

## Teaching Mode of Outward Bound in Higher Vocational Colleges

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**Abstract:** Outward bound in higher vocational colleges is very important, since it can help students find better learning methods and improve their comprehensive quality. This work first analyzed the basic teaching mode of outward bound in higher vocational colleges, and then discussed the teaching strategy of outward bound in higher vocational colleges in order to meet the training needs of higher vocational college students and improve the quality of higher vocational college education.

### 1. Introduction

Outward bound originates from military survival training during the second World War, and it is a comprehensive refinement and comprehensive supplement to orthodox education, which is common to be carried out in developed countries such as Japan, the United States, Australia and so on [1]. It is also regulated in their national physical education curriculum standard, representing a trend of international sports and health education development. Some teaching practices at home and abroad have proved that applying the outward bound in higher vocational colleges can improve students' ability of innovation and cooperation and help students learn and master vocational knowledge [2-3]. Applying the outward bound to higher vocational college teaching is in line with the goal of vocational education and teaching and is the teaching innovation worth popularizing.

### 2. The Basic Teaching Mode of Outward Bound in Higher Vocational Colleges

#### 2.1 Curriculum Design.

Students' age, gender ratio and training requirement must be investigated before curriculum design, and the overall goal of the team should be taken as the general principle in order to make the project more targeted. Generally speaking, curriculum design should keep to the following two principles: Firstly, it is the principle of "from the elementary to the profound". In the initial stage of arranging the project, it is more suitable to start with the "ice-breaking" class, so as to rapidly narrow the psychological distance of the participants and let them quickly enter the atmosphere [4]. Then some small projects should be arranged so that students can feel the difference between "experiential learning" and traditional learning. Next, prescriptive project should be scheduled in loop process [5]. At the end of the course, a team project should be arranged, which can give play to the best results of participants' emotions and team cohesion. Secondly, it is the principle of continuity. Time for game activities should be set aside before the start of the project, which can help warm up the atmosphere of the team. In addition, the interval among projects should not be too long, therefore, the project design should consider the time of each project in order to ensure smooth rotation. Outward bound teachers should actively mobilize the atmosphere of the team throughout the curriculum to ensure high morale.

#### 2.2 Team "Ice-Breaking".

Before the beginning of the course, outward bound teachers should introduce the background, development, function and significance of the outward bound, and then carry out the first step of "ice-breaking", which plays an important role for the whole training to achieve the desired results

[6]. Ice-breaking mainly includes three purposes: Firstly, thawing the relationship among students can lead the atmosphere of the team and the relationship among team members to achieve a harmonious state. Secondly, since students do not understand the outward bound itself, therefore, they have bias and do not pay attention to it. However, successful ice-breaking can lead students to achieve a psychological state of correct treatment of the outward bound. Thirdly, students and teachers are not familiar with each other, therefore, students do not trust teachers and even do not accept teachers. Ice-breaking is to break the hard wall of ice between students and teachers, where participants let themselves open during the training process and accept others in their hearts and physiology [7]. The second step is "team formation", which is the most important part of outward bound. Teachers intuitively show students the definition and elements of "team" through interactive games. Then team should be formed according to the requirements, and each group member should do the self-introduction; Each team should also choose the captain, team name, team training, team songs and team emblem and make presentation; Through these processes, students can meet the challenge with the mentality of re-discovering and transcending themselves, and stimulate their enthusiasm and desire for participation, so as to achieve the effect of "ice-breaking".

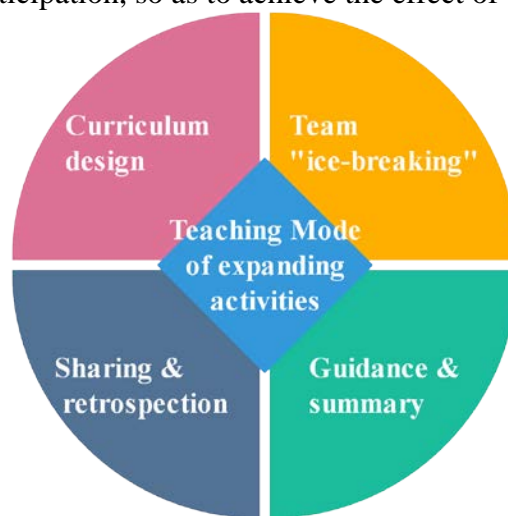


Fig. 1 The pattern diagram of outward bound

### 2.3 Sharing and Retrospection.

Students will have their own unique feelings and opinions based on their own experience. How to integrate these feelings and opinions for everyone to communicate with is an important part of the summing-up and sharing of outward bound. There are three ways of sharing: Firstly, "round table" sharing. It generally adopts the way of speaking in turn to let everyone express their feelings [8]. This kind of process should ensure that everyone has the opportunity to speak. The first speaker can be the first to complete or the one who finished the most difficult task, then a sequence of rotations should be arranged. Each student must be applauded for his success after communicating his feelings; Secondly, "dig" sharing. According to the established learning goal, teachers should carry out the depth sharing according to the key link of the process project. Thirdly, "encourage" sharing. It is unavoidable to encounter the phenomenon that the individual challenge is not successful, in this case, it is inevitable that some students remain silent. Teachers should not force them or speak cautiously for the purpose of taking care of them, but should be honest and encourage them to take the floor, and give them applause and praise after their speaking.

### 2.4 Guidance and Summary.

After sharing and retrospecting, everyone's thought is mature. Teachers should quickly integrate and sum up everyone's sharing results, and make the final systematic summary and induction combined with the characteristics and contents of the project. Students can know themselves from perceptual to rational, so as to realize the ultimate goal of understanding, believing in and overcoming themselves. The effect of the outward bound is not only reflected in the project, but

also the ability to apply the experience of outward bound in the life situation and transform it to deal with difficulties and challenges. The above three links are closely linked to each other. Outward bound orientates from life, and ultimately serves life better, which is the ultimate goal of outward bound. Teachers should add in both classics and modern stories and cases in the process of guidance, so that they can get more recognition [9].

### **3. Teaching Strategies of Outward Bound in Higher Vocational Colleges**

#### **3.1 To Cultivate Students' Sense of Social Responsibility.**

Team projects in the outward bound can cultivate students' sense of participation and social responsibility. Through the practice of team projects, students can fully realize their position and role in society, enhance trust and understanding with each other, and at the same time enhance the cohesion. For example, the "trust back fall" training requires everyone to take turns on the back fall stage and be back to teammate, heel one third out of the table, move up body's center of gravity and fall in the ways of vertical horizontal as far as possible, if the following team members safely catch him, then the team complete the entire project. From trusting partners to catching partners, the project not only allows students to strengthen trust among each other, but also let students understand their responsibilities and obligations in the activities. The outward bound can make students realize that people have a kind of sociality when living in the society, have the obligation to dedicate to the society and also have the power to enjoy the society. Based on this kind of social guidance, students can gradually cultivate their social sense of responsibility [10]. The enhancement of social responsibility can make students realize their sense of pride and mission in society, so as to improve their psychological quality and improve their ability to resist stress, which is beneficial to the healthy development of students' body and mind.

#### **3.2 To Exercise Students' Strong Willpower.**

At present, most of the students in higher vocational colleges are the only child in their family, who have been pampered by their parents at home and have not experienced difficult baptism, therefore, they have weak willpower and poor psychological quality, and some minor setbacks tend to tilt their balance of life. They usually rely on their families and embrace their parents for asylum instead of finding ways to overcome difficulties and obstacles. Once these students suffer difficulties and setbacks, they often show psychological problems such as depression and discouraging, however, outward bound (such as broken bridges, aerial horizontal bars, rock climbing and other personal projects) can enhance their self-confidence, make them understand clearly that living in this competitive society is like sailing, if they do not fight for the current difficulties, they will be abandoned by the society. The frustration education is of great significance to higher vocational students. For the one child of the family, frustration education shows its positive significance. Frustration education is to train students' will and enhance their ability to resist "destructive pressure", which is of great benefit to help students form a complete personality and healthy psychology.

#### **3.3 To Guide Students to Build Good Interpersonal Relationship.**

Interpersonal relationship is the psychological connection among people in the process of interaction. Students can produce the sense of security, belonging and self-confidence in psychology through maintaining a kind of harmonious and normal communication with the surrounding people. The team projects of outward bound emphasize the team communication and develop the good communication cooperation spirit and the team operation skill [11]. The practice has proved that the relationships of solidarity, mutual help and harmony in group can make people feel warm and produce sense of security. Therefore, teachers must guide students to actively participate in collective activities, strengthen collective ideas, correctly handle conflicts in interpersonal communication, be active and willing to interact with others, treat others with sincerity, fairness, modesty and generosity and tolerate others' shortcomings and faults, so as to make others happy to

associate with themselves.

#### 4. Summary

Vocational colleges are different from ordinary colleges and universities. The aim of vocational colleges education is distinct, which is to cultivate students' vocational and technical abilities. At present, physical education teaching in vocational colleges lacks pertinence and teaching content is single, so that students show little interest in learning. The physical education introduces the idea and method of "outward bound" into the teaching of higher vocational colleges, which is helpful to break through the traditional educational idea, break the traditional teaching mode and teaching method of physical education, and help to cultivate the innovative spirit of the students, strengthen their ability to adapt to society and cultivate students' creative thinking and practical ability in professional posts. At the same time, it can enrich the teaching content of vocational colleges, activate the classroom atmosphere, improve the students' interest in participation, and promote the improvement of students' physical quality.

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