junior college degree not only have the option of direct employment, but also can participate in the transition examination. After passing the qualification examination, they can enter the undergraduate colleges and universities for 2 years. After completing the credits and meeting the graduation requirements of the undergraduate colleges and universities, they can obtain the diploma and bachelor’s degree of the undergraduate colleges and universities. Since Jiangsu province took the lead in carrying out the pilot work, many regions including Guangdong, Shandong, Anhui and other provinces have gradually deepened the reform of the integration of vocational education and general education. However, from the perspective of practical effects, many regions have not made breakthrough progress in the “3+2” joint training of curriculum connection, which hinders the improvement of the quality of skilled personnel training and the promotion of high-quality development of vocational education. In view of this, taking tourism management major as an example, this paper tries to reveal the practical difficulties and solutions of “3+2” higher vocational education and undergraduate education curriculum connection, in order to promote the depth connection of “3+2” higher vocational education and undergraduate education curriculum system, achieve the goal of compound skills talent training.

2. Practical exploration on the curriculum connection between “3+2” higher vocational education and undergraduate education of tourism management specialty

At present, the number of independent higher vocational colleges in Heilongjiang Province has reached 41, and there are 23 higher vocational colleges offering tourism management major. Among them, for the tourism management major of higher vocational colleges in Heilongjiang Province, only Heilongjiang Vocational College of Tourism has been approved as a “3+2” joint training pilot unit. From the perspective of specific practice, in order to achieve the cohesion and unity of talent training objectives, Heilongjiang Vocational College of Tourism and Harbin University of Commerce jointly developed the “3+2” curriculum system for joint training of higher vocational education and undergraduate education. Based on the basic principle of combining “theory+practice”, with the purpose of creating a curriculum structure including knowledge, quality and professional ability, the above two schools have formed a relatively complete talent training program of “four stages of advancement, project-oriented, five-dimensional education”. In this process, Heilongjiang Vocational College of Tourism and Harbin University of Commerce, based on the transformation of the demand side of Heilongjiang talents, integrated the “region+ice and snow+culture”, took the moral cultivation education as the main line, and focused on the cultivation of professional ethics and professional ability, and built a “three-platform, multi-directional and modular” segmented training curriculum system structure. The course connection system mainly includes general elective courses, compulsory courses, professional basic courses, professional elective courses, compulsory courses, module orientation courses, practical teaching links, quality development links, etc., and corresponding courses have been set up under different modules. No matter in the higher vocational stage or undergraduate stage, the curriculum is designed with the aim of post and career promotion. The key is to determine the professional career post and future career promotion, determine the core competence according to the professional career post and promotion direction, and then determine the curriculum system, so as to strengthen the effective connection between the two stages of curriculum. It is clear that the “3” stage is to cultivate skilled and compound applied talents, and the “2” stage is to cultivate compound innovative and high-quality talents, break the original structural system, re-integrate the curriculum of higher vocational education and undergraduate education, and finally determine the segmented training curriculum system of “three platforms, multiple directions and modularization”.

3. Problems and countermeasures of course connection in the “3+2” joint training of Tourism Management major in Higher vocational colleges

At present, according to the actual situation of promoting the pilot work of “3+2” higher vocational education and undergraduate education joint training in various regions, many higher vocational colleges and undergraduate colleges have paid more attention to the work of curriculum connection to different degrees, and made efforts to build corresponding curriculum development system. However, due to the lack of teachers’ understanding of colleges at other levels and the lack of in-depth research on curriculum connection, some higher vocational colleges and undergraduate colleges have simply spliced the tourism management professional courses at undergraduate education stage and higher vocational education stages, leading to relatively rigid setting of relevant courses, which urgently needs to attract the attention of relevant departments and schools.

As far as the dimension of higher vocational colleges is concerned, the curriculum types mainly include vocational comprehensive ability courses and vocational general courses, etc. The above courses reflect the employment needs of enterprise posts and relevant professional standards. As far as the undergraduate college dimension is concerned, the curriculum types include both public basic courses, professional courses and professional basic courses, etc. These courses form an educational curriculum system with obvious disciplinary nature. However, at the present stage, the undergraduate education stage still lacks a complete curriculum classification related to the curriculum types in the higher vocational education stage, and the undergraduate education and higher vocational education have only achieved the organic connection of a few curriculum types, which to a large extent restricts the full play of the advantages of talent segmentation training. Moreover, the joint training of “3+2” undergraduate education and higher vocational education is faced with the severe challenge that the course content is not well connected. To be specific, higher vocational education and undergraduate education have a great difference in level, which is embodied in the course of different learning requirements and learning content. Generally, the requirement of basic quality course of undergraduate education is obviously higher than that of higher vocational education. However, due to the lack of unified curriculum standards, the curriculum content of tourism management specialty in higher vocational education does not fully cover the basic content required by the relevant courses of undergraduate education. Based on the teaching concept of “emphasizing practicality”, the construction of vocational general courses of tourism management major in higher vocational colleges is relatively weak compared with the basic courses in undergraduate colleges. In

addition, based on the training goal of skilled talents, practical courses of tourism management major in most higher vocational colleges account for a relatively high proportion of the total class hours. The goal is to build and improve practical teaching mode through in-school and out-of-school practice training, and continue to improve students' professional quality and post competency. In contrast, although many undergraduate colleges have gradually changed to application-oriented colleges, undergraduate colleges still focus on teaching theoretical knowledge. That is to say, undergraduate colleges are more inclined to the academic field in terms of talent training, with a relatively obvious academic tendency. However, it is difficult to fundamentally meet the practical needs of the curriculum connection of "3+2" higher vocational education and undergraduate education. How to establish and improve the "3+2" tourism management curriculum connection system of higher vocational education and undergraduate education and effectively improve the effectiveness of talent training has become an important issue for education administration departments, higher vocational colleges, undergraduate colleges and other related aspects. In view of the related problems pointed out above, it is suggested to solve them from the following aspects.

First of all, education administrative departments should play a leading role to the maximum extent, and cooperate with industry enterprises, higher vocational colleges, undergraduate colleges and social organizations to explore the establishment of "3+2" curriculum development institutions for higher vocational education and undergraduate education of tourism management specialty, and promote curriculum development work cooperatively. Secondly, tourism service enterprises should appoint internal management personnel, experts, etc., to make suggestions for the construction of the "3+2" curriculum connection system of higher vocational education and undergraduate education of tourism management major, and integrate professional standards and job demands into the curriculum standards and content. At the same time, higher vocational colleges and undergraduate colleges should encourage and support teachers to go into enterprises, deeply understand the specific development of the tourism service industry, and timely embed new changes and new requirements in the tourism industry into the "3+2" higher vocational education and undergraduate education curriculum connection system, so as to provide a strong guarantee for training complex skilled talents to meet the needs of industrial development. Finally, after the transition from the junior college stage to the undergraduate stage, students majoring in tourism management have only two years of study time, and in the last year, they spend nearly half a year in practice, graduation thesis and other links. In this case, when establishing the "3+2" higher vocational education and undergraduate education curriculum connection system, the education department and relevant schools should set the general education curriculum at the higher vocational education stage. In other words, the general education module is no longer set in the undergraduate education stage. In addition, for the general vocational courses in the higher vocational education stage, it is necessary to pay attention to the establishment of more basic theoretical courses, and put the more systematic basic vocational theoretical courses in the undergraduate education stage, so as to comprehensively improve students' professional ability and theoretical literacy, and provide a large number of compound talents for the high-quality development of the tourism service industry.

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