

Practice and Thinking of Situational Teaching Method in the Course of Vocational Education Project

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Abstract: In the implementation of vocational education project curriculum, students' perception of the project is the key to effective curriculum teaching. The situational approach can create practical project scenarios and motivate students to participate. Based on this, this paper starts with the connotation of the project curriculum and the situational teaching method, analyzes the application feasibility of the situational teaching method, and combines the teaching cases to give practical suggestions for the situational teaching method, so as to improve the teaching level of the vocational education project.

1. Introduction

The teaching goal of vocational education is to deliver applied talents. To achieve this goal, vocational educators expand the traditional subject curriculum into a combination of subject and project curriculum. The practical operation content in the project course can be regarded as a demonstration scenario. In this way, teachers can use the situational teaching method to deepen the project curriculum teaching and strengthen the application-oriented talent training effect.

2. Analysis of Project Curriculum and Situational Teaching Method

2.1. Common points between project curriculum and situational teaching method

The project curriculum is a new curriculum model in relation to the subject curriculum. The teaching concept is to do middle school. The work project integrates theoretical knowledge, practical knowledge and technical knowledge, so that students can acquire the above knowledge and develop the comprehensive quality of students when completing the project tasks. Based on the project tasks, students can develop the theoretical knowledge application ability, develop students' practical qualities, and provide assistance for students' future employment. Situational teaching method refers to the creation of teaching scenarios, which stimulates students' resonance, stimulates students' desire for inquiry, and enables students to learn under the guidance of teachers.

There is a common point between the project curriculum and the situational teaching method. Teachers can use the teaching situation as the project display content to mobilize the enthusiasm of students to participate in the project curriculum learning. It can be seen that the situational teaching method has application feasibility in the project curriculum, and the educators can integrate the project curriculum and the situational teaching method. In terms of refinement, the project curriculum generally designs project tasks according to the professional related job process, and the task forms are simulated operation demonstration, post employee play, job internship and experimental equipment operation. Teachers can regard the above process as a situational task, use the situational teaching method to carry out project curriculum teaching, deepen the interaction between students and projects, and give play to the advantages of the project curriculum.

2.2. The practical role of situational teaching method in project curriculum

In the project curriculum teaching, the application of the situational teaching method shows the following advantages:

- 1) Develop students' professional identity. Vocational education will train students' professional

accomplishment as the goal, and the project curriculum will focus on the job and work tasks. The work tasks show significant practical characteristics, which enable students to understand the job requirements during the project and develop the students' job ability. However, the simple project curriculum teaching lacks participation and humanity, and the teaching effect is not good. The application of the situational teaching method can enrich the emotional experience of the students, enable the students to clarify the responsibility of the post work, understand the importance of the post work, cultivate the students' love for the post, and make the students identify with the profession. Sense, to achieve the situation with love, to educate people.

2) Strengthen the teaching effect of the project. Based on different project contents, teachers can create targeted teaching scenarios, stimulate students' interest in learning, attract students' attention and strengthen teaching effects. At the same time, the emotional experience of the scene can not only guide students to enter the position. Work situations, develop students' practical ability, deepen students' understanding of knowledge, and guide students to establish a correct outlook on life, world outlook and values, improve student personality, and promote their healthy growth[1].

3. Practical Suggestions on Situational Teaching Method in Vocational Education Project Course

Based on the application feasibility of the situational teaching method in the curriculum of vocational education projects, educators need to apply the situational teaching method reasonably and play an important role. This paper takes the tour guide profession as an example to analyze the application methods and key points of the situational teaching method, and provides a theoretical and practical reference for vocational education workers.

3.1. Scenario creation method in the project curriculum

Scenario creation is the basis of the application of situational teaching method. When applying the situational teaching method to carry out the project course teaching, the vocational education workers can set the teaching situation reasonably according to the characteristics of the course and the job content and requirements of the post, so as to ensure that the situation can stimulate students' interest in learning. The project can deepen students' theoretical knowledge and develop students' practical ability. Specifically, there are several scenarios for scenario creation in the project curriculum:

1) Create scenarios based on professional features. Under this model, professional educators can create business scenarios, service scenarios or language scenarios according to the characteristics of professional work, so that students can master the main points of work business and business services, understand the application of working languages, and deepen students' professional courses. Awareness.

2) Create scenarios based on job configuration. Under this model, vocational educators can create scenarios for different work links based on professional job processes. Taking tour guide positions as an example, teachers can create tour guide reception scenarios and tour guides to explain the situation, deepen students' understanding of job work, and lay the foundation for students' future employment.

3) Create scenarios based on work tasks. Under this model, vocational education workers can create different work situations according to the task of the post, so that students can master the job duties of the post. Taking the tour guide position as an example, the teacher can create a tour guide group scene, a tour guide ticketing work situation, a guide tour accident handling, and a tour guide service situation.

4) Create scenarios based on the training environment. Under this model, vocational education workers can create job profiles based on the conditions of the training base. Taking the tourism profession as an example, teachers can create business reception scenarios, reduce the situation and equipment application scenarios, and develop students' professional qualities.

5) Create a scenario based on the work content. Under this model, vocational educators can create different scenarios according to the job content of the post, strengthen students'

understanding of the job content of the post, and enable students to have basic knowledge of future work. Take the tour post as an example. Teachers can create life service scenarios, accommodation service scenarios, reception service scenarios and transportation service scenarios[2].

3.2. Application points of situational teaching in the project curriculum

In the vocational education project curriculum, the application process of the situational teaching method is as follows: select the teaching project → define the teaching goal → create the teaching scenario → implement the scenario content → complete the project task → teaching evaluation. In the above process, the formulation of teaching objectives, the creation of teaching scenarios and the implementation of contextual content are the key to the advantages of the situational teaching method. Since the creation of the teaching scenario has been discussed above, it will not be analyzed here.

In the formulation of teaching objectives, teachers need to develop targeted teaching objectives based on the characteristics of professional courses, job requirements and market talents, and provide guidance for subsequent situational teaching to ensure their advantages. Taking guide teaching as an example, teachers can set the following teaching objectives: require students to understand the type of guide language, clarify the application rules of the guide language, and flexibly apply the guide language in the project to develop the professional quality of the tour guide.

In the implementation of the situational content, teachers need to reasonably design the teaching scenarios to provide students with comprehensive information and tools to assist students in successfully completing the project tasks. At the same time, for some difficult projects, teachers can deepen the interaction between teachers and students in the classroom by coordinating operations or demonstration operations, and provide guidance for students to ensure the orderly development of the project curriculum.

3.3. Application examples of situational teaching method in project curriculum

This paper takes the tour guide profession of a vocational college as an example to illustrate the application of the situational teaching method, and provides an empirical reference for the vocational education workers to apply the situational teaching method reasonably. Based on the above scenario creation method, the school's teachers carry out project curriculum teaching.

1) Create a scenario based on professional features. Under this model, the teacher will create a guide to explain the scenario based on the Panshan Scenic Spots course. Prepare the did splicing screen, the Panshan attraction map, the sound reinforcement equipment, the multimedia equipment and the guide flag before the class. For students to complete the project tasks; in the classroom teaching, teachers use multimedia equipment to explain the main points of the explanation of the attractions, and ask students to use the Panshan attractions guide map to understand the Panshan attractions, as guides, respectively, to “tourists” (other students play) explain At the time of the project task, the students introduce the characteristics of Panshan attractions to the “visitors” through expressions, language and gestures, exercise the students' language expression ability, and develop the students' guides to explain their literacy.

2) Create scenarios based on job configuration. In this mode, teachers create travel contract signing scenarios, provide contract forms for students, and design an office environment. In the course teaching, explain the basic format of the travel contract, fill in the content and related requirements, and release the project tasks, require the teams to assign roles, play the customer and the reception staff, and complete the contract signing process on the spot. The other teams and teachers inspected the contract filled out by the group, pointed out the inadequacies and improvement measures, and strengthened the students' understanding of the knowledge of the signing of the tourism contract.

3) Create scenarios based on work tasks. In this mode, the teacher builds an accidental fracture scenario based on the accident handling project and provides students with essential first aid equipment. In the course teaching, the teacher tells the students about the basic process and related knowledge of the accident handling, and publishes the project tasks. The students were injured by the other students, and the students acted as guides to deal with accidental fractures and develop

students' emergency response capabilities.

4) Create a scenario based on the training environment. In this mode, teachers create scenic spots and use VR devices to carry out immersive situational teaching. In the vr scene, the “guide” needs to carry the guide flag and explain the materials, by adjusting the station and language. Explain and other ways to lead tourists to visit the lakes, temples and archways of the scenic spots, so that students can understand the importance of the tour guide position, cultivate students' practical ability, strengthen their professional identity, and provide more quality guide talents for the society.

5) Create a scenario based on the work content. Under this mode, the teacher creates a reception desk for the front desk, provides students with tourism product publicity materials, and designs the reception desk. In the project curriculum teaching, the students play the receptionist respectively, and the teachers and other students play the tourists and complete Reception desk work. In this teaching case, students can master the common language and physical movements of the front desk reception, standardize their own manners, and lay the foundation for future employment[3].

4. Conclusion

In summary, the situational teaching method and the vocational education project curriculum have something in common, which can strengthen students' professional identity and cultivate students' practical ability. Through the analysis of this paper, it is known that vocational education workers need to create teaching scenarios when applying the situational teaching method, and rationally plan project tasks according to teaching scenarios and teaching objectives, integrate project curriculum and teaching scenarios, and give play to the advantages of situational teaching. Strengthen the teaching effect of the project.

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