

Training Model of Practical Teaching in Colleges and Universities

Qiang Xie^{1,a}, Peng Zhang^{1,b}

¹Army Military Transportation University Automobile NCO Academy, China

^a1587182397@QQ.com, ^bzp-right@163.com

Keywords: Practical Teaching; Organization Training; Model

Abstract: On the one hand, the formation of professional competence of college students is through classroom learning, and more is obtained through practical operation and social practice. Practice teaching has become an important part of the formation of students' ability. To this end, we must actively explore the practice teaching mode and application methods of colleges and universities, and improve the applicability, pertinence and scientificity of practical teaching through scientific and rational organization training, and improve the quality of personnel training.

Introduction

The professional post ability of college students is generally formed through classroom theoretical study, practical operation, social internship, etc. It has the characteristics of trinity of knowledge, skills and experience. Among them, practical teaching is an important link between classroom and society. It is an important way to transform book knowledge into social experience. It is also an important teaching form of college organization teaching. It is different from theoretical teaching. It is a teaching method and approach based on the majors of students, facing future jobs, and making them capable of taking up positions. To this end, we must pay attention to the organization of practical teaching in college teaching, explore its organizational training model, and effectively improve practical teaching.

"Target Traction + Task-Driven" Teaching Organization Training Mode

The Connotation of the Teaching Organization Training Model of "Target Traction + Task Driven"

The "target traction + task-driven" teaching organization training mode refers to a teaching group training mode that guides the training object by giving a clear learning task as the research goal, and acquires the necessary knowledge and skills in completing the task and solving the problem. Specifically, it is aimed at the needs of students for social work, taking the task as the starting point and the goal as the traction, forming a main line running through the whole process of teaching, and gradually starting the teaching according to the main line, dispersing the original in different courses. The teaching content of different majors is organically integrated, which runs through the set tasks, and acquires the corresponding knowledge through the forms of student self-learning and interactive research, and forms the ability to complete the position of the position to meet the needs of the position. Among them, "target traction" is the guiding ideology of the overall design level of teaching, while "task-driven" is the specific teaching organization. The combination of the two will make their respective advantages more obvious and improve the teaching effect.

Application of "Target Traction + Task-Driven" Teaching Organization Training Mode

The "target traction + task-driven" teaching organization training mode has the characteristics of group training with the goal of traction, the task as the main line, and the training object as the main body. In the process of practical teaching in colleges and universities, the "target traction + task-driven" teaching organization training mode should be used to draw students' future

professional post training objectives, rationally design teaching and training tasks, highlight professional background, and transform the training object from passive teaching training to Investing in teaching and training, working hard to complete challenging tasks in a near-real environment, mobilizing the initiative of teaching and training, and enhancing the sense of accomplishment of accomplishing tasks. In the implementation of teaching, the role of the organizer, the instructor, the helper and the facilitator in the whole implementation process is to implement the division of labor according to the basic task requirements, and always use the set task to create the situation to organize the students. Simulate exercises and gradually achieve your goals. It is necessary to pay attention to the learning objectives of the training targets, closely follow the professional needs, build multi-level communication channels, strengthen the cultivation of "professional work thinking habits", and realize the transformation of students from "learning for learning" to "learning for knowing " and gathering and sharing scattered experiences.

"Differentiation Level, Differentiation Stage, Comprehensive Joint Training" Teaching Organization Training Mode

The Connotation of the Teaching Organization Training Model of "Differentiation Level, Differentiation Stage, Comprehensive Joint Training"

The "differentiation level, differentiation stage, comprehensive joint training" teaching organization training mode is one of the teaching modes, which is graded according to the difference in the ability level of the training objects. In the teaching, the training is integrated after the stage training, and the post ability training is finally completed. This model effectively avoids the traditional "one-pot cooking, one-size-fits-all" teaching organization malpractice, and better realizes the purpose of teaching and teaching in accordance with the aptitude of the students and teaching. "Differentiation level" is to distinguish students according to their ability level and professional nature, and to scientifically divide them into several levels. On this basis, they carry out differential teaching and training. The training content has different emphasis depending on the level, and it is more targeted. It better solved the problem of "not full, can not eat"; " differentiation stage" is to divide the teaching content into a number of training stages according to the teaching and training process, the difficulty and complexity of the course and the logical order, according to the easy to difficult, from simple to complex, from the point to the The regular organization of teaching; " comprehensive joint training " is a fusion of teaching and training based on " differentiation level " and " differentiation stage ". Its essence is to cultivate the professional competence of training objects according to the basic training, post-intensification training and re-integration training. Divide the level, divide the teaching content into stages, classify the ability, and then organize the comprehensive training.

Application of "Differentiation Level, Differentiation Stage, Comprehensive Joint Training" Teaching Organization Training Mode

The "differentiation level, differentiation stage, comprehensive joint training" teaching organization training mode follows the teaching concept of "different from person to person", and organizes teaching based on the basic ability of training objects. In the teaching of colleges and universities, especially in the professional teaching, when using the " differentiation level, differentiation stage, upgraded and progressive" teaching organization training mode, it is necessary to focus on solving the problem of "how to divide", "how to teach" and "how to test" to achieve reasonable distinguish and teach students in accordance with their aptitude. In the choice of teaching form, using the class (group) teaching form, based on the basic common content training, design the teaching organization according to the strength of the training target professional skills and learning needs, and implement differentiated teaching; in the teaching content arrangement, For the training objects with weak ability, the design of teaching content should highlight the basic knowledge content of the stage. For the training objects with strong ability, the design of teaching content should highlight the need for expansion and expansion; in the teaching method, for the

training objects with different skill levels In the different stages, we should adopt a general training method with emphasis on training, and highlight the flexibility and pertinence of the method.

"Scenario Setting + Role Playing" Teaching Group Training Mode

The Connotation of the Teaching Organization Training Model of "Scenario Setting + Role Playing"

The “scenario setting + role-playing” teaching organization training model refers to the design of the job-seeking ability from the training target position. According to the teaching idea of “scenario-driven training and post-driven training”, it is based on the scenario setting and focuses on training target post simulation. This mode is mainly reflected in the teacher creating a specific and vivid background and environment in the teaching and training. By guiding the training objects to analyze the problems and letting them play the role, they try to solve the problems in different ways, so that the training objects can gradually solve the problem. Work in various positions and develop good professionalism.

Application of "Scenario Setting + Role Playing" Teaching Organization Training Mode

In the "scenario setting + role playing" teaching organization training mode, the training object is the main body of teaching activities, through role playing, simulation operation, to close the distance between reality and imagination, so that it can be in a simulated working environment Experience the whole process of taking up positions, carry out the role experience, and then stimulate the enthusiasm and initiative of learning. When using the "scenario setting + role playing" teaching organization training mode in college practice teaching, it should be designed from five aspects: environmental construction, suspense setting, role playing, discussion and induction and summary. The environmental structure is to create a realistic social atmosphere, including the workplace environment, work background, mission requirements, etc., to highlight the authenticity and rationality. Suspense setting, the practical problem that needs to be solved is gradually evolved into an unsolved mystery, the tasks to be completed and the problems to be solved, guiding the high attention and extensive participation of the training objects, and inspiring their strong curiosity and job seeking desire. Role-playing allows the trainee to enter the role, get close to and experience the reality and practice, and play a professional role as role in a social environment-like atmosphere to solve problems and accomplish tasks. Discussion and research, the teacher in the process of solving the problem of the training object, guiding them to focus on a certain key point, difficult point or plausible problem in the study, to discuss and inspire each other. In summary, the teacher summarizes the gains and losses of the teaching process as a bystander and an insider at the end of the project, comments on the role of the training target, and categorizes the task so that the training target can understand the actual requirements. Further consolidate the knowledge structure.

"Theory Introductory + Equipment Operation" Teaching Organization Training Mode

The Connotation of the Teaching Organization Training Model of "Theory Introductory + Equipment Operation"

The "theory introductory + equipment operation" teaching organization training model refers to the teaching organization training model that integrates theory and practice. It is action-oriented, rationally coordinating teaching content, theoretical teaching and practical teaching are mutually infiltrated, using theory to guide practice, digesting theory in practice, and integrating professional theory teaching with practical operation. This mode allows the training object to carry out the practice operation training immediately after learning the theory or after completing the theory, thus overcoming the single and boring drawbacks of the theoretical course, and stimulating the learning interest and participation enthusiasm of the training participants.

Application of "Theory Introductory + Equipment Operation" Teaching Organization Training Mode

"Theory introductory + equipment operation" teaching organization training mode, the purpose of the theory is clear, that is, equipment operation services; the penetration of knowledge is prominent, not the stereotype of the theory of the production, but close to the actual reality; the directivity of the teaching target is the cultivation of the ability of the training target. When using the "theory introductory + equipment operation" teaching organization training mode in college practice teaching, attention should be paid to the pertinence of teaching content, the operability of process design and the objectivity of evaluation results. Firstly, according to the professional competence requirements of the post, the typical work tasks are determined. Then, through analysis and synthesis, each sub-task in the work task is classified into a certain order, and each sub-task is related to each other to form an organic task. Secondly, based on the typical work tasks, the teaching content based on the completion of the task process is established. Organize knowledge according to the completion of the task process, integrate declarative knowledge with process knowledge, integrate theoretical knowledge with practical knowledge, and realize the integration of theoretical teaching and task completion. Thirdly, an action-oriented teaching method is designed according to the teaching content of the completion task process. Highlight the main position of the training object in teaching, emphasizing its independent and autonomous participation in teaching activities, in line with the actual needs of its future professional positions, and facilitating the needs of training subjects after completing the work of the institutions.

"Simulation Training + Equipment Training" Teaching Organization Training Mode

The Connotation of the Teaching Organization Training Model of "Simulation Training + Equipment Training"

The "simulation training + equipment training" teaching organization training model refers to the teaching group training mode that combines simulation training and equipment training, and each of them is an independent teaching organization training method in college practice teaching. Each has its own advantages and complements each other. It is a whole of truth and reality. This teaching organization training model not only takes advantage of the respective advantages of simulation training and equipment training, but also complements each other's deficiencies.

Application of "Simulation Training + Equipment Training" Teaching Organization Training Mode

The "simulation training + equipment training" teaching organization training mode is based on the theme of "close to the post and focusing ability". The structural elements include content organization, situation setting, organization and operation, etc., with distinctive professional characteristics. In the practice teaching of colleges and universities, when using the "simulation training + equipment training" teaching group training mode, in the content organization, according to the simulation training, equipment training two categories to decompose the carrier with enough relevant teaching content, the theoretical and practical knowledge system Re-construction into the practical teaching content system; in the context setting, with reference to the social task situation, it is necessary to comprehensively use the simulation method to make up for the lack of equipment training for the difficult scenes and workflows. At the same time, in the achievable teaching links, the equipment training can be reasonably arranged to consolidate and strengthen the simulation training effect; in the organization operation, for the different professional categories and actual needs of the training objects, the "basic ability replenishment - typical course simulation training - core ability comprehensive simulation training - consolidate equipment training - social internship application, and promote the training personnel to improve the professional ability step by step.

Summary

As a kind of important teaching form, college practice teaching is not static. With the development of educational theory and educational technology, the training mode of practical

teaching is also constantly innovating. As an educator, we must constantly innovate teaching methods and improve the effectiveness of practical teaching.

References

- [1] Wei Chen: Continuing Education, Vol. 28 (2014) No.6, p.13.
- [2] Wensheng Zhang and Liming Sun: Police Education and Training, Vol. 26 (2011) No.7, p.57.
- [3] Qin Jia: Network Security Technology and Application, Vol. 14 (2014) No.9, p.187.
- [4] Lv F F. The innovation of the ideological and political lesson's practical teaching model in colleges and universities [J]. Review of Global Academics, 2015 (2): 538.
- [5] FANG Wen, CHEN Lixia. Building of Quality Evaluation Index System of Practical Teaching in Colleges and Universities[J]. Cross-Cultural Communication, 2012, 8(6).
- [6] Wang Dazhao. New Exploration on the Practice Teaching Mode of Normal Students in Normal Universities% Exploration of the Mode in Normal College Students Practice Teaching [J]. Journal of Qinghai Normal University (Philosophy and Social Sciences Edition), 2007, 000 (002): 154-156.