

Discussion on the Organizational Strategy of Classroom Teaching in Vocational Education

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Abstract: Classroom teaching, is the most basic form of teaching organization in college and university education, is an important teaching link for teachers to impart knowledge and skills to students, plays an important role in teaching. Therefore, how the classroom teaching organization directly affects the degree and efficiency of the realization of teaching objectives, and also directly affects the quality of talent training. This paper mainly studies and discusses the strategies of teaching organization of vocational education in order to improve the teaching efficiency of vocational education courses.

1. Introduction

Classroom teaching organization refers to the process in which teachers effectively deal with teaching contents according to teaching objectives and characteristics of teaching objects. As for the classroom teaching of vocational education, the organization should take the post ability as the traction, and deal with the teaching content effectively around the connection between knowledge and post work tasks. Effective organization of classroom teaching mainly includes subject introduction, scientific organization of teaching content and reasonable selection and application of teaching methods and means.

2. Topic Introduction Strategy

Topic introduction strategy, also known as the advance organizer strategy, refers to the presentation of materials with a higher degree of comprehensive generalization that play an organizational role at the beginning of the class [2]. It links the new content to the cognitive structure of the student and helps the student organize the material to be learned. The advance organizer has the function of "teaching orientation" to help students understand what to learn in this class and to provide a reference structure for learning. There are mainly the following methods to introduce subjects in classroom teaching:

Internal law disclosure method. Use the internal connection between the previous lecture and the next lecture to lead to the topic. This method is suitable for the introduction of the teaching topic of vocational education theory course. Such as the crankshaft connecting rod mechanism about the project introduction: a will study the working principle of the engine, with students together watching the engine work of the three dimensional animation at the same time, guide the students to review the engine to complete an energy conversion takes four working stroke, the intake stroke, compression stroke, power stroke and exhaust stroke, which in turn prompts students watch to complete the four stroke engine, raises the topic - crank connecting rod mechanism. Through the introduction of the inner laws of knowledge, the content of this lecture can be organically connected with the previous knowledge, which is more conducive to students' cognition, new knowledge reconstruction and internalization, and is widely applied in theoretical classroom teaching.

Case law. Through the case leads to the topic. For example, the topic of the first lecture of the main clutch is introduced: in the process of equipment training, a tank suddenly appears to be

difficult to block, in the case of the driver has not released the main clutch pedal, there is a car phenomenon, through inspection confirmed that the main clutch has been caused by a fault. Put forward the question: why can the main clutch malfunction cause the vehicle to mount the block difficulty and appear to cross the vehicle phenomenon? To analyze the reasons, we must understand the structure and work of the main clutch, which leads to the subject - the main clutch. Through the case introduction, can promote the students to explore thinking, stimulate their thirst for knowledge.

Experimental demonstration method. Experiment demonstration leads to the topic. For example, cast iron is cited, show 45 steel and cast iron welding rod each, force folding, cast iron welding rod is easy to be broken, and 45 steel shows good plasticity and toughness, from the demonstration can be seen that the mechanical properties of cast iron and steel is completely different, so what is cast iron? What are the properties of cast iron? This leads to the topic - cast iron. The experimental demonstration method can stimulate students' learning interest and produce better learning effect for the pre-selected cadets.

Revealing contradictions. Also known as the questioning method, by raising questions leading to the topic. Such as cooling and heating system about teasers: due to the particularity of engine working conditions, some engine parts often work under high temperature, high temperature environment, the reliability of the parts and the service life of engine will produce great influence, so how to reduce the engine temperature, improve the reliability and service life of the engine work? This leads to the subject - cooling heating system. The questioning method can stimulate students' thinking, stimulate students' learning enthusiasm and motivate students' learning enthusiasm.

Subject introduction should pay attention to grasp three consciousness and three principles. Three consciousness: one is subject consciousness. Students are the main body of learning, to try to activate the students' thinking, stimulate their thirst for knowledge of the course, this is the main point of the introduction of the project; Second, theme consciousness. The theme of a class is the outline, the beginning is the purpose, closely linked to the teaching content of the classroom guide, can not leave the theme, dilute the theme; Third, the sense of limitation. Reduce time consumption as far as possible, do not create unnecessary situations, subject introduction to no more than 5 minutes is appropriate. Three principles. One is the principle of fun. Students listened with relish, can get twice the result with half the effort; The second is the principle of emotion. Better introduction of the subject can mobilize students' emotion, make students have the desire to explore the positive emotional experience; The third is the principle of knowledge. Knowledge is the tool of thinking operation, is the medium that triggers interest, introduce through the subject to want to give the student certain knowledge that serves for the subject, cannot be vivid and vivid, mystify.

3. Teaching Content Organization Strategy

Teaching content organization strategy refers to that teachers should make reasonable selection, careful processing and effective organization of classroom teaching contents according to the curriculum implementation plan and the characteristics of teaching objects. It should accord with both the knowledge system of the textbook and the students' cognitive law. In the process of scientific organization of the teaching content, first, to meet the requirements of the teaching objectives, reflected in the realization of the purpose of the overall objectives of teaching; Second, we should timely enrich the frontier knowledge of relevant new knowledge, new technology, new technology and other disciplines. The third is to highlight the application of knowledge. Teaching material embodies the subject of systematic and progressive principle, and to serve education classroom teaching content should break through the subject knowledge of logical relationship, pay attention to the relationship established between knowledge and working task, in micro level for the connection of post work tasks and post ability, highlight the pertinence, practicability and applicability of teaching content. That is, the effective organization of classroom teaching content should follow the following principles:

Practicality. The essence of office-holding ability can be summarized as the connection between knowledge and work task. Only by guiding individuals to construct the connection between knowledge and work tasks in specific work situations can the individual's ability to serve be

effectively cultivated. Therefore, in order to effectively cultivate the students' ability to serve, it is necessary to take the connection between knowledge and work tasks as an important teaching content. The higher the degree of correlation between knowledge, skills and work tasks, the closer the relationship, the more effectively promote the formation of skills and the completion of job tasks, the more significant the role of support for the formation and improvement of post capacity.

Tolerability. The capacity of knowledge should be within the acceptability of the student and the schedule of class. In the past, the requirements for the course content, especially the knowledge requirements, emphasized on "enough", while from the perspective of pedagogy, knowledge can never be enough, because the development of ability is endless, and the knowledge selection should be based on the limitation of students' learning ability and learning time.

Application. The traditional concept of office-holding education emphasizes the "application of knowledge", that is, through the application of knowledge to produce practice and action, to form office-holding ability. However, the application of disciplinary knowledge in specific practice is not a simple deduction process, nor is it a simple transplant of knowledge. "application" is essentially a process of breaking the internal relationship structure of knowledge and reconstructing the regenerative structure of knowledge and action [3]. And at the same time with the change of the nature of knowledge, that is, from the original "ordinary" knowledge to "professional" knowledge, there is a complex structural transformation. Steel produced in a steel plant, for example, has undergone a fundamental transformation in its structure and properties, although its composition has not changed when it is made into various components. This requires in the process of classroom teaching content organization, to break the previous only focus on the concept of knowledge, should introduce the concept of structure.

4. Motivation Strategy

Motivational strategy refers to how teachers choose and use various teaching methods and means scientifically in class to improve students' interest in learning and maintain attention.

4.1 Carefully designed, “create” teachable moments

The task most conducive to stimulating intrinsic motivation is to place the individual in a situation where there is conflict between the old knowledge and the new knowledge, and the gap between the old knowledge and the new knowledge must be appropriate to the extent that it can be eliminated after the individual's efforts. Because the student's knowledge foundation exists the difference, to the new knowledge understanding and the acceptance degree is different, this needs the teacher to grasp the teaching difficulty, the careful design, creates the teachable moment. The classroom teaching of in-service education should focus on the relationship between knowledge and job tasks to arouse students' learning motivation. For example, when learning engine piston, the army equipment training vehicle is introduced, sometimes engine cylinder failure cases occur, through the organization and guidance of students to discuss and analyze the fault causes, make students seriously think, actively involved in the engine piston function and structure learning.

4.2 Skillfully use stimulation to make students "get involved" in learning tasks

In the classroom teaching according to different teaching objects combined with the characteristics of course content, we should flexibly use a variety of teaching methods to stimulate students' interest and enthusiasm in learning, stimulate students' thinking and learning. Only by trying to "involve" students in learning tasks can we achieve the goal of stimulating intrinsic motivation. Commonly used ways to stimulate students' thinking mainly include the following: first, problem stimulation. Clever questions stimulate students' curiosity, stimulate their imagination and prompt them to seek out new knowledge. In the process of teaching implementation, we should try our best to break the "calm" in the minds of students and let them listen to the class with questions. Encourage students to think positively and focus on the content of the class. The second is suspense. Suspense can stimulate students to think and inspire thinking. Suspense is an important way to get students involved in learning tasks. The third is to compare excitation. Comparative analysis of

different problems can broaden students' thinking, inspire students to think positively, so that students can more profound, more accurate understanding of the essence of things. Teachers should often use the method of comparison and contrast, will be opposite and interrelated different problems for comparison, in order to improve students' ability to distinguish problems, so that students get deep inspiration. Fourth, metaphorical stimulation. Metaphorical stimulation is the use of familiar, common things for example to stimulate students to think, and then make the abstract theory specific, complex problems simple. The teacher wants to be able to carry on careful choice to the material of a few specific image, arrange and refine, excavate its scientific nature, ideological sex and popular sex, apply appropriately in classroom teaching, can receive the result that get twice the result with half the effort.

4.3 Make good use of action orientation to enhance students' subjective consciousness

It is necessary to follow the principle of action orientation in classroom teaching motivation. Action-oriented teaching is essentially in the process of teaching, create a kind of interactive teaching and learning, students and faculty professional work situation, emphasizing on students as the principal part of learning action by building the knowledge and skills, and for the relationship between working task, strengthen the teaching content of directivity, stimulate students' learning enthusiasm and curiosity. Action-oriented teaching breaks through the discipline system of knowledge and focuses on the cultivation of cases and the ability to solve practical problems of military equipment.

The course learning of traditional vocational education has an obvious disciplinarity, and the main characteristic of teaching method is to use language, characters and other symbols as the medium, so that students can acquire new knowledge through memory and understanding. While the learning field courses based on job work process orientation are based on "work" analysis, "disciplinary" knowledge is broken, and knowledge is formally restored to its inherent "versatility" and "integrity". Overall knowledge is a form of knowledge that plays a role in job tasks [4].

The whole knowledge mainly includes two meanings: one is interdisciplinary knowledge, the other is the integration of multidisciplinary knowledge into a task carrier, so as to reflect the overall characteristics. Compared with the subject knowledge, the whole knowledge is not subject logic, but work logic. In short, the form of knowledge based on post competency analysis belongs to "single-subject knowledge", while the knowledge plays a role in the work process in the form of "whole". Therefore, knowledge precipitation after the need for a knowledge "reduction" process. Knowledge precipitation is the process of "decomposition" of post task knowledge, while knowledge reduction is the process of "integration" of subject knowledge according to work tasks in the course learning. The change of curriculum organization logic brings the change of knowledge structure directly, and knowledge has function only in the structure. Therefore, in order to maintain the dynamic function of knowledge, we must follow the principle of behavior orientation, use the teaching methods such as task-driven, case, inquisition and question-based comprehensively, create learning situation, give full play to the main role of students, so that students can construct knowledge and skills in the task activities of connecting carriers of knowledge.

5. Summary

Classroom teaching is the basic form of teaching organization in colleges and universities. Classroom teaching is an important link for teachers to impart knowledge and skills to students and plays an important role in teaching. Military vocational education is based on the demand for military posts and aims at improving the ability of military posts, which plays an important role in generating and improving the combat effectiveness of the army. Therefore, the classroom teaching organization should focus on the knowledge and skills required by the post, and should focus on its pertinence, practicality and application. How to better organize the classroom teaching of in-service education and further improve the teaching efficiency of the course remains to be further studied and explored.

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