

Analysis on the Reform of Vocational School Curriculum Mode under the Perspective of "Generative Doctrine"

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Abstract: At present, vocational education is in a critical period of development and reform. Tracing back to the development of vocational education, Tao Xingzhi's vocational education view of "vocational education" plays an important role in the reform and development of vocational education. In <doctrine of vocational education>, tao xingzhi claims: "after the lesson is become, into the learn again". Taking Tao Xingzhi's "generative doctrine" as the theoretical basis, combining with the current situation of the curriculum system of vocational schools, we find out the shortcomings of the current vocational school curriculum system, put forward suggestions for the curriculum reform of vocational schools, and promote the curriculum construction and development of vocational schools. Under the guidance of Tao Xingzhi's thought of "generative doctrine", vocational curriculum reform is more directional, which can guide the reform of curriculum in vocational school to be better and better.

Keywords: Generative doctrine; Vocational school; Curriculum reform; Course structure

1. Tao Xingzhi's Educational thought of "Survival Doctrine" Formed the Background

In July, 1917, The Declaration of The China Vocational Education Association was published publicly, This marks the formation of modern vocational education thought, the book lists the problems and phenomena that education is not suitable for economic development at that time, At the same time, it introduces the success of vocational education

in Europe and America, The declaration and, from personal livelihood, Industrial development, In terms of national prosperity, Demonstrated the necessity of implementing vocational education and finally, In the declaration also put forward the specific methodology of the implementation of vocational education, Tao Xingzhi made an in-depth analysis of the shortcomings of domestic vocational education, And put forward their own view of vocational education, Tao Xingzhi's "profit doctrine", the thought gradually formed, It has a profound influence on the development and reform of vocational education[1,2].

2. Tao Xingzhi's Ideological Connotation of "Generative Doctrine" in Vocational Education

First, the purpose of vocational education. Tao Xingzhi pointed out in the article "Vocational Education of Living Interest doctrine": "If teaching is appropriate, then the country will create a whole life, that is, to benefit a whole life. Will see no nomadic people, the people have no waste talent, the group need can be economic, personality can be comfortable. Then, supplemented by the method of considerable profits, the rich can be equal and the people are sufficient. "It can be seen that Tao Xingzhi believes that the most fundamental purpose of vocational education is to cultivate" profit "and create" profit ". Vocational education is to develop the education of" profit figures ", that is, to cultivate the highly skilled compound talents for the country, the society and the people.

Second, the four elements of vocational education. Tao Xingzhi put forward the four major elements of vocational education, namely, vocational curriculum, vocational

teachers, vocational students and vocational equipment. The above "four elements" are a summary of Mr. Tao Xingzhi's thoughts on vocational education. From the above four elements, Tao Xingzhi believes that vocational school teachers should have sufficient experience of "profit", be able to "profit" knowledge and know how to teach students "profit" method. Secondly, in terms of occupational equipment, the source of the equipment can be the school's own equipment or the occupational equipment. Vocational students, vocational school students need to have self-study, self-improvement, autonomous precious quality, in the choice of professional is to both "ability" and "interest", namely their professional ability and learning interest in the end, vocational courses, for vocational schools, curriculum objectives should be "raw" as the core, fully cultivate students' "life", make industry production and serve the social people "raw" skills [3].

Third, The goal of vocational education is in the article of vocational education, Tao Xingzhi put forward the educational goal of vocational education. That is, "no nomads, The people have no waste talent, The group needs is good, "Tao Xingzhi advocated the vocational education, The training purpose of vocational education is not only for the simple livelihood and food and clothing, But, "Liquan", That is, the country, Creating wealth and value livelihood needs is the right of the individual, Society needs to safeguard this fundamental right of everyone, But vocational education requires higher goals..

At the same time, tao xingzhi said "profit", not refers to get personal interests, but specifically "hair shu internal force to group", namely "liquan spirit" to "liquan" as "profit" value pursuit and evaluation rules, "profit" for selfish to seek personal food and clothing survival or material, but through for themselves, and implementation for the society and share, become the builders of the country and nation.

3. Problems Existing in the Current Vocational Education Curriculum Model

3.1 The Ability Requirements of Focusing on Fixed Positions

The curriculum development of vocational schools only focuses on the single post ability

demand, and lacks the cultivation of students' compound knowledge ability and expansion and transfer ability in the curriculum [4]. Tao said that the goal of vocational education is to "bring benefits" and that without teaching students other production skills, students can only sit and eat for the rest of the time. Therefore, it is necessary to teach students a variety of production technology in the process of vocational school training, so that their "profit" is not interrupted. At the same time, Tao Xingzhi requires vocational education to achieve "full benefits", which requires schools to grant skills and professional knowledge to more than one position. But now most vocational colleges still teach according to their students' majors, and lack the input of courses other than their majors. Therefore, the curriculum of most vocational schools cannot meet the needs of different positions in the society. Moreover, the curriculum of most vocational colleges cannot timely cooperate with the new requirements and new norms of the industrial development of enterprises, and fail to integrate the latest requirements of the industry into the vocational curriculum system, which makes many students in vocational schools unable to achieve "full benefits".

3.2 Insufficient Openness of School-enterprise Courses and Low Student Participation

Tao Xingzhi's "profit doctrine" requires the school curriculum to cultivate "real people" in line with the social, industry and career needs, and to create "profit" talents who serve the society. At the present stage, most vocational courses have realized school-enterprise cooperation and opened enterprise courses, but there are still a series of problems, such as the lack of openness of enterprise courses and the lack of supply of enterprise courses, which cannot meet the needs of students for enterprise courses.

In-depth analysis of this phenomenon, It is not difficult to find that the talent training mode and enterprise requirements of most vocational colleges have certain derailment phenomenon at the same time [5]. The school's curriculum is also not consistent with the needs of enterprises for talent skills again, Due to their own weak product research and development ability and technical service ability, Lack of attraction to partner companies, Leading to a

lack of investment in vocational school courses, The school-enterprise cooperation mode adopted by most vocational colleges only stays at the shallow level of receiving fresh graduates for enterprises, Not derived from the culture target, Professional setting standards, Training base construction, course development, Practical teaching system, In-depth cooperation in personnel training and evaluation and, therefore, Lead to restrictions on the number of courses offered in vocational colleges, Students cannot take courses that are seamlessly integrated with businesses on campus, Reduce the "profit" of the course. addition, Schools are less connected with business and society, The job requirements of the enterprise are not clear, Therefore, the curriculum offering cannot reflect the change of career job demand.

3.3 The Requirements of Professional Core Qualities are not fully Penetrated into the Course

Secondary vocational students' core quality, coincide with the "Chinese students development core literacy", namely, cultural foundation, independent development, social participation in three aspects, comprehensive performance for the humanities background, scientific spirit, learn to learn, healthy life, bear responsibility, practice innovation, the six accomplishment, tao xingzhi "doctrine" as an important guiding concept of vocational education, he pointed out: "every form character education, all is the vocational education", tao xingzhi think the student core literacy requirement is for the society, for the country, "life" for the people, create wealth[6]. This is consistent with the "responsibility" in the development of the core quality of secondary vocational students. However, the current vocational education curriculum system does not fully reflect the professional core ability and professional quality requirements of "skills to serve the society". In most cases, the skill training of students is still limited to serving employment, and the lack of dedication to students to serve the society. In this way, the latest job technology, knowledge and technology related to the core quality of occupation have not been fully included in the curriculum, and students cannot fully reflect the national vocational quality requirements for vocational school students in the process of

learning [7].

3.4 Lack of Diversification of Course Supply Makes it Difficult to Meet Personalized Needs

Different from ordinary high school education, vocational education emphasizes the cultivation of students' professional knowledge and skills, rather than teaching students with a single basic knowledge. At present, the kaesong development of most vocational colleges only focuses on the job needs of the corresponding majors, and lacks the expansion of students' complex knowledge and ability and the cultivation of job transfer ability. At the same time, the curriculum structure of some vocational schools lacks the adaptability to different positions; the curriculum activities are relatively monotonous, simple, and the teaching organization is relatively simple.

At the same time, with the development of the society, the students in enterprise positions and vocational schools have a high demand for the diversification of the curriculum content. However, the quantity, form and content of the curriculum resources in most vocational schools lack comprehensiveness and richness, which cannot meet the personalized requirements of students' "interest". Students cannot choose the courses that meet their interest requirements. As a result, students' interest in learning decreases, which hinders the "full profit" characteristic of vocational courses.

3.5 Lack of Integrity and Continuity of the Course Structure

In <doctrine of vocational education>, tao xingzhi claims: "after the lesson is become, into the learn again", he advocated the curriculum should follow the student law of gradual learning [8], course learning should be from easy to difficult, from simple to complex, let the students on the basis of learning knowledge, make the students gradually master professional skills and basic knowledge of jobs, so as to meet the demand of the job. However, now the internal modules of the curriculum of vocational colleges are obvious, the continuity and correlation between the course modules are lacking, and the logic of the course content is not strong. At the same time, the knowledge content within the course is fragmented, the knowledge structure is

fragmented, and the teaching content is ineffective and overlapping. Finally, the theoretical courses and practical courses of vocational schools are divided into two parts, and students cannot meet the needs of knowledge transfer. After learning the theoretical knowledge of the textbook, students can not timely through the practice, and can not get "full profit".

4. Tao Xingzhi's "Doctrine" to the Curriculum Reform of Vocational education

4.1 Diversified Aspects of Curriculum Development Subjects

The curriculum development subject plays a decisive role in the curriculum quality of vocational schools. In view of the current problem that the curriculum development subject of vocational colleges is relatively single, the curriculum development path can be broadened, and schools, cooperative enterprises and social evaluation organizations can become the main subjects of vocational schools. The school-based curriculum, enterprise curriculum, social curriculum and so on will be integrated into the vocational curriculum system, so as to enrich the curriculum types of vocational colleges, provide students with more diversified course choices, meet students' talents and "interest", and realize the full "profit" of vocational courses.

In addition, teachers in vocational schools are not only teachers in the school, but also need to select outstanding professionals or industry experts to give lessons to students. In this way, we can ensure the seamless connection between the school curriculum and the enterprise, and help students to adapt to the job needs more quickly after graduation, meet the needs of the society, and achieve "profit".

4.2 Strengthen School-enterprise Cooperation and Enhance Enterprise Participation in Courses

Tao Xingzhi's "doctrine of profit" education requires vocational courses to combine theory with practice in order to maximize the purpose of "profit". For vocational schools, school-enterprise cooperation is an important way of curriculum learning. At present, most vocational schools offer enterprise courses and enterprise internships, but due to the limited

capital and equipment, the cooperation between many schools and enterprises is only limited to the last year of internship. First of all, strengthen the combination of industry, university and research, and establish a teaching and training base. According to tao Xingzhi's view that "one thing" is always a lesson, students should timely consolidate the content learned through practical courses after learning professional theoretical knowledge. Therefore, it is necessary to provide students with internship opportunities through the construction of practical training bases. Teachers and enterprise personnel should jointly lead students to learn in "do" and "do" in learning, so as to promote the "full profit" of vocational courses.

At the same time, the need to improve the participation of enterprises in student curriculum management. In the course management of vocational schools, enterprises not only serve as practice bases to teach school-enterprise courses, but also need to develop vocational courses and be responsible for the course evaluation of students. Enterprises can need to expand the types of courses, give students full course options, help students learn more than one professional skill, teach students skills and ability, to achieve "full benefits".

4.3 Update the Concept and Clarify the Course Training Objectives

Tao Xingzhi believes that the core of vocational school curriculum is to realize "full profit", so the curriculum of vocational school should serve for "full profit"[9]. According to Tao Xingzhi's "living and profit doctrine", vocational schools need to aim at it, that is, to create "profitable things" and cultivate "profitable people". The training goal of vocational schools is not only to guide students to produce food that can "benefit", such as teaching students to produce grain crops, machinery and other equipment to survive, but also to cultivate "profit people", to develop society through medical treatment, agriculture, commerce and other industries, and to benefit people by "business". Therefore, the spirit of cultivating students to serve the society and contribute to the society should be added to the talent training goal of vocational schools. Not only need to teach students how to employment, more need to cultivate

students in the process of professional spirit, improve students 'moral cultivation, enable them to truly "happy", finally achieve the purpose of "liqun", it fundamentally with today's vocational education "for the purpose of service, employment oriented" vocational education policy is consistent[10].

In addition, the "benefit" of Tao Xingzhi is not only personal interest, but the social wealth or the social value created[11]; therefore, the allocation of vocational courses should take "full profit" as the standard, combining the actual training objectives of vocational schools, adding specialized basic courses, specialized core courses, and specialized development courses for the country and the society.

4.4 Optimize the Course Structure and Enrich the Course Types

Tao Xingzhi mentioned in the Complete Works of Tao Xingzhi: "Students have interested, I will do things with my whole spirit." So "learning" and "fun" are inseparable and therefore, In the setting of the vocational school curriculum, Should fully meet the students' "interest" requirements, Constantly enrich the variety of courses, Give students more options to offer multiple elective courses, Let students' strengths and interests give full play in addition, The course content should be based on the particularity of vocational schools, The content focuses on the students' personality development, Also attach importance to the training of students' vocational skills, Emphasize the unity of occupation and non-occupation [12].

Secondly, optimize the curriculum structure [13]. Tao Xingzhi pointed out that "we must take the full profit as the standard, the matter can be attached to the teacher, the matter can be concurrently taught". Therefore, the curriculum structure of vocational schools should focus on "things" as the center, combine various curriculum elements, and build a "profit" vocational curriculum system. Tao Xingzhi pointed out: "the course of vocational schools should always be a lesson", "each lesson has a theoretical, internship, the two contact, and then finish a lesson is a thing. To learn another thing is to be promoted. "That is, according to a complete work task led by the course. And internships are added to each course to test what the students have learned. In view of the lack of systematic establishment

of courses in vocational schools, the curriculum structure with "things" as the unit arranges the course learning from the shallow to the deep, from the simple way, and the textbook knowledge is tested through students' practice. At the same time, after fully mastering one course, then open another course, so as to ensure the close learning, but also in line with the basic learning situation of vocational school students. It is helpful for students to fully grasp the course content, so as to apply the learned content to the future work, and realize the "full profit" of vocational courses.

Finally, according to Tao Xingzhi's concept of "generative doctrine", he should try as much as possible for small-class teaching when opening vocational courses. He proposed that the practice class of vocational education should not exceed 15 students at most, only in this way can each student master practical skills. In order to achieve "full profit", the courses students should not be limited to one course, but allow students to master a variety of skills as far as possible, so as to adapt to the development and change of society and positions.

4.5 The Course Content Setting is Hierarchical and Coherent

In view of the current vocational school curriculum structure integrity, lack of continuity, according to tao xingzhi "doctrine" in the principle of gradual teaching, in the process of teachers teach students course contact need to attach importance to the knowledge before and after and progressive, pay attention to each course knowledge and the next course cohesion and development, it also meet tao xingzhi according to the concept of "things" teaching. Second, combine the knowledge logic and work logic of the course content. The so-called working logic means to organize the course content according to the characteristics of the working process. Teachers and enterprise mentors should help students to find the balance of knowledge logic and work logic, combining theory and practice perfectly, help students to better realize the course learning "full" third, according to the basic learning of vocational school students, curriculum needs to be from easy to difficult, from simple to complex, curriculum should reserve enough time for

students to fully consolidate, for the next stage of course learning.

Finally, guide students to carry out ubiquitous learning and broaden the path of course learning. Guiding students to carry out online and offline course learning, on the one hand, can help students to consolidate new knowledge in time, on the other hand, can ensure the continuity of course learning through timely checking and filling.

5. Conclusions

Under the guidance of Tao Xingzhi's thought of "generative doctrine", vocational curriculum reform is more directional and directional. It constantly promotes the continuous improvement and development of vocational education curriculum reform from the subject of curriculum development, the optimization of curriculum structure, the cultivation of curriculum objectives and the curriculum content setting.

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