

Reform and Practice of Teaching Model in Higher Vocational Colleges Based on National Vocational College Teacher Skills Competition ——Take "Urban Rail Transit Attendant Series Courses (Ticketing Management, Service)" as an Example

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ABSTRACT. *In the context of the National Vocational College Teacher Skills Competition, teachers reflect on the deficiencies in the curriculum by participating in the competition. Based on the analysis of the learning characteristics of the vocational students, the blended learning mode of "online" + "offline" is adopted, and the reform and practice of the teaching mode are carried out by taking "Urban rail transit attendant series courses(Ticketing management, Service)" as an example. Combined with the characteristics of the urban rail transit professional courses, detailed descriptions are made from three aspects: teaching design, classroom teaching, and teaching evaluation, which fully embodies the teaching concept of Student-centered and teacher-led, hoping to provide reference for the reform of other courses.*

KEYWORDS: *Higher vocational colleges, Blended learning, Student-centered and teacher-led*

1. Introduction

The National Vocational College Teacher Skills Competition is a competition initiated by the Ministry of Education to improve the teaching ability of all vocational college teachers. This event requires teachers to pay attention to the timeliness of teaching, choose appropriate organizational forms and teaching resources, expand teaching time and space, meet personalized learning needs, pay attention to information collection throughout the teaching process, and adjust teaching strategies in time according to the problems reflected [1]. In contrast, at the current stage of higher vocational colleges, very few courses can meet the requirements of the competition. Therefore, by participating in competitions to reflect the deficiencies in the current teaching, and based on the learning characteristics of students, it is particularly urgent to apply the new concepts, new methods and new technologies to the curriculum reform.

2. The learning characteristics of vocational students

2.1 Strong internet dependence, and active thinking

Young people growing up in the information age can receive various forms of Internet information. The emergence of platforms such as micro-media and self-media such as Kwai and Tiktok has made the dissemination of unofficial information faster and have unprecedented influence[2-3]. This also leads to higher and higher vocational students' dependence on the Internet. Whether it is to find information or understand current affairs, students can not do without the Internet. Rich Internet information has also brought students more active thinking. With the help of the Internet, they can acquire more learning methods and skills.

2.2 The goal is not clear, but the scope is wide

Students in higher vocational colleges are more concerned about employment issues after graduation. They should have clearer learning objectives. However, due to improper selection of teaching models, most students

leave the enterprise and are not clear about the technical skills required by the enterprise. This also led to students not forming clear learning goals. Especially in the extracurricular study time, students do not have clear goals, so it is more widely involved in various learning materials and participate in various learning activities, which also makes the students' learning more extensive.

2.3 Unwilling to learn theory, but like to practice

Students in higher vocational schools generally have the problem of not willing to learn theory but willing to learn practice. In theoretical learning, what the teacher said is not proportional to what the student learned. The teacher is tired, and the student does not want to learn. In practical learning, students like to explore and are willing to try, and sometimes they will find their own summary and realize what the teacher has not said.

3. Teaching mode analysis

3.1 Analysis of traditional teaching mode

The traditional teaching mode is mainly based on face-to-face teaching by teachers. Students listen to the class, understand, take notes, answer questions, and arrange homework after class to complete the teaching. In this mode, teachers pay too much attention to the transfer of book knowledge and treat students as instilled memories. They have always emphasized that students digest and absorb the content of the lectures, which greatly affects the students' initiative to learn.

3.2 Analysis of blended learning model

Blended learning is a kind of "online" + "offline" teaching that combines the advantages of online teaching and traditional teaching. Through the organic combination of the two teaching organization forms, the learner's learning can be guided from shallow to deep, and reaching the goal of deep learning[4]. As the competition progresses, more and more blended learning models are used. The characteristics of the blended learning model include:

(1) Use the form of "online" + "offline"

The blended learning model generally adopts "online" and "offline" two ways to carry out teaching. Among them, "online" teaching is not a supplement or icing on the cake for the entire teaching activity, but a necessary activity for teaching. "Offline" teaching is not a copy of the traditional classroom teaching activities, but a more in-depth teaching activity based on the "online" early learning results[5].

(2) Use the whole process of teaching before, during, and after class

Design pre-school activities that are fun and entertaining to enhance students' interest in learning and build students' understanding of new knowledge. The courses are arranged from shallow to deep theoretical teaching and practical teaching links, integrated with the concepts of ideological and political education and labor education, and improving the technical skills and literacy of students. Deepen and improve the homework after class, diversify the evaluation of teaching effects, and prepare for the next stage of teaching.

(3) Student-centered and teacher-led

Taking student-centered and teacher-led, to give students as much time as possible for thinking, more room for activities, more opportunities for self-expression, and more joy to try success, so that students can participate in the whole knowledge formation from beginning to end. Efforts should be made to turn "teacher teaching" into "student learning", let students try, discuss, and cooperate by themselves, understand knowledge, and give full play to students' initiative in learning.

4. The Reform and Practice of Teaching Mode Based on "Urban rail transit attendant series courses(Ticketing management, Service)"

Urban rail transit attendant series courses(Ticketing management, Service) is a core course set up according to the job position of urban rail transit station. The goal of the course is to train students to have the basic

knowledge and skills of urban rail ticketing and service, so that students have a more systematic understanding. The teaching reforms taking this course as an example are as follows:

4.1 Instructional design

Through a lot of research, based on the concept of curriculum and job integration, the course teaching content is selected, and the blended learning model of "Student-centered and teacher-led" is applied to the curriculum to form a new curriculum design. Organize teaching based on the concepts of project leading, task driving and professional activity orientation, firstly clarifying the learning goals for the characteristics of students' unclear learning goals, fully mobilizing students' learning initiative and enthusiasm, and realizing the "before-in-class-after-class" full-process learning mode, as shown in Figure 1.

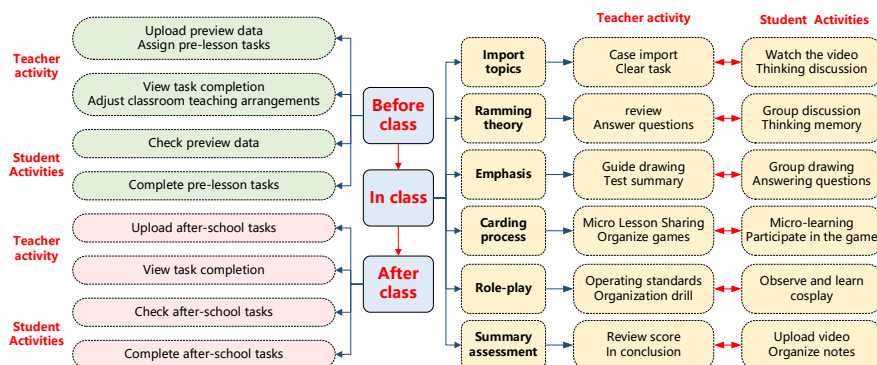


Figure. 1 Curriculum teaching design

Before the class, using the strong characteristics of the student's network dependence, the pre-class resources are released through the learning platform and the smart vocational education resource library. The students independently learn the relevant regulations, watch the micro-learning work content and operation process of the enterprise, then complete the pre-class tasks and online testing.

In the class, the student-centered teaching concept is fully reflected, and the teacher leads the students to explore, learn, and drill in all links by leading out tasks and specifying goals. Use the characteristics of students like to practice, choose X-mind software, AFC training simulation software, sorting whiteboard, AFC training room and other teaching resources for classroom learning to complete the learning task.

After the class, students went to the enterprise to observe the actual work of the customer service center, and excellent employees of the enterprise served as instructors to assist in explaining the key operations of the customer service center.

4.2 Classroom teaching

This course takes students as the main body, takes the task-driven teaching method as the main line, and adopts the game promotion mode. Each project is a major level, and each task is a small level. Every time a student completes a task, he is promoted one level. The completion of the previous task is promoted to fully arouse students' enthusiasm for learning.

The course connects to the urban rail enterprise management model. For different teaching activities and students with different characteristics, it adopts teaching methods such as brainstorming, sorting games, and role drills to teach students according to their aptitude and strengthen the focus.

Classroom teaching is based on practical teaching, using loose-leaf teaching materials to integrate the work of the enterprise and carry out project-based teaching. The teaching content is mainly the real work content and work process of the enterprise. After completing the theoretical study of the corresponding task, the role-playing method and the scenario drilling method are adopted. The teaching method is student-centered and teacher-led, guiding students to complete the task exploration independently teaching objectives.



Figure. 2 Role-playing in classroom teaching

4.3 Teaching Evaluation

Students are both the object of teaching evaluation and the main body of teaching evaluation. Among them, in the evaluation of students as objects, the evaluation methods of individual tasks and group tasks are different, especially group tasks. In order to ensure the fairness of the evaluation results, a comprehensive evaluation of four aspects is specially set up. Through the evaluation results of individual tasks and group tasks, teachers can timely understand the students' mastery of what they have learned. In addition, through the evaluation of students as the main body, timely feedback of students' learning experience is convenient for teachers to better adjust the curriculum design and improve their own performance.

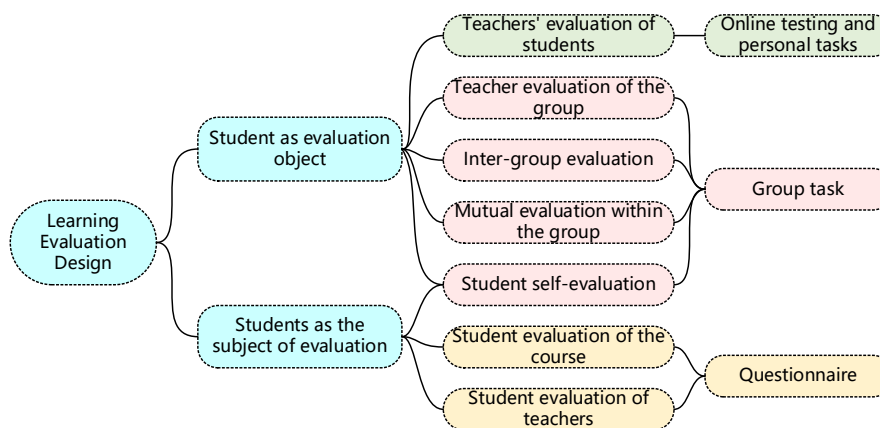


Figure. 3 Teaching evaluation design

5. Conclusion

Higher vocational students have their own unique characteristics. Higher vocational teachers need to teach students according to their characteristics in order to reap better teaching effects. The urban rail professional courses are based on the regulations of urban rail enterprises. By participating in the teaching skills competition of teachers, teachers realize the current deficiencies in teaching. By adopting a blended learning model, more regulatory content is placed before the class. In the class, conduct actual operation and exercises through role-playing and scenario drills, etc. After class, enter the enterprise to follow up with the post, fully mobilize the enthusiasm and initiative of students, make students become the main body of learning, and teachers become the dominant learning, better achieve learning goals. The entire teaching process adopts appropriate evaluation methods, which not only evaluates each student fairly, but also improves the curriculum and teachers through the evaluation feedback of students.

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