

## The Current Situation of Curriculum Setting of Special Education Major in Higher Vocational Colleges

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**Abstract:** With the increasing importance of special education, it is urgent to optimize the curriculum of special education major in Higher vocational colleges (HVC). The purpose of this paper is to deeply explore the curriculum setting of this major and provide a basis for improvement. Through literature research, collect relevant information extensively and sort out relevant research results; By using the method of comparative study, this paper compares the characteristics of curriculum in different HVC. It is found that the orientation of curriculum objectives is vague, and it is not in good agreement with the needs of the industry and the career development of students; In the course content structure, the proportion of various courses is not reasonable, and there is repetition and disconnection in the content connection; The way of curriculum implementation is traditional, and it is difficult to implement practical teaching; The curriculum assessment system is single, and the subjects and methods lack diversity. Based on this, HVC need to update their educational concepts, strengthen the construction of teachers and teaching facilities, and deepen the cooperation between schools and enterprises, so as to optimize the curriculum of special education majors, improve the quality of personnel training, and better meet the development needs of special education industry.

### 1. Introduction

With the vigorous development of education, special education, as an indispensable part, is attracting more and more attention from all walks of life [1]. The specialty of special education in HVC shoulders the heavy responsibility of training professionals for the field of special education, and the rationality and scientificity of its curriculum is directly related to the quality of personnel training and the long-term development of special education [2-3].

With the increasing demand for special education and the continuous updating of educational ideas, it is particularly urgent to conduct in-depth research on special education courses in HVC [4]. At present, although there have been some research results on special education curriculum, comprehensive and in-depth research on the curriculum of special education major at this specific level in HVC is still relatively scarce [5]. An in-depth analysis of the current situation of special education curriculum in HVC will help to find out the existing problems and provide a basis for curriculum optimization. This is the key link to promote the reform of the training mode of special education professionals and improve the service level of special education.

This paper focuses on the curriculum of special education major in HVC, comprehensively and systematically explores its current situation from the perspectives of curriculum objectives, curriculum content structure, curriculum implementation methods and curriculum assessment system, deeply analyzes the existing problems and the reasons behind them, and puts forward targeted suggestions. It is expected that through this study, it can provide a useful reference for the optimization of the curriculum of special education majors in HVC, and then promote the improvement of the quality of training special education professionals to better meet the development needs of the special education industry.

## **2. Relevant theories of curriculum setting for special education majors in HVC**

### **2.1. The connotation and characteristics of special education specialty**

Special education majors mainly focus on people with special educational needs. These people include children with vision, hearing, intelligence, limbs and other obstacles, as well as students with autism, ADHD and other special circumstances [6]. This major aims to tap the potential of special students through scientific and systematic educational means, so that they can integrate into society to the greatest extent. Compared with the general education major, the special education major has remarkable characteristics. The particularity of its teaching object determines that the teaching methods need to be different from person to person and highly personalized [7]. For example, braille teaching and tactile perception training are needed for students with visual impairment; For students with hearing impairment, they focus on sign language teaching and hearing rehabilitation training. Furthermore, the teaching goal of special education specialty not only pays attention to imparting knowledge, but also emphasizes the cultivation of self-care ability and social adaptability, and is committed to enabling special students to live a dignified and independent life.

### **2.2. The basic theory of curriculum**

The curriculum should follow the basic principles of scientific, systematic and practical. The scientific principle requires the course content to be based on the scientific knowledge system, which conforms to the inherent logic of special education majors and students' cognitive laws. The systematic principle emphasizes that the curriculum should form an organic whole, and the courses are interrelated and step by step [8]. Practical principles pays attention to the close combination of curriculum and practical work of special education to cultivate students' practical operation ability. In addition, Taylor's principle is of great guiding significance to the curriculum setting of special education majors. It puts forward that the curriculum should define the educational objectives, select the learning experience, organize the learning experience and evaluate the education plan, which provides a clear process for the curriculum planning of special education majors. Structuralist curriculum theory advocates the construction of courses with the basic structure of disciplines as the core, which is helpful for students majoring in special education to master a solid professional foundation and lay a foundation for further study and practice.

## **3. Analysis of the current situation of special education curriculum in HVC**

### **3.1. Setting of course objectives**

The curriculum goal setting of special education major in HVC aims at cultivating applied talents with special education professional knowledge and skills, who can serve the field of special education. Most colleges and universities aim at making students master the basic theory of psychology and education of special children and have the ability to educate, teach and rehabilitate all kinds of special children. However, the curriculum objectives of some colleges and universities are ambiguous and do not fully combine the local special education needs with the school's own characteristics. For example, in some areas where there is a great demand for autistic children's education, the content of educational intervention for autistic children is not highlighted in the curriculum objectives of some colleges and universities.

### **3.2. Course content structure**

Course content structure usually includes public basic courses, professional basic courses, professional core courses and practical courses. In order to present the proportion of all kinds of courses more intuitively, taking the curriculum of special education major in five representative HVC as an example, the following proportion of courses is made, as shown in Table 1:

Table 1 Proportion of Special Education Courses in Five HVC

College name	Proportion of public basic courses	Proportion of professional basic courses	Proportion of professional core courses	Proportion of practical courses
College a	25%	20%	35%	20%
College b	28%	18%	32%	22%
College c	22%	23%	30%	25%
College d	26%	21%	33%	20%
College e	24%	22%	31%	23%

As can be seen from Table 1, public basic courses account for 22%-28%, professional basic courses account for about 18%-23%, professional core courses account for 30%-35%, and practical courses account for 20%-25%. On the whole, the proportion of public basic courses and professional courses is relatively stable, but some colleges and universities have unreasonable proportion of courses. For example, the proportion of practical courses in individual colleges is low, which is not conducive to the cultivation of students' practical skills. In addition, the course content is updated slowly, and some professional knowledge fails to reflect the latest research results and practical experience in the field of special education in time.

### 3.3. Curriculum implementation mode

In the aspect of curriculum implementation, traditional teaching method is mostly used in theoretical courses. Although some teachers try to introduce case teaching method, the frequency of application is not high. Taking the course of special education psychology as an example, teachers often give priority to theoretical explanations, with few case studies, which leads to students' abstract understanding. In the teaching of practical courses, some colleges and universities can't provide enough practical opportunities for students because of limited teaching resources. Although some colleges and universities have established cooperative relations with special education institutions, the implementation of practical teaching is not in place, and it is difficult for students to get effective guidance in practice.

### 3.4. Curriculum assessment system

The subject of curriculum assessment is relatively simple, and most of them are teachers' assessment. The mechanism of students' self-assessment and mutual assessment and the participation of industry enterprises in assessment has not been perfected. In terms of assessment methods, summative assessment accounts for a large proportion, while formative assessment pays insufficient attention. For example, the assessment of a course is mainly based on the final exam results, ignoring students' usual classroom performance, homework completion and performance in the process of practical operation. The assessment index is not comprehensive enough, focusing on the examination of knowledge memory, and the assessment of students' practical ability, innovation ability and ability to solve practical problems is less.

## 4. Analysis of the problems and reasons in the curriculum of special education specialty in HVC

### 4.1. Existing problems

#### 4.1.1. Curriculum objectives

In some HVC, the curriculum objectives of special education majors are ambiguous. Through the analysis of the curriculum objectives of many institutions, it is found that the curriculum objectives of some institutions fail to clearly define and cultivate students' specific abilities in different fields of special education, and lack clear directionality. For example, in the direction of intellectual development education and autism education, the curriculum objectives are generally expressed, which does not reflect the differences in educational methods and skills training between them.

#### 4.1.2. Course content structure

The content of the course is repetitive and disjointed. Taking professional basic courses and professional core courses as examples (see Table 2), the basic knowledge of special children's psychology in some professional basic courses is repeated in the psychological assessment of special children in professional core courses, resulting in a waste of teaching resources. Furthermore, some practical courses are out of touch with theoretical courses, such as the course design of special education. Theoretical teaching emphasizes the application of various teaching methods, but the practical courses fail to effectively guide students to apply these methods to the actual teaching plan design.

Table 2 Connection of Some Professional Courses

Serial number	Professional basic courses	Course content	Professional core curriculum	Course content	Connection situation
1	Psychology of special children	Characteristics of psychological development of special children	Psychological assessment of special children	Assessment of psychological development characteristics of special children	Repeated emergence
2	Psychology of special children	Psychological needs and problems of special children	Psychological intervention for special children	Analysis of psychological needs of special children and intervention strategies	Partially repeated, but at different angles
3	Introduction to special education	Basic concepts and principles of special education	Curriculum design of special education	Basic principles of curriculum design for special education	Good connection
4	Methodology of special education	Introduction and application of various teaching methods	Curriculum design of special education	Application of teaching methods in practical teaching scheme	Out of touch, practical courses failed to effectively guide.
5	Application of special education technology	The application of modern educational technology in special education	Practice of special education technology	Practical operation of modern educational technology in special education	The connection is good, but practical guidance needs to be strengthened.
6	Behavior management of special children	Behavioral problems of special children and intervention strategies	Behavior correction for special children	Identification and correction methods of behavior problems of special children	Partial repetition, but different in depth and breadth.

#### 4.1.3. In terms of curriculum implementation methods

The teaching method is relatively simple, and most courses are still taught by teachers, with low student participation. The practice teaching is weak, the construction of practice base is insufficient, and students' practical operation opportunities are limited, which makes it difficult for students to effectively improve their practical ability.

#### 4.1.4. Curriculum assessment system

The assessment subject is single, mainly relying on teachers' assessment, and students' self-assessment, mutual assessment and industry enterprise participation are low. The assessment method focuses on summative assessment and ignores formative assessment, which can not fully reflect students' learning process and ability development.

## **4.2. Cause analysis**

### **4.2.1. Educational concept**

The traditional education concept is deeply rooted, and some colleges and universities pay too much attention to the teaching of theoretical knowledge, ignoring the cultivation of students' practical ability and innovation ability. Lack of attention to the new development and new needs in the field of special education, failure to update the educational concept in time, leading to the lag of curriculum setting.

### **4.2.2. School resources**

Teachers are weak, and some teachers lack practical experience in special education, so it is difficult to integrate practical cases into teaching. The teaching facilities and equipment are not perfect, such as the lack of advanced rehabilitation training equipment for special education in some colleges and universities, which limits the development of practical teaching.

### **4.2.3. Industry participation**

The cooperation between enterprises in special education industry and HVC is not deep enough, and the guiding role of industry in curriculum setting has not been fully exerted. The enthusiasm of enterprises to participate in the process of talent training in schools is not high, which leads to the disconnection between courses and the actual needs of the industry.

## **5. Conclusions**

This study comprehensively discusses the current situation, problems and reasons of curriculum setting for special education majors in HVC. At the present level, the curriculum aims to cultivate applied talents, but some of them are ambiguous; In the course content structure, although the proportion of all kinds of courses is certain, there are some problems such as unreasonable proportion and slow update; The course implementation mode is mainly traditional teaching, and it is difficult to implement practical teaching; The subject and method of curriculum assessment system are relatively simple.

The research has made it clear that there are some problems in curriculum setting, such as unclear curriculum objectives, repetitive and disjointed curriculum content, single implementation method and imperfect assessment system. The root of these problems is that the educational concept is conservative and fails to keep up with the development trend of special education; School resources are limited, and the lack of teachers and equipment affects the teaching quality; The low degree of industry participation leads to the derailment of courses and actual needs. In view of these problems, HVC should renew their educational ideas and attach importance to the cultivation of practice and innovation ability. In terms of resources, strengthen the construction of teaching staff and enrich teaching facilities and equipment. Furthermore, deepen cooperation with enterprises in the special education industry, so that the industry can deeply participate in curriculum setting. Through various improvements, we will optimize the curriculum, improve the quality of training special education professionals, meet the growing needs of the special education industry, and promote the progress of special education.

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