

Research on Implementation of the Teaching Process in Higher Vocational Curriculum

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Abstract: The implementation of the teaching process is the main channel to carry out good education. The aim of the implementation of the teaching process is to place emphasis on cultivating students' innovation ability and take innovation education as the point to deepen higher vocational teaching reformation. The reform of project curriculum has become the main trend of course reform in higher vocational education. The traditional curriculum teaching process has shown some disadvantages in the teaching practice in higher vocational education. The project teaching method and the task teaching method are the effective way in the common teaching process, which often play an important role in training students' ability about solving a problem. This study researches on the implementation of the teaching process in higher vocational curriculum. The implementation of project and task teaching process can improve students' vocational ability and help students to get work process knowledge. The implementation of teaching process is the advance of the curriculum reform in higher vocational education.

Keywords: Curriculum, higher vocational education, implementation, teaching process

INTRODUCTION

Specialized courses highlight the professional ability to reflect the curriculum design philosophy based on the analysis of occupational status and the specific work process (Jian *et al.*, 2009). Real tasks are the carrier organization of contents, the introduction of new teaching methods and means of implementation in real work situations. Clear course of construction concepts and ideas and pointed out the direction of development of the vocational course construction (Wang and Li, 2010). To carry out the construction based on the work process-oriented course.

Based on the work process-oriented vocational course construction is the course content to real work tasks and working process (Xin *et al.*, 2009). Integration, optimization and the various components are in the course of their work into teaching. Scientific design of the learning tasks, so that students learn in school can be consistent with the actual work (Scribner, 1999).

To construct the national higher vocational institutions, curriculum development and reform are the cores to improve the quality of teaching (Xu *et al.*, 2010). Construction engineering combined with quality professional core curriculum is the key and difficult points in the reform and construction (Zhang and Wang, 2010). Higher Vocational Education courses must break the systematic shackles of traditional disciplines. The learning process, work processes linked with students' abilities and personality development. Development of a systematic curriculum is the course of their work.

THE IMPLEMENTATION OF THE PROJECT TEACHING PROCESS

In teaching, teacher-student team forms the joint implementation of a complete project. Each project has to be analyzed, planned, implemented, evaluated and summarized.

To develop a document, a clear mandate (analysis phase): Teachers give the scenario of the study before class, thus the students can learn ready to complete the scene before the study (Yu and Jiang, 2010). Teachers hand out the student guide book, which is a detailed description of learning scenarios and clear tasks.

Analysis of the requirements specification (analysis phase): Students analyze the tasks of learning materials, tools, experimental environment according to the items on the demand for notes and tasks. The tools are provided by the understanding of teachers to meet the requirements of what knowledge needs to learn.

Division of tasks arranges (planning stage): The project manager divides the project tasks and distributes them to project members.

Project design and tendering (planning stage): Each group gathers information, discusses and writes the project design, then reports the PPT. Each group simulates the way of the bidding, selection of outstanding design by the students and teachers and gets the corresponding results.

Implementation of the project (implementation phase): The training cannot fully simulate the real

working environment and conditions, so the students should complete the project design requirements under the conditions provided in the training room.

Project to test and write a project development report (inspection and evaluation phase): Project implementation is completed; the team of students starts the cross-testing. Check whether all the project requirements and timely correct the actions.

Summarize the results of the work of stage to form a work report (final phase): Instructor in accordance with the results of the work submitted by the students, with reference to the project schedule based on the actual needs of the project, confirm and summarize results of the work of students' stage and the corresponding evaluation.

The implementation of the task teaching process: On the specific arrangements for each task, the first clear learning objectives, including the goal of professional competence, knowledge objectives; and then follow the course of their work to complete the learning content; school teachers, business experts are involved in the common assessment of learning outcomes; teachers and students make an evaluation of learning outcomes.

Specify the following tasks "Customer Login" for example.

The establishment of a curriculum development team: The main commitment to the development work of professional core courses, professional courses and development institutions, the members of tasks in the curriculum development process are focused. Curriculum to ensure that school leaders, mainly in the direction of running, policies, curriculum implementation conditions. Curriculum specialists are to provide technical guidance for curriculum development and regulation of curriculum development structure, content and implementation process. Professional teachers are the direct participants of the project of curriculum development, practitioners, implementers, are the main force of the curriculum.

Mission objectives to determine:

Capacity goal: to design the customer database table to find the stored procedure to design the customer login page, the customer data table class and the class of guest operating.

Knowledge objectives: TextBox, Lable, a Button control to master, master of the Session built-in objects to master ADO.NET to operate the database class.

Quality requirements: The ability of the team, the ability to communicate with the user.

The implementation of task content: Implementation of process design task content:

- The teacher checks students' task list, for the following questions to explain:
 - Customer login works
 - Login information preservation
 - Data stream out process
- A clear mandate:
 - Customer data table implementation
 - The Customer Login page implementation
- Analysis tasks:
 - Database design concrete steps to achieve
 - Page Login to achieve concrete steps
- **Grouping of students:** To group teachers according to the project needs and students' aspirations, generally a group has no more than three people to form a team. The members recommend a team leader. The group of students can learn from each other.
- **Design and implementation of programs:** Students in groups design solutions as a unit, the teacher gives appropriate guidance. Upon completion of the program design, simulation project bidding mode. Firstly, the team makes PPT to report before teachers, business experts, student representatives who will vote, select the

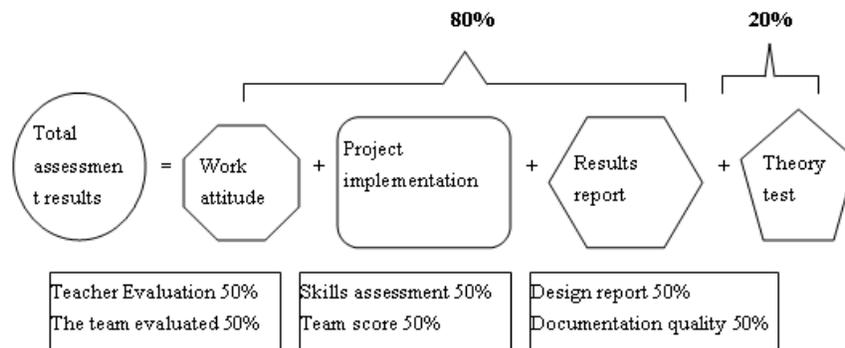


Fig. 1: Task assessment

optimal solution (successful bidder) and the winning team points.

Teachers of students' refer to solution and revise, improve their own solutions, development platform and then follow the solution.

- **Summary feedback:** Each group completes the customer login learning task, the customer login process, writing technical documentation. After the end of the learning tasks, teachers and students evaluate the teaching goals and suggest improvements.

THE RESULTS OF THE TASK ASSESSMENT

Each task should be carried out after the end of the assessment, the total grades of each student's learning task is assessed by working attitude, project implementation, results reporting and theory test, as shown in Fig. 1.

Attitude: It is the attitude and ability of the students in the learning, participation and problem-solving skills, acceptance of new technologies, the ability to collaborate with the students, the ability to adapt to the new application environment, social mobility, security awareness and other aspects are evaluated.

Implementation of the project: It is a certain stage of the student evaluation of learning tasks, for the content of a module by completing a task for students to grasp the extent of application of basic knowledge and skills to evaluate.

Results of the report: It is a comprehensive evaluation after the completion of the course, assessment, display, publish, exchange and other forms to enable students to customize the themes of their own designs, creating personalized business website and give full play the initiative of the students comprehensive ability to solve practical problems and creativity of students, evaluation of innovative spirit and practical ability.

Theory test: Online test tasks require knowledge and skill points as needed.

Evaluation of the task effect: After the learning task, students need to evaluate the learning outcomes of the task.

Learning tasks:

Customer login:

- You have mastered the principle of Customer Login?
 - To grasp
 - Have some understanding of
 - Do not understand
- You have mastered the way of the customer data table design?
 - To grasp

- Have some understanding of
- Do not understand
- You can adapt to the teaching methods of teachers?
 - To grasp
 - Have some understanding of
 - Do not understand
- You progress in communicating with others?
 - To grasp
 - Have some understanding of
 - Do not understand
- Do you have confidence in their hands and Classroom Practice Customer Login?
 - To grasp
 - Have some understanding of
 - Do not understand
- Do you think you and gets on well with the students worked well?
 - To grasp
 - Have some understanding of
 - Do not understand
- You think your quick learning ability has been improved?
 - To grasp
 - Have some understanding of
 - Do not understand
- How your interest in this course?
 - Much interest
 - Little interest
 - No interest
- Do you think the learning task is most important to you?
- Do you want to make some suggestions to the teacher?

CONCLUSION

The implementation of effective teaching process is of great significance in improving teaching quality. The objective of the research is to improve the teaching process in higher vocational education. This study researches on the implementation of the teaching process in higher vocational curriculum. The implementation of project and task teaching process can improve students' vocational ability and help students to get work process knowledge. The implementation of teaching process is the advance of the curriculum reform in higher vocational education.

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