

# Application of Practical Teaching in Pedagogy of Higher Vocational Colleges

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**Abstract:** *Practical teaching is an important part of higher vocational college pedagogy and an important means to improve students' professional skills. Higher vocational colleges should increase their research and investment, actively organize and implement it, and give full play to its teaching role. This paper first outlines the basic concepts and construction principles of practical teaching, discusses the problems existing in the application of practical teaching in higher vocational college pedagogy, and puts forward solutions to the problems.*

**Keywords:** *Practical Teaching, Higher Vocational Colleges, Application*

## 1. Introduction

The purpose of education is to cultivate people to meet the needs of social development, and to enable students to establish correct values and master survival skills. Higher vocational colleges mainly cultivate Skill-type students, so we should give full play to the role of practical teaching, improve students' comprehensive quality through optimizing the application of practical teaching in teaching, and help students become people with ability to meet the needs of society and market.

## 2. Brief introduction of practical teaching

### 2.1. The connotation of practical teaching

Practical teaching is an important part of teaching activities and an effective way to consolidate theoretical teaching. Higher vocational colleges are mainly task to help students move from school to their posts, improve their comprehensive quality and establish their correct values. Practical teaching covers three parts: experimenting, practical training and practical teaching. Students are taught to do experiments through experiments to learn the application of theoretical knowledge; We should strengthen students' mastery of professional skills through standardized training operations; Through concentrated internships, students can enter enterprises and go to jobs, laying a solid foundation for entering jobs in the future. To sum up, practical teaching is a practical process from school to enterprise, from simple to complex, mainly through the guidance and help of teachers to improve students' operational ability, so as to achieve the purpose of cultivating professional skilled students in Higher Vocational Colleges.

### 2.2. Construction principles of practical teaching

Practical teaching is an important means of education. In order to achieve its educational purpose, it is necessary to master scientific practical teaching methods and build a scientific teaching system. The construction of practical teaching should follow the following principles. First, we should follow the principle of distinctiveness.[1] Each higher vocational college determines the characteristics of practical teaching according to its own school running characteristics and professional settings, and takes the improvement of technology application ability as the main line of practical teaching, and build a practical training mode that conforms to the characteristics of schools and students. Secondly, we should follow the principle of practicality, build practical teaching that fits well with professional posts, and carry out practical teaching by majors and levels to meet the needs of students of different majors and levels. Finally, we should follow the principle of mixed type. The so-called mixed type refers to the combined application of various teaching methods or means, innovate the practical teaching mode, and improve students' understanding and practical ability of practical teaching.

### **3. Problems in the application of practical teaching in pedagogy in higher vocational colleges**

#### ***3.1. Setting practical teaching goals deviated from reality***

In practical teaching, there is a situation that goal setting is deviated from reality. Goal is the direction and incentive of any action, and goal setting is the key to realize the timeliness of teaching. At present, many higher vocational colleges still focus on the cultivation of students' theoretical knowledge, and there are conceptual contempt or insufficient investment in practical teaching. This situation causes teachers and students to pay insufficient attention to practical teaching, which weakens the goal of practical teaching. On the one hand, the setting of training goals is too high, and the goals cannot be set according to the actual situation of students and schools, resulting in the target is empty, can not play the due incentive role. On the other hand, goal setting and teaching content are out of line with social and market needs, leading to deviation from the direction of action. The most direct impact of the deviation in the setting of practical teaching objectives in higher vocational colleges is that the effect of practical teaching is greatly reduced, thereby affecting the improvement of students' comprehensive ability.

#### ***3.2. Students' formalized participation in the practice process***

The main participants in practical teaching are students. Students strengthen their cognition and thinking of professional theoretical knowledge through their own practical operation, so as to achieve self-improvement. At present, there are great differences in the levels of students in higher vocational colleges.[2] Many students lack learning motivation, lack clear goals, and deal with practical in recklessness. This light practice thinking is caused by many reasons. On the one hand, the school's understanding and publicity of practical teaching are not in place, resulting in students' failure to pay attention to it ideologically. On the other hand, due to the time, site and other reasons in the practice process, the degree of students' participation in practice is relatively weak, and students cannot solve their own puzzles through practice, which reduces their enthusiasm for practical teaching. Practice is an entry point for students to quickly adapt to work after they go to their posts, which is of great significance for students' later development. Higher vocational colleges should analyze the causes of the problems in depth, solve the root causes, and improve the enthusiasm of learning participation to avoid formalism.

#### ***3.3. Poor practical teaching assessment and inadequate summary***

Higher vocational colleges focus on the assessment of the quality of theoretical teaching. Whether teachers or students, they mostly start with quantifiable theoretical assessment, and lack the assessment of the quality of practical teaching. This situation leads teachers and students to devote more energy and time to theoretical teaching, and ignore practical teaching. The lack of independent and systematic practical teaching assessment leads to inaccurate grasp of the quality of practical teaching, which cannot be adjusted in time with the help of assessment feedback, affecting the quality of teaching. In addition, higher vocational colleges lack a summary of practical teaching, which is mostly incorporated into their professional course grades, and there is a lack of detailed evaluation and summary in the process of practice. Summary is an important part of discovering teaching rules, and whether the summary content is detailed or not is also related to the improvement of teaching quality. Therefore, higher vocational colleges should strengthen the assessment and summary of practical teaching, in order to encourage and force teachers and students to participate in and self-improvement.

### **4. Strategies of practical teaching in pedagogy of higher vocational colleges**

#### ***4.1. Formulating practical teaching objectives in line with reality***

Higher vocational colleges should conduct in-depth research and formulate practical teaching goals according to the school's professional settings, school running characteristics, teachers' team, and students' characteristics, etc. The goal is to make teachers and students have a clear positioning for the teaching plan and clarify their own direction of efforts. In order to achieve the goal, higher vocational colleges should also innovate practical teaching methods, strengthen all links of practical teaching, the management and construction of teaching staff, in order to comprehensively improve from the school level, and achieve the all-round management with goals, plans and assessments. We should take multiple measures at the same time, actively promote the application of practical teaching in higher vocational colleges' pedagogy, and let students realize that reasonable goal setting is the prerequisite for achieving

development at the school stage. Then we should let them learn to make plans and goals for themselves, plan reasonably, and achieve the goals through goal decomposition. Higher vocational colleges should also decompose the objectives of practical teaching, strengthen their own weak links and give full play to their school expertise.

#### ***4.2. Improving students' enthusiasm to participate in practical teaching***

The main reason why students are unwilling to participate in teaching practice activities is that they still cannot fully understand the importance of practical teaching. In view of this, firstly, higher vocational colleges can increase publicity and make students fully realize that practical teaching is not a process, but a way to learn important knowledge and help transform theoretical teaching achievements through propaganda activities, It is an effective way to help transform the theoretical teaching results into practical experience. Higher vocational colleges can promote practical teaching through competitions. Through competitions, students can take the initiative to study, conduct in-depth research, find deficiencies, stimulate potential, and cultivate students' practical ability and innovative thinking, in order to lay a solid foundation for future development. Secondly, Higher vocational college should strengthen the combination of practical teaching and post skill training, so that students can realize that the knowledge learned today is the capital for future survival, and students will actively participate in it. Higher vocational colleges can also take this opportunity to innovate teaching programs and syllabus, take the post skill requirements as the goal, and guide teaching practice, so as to explore practical teaching programs that meet the professional requirements, and complement and form a joint force with theoretical teaching[3].

#### ***4.3. Strengthening the assessment and summary of practical teaching***

Reasonable and appropriate assessment can make positive progress, whether to the growth of teachers, or to students' learning development, often has a positive role in promoting. First of all, we should establish an assessment mechanism for teachers, formulate assessment rules according to job responsibilities, and divide the evaluation standards of excellent, medium and poor, so as to form a benign competitive situation and improve the quality and effectiveness of practical teaching. This requires higher vocational colleges to strengthen the construction and management of practical teachers, clarify the division of labor and responsibilities, and facilitate the implementation of assessment. Secondly, we should strengthen the assessment of students' practical teaching, no longer include the assessment of practical teaching into the curriculum score of this major, but separate the practical courses, in order to improve the attention of teachers and students, and mobilize the initiative of learning through assessment. Finally, higher vocational colleges and teachers should strengthen the summary of practical teaching, for example, by holding teacher symposiums, spot checking practical teaching, collecting students' feedback information and other ways to grasp the current situation and existing problems of practical teaching, and adjust and solve them in time. The purpose of assessment and summary is to strengthen the restraint and promotion of teachers and students, so that teachers and students can face up to problems, improve their enthusiasm, and then realize the purpose of flexible application of practical teaching in higher vocational colleges.

#### ***4.4. Perfect the theoretical system of practical teaching, and effectively change the concept of education and teaching effectively***

In the traditional practice teaching process, higher vocational colleges time management system is not very sound, the management consciousness is relatively weak, which caused the extensive practice teaching management mode, the concept of education management is relatively backward, still stay in the traditional teaching experience and education methods, not with the change of times and teaching background, make the corresponding adjustment, including innovative elements, which for the practice teaching effect effectively caused a certain negative impact. Higher vocational colleges need to consider the practice of the practical effect in higher vocational college education use and perfect teaching theory system has some close relationship, in the specific process of the implementation of the teaching work, first to strengthen the construction of the relevant system, to promote the practice teaching quality, in the process, need to set up relevant practice center management department, and select experienced and highly responsible teachers in the school management, completes the division of work, coordinate the practice activities, and strengthen the infrastructure construction, further promote the application of time teaching in education process. The school needs to follow up the practical teaching process of each student, and the major practical achievements, it should effectively take the personalized development of students and the needs of students as an important reference for education, and promote the development of each student through the improvement of the practical teaching theory system. Professional curriculum

teachers need to change education teaching ideas and ideas, to improve the attention of practical teaching, and in the process of classroom teaching related to carry out the variety of practical classroom activities, for students to show platform, and to create a good learning environment, in order to improve their practical ability and comprehensive quality. The fundamental significance of pedagogy course is to provide more high-quality talents for the national education cause. If it only instill a single educational theory into students during the school period, it may lead to the imbalance of students' ability development, and is not conducive to the improvement of students' practical ability. Takes this into account, teachers should closely combine the theoretical knowledge of subject teaching with the content of practical teaching, so as to improve the application quality of practical teaching in pedagogy.

#### **4.5. Innovate practical teaching methods to improve the quality of teachers**

Higher vocational colleges to apply practical teaching to pedagogy requires that teachers in the school should constantly innovate the methods and means of practical teaching. In the process of classroom teaching, they should organize multiple practical teaching inquiry groups for students, and assign some driving teaching tasks according to their existing teaching experience and ability. In this process, the teacher to leave students more time, as much as possible to avoid too much interference, only need to give scientific guidance to students, assistance in its need, pay attention to let students develop the consciousness of independent thinking and the ability of independent learning, targeted to cultivate the shortcomings of students, help them to improve their own ability.

Higher vocational college teachers need to continuously improve the quality of the teaching team, the school can invite some senior practice teaching experience of teachers or experts and scholars, choose the appropriate place teachers' symposium, and in the school organization of teachers practice teaching skills competition, provide more platform for professional teachers to grow and practice teaching resources, further promote teachers' professional teaching quality, and to make subtle demonstration influence for students. Teachers need to actively interact and communicate with students, master the development trend of students, and ensure that students can more adapt to the development trend of practical teaching under the background of the new era.

### **5. Conclusion**

The application of practical teaching in pedagogy in higher vocational colleges is a process that requires the participation of all school staff. The school should clarify its goals, find out its positioning and direction, and actively organize and implement it; Teachers should improve their self teaching ability and guide students to face practical teaching correctly; Students mobilize their subjective initiative and actively participate in practical teaching. Only by paying attention to practical teaching and implementing it in an all-round way, can higher vocational colleges cultivate students with core competitiveness.

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