

Teaching and Auxiliary Integration Mutual Aid and Cooperative Teaching Practice in Higher Vocational Colleges

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Abstract: *With the continuous deepening of the new curriculum reform in higher vocational colleges, the teaching units of higher vocational colleges are also constantly researching and innovating appropriate teaching modes to adapt to the pace of the new curriculum reform in higher vocational colleges and respond to the requirements of the new era. The teaching mode of "integration of teaching and auxiliary, independent and mutual assistance, and cooperative inquiry" has been widely used in various disciplines. The effective use of the teaching mode of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" in the course teaching of higher vocational colleges can stimulate the learning enthusiasm and desire for knowledge of higher vocational students, ensure the effectiveness of curriculum teaching in higher vocational colleges, and achieve Teaching objectives. Based on this, this paper discusses and analyzes the teaching mode of "integration of teaching and auxiliary, independent and mutual assistance, and cooperative exploration" from multiple perspectives.*

Keywords: *Higher Vocational Colleges, Teaching and Auxiliary Integration, Mutual Aid and Cooperative Teaching*

1. Introduction

"Autonomous learning" is a very clear pedagogical concept in the new curriculum reform of higher vocational colleges. "Autonomous learning" is the symbol of high-quality education in today's era, focusing on core education. The learning habit of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" is conducive to stimulating the subjective initiative of higher vocational students, and is conducive to implementing the educational concept of "higher vocational students as the main body" in the classroom, making higher vocational students more enthusiastic and curious. Helps to encourage vocational students to become true masters of the learning process. When using this teaching mode to teach, teachers of higher vocational colleges should provide free and comprehensive learning thinking and space for higher vocational students to ensure the effectiveness of this teaching mode.

2. Teaching and Auxiliary Integration Mutual Aid and Cooperative Teaching Mode

Through the practical significance of "independent mutual aid and cooperative investigation" teaching, the teaching mode of "independent mutual aid and cooperative investigation" can be embodied in various forms. Vocational teachers can discuss the theoretical knowledge of vocational teachers in the classroom, and express their understanding and ideas by grouping higher vocational students for autonomous learning. In the courses of vocational colleges, we must first understand the actual situation of vocational students. [1]At this time, the thinking of vocational students is not mature enough, and their cognitive ability is not mature enough, but their imagination and thinking divergence are the strongest, and their enthusiasm and energy for knowledge are also very high. Higher vocational teachers can incorporate this characteristic of higher vocational students into the formulation of lesson plans, and use appropriate means to introduce the learning model of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" to higher vocational students. This teaching mode is an attack and innovation on the traditional teaching mode. In the traditional teaching mode, vocational teachers often play a huge role of "absolute leaders", and the one-sided transfer of knowledge makes the learning process of vocational students very passive. The teaching model of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" pays more attention to the autonomy, innovation and subjective initiative of higher vocational students, and establishes a higher

vocational student-centered teaching system that is more in line with the educational concept of the new era[2].

3. Problems existing in teaching and auxiliary teaching in higher vocational colleges

Problems existing in the strategy of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" in the curriculum teaching of higher vocational colleges:

(1) Form is greater than content. When higher vocational teachers divide higher vocational students into groups for group study, the purpose of group study is often weakened. When teachers ask questions, they often lead vocational students to think about the curriculum. When higher vocational students fall into self-thinking, they usually also give up the concept of "group", so that there is no communication between groups, which makes "group" a superficial form and does not play a real role. Teachers in higher vocational colleges should subtly cultivate the team consciousness of higher vocational students, encourage higher vocational students, explore cooperation, and realize the real purpose of group cooperation.

(2) The curriculum of vocational colleges lacks attention to the personal psychology of vocational students. Because vocational students do not have mature psychological and cognitive skills, they are more likely to be emotional. Higher vocational teachers should pay attention to encouragement and rewards, as well as incentives for higher vocational students. When evaluating learning outcomes, vocational teachers should also pay attention to personal growth performance when evaluating and rewarding groups. Vocational teachers often pay attention to the evaluation of the group, ignoring the progress and growth of individuals. However, higher vocational teachers should pay more attention to the personal psychological changes of higher vocational students, so as to avoid higher vocational students from ignoring their subjective feelings of self-development and progress.

(3) Difficult teaching goals are the main task of curriculum design throughout the entire teaching process, and are also a step that has a significant impact on future teaching. Vocational teachers are the leaders of "cooperative exploration" of higher vocational students' learning styles.[3] Therefore, in order to achieve the teaching goals and achieve the teaching goals, higher vocational teachers should have a deep understanding of the teaching materials, so as to have a clear understanding of the teaching concept, and further formulate a reasonable teaching plan. Combined with practice, rhythm teaching is carried out, and higher vocational students are guided to develop the habit of cooperative research study.

(4) Higher vocational students have different enthusiasm for cooperative learning. The biggest advantage of group study is that it allows vocational students to take the lead in their study. There must be good students and poor students in group study. Through this distribution, the goals of good and evil can be achieved. However, if top vocational students blindly claim to be "teachers" in their later learning process, they lose the purpose of group cooperation.

4. Measures to realize the existence of mutual aid and cooperative teaching in higher vocational colleges

Measures to improve the effectiveness of the teaching mode of "integration of teaching and auxiliary, independent mutual assistance, and cooperative exploration" in higher vocational colleges:

(1) Improve the effectiveness of classroom teaching. For higher vocational teachers, mastering knowledge is a problem that higher vocational teachers should pay attention to. Only with a certain understanding of the knowledge of higher vocational students can it be beneficial to formulate the next course. Questioning is a teaching method commonly used by higher vocational teachers to understand the knowledge mastery of higher vocational students, but when asking questions, attention should also be paid to the actual difficulty of the problem, and flexible questioners should be used in combination with practice. Combining the curriculum modeling ability of higher vocational colleges with the cooperation model of "less talk, more introduction, less teaching, and more practice" aims to make the teaching model more detailed and implemented, and help higher vocational students to better grasp the Relevant knowledge of high school and vocational college courses.

(2) Encourage higher vocational students to study in groups when they cannot work collectively, and learning is like the cooperation model of "less talk and less practice", which is tantamount to the disintegration of small groups of teachers and students in traditional teaching, and it is also to fully cooperate in learning. , to provide a self-study platform for vocational students, and teachers of vocational

colleges should encourage students to conduct collaborative group learning. At the same time, in this group teaching mode, similar to the traditional form of educational cooperation, higher vocational teachers cannot make permanent grouping decisions, they must be mobile groups, and higher vocational teachers can play the role of an intermediary to communicate with other higher vocational teachers. Students make suggestions, and vocational students who encounter certain difficulties should contact other vocational students before deciding on the members of the learning cooperation group, and in the next new training course, just continue to maneuver. [4]Such group learning forms have become more flexible and diverse, which not only improves the work efficiency of the "less talking, less exercise" cooperation model, but also improves the collective spirit and social skills of vocational students. In the next new course, you can easily Get the best vocational students in cooperative learning. In addition, through the form of group learning, we can think more deeply about the cooperation model of "less talk, less training". For example, through the role exchanges between vocational students and teachers Vocational students decide on their own the form of study in the next stage. The form of group training endows the cooperation model of "less talking, less friction" with vitality.

(3) Cooperation and mutual assistance teaching is the teaching task set by teachers, and design teaching task is the premise of realizing cooperation and mutual assistance. In the design of teaching tasks, from the following aspects of a profound understanding and practice. First, the students' teaching objectives are determined according to their basic knowledge and ability. If the teaching task is too simple, it will lead to the lack of deep cooperation and mutual assistance experience, and the use of a single teaching method for a long time will weaken the students' thirst for knowledge. The teaching task setting should have a certain difficulty, but also to ensure that students can not complete the task correctly in the learning process. Secondly, the teaching task is designed according to the operability of the actual teaching activities. The teaching content of cooperative and mutual aid teaching must be operable. If it is a new curriculum with some concentrated knowledge points and strong theory, it is not suitable for cooperative and mutual aid teaching, while application-oriented, practical and expanded knowledge is a better choice. When completing the homework, we should reasonably design the tasks suitable for individual learning and cooperative learning, so as to improve the students' independent ability and team spirit.

(4) Establish collaborative mutual teaching process should be according to higher vocational colleges professional setting, the characteristics of different teaching content, appropriate adjustment, reasonable design teaching link, ensure that each teaching stage should fully show teachers design guide, students' mutual communication comprehensive penetration, make cooperation and mutual learning throughout the teaching preparation teaching implementation and teaching summarizes the whole process.

First, the preview stage. In the early stage of teaching, the task of teachers is to analyze the students' basic ability and cognitive level, determine the teaching content, formulate teaching objectives, design the teaching process, and assign teaching tasks. Review the relevant knowledge, consult the information, conduct the group discussion, and complete the group homework.

Secondly, the teaching implementation stage. Closely combined with the teaching content, from the teaching process of teaching problems, group cooperation and exchange, collective results report, phased comments, group report learning effect, group report learning effect, overall evaluation of teaching effect, the teaching process.

Finally, the after-class summary stage. After the completion of the teaching activities, the teacher comprehensively analyzed the details and elements of the teaching activities such as classroom teaching preparation, classroom teaching implementation process, teaching method and completion of teaching tasks through the group report, teacher-student discussion, teaching process, effect evaluation and other methods. The teaching method and the completion of the teaching tasks are comprehensively summarized, and the teaching method is improved and redesigned.

In the expression form of teaching case construction, the characteristics of diversity will inevitably show due to the differences of teaching content. For example, teamwork and mutual learning can be conducted in class, through the Internet, teaching websites, mobile phones, text messages, and the class results reports can be explained either in language or their own research results. In short, in the teaching process, we should pay attention to the students' independent participation, interaction, mutual assistance, communication, adapt measures to local conditions, the overall grasp of the whole teaching, so that the teaching activities give full play to their complementary advantages.

(5) To establish a complete learning framework of subject and independent communication, vocational college students are in the stage of ability and knowledge reserve before entering the society, and can acquire knowledge independently and efficiently, which is an important form of education that

college students are generally willing to accept. Through group cooperation, mutual help teaching mode, changed the previous passive "authority-obedience" one-way knowledge teaching mode, formed a "discussion-communication-participation" pleasant equality of new relationship, make up for the lack of traditional teaching structure, make students good personality and initiative to reflect, teaching interpersonal resources function give full play and use, comprehensive and complete learning structure is established.

In the process of cooperation and mutual help teaching, the implementation of each teaching link makes students change fundamentally from subjectivity status to subjectivity status, and change from dependent thinking to active exploration type. In cooperative mutual aid teaching, through the team members to exchange resources, exchange information, mutual assistance, mutual assistance, common responsibility, improve the process, greatly promote and exercise students clarify ideas, express opinions, dare to communicate, active communication, actively cooperate with others, carry forward the team spirit, unity and cooperation of healthy social good personality and ability, laid the future foundation to better adapt to the needs of society.

5. Conclusion

To sum up, in order to make the cooperation model of "less talk, more introduction, less teaching, and more practice" to be successfully constructed and effectively implemented in the curriculum of high school and vocational colleges, preventive measures must be taken first. Secondly, it is necessary to agree with the concept of curriculum modeling ability in higher vocational colleges, condense knowledge points at the theoretical level, and guide higher vocational students to form their own opinions, which not only makes up for the short teaching time of higher vocational teachers, but also can develop higher vocational teachers Students' thinking, play the role of "four or two tractions", and reflect the teaching importance of this teaching mode as much as possible; finally, let higher vocational students form study groups, conduct research and discussions every day, and provide higher vocational education. Students are provided with a learning platform where they can conduct research and research independently. All in all, this teaching mode is actually to create a "blank space" for the learning space of higher vocational students, so that higher vocational students can develop independently and improve their autonomous learning ability.

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