

1. The concept of the quality of education in the capital region for 2014-2018 (project) / Com. on education of the Minsk City Executive Committee, Min. gor. in-t education development. – Minsk : [B. I.], 2013. – 26 p.

2. Davidovich, a.L. Modern methods for determining the quality of preschool education/A.L.davidovich//36. Nawuk. Main street. /acad. It's a bit messy. Adukazi. -Minsk, 2013. -Issue 11. -Pages 210-219.

3. On the safety of equipment operating under excessive pressure : TR CU 032/2013 : adopted 02.07.2013 : introduction. effective 01.02.2014 / Evraz. econ. Minsk : Ekonomenergo, 2013. – 38 p.

4. Methodology and principles of pricing in construction. Innovative technologies in the construction industry and their implementation : materials of the I International Scientific and Practical Conference, Minsk, May 23-24, 2013 / Rep. scientific and Technical the Center for Pricing in the country ; editorial board: G. A. Purs [et al.]. – Minsk : RNTC, 2013. – 153 p.

UDC 337.6

Investigation and Research on the Current Situation of Higher Vocational Education Curriculum in China

Su Yiran, master student

Belarusian National Technical University

Minsk, Republic of Belarus

Scientific supervisor: PhD (Engineering), Associate professor

Nikolaychik Y. A.

Abstract:

The purpose of this study is to reveal the existing problems and put forward corresponding improvement countermeasures through a comprehensive investigation and analysis of the current situation of higher vocational education curriculum in China. The significance of this study is as follows: on the one hand, it provides a scientific basis for the education administrative department to formulate relevant policies and promote the reform and development of higher vocational education; On the other hand, it provides a reference for higher vocational colleges to optimize the

curriculum and improve the quality of teaching, and cultivate more high-quality skilled talents that meet the needs of society.

With the rapid development of social economy and the continuous adjustment of industrial structure, the demand for high-quality skilled talents is increasing. As an important way to cultivate application-oriented talents, the curriculum of higher vocational education is directly related to the quality and effect of talent training. However, there are still many problems in the curriculum of higher vocational education in China, such as the imperfect curriculum system, the weak practical teaching links, and the disconnection between teaching content and industrial needs. These problems have seriously restricted the development of higher vocational education, and it is urgent to solve them through in-depth research.

1. The current situation of higher vocational education curriculum in China

1.1 Current status of the course structure

In the curriculum structure of higher vocational education in China, compulsory courses occupy a large proportion, while the proportion of elective courses is relatively low. To a certain extent, this structure ensures that students master the necessary professional knowledge and skills, but at the same time, it also limits the space for students to choose courses independently, which is not conducive to personalized training. Some vocational colleges have begun to try to adjust the ratio of compulsory courses to elective courses, and increase the number and types of elective courses to meet the interests and development needs of different students. At present, there is a certain imbalance in the proportion of theoretical and practical courses in China's higher vocational education. There are more theoretical lessons, while fewer practical lessons. As a result, students have insufficient practical opportunities during their time in school, and it is difficult to effectively transform theoretical knowledge into practical skills. In order to improve this situation, some higher vocational colleges have increased the proportion of practical teaching, and enhanced students' practical ability through the establishment of training bases and school-enterprise cooperation.

1.2 Current status of course content

Basic courses are an important part of higher vocational education, mainly including public basic courses such as Chinese, mathematics, and English. These courses are designed to provide students with a solid cultural foundation and improve their overall quality. However, in actual

teaching, the content of basic courses is often too theoretical, and the connection with professional courses is not close enough, which is difficult to meet the needs of students' career development. Some higher vocational colleges have begun to explore the integration of basic courses and professional courses to improve the practicability and pertinence of basic courses.

Professional courses are the core content of higher vocational education, and their setting is directly related to students' vocational skills and employability competitiveness. At present, the content of professional courses in China's higher vocational education is generally out of touch with the needs of the industry. The course content of some majors is lagging behind, and it is difficult to adapt to the rapidly changing market demand. In addition, the professional curriculum of some vocational colleges is too broad, lacking depth and pertinence, and it is difficult to cultivate students' core competitiveness. In order to solve these problems, some vocational colleges have strengthened cooperation with enterprises to jointly develop courses to ensure that the course content is updated with the needs of the industry.

2. Problems and improvement strategies in the curriculum of higher vocational education in China

2.1 Problems in the curriculum of higher vocational education in China

The curriculum system is not perfect. In China's higher vocational education, the imperfection of the curriculum system is a significant problem. On the one hand, the curriculum is too simple, lacking diversity and flexibility, and it is difficult to meet the learning needs and career development needs of different students. On the other hand, the cohesion between courses is not close enough, which leads to the poor transition of students' knowledge at different learning stages, which affects the learning effect. In addition, the curriculum system of some vocational colleges is too outdated and cannot be updated in a timely manner, making it difficult to adapt to the rapidly developing social and economic needs.

The quality of the teaching staff is uneven. The quality of teachers is one of the key factors affecting the quality of higher vocational education. In China's higher vocational education, the problem of uneven quality of teachers is more prominent. On the one hand, some teachers lack practical work experience and industry background, and it is difficult to combine theoretical knowledge with practical work, which affects the teaching effect. On the other hand, there are great differences in teachers' teaching

ability and level, and some teachers lack modern educational concepts and methods, which makes it difficult to stimulate students' interest and enthusiasm in learning. In addition, teachers have limited training and development opportunities, making it difficult for them to improve their professional quality and teaching ability.

School-enterprise cooperation is not deep enough. School-enterprise cooperation is one of the important ways for the development of higher vocational education, but in China's higher vocational education, school-enterprise cooperation is not deep enough. On the one hand, the limited number of cooperative enterprises makes it difficult to cover all majors and fields, making it difficult for students of some majors to obtain internships and employment opportunities. On the other hand, the content and form of cooperation are relatively simple, and most of them stay in shallow visits and short-term internships, and it is difficult to achieve in-depth integration of industry and education. In addition, the school-enterprise cooperation mechanism is not perfect, and there is a lack of effective incentive and restraint mechanisms, which makes it difficult to ensure the continuity and stability of cooperation.

The course evaluation system is not perfect. Course evaluation is one of the important means to test the quality of teaching and learning effect. In China's higher vocational education, the imperfect curriculum evaluation system is an urgent problem to be solved. On the one hand, the evaluation criteria are not clear and specific enough, and it is difficult to objectively reflect the learning outcomes of students and the teaching effectiveness of teachers. On the other hand, the evaluation method is single, over-relying on examination and test results, and ignoring the evaluation of students' practical ability and comprehensive quality. In addition, the application of the evaluation results is not extensive and in-depth enough, and it is difficult to provide strong support for teaching improvement and talent training.

2.2 Countermeasures for improving the curriculum of higher vocational education in China

Optimizing the curriculum structure is one of the key steps to improve the quality of higher vocational education. First of all, the curriculum modules should be reasonably set up according to the needs of industrial development and the requirements of vocational positions to ensure the integrity and systematization of the curriculum system. Secondly, it is necessary to increase the proportion of elective courses to provide students

with more choices and development paths. In addition, the cohesion and cooperation between different courses should be strengthened to form an organic curriculum system.

Improve the quality of teachers. The quality of teachers is one of the important factors affecting the quality of education. Therefore, it is necessary to strengthen the training and development of teachers and improve their professional quality and teaching ability. Specifically, teachers can broaden their horizons and knowledge by regularly organizing them to participate in industry training, academic exchanges and other activities. At the same time, it is also necessary to establish a teacher incentive mechanism and an assessment mechanism to stimulate teachers' enthusiasm and creativity. In addition, the structure of the teaching staff can be enriched by bringing in excellent talent and hiring industry experts.

Deepen school-enterprise cooperation. School-enterprise cooperation is one of the important ways to promote the development of higher vocational education. Therefore, the breadth and depth of school-enterprise cooperation should be further deepened. First of all, it is necessary to expand the scope and number of cooperative enterprises and provide more internship and employment opportunities for students; Secondly, it is necessary to innovate the cooperation mode and content to achieve mutual benefit and win-win results between the school and the enterprise; Finally, it is necessary to strengthen the construction of communication and coordination mechanisms between schools and enterprises to ensure the smooth progress of cooperation.

Improve the course evaluation system. A sound course evaluation system is one of the important means to ensure the quality of teaching. Therefore, scientific and reasonable course evaluation standards and methods should be established to objectively evaluate students' learning outcomes and teachers' teaching effects. At the same time, it is also necessary to pay attention to process evaluation and developmental evaluation to fully reflect students' learning progress and growth changes. In addition, the evaluation results should be fully utilized to guide teaching improvement and personnel training, so as to continuously improve the quality of teaching and personnel training.

Conclusion : Through the analysis of the current situation of higher vocational education curriculum in China, this study reveals the main problems and puts forward corresponding improvement countermeasures.

The results show that the key to improving the quality of higher vocational education is to optimize the curriculum structure, strengthen the practical teaching links, improve the quality of teachers, deepen school-enterprise cooperation and improve the curriculum evaluation system. The implementation of these countermeasures will help cultivate more high-quality technical and skilled talents that meet the needs of society and promote the sustainable and healthy development of China's higher vocational education.

List of sources used

1. Xu Guoqing. The basic context of China's vocational education curriculum reform: An analysis based on historical institutionalism. *Qing Hua University Education Research*, 2019-18-42.
2. Li Guoqiang, Ma Bilian, Liu Yiguo. Connotation analysis and promotion strategy of high-quality development of higher vocational education under the background of "double high plan". *Higher Education Research*, 2020-41-34.
3. Huang Dan. Cultivation of technical skills talents in vocational education: connotative characteristics, value implications and practical paths. *Continuing Education Research*, 2023-12-74.
4. Sun Shanxue. Several issues in the construction of modern vocational education system. *Journal of Beijing Vocational College of Economics and Management*, 2023-12-8.

UDC 37.013

Educational and methodological support for university elective courses

Wang Xiaohan, master student

Belarusian National Technical University

Minsk, Republic of Belarus

Scientific supervisor: PhD (Engineering), Associate professor

Drobysh A. A.

Abstract: