

Research on Curriculum Setting of Social Work in Higher Education Institutions



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Abstract: Curriculum setting is an important part of teaching work and an important way to achieve the goal of talent training, which plays an important role in the development of students' professional learning and ability. When setting the curriculum of social work in higher education institutions, they need to take into account the cultivation goals, the needs of the society, the logical order of disciplines, etc. They also need to follow some setting principles, such as the principle of subjectivity, the principle of modularity, the principle of competence-based and the principle of problematic.

Keywords: higher vocational institutions; social work; professional curriculum setting

In the 1980s, some higher vocational colleges in China began to set up social work majors on campus, and after these years of development, social work majors have been developed greatly. But compared with foreign colleges and universities, China's social professional curriculum started late and has a weak foundation, and there are many areas for improvement, especially in the design of teaching content, it has fallen into the misunderstanding of copying the Western model, and there are no clear standards and principles in the selection of teaching content, which leads to a relatively arbitrary curriculum setting, which is unfavorable to the cultivation of students' professionalism (Kuang, 2018). Therefore, how to set up the curriculum of social work profession scientifically and effectively has become an important task of our educational work at present.

1. The basis of setting the curriculum of social work majors in higher vocational institutions

1.1 Social needs

With the development of society, China's

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economy has made great progress, but there are also a lot of social problems, such as unbalanced economic development and uncoordinated distribution of resources, etc. When setting the curriculum of social work in higher education institutions in China, the curriculum should not be detached from the reality of society and copy the western content and model (Hu, 2018). Instead, they should pay more attention to the social display in China, face the social problems in China, such as the aging of the population, students' indulgence in the Internet, drug addiction, gambling, etc., gradually improve the professionalism as well as the skills of the curriculum, and guide students to analyze social problems and solve them.

1.2 Cultivation Objectives

At present, social work majors are offered in colleges and universities in China at the specialist, undergraduate and postgraduate levels. The levels are different and the students' foundation is also different, so the curriculum content should be set differently. The cultivation goal for postgraduates should be macroscopic, the planning of relevant policies, the study of institutions, etc. Therefore, the curriculum

should be inclined to theory. In contrast, the goal of training talents in higher vocational institutions is application-oriented talents, facing the working objects and serving the public, and students need to have certain skills, therefore, when setting up the curriculum, both theoretical knowledge and practice should be emphasized, and practical courses need to be set up to cultivate students' practical operation ability (Yuan, 2014).

1.3 Logical order of disciplines

The social work profession is an applied discipline and the content of the discipline has a certain developmental pattern. This discipline is based on the relationship between people and society, and this will be the medium of the professional curriculum of social work, and the professionalism as well as the solution is the purpose of training, forming a complete system of knowledge. Therefore, it is important to follow the logical order of the knowledge system of this discipline when setting the social work professional curriculum (Liao, 2014).

1.4 The advantages of higher vocational institutions themselves

Many institutions of higher education in China, for their own reasons, have an overall faculty that is relatively weak and of low overall quality. Many teachers of social work are not professional and have not received professional training, but often come from other jobs. The students in higher vocational colleges and universities have poor learning foundation and lack of social life experience. Therefore, when setting up social work courses in higher vocational colleges, they should take these two points into full consideration, with appropriate theoretical knowledge and more emphasis on practical experience and training to cultivate students' practical ability.

2. Principles of setting social work courses in higher vocational colleges and universities

2.1 Principle of subjectivity

The object of social work is people, and this work is both helpful and self-help, which requires the people involved in this work to have strong

operational skills and be active in the subjective sense. Therefore, the profession of social work needs to cultivate students' active learning ability, let them actively discover social problems, analyze social problems and solve social problems, cultivate their reflective ability, independent learning ability, practical ability and innovative ability in the process of learning, cultivate them to become qualified social workers, make them have the knowledge and skills of social work, and use various methods to deal with various problems skillfully in the actual work. They can use various methods to deal with various problems.

2.2 Ability-based principle

The purpose of higher vocational education is employment and the cultivation is application-oriented talents (Chen et al., 2013). Therefore, when setting social work courses in higher vocational institutions, they should also take application as the main theme and focus on cultivating students' ability, that is, to cultivate students' vocational skills. On the one hand, it is necessary to cultivate students' application ability based on the requirements of social work for the profession, such as the basic ability, general ability and core ability of the profession, and to clarify the cultivation requirements of each teaching stage; on the other hand, it is necessary to strengthen the cooperation between schools and enterprises to provide more opportunities for students to practice, so that students can apply theoretical knowledge to practice and improve their practical application ability.

2.3 Principle of problematic

Scientific research often starts from problems, and without the discovery of problems, there will be no ideas and methods to solve problems. It can be said that problems are the spark that generates new ideas, new knowledge and new methods. Essentially, learning is about problem solving. It is only under the awareness of problems that students will take the initiative to think and develop the desire to inquire. The fundamental reason for the emergence of the discipline of social work is the need to solve social

problems. Therefore, the discipline of social work should be rooted in local social problems and cultivate students' spirit of exploration and the pursuit of truth.

2.4 Modularity principle

The major of social work needs to face social problems, and society is complex, with a variety of problems, this an extremely large systemic work. When setting up the social work curriculum, we can divide the teaching contents into small modules and divide the contents into a combination of units, which can be theoretical knowledge units, situational simulation units and practical units, so that the setting is more organized and convenient for students to learn.

3. Suggestions for the curriculum of social work in higher vocational institutions

3.1 Cultivate students' professional core competence and improve their practical ability

Many students say that the school attaches too much importance to the teaching of theoretical knowledge, the course content is backward, the application is low, and the course content is not closely related to the vocational positions. These problems actually reflect that there are unreasonable settings of social work courses in higher vocational colleges and universities, and the theory is detached from the practical needs. The response of many institutions of higher education is to offer more courses for students to choose, so as to meet the diverse interests of students and their diversified career development needs. However, this approach does not fundamentally solve the problem that the content of the social work course is seriously detached from the social reality. As we all know, there are three basic approaches to social work, namely, case work, community work and group work, and more than 200 colleges and universities across China have set case work, community work and group work as core courses or main courses. However, how many students are actually able to carry out case work, community work and group work after graduation from higher education

institutions (Yang, 2012) The answer is very few. In fact, the profession of social work is developed from "doing", and the theory is summarized after absorbing various knowledge and skills from social practice, thus forming a relatively perfect professional knowledge system. The purpose of learning all knowledge is to apply it. When setting up social work courses, higher vocational institutions should pay attention to the cultivation of students' practical application ability, their ability to analyze practical problems and their ability to solve practical problems, and they should apply "engineering combination", "project teaching method" and "action teaching method" in the actual teaching. In the actual teaching, we should apply "engineering integration", "project teaching method" and "action teaching method" to stimulate students' subjective initiative, make up for the shortage of course content and shorten the distance between course learning and work practice. As Mr. Tao Xingchi said, "Teaching and doing is one thing, not three things, we have to teach on doing and learn on doing" [6].

3.2 Implementing a system of lectures and workshops to close the relationship between professional education and industry development

The professionalism and business ability of teachers play a decisive role in cultivating social work professionals who meet the needs of society. The profession of social work in China started relatively late, and although it has made great development in recent years, the number of professional teachers is still small and the quality of professional teachers still needs to be improved. On the one hand, there is no new generation of social work professional teachers to meet the needs of social work professional development; on the other hand, at present, many teachers of social work professional courses are served by teachers of their disciplines, such as sociology, psychology, philosophy, education, and many of them are just graduated from schools, in this case, the teachers' professionalism is relatively low and their business level is also low, so it is difficult to complete high-quality teaching. Based on this, higher

vocational institutions should actively introduce the lecture and workshop system (Hou & Dai, 2011) and ask experts from industries and institutions to provide professional education to help students grasp the development of the industry in time, accumulate experience in front-line work, and help students adapt to the changes of social development in advance so that they can cope with the changes of the industry with ease.

It is suggested that higher vocational institutions should arrange lectures and workshops regularly, and the lectures must be more than 3 times per semester and the workshops must be more than 2 times. The content of the lectures should focus on the recent development of the discipline and bring the most cutting-edge knowledge, which can help students understand social phenomena, realize the combination of theoretical knowledge and practical life, and improve students' practical application ability. Workshops are conducted to encourage and motivate students to participate, analyze and discuss together, and actively seek feasible solutions, which can stimulate students' initiative and increase their participation, and enable them to internalize as well as strengthen their relevant knowledge and abilities (Fang, 2006).

3.3 Reasonable arrangement of internships for students at all levels to improve students' professional and practical abilities

The social work profession in China is still in its infancy, the recognition of social work is not high, and students do not have a clear understanding of the profession. This makes students don't know how to choose their major, and also reduces their interest in learning professional courses. If institutions of higher education can arrange professional internship, on-the-job training and project learning in each stage of study, it will greatly enhance students' recognition of the major and stimulate their interest in learning. In the actual teaching, the first-year students' professional apprenticeship is arranged for a week-long inspection and visit, which gives students a certain sense of the field of professional services through practical observation. In order to improve the

effectiveness of the apprenticeship, the instructor comes up with clear requirements before the apprenticeship. Arranging project internship for second-year students: students actively participate in the planning, execution and summary evaluation of social service projects, participating in the whole project and completing all tasks explained by the project leader. This realizes the exercise and improvement of practical skills. Arrange the third-year students' capstone internship. After the project internship in the second year, the third-year students have the ability to work independently and can take up jobs in social service organizations, improve their professionalism in the capstone internship, and become talents who meet the needs of society.

4. Conclusion

In conclusion, when setting up the professional course of social work in China's higher education institutions, the course should be based on the reality of China's society, with new contents and moderate theoretical knowledge, and also arrange practical opportunities, so that students can link theory with practice, improve their practical skills, and train students to become applied talents who meet the needs of society.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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