

Teaching Reform and Exploration of the Course "Poultry Production and Disease Prevention" in Higher Vocational Education

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Abstract: With the in-depth development of relevant curriculum reform in higher vocational colleges, the design of curriculum also pays more attention to how to combine theory with practical application. The practice teaching of animal husbandry and veterinary professional courses has also received more and more attention. In view of the practicality and applicability of the current courses related to "Poultry Production and Disease Prevention and Control" in higher vocational schools, the main problems in the current teaching work are discussed here, and the teaching mode, teaching concept, teaching methods, content, assessment, etc. are tried. In terms of comprehensive analysis and research, the company has carried out in-depth exploration and reform of teaching work, hoping to find a new model that is more suitable for the development concept of contemporary teaching, so as to cultivate more animal husbandry and veterinary professionals who can meet the needs of enterprise and social development.

1. Introduction

With the rapid development of contemporary animal husbandry, enterprises and society have more and higher requirements for graduates of animal husbandry and veterinary majors in higher vocational colleges. How to effectively cultivate students' practical ability, practical ability and innovative spirit have become The key link in the current education reform work."Rabiology and Diseases Rule of Law" is a very important core course in the animal husbandry and veterinary profession, which will play an important role in promoting the future development of China's animal husbandry industry. However, the current traditional teaching courses still have more deficiencies, and can not meet the actual needs of students after graduation. Therefore, it is very practical to study the teaching reform and innovation of this course.

2. Problems in the Teaching of the Course "Poultry Production and Disease Prevention" in Higher Vocational Education

2.1. The teacher teaching mode is relatively simple

At present, the teaching mode of the course is too singular. In the traditional teaching process, the teacher occupies the main position, and the student has always played the role of listening to the class. The teacher blindly carries out the "cramming" teaching mode, which is acceptable to the students. The degree is not given attention[1].Through the teacher's explanation, the students almost all learned relatively systematic professional knowledge, but the control of professional skills is not very sufficient; and the students' contact with poultry in the process of practice is at the level of some visits and browsing, almost It is a practical and practical task to complete the study. This method does not really realize the original intention of the combination of theory and practice. In the future, it is difficult to apply the knowledge learned to practice. At present, many animal husbandry and veterinary enterprises have found that graduates have poor practical ability. Many graduates of higher vocational colleges are unable to meet the requirements of job requirements, and it takes almost a long time to adapt to the job.

2.2. Teaching materials are not advanced enough

At present, the content of the textbooks of this course is not advanced enough. The content of the textbooks of many colleges and universities is in a backward state. Because there is no effective combination of the actual demand standards of enterprises and society for the profession, the content of the textbooks has not been effectively updated and upgraded. The content of textbooks in many higher vocational colleges is not enough for application and practicality, and most of them focus on the theoretical teaching process, and do not pay attention to the practice teaching process[2]. In addition, the practical part of the course did not fully consider the task requirements of the post in the actual enterprise in the course of teaching, which caused many students to not adapt to the post requirements after graduation.

2.3. The assessment mode is not perfect

At present, many higher vocational colleges are not perfect in the assessment of the course, relatively speaking, relatively simple, generally based on each student's actual classroom performance, daily attendance, homework completion, end of the month test results and the end of the period. The test scores are evaluated and evaluated. Moreover, these assessments are more of a written test model, and do not take the actual operation as an important evaluation indicator. Therefore, many students only concentrate on the theoretical study part in the actual learning process, so that they can get The so-called high scores do not pay enough attention to the cultivation of their own practical skills[3].

2.4. Teacher strength needs to be improved

At present, the teaching teams of many higher vocational colleges have relatively high academic qualifications, but they generally lack practical experience. This has led many teachers to fail to bring more practical theory to students due to their own defects in the course of teaching. And practical experience. This requires the school to effectively improve the faculty of this part, and strengthen the training of practical experience, otherwise it will have a great negative impact on the overall development of students and the cultivation of skills[4].

3. Analysis on the Thoughts and Basis of the Curriculum Reform of "Poultry Production and Disease Prevention" in Higher Vocational Education

The fundamental purpose of the animal husbandry and veterinary profession in higher vocational colleges is to train first-line and high-skilled applied talents for enterprises and society. At the same time, we must adhere to employment as the teaching orientation, cultivate application ability and technology as the main route, and always provide quality education and ability. Cultivate an important guiding ideology as a talent training, and adhere to the idea of school-enterprise cooperation and work-study combination. Only in this way can the graduates have better professional ability and practical skills, and they can give full play to their professional knowledge in society and enterprises. For enterprises, such graduates are more suitable for their own needs, and gradually become high-quality skilled professionals[5] that enterprises can use, retain and train. Therefore, the reform idea of this course is to take vocational ability as the core part, how to effectively improve the overall quality as the overall goal, and combine work and study and school-enterprise cooperation as a new guiding ideology to integrate the future of graduates effectively. As a focus of teaching, we will continue to promote the reform and innovation of the teaching content, methods and methods of the course, and form a characteristic practical teaching model that is closely linked to the actual teaching position of the subject teaching environment.

4. The Teaching Reform and Exploration of the Course "Poultry Production and Disease Prevention" in Higher Vocational Education

4.1. Improve the teaching objectives according to the needs of the company

In the process of teaching reform of the course, higher vocational colleges should pay attention to the improvement of graduates' operational skills and the needs of actual corporate positions. The course is relatively applied, theoretical and practical. It is necessary for students to systematically control the mechanism of poultry diseases, and they can skillfully apply the professional skills to prevent poultry diseases. Therefore, The course has very high requirements for students' professional quality and comprehensive quality[6]. Higher vocational colleges should start from the perspective of the professional talents needs of poultry production enterprises, and cultivate students' comprehensive vocational skills as an important task. The curriculum training objectives and the employment needs of enterprises are closely combined to cultivate a "social development" for the society. Comprehensive high-quality talents who are proficient in poultry breeding, good at disease prevention, and management.

4.2. Improve teaching mode and design on-site task teaching

The ideal mode of the curriculum reform is how to realize the concept of "combination of work and study", that is, to learn at work and work in learning. Only in this way can the students who are trained meet the needs of society and the market and cultivate better frontline work. Based on the design of the theory, the reform of the curriculum system needs to design on-site task teaching according to the poultry production process, so that the traditional "cramming" knowledge transfer-based teaching mode can be effectively broken[7]. This mode of on-site task teaching can design some practical knowledge and skills into the teaching work on the spot, and then transform it into several learning situations and teaching tasks. For example, when teaching about cow production, disease prevention, breeding cattle production and related diseases, it can be divided into several common learning situations, yak management, feeding and disease prevention and treatment. Through the design of this course task, students can better master the whole yak's management, breeding and disease prevention and other professional knowledge in the process of learning. The practical skills will greatly help them to participate in the post work. .

4.3. Design simulation training, enrich teaching mode

On-site task teaching is relatively good in teaching. It requires the school to give strong support to invest in the establishment of some small poultry farms. This teaching mode will be very popular. Having these supporting breeding bases, poultry production equipment, etc., will greatly facilitate the interpretation of the course[8]. In the course of teaching, teachers can group students, classify according to the actual breeding base, and then classify the work of the real position of the enterprise, and implement the rotation of the shift so that the students can feel during the school. The work content and work intensity of the employees in the enterprise, personally experience every aspect of the breeding process. Adhere to the leadership of students as teaching, let them participate in every aspect of breeding, which can effectively stimulate students' interest in knowledge, the desire to control skills, increase the actual production experience, and effectively improve students. Professional literacy and professional skills. In addition, it should also give full play to the guiding role of full-time and part-time teachers. In the process of task design, it should be based on practical professional knowledge and skills, fully mobilize students' enthusiasm for learning, and use the rotation and shift of students to complete various tasks. At the same time, in the actual work and study process, students are asked to sort out some common health care, nursing, disease prevention and other issues of poultry, so as to effectively maintain the continuity, scientific, practical and rational learning[9].

4.4. Design and development of new course materials

In order to effectively reform the curriculum, it is very necessary to design and develop new

curriculum materials, abandon traditional teaching materials, develop new curriculum materials according to the actual situation of poultry production and disease prevention, and screen some of the research expertise and skills. Arrangement, the actual operation and tasks are combined and distributed. In the new course materials, some common poultry disease prevention and control technologies should be interspersed, and new and unique textbooks with special needs should be developed. For example, the preparation of teaching materials can cover the actual content of some typical post work, such as the production of dairy cows, preparation before breeding, production and breeding of beef cattle. Each part is divided into several tasks, such as poultry production, management, and disease prevention, so that students can better master the knowledge and professional skills when completing their learning tasks.

4.5. Reforming the curriculum assessment model

The traditional curriculum assessment model is relatively outdated. Therefore, it is very necessary to adopt a new assessment model, such as the whole process of tracking and assessment methods, effectively combining the "theory combined with practice" assessment system[10]. According to the task completion status and actual mastery level of the students in the "post simulation training", the relevant management personnel and teachers of the training base will conduct comprehensive fairness evaluation and evaluation, and give more performance evaluation for actual work. Concerns, let students feel the fun in the actual study work, enjoy their work results, systematically improve learning, production capacity, and bring positive effects to their own management experience, practical experience, and professional skills. In the new assessment process, the student's performance appraisal and work task completion rate accounted for 80% of the total score, while the final knowledge assessment accounted for 20%. This test mode can reflect the results of the practice teaching reform work more realistically and comprehensively.

5. Conclusion

In summary, through this post-simulation training reform teaching mode, students can better grasp the knowledge they have learned, improve their professional skills, and transfer the classroom to the training base can also effectively improve students' interest in learning. The realization of the "work-study combination" teaching philosophy. Through this shift training mode of shifts and rotations, students can independently master and practice some professional knowledge, effectively improve their sense of responsibility, increase their own work experience, and realize seamless integration of enterprises entering the enterprise in the later stage. To a great boost. Through this new teaching mode, students are better adapted to poultry production and disease prevention and control, and truly achieve the goal of reform and innovation of the curriculum.

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