

Project teaching design under the goal of improving professional mobility

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ABSTRACT. *With the development of social development to put forward higher requirements for personnel training, aiming at cultivating vocational college students' professional action ability, the project teaching design is cited in the training of vocational teaching talents. Practice has proved that the project teaching design is carried out in the vocational school training course teaching, the replacement of the car timing belt project as the teaching carrier to complete the teaching design, the exploration and analysis of the vocational education teaching mode, combined with the vocational action ability teaching reform in China's vocational schools Make your own suggestions.*

KEYWORDS: *vocational action ability improvement; project teaching design; teaching optimization*

1. Introduction

Project-based teaching refers to the teaching activities carried out by teachers and students through the joint implementation of a complete project work. It is a kind of “behavioral-oriented” teaching method. In the teaching process, students are the main body, the project is the carrier, and the task is the driving force to improve the initiative and participation of students[1], and pay attention to the cultivation of students' professional quality and core competence. Taking the course of “Professional Etiquette” as an example, this paper adopts the project-based teaching method, and pays attention to cultivating students' professional action ability in the process of teaching implementation, and finally realizes the training goal of higher vocational education.

2. Course goal design

“Professional Etiquette” is a compulsory course for higher vocational colleges. Through the design of the course “Professional Etiquette”, students can use common etiquette knowledge to analyze daily life phenomena and behaviors at work, and how to target themselves[2]. The situation makes your behavior become ceremonial. Guide and help students to summarize the basic knowledge and basic theories of the content, basic principles, and etymology of the etiquette. Establish a smile service, customer-oriented service concept; improve students' communication and teamwork skills; cultivate students' good professional ethics and professionalism. Ultimately, students are able to use the normative standards of etiquette and have the professional ability to work in modern corporate work.

2.1 Capability goal

Can be combined with their own characteristics to modify, beautify their own appearance, choose the right clothing; can show good manners and use standard communication etiquette in communication; be able to comply with the etiquette norms in the workplace in the workplace; Standardize, organize meetings, organize various business activities[3]; be able to pay attention to the etiquette of the public in public places, obey public transportation etiquette; be able to implement basic etiquette norms in foreign exchanges.

2.2 Knowledge objectives

Understand the importance of etiquette; understand the content and basic principles of etiquette; grasp the etiquette requirements of personal image; master the normative standards of public etiquette; master the normative standards of communicative etiquette; grasp the normative requirements of daily work etiquette; understand the norms of Chinese folk etiquette; Master the basic requirements of foreign etiquette.

2.3 Quality objectives

Cultivate students' law-abiding and good professional ethics awareness; enhance service awareness, establish a customer-oriented service concept; improve

students' awareness of etiquette, etiquette, and etiquette; cultivate students' ability to learn independently and self-management; the ability of teamwork; improve students' ability to analyze and solve problems; have a certain ability to speak in a foreign language[4].

3. Course content design

The content of "Professional Etiquette" is guided by the work process of the company's human resources management. According to the etiquette content involved in the job recruitment and employment of the employees recruited by the company, the project design is designed, and a total of three in-class projects and one design are designed. Extra-curricular projects, in-class projects are company staff _Y-recruitment, company daily work etiquette training, company foreign etiquette training. The extracurricular project is a national folk etiquette training. Each project is also set up with a specific task. as follows [5]:

In-class project 1: company employee recruitment

Tasks (1) CV design; tasks (2) appearance display; task (3) instrument display; task (4) appearance display; task (5) self-introduction.

In-class project 2: The company's daily work etiquette training tasks (1) public performance etiquette for scene performance; task (2) scene performance work etiquette; task (3) ceremonial ceremonial performance; task (4) scene performance gift Etiquette; task (5) formulate etiquette specifications for Chinese food banquet; task (6) formulate etiquette norms for western food banquet; task (7) ceremonial etiquette for scene performance; task (9) ritual activity etiquette for scene performance.

In-class project 3: Company foreign-related etiquette training

Tasks (1) Foreign religious etiquette training; Tasks (2) Foreign etiquette and customs training; Tasks (3) Foreign visits etiquette for scene performances; Tasks (4) Foreign festivals for scene performances.

Extracurricular Project 1: Corporate Folk Etiquette Training

Mission (1) Chinese life etiquette training; task (2) Chinese program etiquette training. The content of the course is designed to integrate the chapters of traditional

textbooks, and to design the etiquette, etiquette, etiquette, etiquette, workplace etiquette, activity etiquette, public etiquette and foreign etiquette as 17 specific tasks in the course, task design Fully emphasized the importance and significance of workplace etiquette, using scene simulation, role-playing and other specific methods, taking students as the main body, teachers as the guide, let students do middle school, learn to do, learn to do, and truly improve the workplace etiquette The application ability of the skills has better highlighted the professionalism, professionalism and applicability of vocational education.

4. Teaching process design

In the process of teaching, the specific tasks of the company's human resource management are used to implement classroom teaching, focusing on cultivating students' standards of etiquette in the workplace. In the first class, students will briefly introduce the teaching objectives, teaching content, teaching progress and assessment methods of this course, so that students have a preliminary understanding of this course[6]. Then establish the project teaching situation, let the students free the New Construction Company, each company consists of four to five students, who take turns to serve as the company's human resources department manager (responsible for the company's employee training program, in-class, extra-curricular project assignment, etc.), the company's new Incoming employees (post-task roles), clients; teachers as general managers of the human resources department of each company, provide guidance for companies, and give final evaluation of the learning results of each company; finally enter the teaching theme. The specific teaching process is as follows:

4.1 Introducing tasks

This course uses multimedia teaching to enhance students' interest in learning through case studies, photo presentations, videos, etc., and introduces the tasks of this lesson.

4.2 Layout tasks

The teacher distributes the task book to each company, explains the specific tasks of the class, proposes the learning requirements, and answers the questions of the students.

4.3 Learning Action

The staff of each company (student) work together to complete the learning tasks of this lesson in accordance with the study task book and task requirements, write the drama tea, and summarize the standards and simulation scenarios of the various workplace etiquette skills involved in this lesson. The general manager (teacher) of each company's human resources department participated in the discussion of each company and guided the tour.

4.4 results show

Each company will display the results separately, requiring all members of the company to participate in the results display, complete the learning products within the specified time, other companies should carefully observe, and compare with their learning products and performance, learn from each other; general manager (The teacher) checks the learning outcomes of each company and records the strengths and shortcomings of each company.

4.5 results reviews

The companies commented on each other, and then the general manager (teacher) commented that the general manager affirmed the advantages of each company in a commendable way: to provide perfect suggestions for the insufficient areas, and to answer the questions raised by the companies.

4.6 repair and improvement

Each company revised and improved the proposed changes; the general manager (teacher) toured and guided.

4.7 Knowledge point induction

The general manager guided the companies to summarize the knowledge points of the lesson, and each company separately summarized the knowledge points, and finally the general manager commented.

4.8 performance assessment

Teacher assessment (70%): assessment score sheet (teacher use table); student evaluation: student self-assessment (10%), assessment score sheet (student table), mutual evaluation between groups (20%), assessment score sheet (student Use the table).

4.9 summaries

The general manager sums up the completion of the task, points out the problems in the process of completing the task, and proposes individual rectification opinions, affirming the advantages of each group in a commendation manner, and making reasonable suggestions for the insufficient areas.

4.10 Assigning assignments and tasks for the next lesson

Assign assignments and tasks for the next lesson, and provide students with the learning materials for the next assignment, and ask for learning.

5. Assessment design

The process assessment for process assessment includes the A-line project in the class and the assessment of the extra-curricular B-line project. The A-line project in the class mainly assesses the completion of each project. The scores are composed of teacher evaluation (70%), student mutual evaluation (20%) and student self-evaluation (10%). The results of the extracurricular B-line project are Teachers (100%) given;

The second is the final assessment, which is conducted in the form of a 100-point

test paper. The content of the assessment is mainly the basic theoretical knowledge of etiquette and the analysis of etiquette cases.

6. Conclusion

In the implementation process of higher vocational colleges, the project-based teaching method always adheres to the work process-oriented, concretely theoretical knowledge into real work activities, acquires knowledge and skills in real or simulated professional situations, and in the teaching process. In the middle, we adhere to the guiding ideology of “student as the main body and teachers as the guide” to strengthen students' ability to analyze and solve problems in the process of learning and work, thus improving the professional action ability of vocational students.

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