# Research on the Teaching Reform path of Community Work Courses Based on Job Competency

**Yong Deng**

Yibin University, Yibin, Sichuan, China

**Abstract:** *Community work courses are an important part of training community workers, but the teaching of community work courses in local universities has problems such as inadequate teaching concept conversion, unclear teaching goal positioning, unreasonable teaching content design, insufficient teaching environment construction, and unscientific teaching evaluation methods. To this end, the study proposes that course teaching should fully integrate the three forces of government, school, and society, and fully realize the integration of on-campus and off-campus in seven dimensions: job competency construction, teaching goal setting, teaching team construction, teaching content development, teaching process implementation, practice base construction, and teaching result evaluation, so as to promote classroom teaching reform, improve the quality of talent training, and cultivate applied talents for grassroots community governance.*

**Keywords:** Community workers; Job competency; Government-school-community cooperation.

## 1. BACKGROUND

The community is the smallest unit for the modernization of the grassroots governance system and the improvement of governance capacity. It needs a team of high-quality and professional community workers to support it. However, the current construction of the community worker talent team faces problems such as insufficient talent, low professional quality, and mismatch between job requirements and training. It is urgent to strengthen the front-end and terminal work of talent training. In April 2024, the General Office of the CPC Central Committee and the General Office of the State Council issued a document proposing a number of measures to strengthen the construction of the community worker team, emphasizing that it is necessary to strengthen the construction of social work-related disciplines and majors in colleges and vocational schools, actively develop community governance and service-related courses, and encourage the establishment of internship practice bases in communities with conditions to achieve effective connection between teaching and training and practical needs [1]. "Community Work" is a core course of social work majors, an important supporting course for the training of community workers, and an important educational link to respond to policy requirements and social needs. However, the current teaching status of community work courses is not optimistic. There are widespread problems such as disconnection between theory and practice, unreasonable course settings, weak teaching staff, and uneven distribution of teaching resources, which seriously restrict the teaching effect and quality of talent training of community work courses. Therefore, it is an urgent need for current social work education and community work course teaching to reform community work courses, explore teaching models oriented towards job competency, and deepen the integration of industry and education and the cooperation between government, schools and society. This study aims to explore the teaching reform path of community work courses oriented towards job competency through in-depth analysis of the components of job competency of community workers, so as to improve the teaching effect and quality of talent training of community work courses and provide strong talent support for grassroots community governance.

## 2. REVIEW ON THE CURRENT TEACHING STATUS OF COMMUNITY WORK COURSES IN LOCAL UNIVERSITIES

Community work is a basic and core compulsory course for social work majors. It is one of the important course modules for achieving talent training goals and an important starting point for training community workers and grassroots community governance talents. Looking at the current teaching status of social work education and community social work courses, there are generally problems such as derailment of theory and practice, low quality of talent training, and unscientific teaching design. The reasons for this are that we can find the following problems through the teaching process.

**2.1 The Teaching Concept is Not Fully Transformed.**

The teaching concept should be transformed from the traditional emphasis on the imparting of professional knowledge by teachers as the main body to the quality education based on student-centered ability. In reality, classroom teaching is still dominated by teachers, and there is less space for students to participate in classroom teaching design and course content design, and students' subjectivity is not fully demonstrated. At the same time, classroom teaching is mainly based on knowledge indoctrination, and teachers do not pay enough attention to what kind of ability and literacy students should have and how to improve them.

**2.2 The Teaching Goal Positioning is Not Clear.**

The design of teaching objectives needs to be internally unified with graduation requirements, training objectives, and social needs. However, in the actual teaching design process, teachers lack understanding of the industry's employment needs and are unclear about what kind of graduates should be trained. As a result, the setting of course objectives is still relatively general and vague, especially the requirements for ability and quality training and teaching requirements are not clear enough.

**2.3 The Teaching Content Design is Unreasonable.**

First, the cultivation of comprehensive abilities is not given enough attention. The existing teaching content design focuses more on the learning of theoretical knowledge and the cultivation of professional abilities, and the ability to cultivate students' familiarity with laws and policies, emergency response, communication and coordination, office basics, etc. is weakened; second, the allocation of hours is unreasonable. In the teaching design process, more hours are allocated for theoretical knowledge, and fewer hours are allocated for methods, skills and practical training. It is difficult for students to convert practical knowledge into practical abilities. Third, the course content lacks local practical knowledge and cases, and the existing knowledge system is difficult to respond to the knowledge and methods required in the current practical field, such as the demand for professional social workers in the construction of township social work stations.

**2.4 The Teaching Environment is Not Sufficiently Constructed.**

First, the teaching field is single. The course teaching of community work is mainly based on on-campus teaching, supplemented by off-campus practical teaching bases. However, due to the insufficient construction of practical teaching bases and incomplete professional supervision, the theoretical knowledge in the classroom cannot be put into practice, and the abilities and skills required for practice cannot be obtained through course teaching. Second, there is a lack of teaching resources. The existing professional textbooks need to be improved, and the construction of teaching resource libraries such as course websites, question banks, and case resource libraries needs to be strengthened. Third, the teaching resources are weak. Most teachers of community work courses focus on theoretical research and lack professional social work practice training and front-line work experience. It is difficult to combine theory and practice in the process of course teaching and practical guidance. Although there are off-campus practical guidance teachers as a supplement, due to factors such as long distance, small number, and scattered distribution, their space for play is still limited.

**2.5 The Teaching Evaluation Method is Unscientific.**

Scientific teaching evaluation methods are conducive to discovering problems in the teaching process, continuously optimizing teaching design, and improving teaching quality. At present, course evaluation is narrowed to teaching evaluation, and is one-sidedly evaluated from the teaching subject evaluation and teaching achievement evaluation. There is less attention paid to what knowledge students have learned, what skills they have mastered, and what abilities they have. There is even less feedback on whether the course objectives have been achieved and how to achieve the course objectives. At the same time, as a highly applied course, the assessment content and requirements of the practical training link of the community social work course are unclear, and there is no reasonable feedback on how students acquire practical abilities, which leads to a vicious cycle of practical teaching.

# 3. CONSTRUCTION OF JOB COMPETENCY MODEL FOR COMMUNITY WORKERS

**3.1 The Connotation of Job Competency of Community Workers**

Community workers refer to professionals who are engaged in community management and service work full-time at the community level, especially in community party organizations, community residents' committees, community service stations and other institutions, including but not limited to members of community party organizations, full-time staff in community residents' committees, and full-time staff focusing on community party building, governance, public services and other fields. The competence of community workers refers to the characteristics and abilities that community workers demonstrate in the process of serving the community and residents. These characteristics and abilities cover multiple aspects such as knowledge, skills, self-cognition, personality characteristics and intrinsic motivation [2]. Domestic scholars' discussion on the job competence of community workers mainly expounds on its elements and connotations. Bai Feng cuts into the three dimensions of knowledge, ability and literacy, and divides each dimension into two levels. Finally, he summarizes 30 specific characteristic elements and expounds and explains their connotations [3]. Xu Yanguang explored the competence of community workers from the perspective of value ethics, theoretical knowledge, and practical skills, and emphasized the development of social work education in these three aspects [4]. Che Feng constructed 23 competence elements of urban community workers from the perspective of competence of urban community workers through expert research, including open-mindedness, enthusiasm and sincerity, patience and meticulousness, empathy, and charisma [5]. Zhou Lanlan obtained 12 competence traits of community workers, including professional knowledge, work methods, organizational coordination ability, and communication and expression ability through policy research and interviews [6]. Zhu Tongyao specifically divided 10 basic competence elements from the three perspectives of moral quality, work ability, and knowledge ability, and constructed a complete community social worker competence evaluation index system on this basis [7]. Li Xiao et al. established a five-dimensional scale from the perspectives of policy, literature, and practice, including the ability to analyze and judge, the ability to maintain relationships, the ability to govern according to law, the ability to establish projects, and the community worker competence scale of serving the masses [8].

**3.2 Community Worker Job Competency Model**

On the basis of the above research, this paper, based on the current situation of community work classroom teaching and the perspective of social work professional education, believes that community work courses can cultivate students' job competence from three dimensions: knowledge, ability, and values, which are specifically manifested in the following aspects. First, knowledge. A qualified community worker should have professional basic knowledge related to community work, including community work theory and model, community investigation and research method knowledge, community official document writing knowledge, community work policies and regulations, public management and administrative management knowledge, basic knowledge of sociology and psychology, etc. Second, ability. Classroom teaching should focus on training students' professional skills, including community analysis and evaluation ability, community work relationship building ability, community organization and mobilization ability, communication and coordination ability, problem solving and innovation ability, emergency conflict and contradiction regulation ability, community service project planning and implementation, information technology application, psychological stress resistance and other aspects. Third, in terms of values, students should be guided to adhere to the concepts of people-oriented, fairness and justice, helping others to help themselves and serving the people, be close to the masses emotionally and serve the masses in action, always put the interests of community residents first, pay attention to the needs and well-being of residents, and use their heart, emotion and strength to solve problems for residents, improve their own ideological and political literacy and social responsibility, and be willing to contribute their own strength to the development and progress of the community.

# 4. THE TEACHING REFORM PATH OF COMMUNITY WORK COURSES ORIENTED TOWARDS JOB COMPETENCY

The construction of courses oriented towards job competency should actively explore the teaching model of jointly building courses by government, schools and communities and co-education between industry, education and research, closely connect with social organizations and grassroots communities, understand the ability requirements of grassroots community workers and the needs of cutting-edge community governance, form a teaching team, clarify course objectives, improve course content, improve teaching methods, optimize the evaluation system, expand practical teaching bases, and then promote classroom teaching reform, so as to improve the quality of talent training and cultivate applied talents for grassroots community governance.

**4.1 Reverse Teaching Concepts and Clarify Course Objectives.**

As professional teachers, course teaching should always be guided by the concept of cultivating students' job competency, and based on the above-mentioned job competency of community workers, improve the setting of community work course objectives from the three dimensions of knowledge, literacy and ability. At the same time, attention should be paid to the design of course ideological and political objectives and the support of course objectives for graduation requirements.

**4.2 Build a "Dual-teacher" Teaching Team.**

Together with off-campus practical experts, form a course team to jointly develop course objectives and teaching plans, develop course modules, improve teaching content, implement the training process, and organize assessment and evaluation. Adhere to the combination of "bringing in and going out". On the one hand, invite social organization experts and outstanding two-committee cadres to the classroom to share practical knowledge and cutting-edge issues with students through practical cases. On the other hand, encourage teachers to participate in local grassroots governance in a project-based manner to improve teachers' practical and teaching abilities.

**4.3 Co-build a Practical Teaching Base.**

Adhere to the leadership of party building, rely on the social work department of the local party committee to establish cooperative relations with streets and communities, and build a community work course internship base. Encourage students to participate in grassroots community governance in the form of micro-projects, help students understand, care about and influence the community, promote students' understanding, transformation and application of practical knowledge, and also realize the application of learning results to the front line, so as to achieve the purpose of serving the local area and promoting grassroots governance of urban and rural communities.

**4.4 Develop Community Work Teaching Content.**

Break the traditional course model dominated by knowledge transfer and highlight the cultivation of students' professional abilities. Actively cooperate with government departments, social organizations and communities to build courses, integrate new academic research progress and new issues in community governance into course teaching content, explore modular, information-based and structured teaching content, form replicable, popularizable and applicable three-dimensional course resources, realize the connection between teaching objectives and industry needs, course content and industry standards, and teaching process and social service process, and effectively improve the fit and support between the quality standards of applied talent training and industry needs.

**4.5 Improve Community Work Teaching Methods.**

Make full use of flipped classrooms, participatory teaching, research-based teaching, case teaching, project-based teaching and other methods to organically integrate theoretical learning, knowledge transformation and practical ability training into course teaching, and integrate students into real community scenes through experience-research-action-sharing and other links, and complete community visits, community diagnosis, project planning and implementation, project reporting and other practical training tasks, so as to realize the diversification of teaching subjects, teaching fields and teaching methods, and achieve the purpose of integrated development of teaching practice theory and practice.

**4.6 Establish a Multi-dimensional and Diversified Evaluation System.**

Clarify the evaluation indicators, and fully evaluate whether the co-constructed courses based on job competency training have effectively improved the quality of talent training and the adaptability to industry and social needs from four dimensions: background evaluation, input evaluation, process evaluation, and result evaluation. Invite multiple parties to participate in the evaluation of co-constructed courses, encourage assessment methods based on research reports, project plans, applications, 1+X certificates, skill competitions, etc., and focus on cultivating students' innovative and practical abilities to face complex problems in real scenarios.

## 5. CONCLUSION

Exploring the reform of community work courses based on the job competency of community workers is an inevitable requirement for the training of professional talents under the employment demand orientation, and it is also a practical need for talent training to serve the corresponding industry background. This reform exploration of community work courses has constructed a job competency model for community workers, and proposed seven paths for jointly reforming teaching through the cooperation between government, schools and society to build courses, in order to strengthen the combination of theory and practice, improve the quality of talent training, and cultivate community workers that meet social needs.

## ACKNOWLEDGEMENTS

## REFERENCES

[1]  Xinhua News Agency reporter. Relevant officials from the Organization Department of the Central Committee of the Communist Party of China and the Social Work Department of the Central Committee of the Communist Party of China answered reporters' questions on the "Opinions of the General Office of the CPC Central Committee and the General Office of the State Council on Strengthening the Construction of Community Workers"[J]. Society and Public Welfare, 2024, (04): 4-6.

[2]  Zhang Ping, Zhang Lingxuan. Research prospects and prospects of community workers' competence[J]. Journal of Dalian University, 2023, 44(03): 74-81.

[3]  A preliminary study on the construction of social work professional talent evaluation index system[J]. Bai Feng. Journal of Zhejiang Business Vocational and Technical College,2013(02)

[4]  Reflection on professional education from the perspective of social worker competence[J]. Xu Yanguang. Journal of Changchun Education Institute,2016(06)

[5]  Research on performance evaluation of urban community workers based on competency model[J]. Che Feng. Journal of East China University of Science and Technology (Social Science Edition), 2017(02)

[6]  Research on the Construction of Competency Model of Urban Community Workers[J]. Zhou Lanlan. Hebei Enterprises, 2018(08)

[7]  Research on the evaluation index system of community social workers' competence: based on the perspective of policy documents[J]. Zhu Tongyao. Society and Public Welfare, 2019(11)

[8]  Li Xiao, Wang Wenjing, Liu Yueting, et al. Basic transformation, practical development and application principles: Analysis of the path of capacity building for urban community workers[J]. Social Work and Management, 2023, 23(04): 53-64.