

# Curriculum Adjustment and Reform Path of Higher Vocational Colleges from the Perspective of Pragmatism Theory

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**Abstract:** Vocational Guidance Course is One of the Most Important Implants for College Students to Carry out Vocational Guidance. the Purpose of Vocational Guidance Courses in Higher Vocational Colleges is to Improve the Employment Competitiveness of Students, and Improve the Employment Rate and Quality of Students. It Means to Improve the Ability of Career Transformation and Career Development While Improving the Employability of Students. This Paper is Based on the Views and Requirements of Pragmatism. in Order to Discuss the Guest System and Teaching Reform in the Vocational Fingerboard Course in Higher Vocational Colleges, It Emphasizes Practicality, Purpose and Operation.

## 1. Introduction

The Theory of Practice Learning is Constantly Updated and Colorful. Plug and Play Theory Based on Empirical Theory is Applicable to All Aspects of Education Reform of Other Solid Families in Europe and America. Practical Master: K (Pmgmafism) Believes That People's Understanding and Thinking is an Empirical Method. It's Adaptive Behavior and Reflexive Technology. the Purpose is to Achieve Good Results in Line with the Environment. Allow Individuals to Adapt to the Environment. John Dewey (Well-Known American Pragmatist Educator) Put Forward the Proposition of "Education, Life is Education, is Growth". Vocational Education Should Focus on Skill Training, But Its Content is Far Beyond Vocational Training and Technical Training[1]. the Ideal of Education is to Combine Vocational Education Focusing on Vocational Training with Free Education. on the Other Hand, Master's Degree in Education Brings Up Professional Skills. he Also Has the Basic Ability of Career Change and Career Development. Plug and Play Doctrine in Chinese Tradition is the Cultivation of Plug and Play Doctrine, While Western Tradition is Utilitarian Plug and Play Doctrine. the Value of Plug and Play Has Different Meanings in Different Cultural Traditions. However, in Some Areas, Vocational Guidance Courses Have Universal Significance, Especially the Importance of Clear Practical Guidance.

## 2. Pragmatism Theory and Vocational Guidance

Employment policy of the Ministry of education and culture. With regard to deepening the reform of higher vocational education, it is clear that "service-oriented, employment oriented" and "development path of combining production, learning and research" should be adopted in higher vocational education[2]. For the sake of the route plan of college students and the implementation of the employment guidance course of developing education, the role of "employment orientation" is also responsible. It can be said that it is the understanding of vocational education based on pragmatism. Vocational guidance courses are very practical. The development of curriculum can directly improve the employment rate of students[3]. At the same time, the setting of vocational training venues is that India's long-term guidance, career transformation of students, and the ability to develop specialized skills can be improved. Therefore. In a sense. The establishment of vocational guidance in Colleges and universities aims to promote the competitiveness of students. The aim is to improve the employment rate and quality of students. Capability and professional

development. Wait. Based on pragmatics. Aiming at the students' learning needs and cognition stage, this paper designs the content system and education form of specialized courses in Colleges and universities, which are concrete, educational and practical guidance forms. One of the important contents of the reform of colleges and universities.

Table 1 Curriculum Reform Of Domestic Universities

Website	Total number of courses	Curriculum reform	Proportion of total courses on the website
Peking University open class	49	0	0.00
School Online	181	2	1.10
Five minute course network of National Open University	10220	319	3.12
Curriculum Sharing Alliance of eastern and Western Universities	53	1	0.00
Love Curriculum	1038	7	0.67
National Excellent Course Resource Network	20272	374	1.84
China Education online open resource platform	214	0	0.00
CCTV China University video open course	124	0	0.00

### 3. Misunderstandings of Vocational Guidance Courses in Higher Vocational Colleges

Higher vocational education is a kind of vocational oriented education. In other words, education based on plug and play has a clear direction[4]. As a vocational education institution, we should observe the characteristics of pragmatism in Colleges and universities. However, there are many misunderstandings in vocational guidance courses in Colleges and universities.

#### 3.1 Setting of Vocational Guidance Courses Such as Employment Guidance

For that purpose, all aspects of the core and importance of the course need to be considered. The core of vocational guidance course is to improve the competitiveness of the profession. And the route. By improving the competitiveness of employment. To improve the employment rate and employment quality of students. Of course, to improve the competitiveness of students in employment. The long-term significance of vocational guidance course is to improve students' ability to change their career. But. Many professional schools only offer guidance courses for graduates or graduates. The curriculum system is not arrogant, the curriculum content only pays attention to the single occupation choice skill, neglects the specialty development education. The idea of the course. Ignore the time of career preparation, ignore the cultivation of students' professional quality, and improve their professional ability in University[5]. It's a way of thinking about results without paying attention to "fertilization".

#### 3.2 The Content of Education is Equivalent to Comprehensive Institutions

Comprehensive universities are different from higher vocational education. It's great for professional players. Therefore, compared with self-awareness, career exploration, etc. The development of professional quality and the improvement of professional ability are more important [6]. Then, blindly copy the employment guidance mode of University. It is not suitable for the actual needs of higher vocational graduates.

#### 3.3 A Single Classroom Instruction Will Be Replaced by the Curriculum System

Now. Many schools want to put the current student education into the curriculum. Vocational guidance teachers should understand vocational planning, not professional planning. Professional training teachers understand the professional plan, but do not understand the professional plan. In fact, vocational guidance courses in higher vocational education should be combined with professional training courses. Wait. If the vocational guidance course is not a professional course. Limited to classroom theoretical knowledge[7]. It's hard for students to become enthusiastic without

practical education.

#### **4. Content Module of Vocational Guidance Course in Science and Technology University**

The vocational guidance courses in Colleges and universities should have the general educational characteristics of general university career. For example, vocational planning education and employment guidance education follow a certain universal significance. At the same time [8]. According to the theory of pragmatism, vocational guidance courses in Colleges and universities must be a combination of professional learning and professional practice, which is of special importance. Vocational guidance courses in Colleges and universities are not problem-solving courses. The curriculum should be divided into modules with clear educational objectives. It covers vocational planning education module, professional quality support module, professional ability development module and employment guidance module. Please construct “module employment guidance course” in stages, levels and semesters. the arrangement of content module should be combined with the law of students' growth and development[9]. Students have different physical and mental development characteristics in different stages, from freshmen to students, and then to graduates before graduation. Learning needs are different. The students in Colleges and universities usually start to arrange further study from the fifth semester. Therefore, it should be finished before the fourth semester.

##### **4.1 Please Pay Attention to the Characteristics and Actual Needs of Students in the Course of “Vocational Planning Education Module”**

The common problem that freshmen face after entering university is that they are not happy with the ignorance of university life and university life. Therefore. Complete the role change of university students as soon as possible. Define what to read in the University, how to read, understand the professional and quality requirements, establish respect for the school for students, and form professional identity. At the same time. Students support college life scientifically. It is necessary to carry out life planning education in a general sense. Students actively explore themselves, analyze the environment and cost, and combine with the major, which is helpful to establish their own career goals. Develop education and training programs. Through the course, students' self-management function is further developed.

The module can be combined with career evaluation, using flexible guidance methods. Build up students' interest and trust in friendship courses. The final examination can be in the form of submitting the students' career planning. Promote the students to establish the consciousness of career planning as soon as possible.

##### **4.2 When the Students of “Vocational Education Module” Course Pass the Adaptation Period**

Start your college life steadily and improve the quality of your students. The development of professional quality is a long-term process. For students of higher occupation. It is also necessary to strengthen the guidance of friendship module. The curriculum of quality development and ability development is the module content that can most emphasize the characteristics of colleges and universities. The content focuses on helping students to establish a positive sense of responsibility and attitude. It is important to develop good professional etiquette habits, master etiquette rules as soon as possible, and learn to establish a good professional image of professional etiquette. At the same time. Self confidence training and team work. Promote students to establish team consciousness as early as possible. Role simulation training, extended training, team guidance and classroom teaching students can share their ideas in simulation and extended training.

##### **4.3 Students of “Vocational Ability Development Education Module” Will Enter the Second Year of University.**

Many students are starting to lose weight. It's better to go to college. Students have little enthusiasm for learning. Moreover, there will be a “mixed day” mood. But. This stage is the right stage for improving ability. At the same time, it is also the best time to form students' ability of

career growth and career change. At the beginning of the course, we should focus on the general skills training, and at the same time pay attention to improve professional skills. Including human skills. Communication and presentation technology. Document writing ability, career adaptability and so on. This module can interview successful people in career. It is realized through subject training, case analysis and expert interviews.

#### **4.4 Job Application Preparation Module” Course**

Students enter the second semester of sophomore year. They are about to face off campus internship and job selection. Students pay more attention to employment information, job selection skills, interviews and other issues. Therefore, in order to help students prepare for the job, grasp the methods and ways of collecting employment information, basic knowledge and skills of job application, and give comprehensive guidance for the problems that are easy to occur in the process of interview. The module can be carried out through special training, role simulation, observation and discussion, combined with simulated recruitment activities, so that students can make personalized resumes, master skills, and reduce errors in the interview process. Improve the success rate of job search.

### **5. Suggestions for Improvement of Teaching Methods**

#### **5.1 Compared with the Students of Comprehensive Universities**

College students lack cognitive ability, thinking ability and initiative. But. This is the specialty direction, the specialty technology and the practical ability merit. Therefore, compared with “brain”, the classroom pays more attention to “hand” to motivate students. More use of “movement orientation education method”. Let students actively participate in the course. Please give students the initiative and initiative to complete the game.

#### **5.2 The Writing Ability of High-Level Vocational Students is Relatively Insufficient**

Therefore. Assignments promote “action” rather than “thinking and writing.”. Set up various professional roles for the students who input the professional information. Advance your professional experience. In the classroom. Through the task division and task division, the simulation interview and other scene simulation courses are implemented. Please let the students experience the real interview scene. Make progress with professional experience.

### **6. Conclusion**

Vocational students pay attention to their own information and materials. In the classroom. Please design different courses according to different majors. Improve the curriculum system through professional sharing and exchange.

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