

Research and Exploration on Teaching Methods of Secondary Vocational Education

Li Qinghua

Xi'an International University, Shaanxi, China

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Abstract: The training goal of secondary vocational education is to train the first-line service-oriented and skilled talents for the industrialization of China. In order to improve the quality of secondary vocational education and the quality of professional training, it is necessary to adhere to the guiding ideology of "employment-oriented, suitable for the development of enterprises as a demand". For the training objectives, it is required to highlight the professional characteristics, pay attention to the professional ability and professionalism of students, cultivate, vigorously reform and innovate teaching models and teaching methods.

1. Introduction

With the continuous development of China's industrialization process and the implementation of the strategy of developing the western region, the demand for skilled workers in China's enterprises is increasing day by day. Especially since 2010, the employment of enterprises in southern China has been in a hurry, especially the skilled workers with a long skill are scarce. The lack of skilled workers has attracted the attention of relevant state departments. Vigorously developing middle and senior vocational education has become the key work of the Ministry of Human Resources and Social Security and the Ministry of Education. However, the history of modern vocational education in China is relatively short, traditional. There are many drawbacks to teaching methods. Therefore, we must highlight the professional characteristics, pay attention to the cultivation of students' professional ability and professional quality, and vigorously reform and innovate the teaching mode and teaching methods.

2. Theoretical Research on the Trend of Modern Secondary Vocational Education Reform and Teaching Methods

Although China's secondary vocational education has a history of several decades, traditional educational concepts and decades of courses and teaching materials have made people accustomed to past teaching methods and means. In the process of implementing quality education, the previous teaching mode has not fully adapted. Therefore, it is imperative to actively explore a new teaching method model that is conducive to the growth of compound talents. With a curriculum system that is oriented to occupations and close to the needs of the post, it also requires classrooms. We believe that the reform of secondary vocational education should seize the 'change. The purpose of teaching is to change the "employment education" of a single professional talent to the "comprehensive vocational quality education" of cultivating compound integrated talents; the teaching task is mainly from the cultivation of "cognitive ability" to the "comprehensive comprehensive ability"; The teaching content is mainly changed from "basic subject" to professional theory, skill and vocational activity curriculum; the teaching system is changed from "discipline knowledge center type" to "capability practice standard type"; the teaching process is mainly based on occupational technology level standards and occupations. The qualifications require the organization of teaching; the teacher's teaching concept of vocational education is changed from the "single type, absolute authority type" of the teacher to the "one special multi-energy type, behavior-oriented type"; the student learning

concept is "passively accepted, described and not done". The imitation type changes to the "innovative type of active practice and use of hands and brains"; the teaching organization form changes from "class fixed classrooms, collective deliberation" to "classroom and professional classrooms, internship workshops, grouping, individualized learning"; The teaching method is changed from "dictation, blackboard plus simple electrification teaching" to "multimedia, network, modern education technology"

The reform of advanced teaching concepts is the steering wheel of teaching reform. Only advanced teaching concepts can guide the rapid development of reform. Deepen the teaching reform of secondary vocational education, and the concept innovation is first. The fundamental task of secondary vocational education is to cultivate multi-level and diversified skill-based talents according to economic and social development requirements, and to create tens of millions of highly skilled personnel and hundreds of millions of high-quality workers. The teaching of secondary vocational education should adapt to the needs of the market economy and professional positions, and meet the needs of the society for specialized talents. It is necessary to establish advanced teaching concepts. On the basis of a large number of investigations, research, summarization and induction, this group absorbs the essence of advanced teaching concepts both at home and abroad, and summarizes the advanced educational concepts with the characteristics of secondary vocational education, that is, the realization of "six transformations and six establishments".

In the relationship between subject teaching and activity teaching, from the center of subject content teaching to an activity as the center, establish an activity-centered development concept. Teaching based on subject content is mainly based on lecture-receipt, which is conducive to mass transfer of knowledge, which is not conducive to mobilizing students' enthusiasm for learning, and is not conducive to the overall development of students. Piaget said: The development of individuals is actually the product of a large number of activities in the sense of practice, experience, and so on. Leon's husband said: Personality is the same as human activity, resulting from activities. Activity teaching can fully reflect the rich personality of students, and while promoting the status of the main body, it is conducive to promoting all-round development.

In the relationship between knowledge and skills, from the emphasis on the professional knowledge and integrity to the practical transformation of the emphasis on comprehensive practical operational skills, the concept of skills centered on comprehensive practical skills is established. To cultivate multi-level, diverse and diverse intelligent talents, it is necessary to strengthen students' comprehensive practical skills.

In the relationship between teachers and students, from the teacher-centered to the student-centered, the student-centered subject view. Teachers should be people-oriented, respect the personality of students, be equal to students, be the guide and guide for students' physical and mental development, and students should truly become the main body of teaching.

In the way of students' learning, from accepting learning to active learning, establishing a learning concept that fosters students' active learning. Fully mobilize the initiative of students' learning, the initiative of students' learning is the basis of successful learning. Only active learning and active seeking knowledge can promote their own development and achieve creativity. It is necessary to change from the knowledge-based reserve in traditional teaching to the one-sided training of students' memory and the passive learning method to the students' scientific learning methods and creative thinking.

On the evaluation criteria, the evaluation criteria from the score to the top are changed to the evaluation criteria of the students' comprehensive ability, and the scientific evaluation concept of developing the comprehensive potential of the students is established. Thoroughly reverse the test center theory, pay attention to the development of students' learning potential and the cultivation of comprehensive practical ability.

3. The Meaning of Vocational Education Teaching Methods

Regarding the meaning of the teaching methods of vocational education, most of the existing

researches are borrowed from the definition of teaching methods in general education. For example, Ji Zhixin directly quotes the definition of teaching methods in the "Technology Dictionary" in the "Technology and Technology Education": the teaching method is "the teaching methods, ways and means used by teachers and students to accomplish certain teaching tasks in joint activities"

The more consistent view is that the teaching method is regarded as the joint activity of teachers and students, and it is the unity of teachers' "teaching" and students' "learning". For example, Liu Chunsheng believes in the "Professional Education" that the teaching method is "the procedure, method and measure for the joint activities of teachers and students with the purpose of completing the teaching task", "is a kind of teacher used in the teaching process to achieve the teaching goal. The methodological system of coordinating activities is the sum of the methods and means of teachers 'teaching' and the methods and means of 'learning', including the two aspects of teaching and learning, which is the organic unity of the two" Borrowing the definition of general education teaching methods reflects the commonality of teaching methods, but it fails to reflect the personality and rich connotation of vocational education teaching methods. Qin Hong tried to define the teaching method of secondary vocational education from the characteristics of vocational education: the teaching method of secondary vocational education is "the steps taken by teachers in order to comprehensively improve the professional quality of students and adopt modern teaching ideas and techniques in teaching. However, there are still very few people who have conducted in-depth research on the concept of vocational education teaching methods.

4. Trends in the Reform and Development of Vocational Education Teaching Methods

With the development of vocational education and the deeper understanding of the nature of vocational education, there have been some new trends in the reform of vocational education teaching methods. Specifically, the main trends in the reform of vocational education teaching methods are: in the concept of teaching, from the teacher-centered teaching method to the student-centered teaching method, advocating "doing middle school, learning middle school", "learning "Integration of teaching" emphasizes the cultivation of students' hands-on ability and group cooperative learning, requires teachers to be the organizers, guides and coordinators of teaching; in the teaching method and the study method, from the combination of the teaching method and the teaching method and the law, Avoid simple teaching and indoctrination, pay attention to teaching students how to learn, how to acquire knowledge and master skills; in the method structure, from a single teaching method to the comprehensive application of multiple methods that emphasize the cultivation of students' comprehensive professional ability, emphasizing the teaching method Diversity and flexibility and the cooperation of various teaching methods; in the form of teaching organization, from classroom-centered to practical training as the center, more emphasis on students' practical ability; in the teaching method system, by general teaching The method develops to the teaching methods of vocational education, especially the exploration of professional teaching methods, especially based on the work process. Dynamically oriented teaching methods are receiving more and more attention. Because behavior-oriented teaching focuses on the cultivation of comprehensive vocational ability and reflects the principle of student center, it has become the focus of the reform of vocational education teaching methods in China.

5. The Teaching Method Strategy of Secondary Vocational Education

The reform of teaching methods is the highlight of teaching reform. There is no law in teaching, no law in teaching, and you are in the law. The cultivation of students' quality and the improvement of teaching quality depend on flexible and effective teaching methods. Therefore, the reform of teaching methods has become the top priority of teaching reform. According to market demand and employability, according to vocational education itself Characteristics and the actual situation of students, the reform of teaching methods should also be based on the principle of "taking employment as the goal" and "taking the ability as the basis". The teaching is based on the development of student

intelligence and aims to improve the quality of teaching in a large area. Give play to the leading role of teachers, reform teachers' teaching methods, and improve the art of teaching; at the same time fully mobilize students' enthusiasm for learning, guide students to learn the Fa, and guide students to learn and learn. Throughout the world's advanced countries, the reform of teaching methods has continued to develop and achieved remarkable results. The American psychologist Bruner's discovery teaching method, the German root house paradigm teaching method, the Bulgarian Lozhanov happy teaching method and other advanced teaching methods, It provides a useful reference for teaching reform. On the basis of a large number of surveys of teachers' teaching methods and students' learning methods, the research team draws on the advanced experience of teaching methods reform at home and abroad, and sums up a series of effective teaching methods, including teachers' teaching methods and learning methods. Explain as follows:

This method integrates theory and practice. The teaching place can be either a classroom or a training base. In the middle school, the middle school, the teachers and students can complete a certain teaching task. The integrated method of integrating theoretical teaching and practical teaching has changed the traditional separation of theoretical teaching and practical teaching. Students are immersed in the situation, making teaching closer to reality and improving students' hands-on ability and comprehensive practical ability. It is conducive to giving play to the main role of students and improving students' ability to solve problems; it also highlights the application, practicality and innovation of teaching methods.

Wushenski said: "There is no interest in learning, it will stifle students' desire to seek knowledge." To stimulate interest and create a situation is an important way. Teachers should initiate situations and introduce students to the door of learning and learning. The specific practices are as follows: First, the psychological integration method. The emotional harmony between teachers and students, the heart is connected, the relationship can be harmonious, and students have a psychological security. In order to integrate teachers and students, teachers must first be tolerant, respect students, appreciate students, expect students, and create a relaxed, harmonious and safe learning atmosphere according to the students' cognitive rules, so that students can speak freely and find flashes in time. Praise, close the emotional distance between teachers and students, is the student dare to try. The second is the problem stimulating method. The problem can stimulate the students' learning needs and interests. In the teaching, the teacher should stimulate the students' senses according to the content and the students' actual problems, stimulating the strings of inspiration, igniting the fire of curiosity, arousing interest and generating Learning motivation. The problem setting should be clever, be new, be odd, be difficult and appropriate, be artistic, stir up students' understanding conflicts, stimulate students' interest in learning, and use artistic problems in the situational classroom, teachers and students. The relationship is harmonious and the students are happy to learn.

In teaching, it is necessary to give full play to the status of the student's subject, and let the students become the masters of learning. Cooperative inquiry is an effective way. The problems encountered in the study can not be solved by the individual, and the teacher can not get rid of the blistering. This requires the individual to go to the group and carry out cooperative exploration. This can not only mobilize collective wisdom to solve problems, but also achieve differences and complement each other, improve communication and table. The ability to answer is a double-edged sword. In cooperative inquiry, teachers should create a cooperative situation. Students enter the role in an independent, harmonious and relaxed environment. They will explore the problems in a bold way, think deeply, speak freely, mobilize collective wisdom to explore, and exchange ideas with each other. Teachers should give necessary guidance reflect the rationality, effectiveness, openness and operability of cooperative inquiry. On the basis of solving problems, the students' learning process and thinking extension will be improved simultaneously, so that the process and results of inquiry will develop simultaneously.

Also known as discussion learning, it is an innovative learning method that solves practical problems through mutual inspiration, mutual induction, and mutual stimulation of collective intelligence. In the teaching, the teacher guides the students to express their opinions freely on a certain topic. Whether the opinions are correct or not, the teachers and the students do not make

conclusive evaluations, so that the students can “know everything and say nothing”, and take the whole body through the mutual encouragement between the students causes a chain reaction. Other students are motivated and inspired by each other in an atmosphere of free speech. They can also utter endless opinions, express different opinions, and finally, through collective discussion, they will get a lot of information, combination and Improve and achieve the goal of creative problem solving.

Role-playing as a learning method links both personal and social aspects and is an effective practical way for students to enter roles through practical exercises. Teachers should create different role-playing situations, give appropriate guidance and on-demand, and stimulate students' passion for exercise. Let students use their knowledge to accurately analyze and judge their behaviors in the process of situational role-playing, discover deficiencies, self-improvement, self-improvement, and develop problem-solving skills and attitudes, which not only deepen the understanding of professional knowledge, It also strengthened the professional quality, shortened the distance between study and employment, and improved the employability.

6. Conclusion

The new strategy of teaching reform in secondary vocational education has a profound theoretical foundation and practical foundation. It has strong feasibility and operability. It has certain guiding significance and promotion value for the teaching reform of secondary vocational education, and provides a teaching reform for secondary vocational education.

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