

The Application of Action Oriented Teaching Mode in Chinese Course

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Abstract: Through the practical application of action oriented teaching method in Chinese course, this paper expands the “task-based teaching method, situational teaching method and role-playing method” advocated by action oriented teaching method, illustrates the teaching design of Chinese course, and puts forward its own understanding of the significance of action oriented teaching method for Chinese course reform.

1. Introduction

At present, the curriculum reform of higher vocational education takes the “work process oriented project curriculum” as the guiding ideology, and the curriculum of each specialty has been transformed. Whether the design intention of such task-based curriculum can be realized depends on the teaching of each class. The author believes that action oriented teaching method is the best tool to ensure that the design intention of task-based curriculum can be realized through the teaching of each class.

2. The Connotation and Theoretical Basis of Action Oriented Teaching Method

2.1 Connotation of Action Oriented Teaching

It comes from the action system theory, originated in Germany. For the teaching process, it emphasizes that students are the center of the learning process, and teachers are the organizers and coordinators of the learning process. Teachers follow the complete “action” process sequence of consultation, planning, decision-making, implementation, inspection and evaluation, interact with students in the teaching process, and let students obtain information independently. We should make plans independently, implement plans independently and evaluate plans independently, so that students can master professional skills and acquire professional knowledge in their own “doing” practice, so as to build their own experience and knowledge system. Accounting major is an application-oriented major with strong technicality and practicality. It is just suitable for action oriented teaching, such as project-based teaching and application of various methods, such as problem-based, experience oriented, role-playing, simulation teaching, case teaching, open teaching and other methods.

2.2 Theoretical Basis of Action Oriented Teaching Method

According to Gardner's theory of multiple intelligences, the American psychologist, human intelligence is multiple. There are seven kinds of intelligences in human body, including logic, mathematical intelligence, vision, spatial intelligence, body, kinesthetic intelligence, communication, communication, self-knowledge and introspective intelligence. If we can fully explore the potential abilities of individuals, we can achieve various successes; Anthony, a famous Italian psychologist O'menegatti's ontological psychology also believes that human beings have a kind of innate wisdom, which is beneficial to interact with the environment, but due to historical and social reasons, a large part of human intuition and innate wisdom have been lost. If you retrieve the lost part, you may succeed. Therefore, as long as we can make use of various resources and create a variety of learning environments to adapt to individual development, we can make professional teaching of vocational education play a greater role. Action oriented teaching is suitable for vocational education objects with weak abstract thinking and strong image thinking.

3. The Practical Application of Action Oriented Teaching Method in Chinese Course Teaching

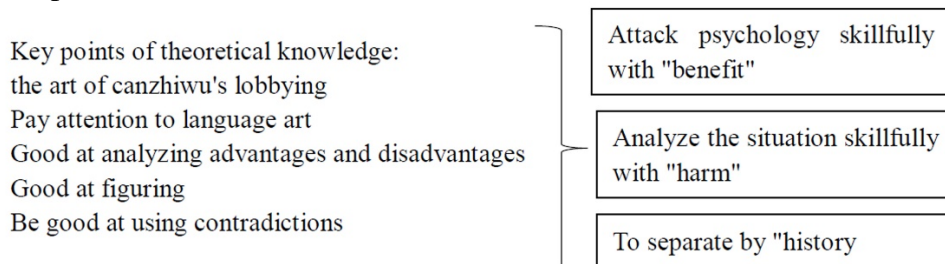
3.1 Problems in Chinese Teaching

The teaching goal of Chinese course is to learn the basic knowledge and skills of communication, master the correct and effective communication methods, so that students can establish a good sense of communication, cultivate good communication skills, enable students to actively cooperate with others in their future career, have good and harmonious interpersonal relations, and be a qualified and outstanding professional Lay the foundation. However, due to the examination oriented education and the influence of the traditional teaching mode, Chinese course, as a public basic course, is often theoretical, practical and applied less than that of technical courses. Can not better serve the career needs of students in the future. If we want to meet the needs of higher vocational education training objectives, we need to transform the traditional teaching mode, enhance the practical role of the curriculum, and can not abandon the construction of theoretical knowledge.

3.2 Application Examples and Precautions of Action Oriented Teaching Method in Chinese Course

3.2.1 Case 1

Background: the course of Chinese compiled by the Ministry of education, Zhu Zhiwu retired from Qin Shi. The purpose of task setting is to train students to apply their skills and basic etiquette to solve common problems of customer service and improve their ability to deal with problems by learning the art of canzhiwu's lobbying in this lesson. Teachers need to choose typical events in customer service. For example, we should not violate the enterprise principles, but also let customers give up dissatisfaction and leave.



Teaching methods: task-based teaching and role-playing

Operation process:

(1) The teacher sets the situation for the students. In the service industry, we often encounter the situation that the customer demand violates the enterprise principle. How can customer service personnel not cause greater conflict in this situation, and then let the customer leave with satisfaction. Teacher's general background: a customer handles the transfer of a friend's mobile phone in the telecom business hall, but the Telecom Bureau stipulates that the transfer of a mobile phone must be handled by the owner himself in the business hall. The teacher gives the dialogue between the salesperson and the customer, and guides the students into the situation.

(2) Teacher guidance. The teacher gave a brief comment on the above services and asked the following questions: how can service personnel do better?

(3) Students envision initial solutions. The teacher gave the students a brief discussion.

(4) Evaluation guidance. According to the students' sporadic answers, the teacher gives the idea of making solutions to help students think about solutions more effectively.

First of all, eliminate the misunderstanding of our company;

Secondly, put forward the request of "mutual assistance" for customers to handle this business, skillfully bring customers into the role, praise customers when appropriate, and make customers willing to cooperate with you;

Again, ask the customer if they need additional help.

(5) Students develop solutions. The teacher gives the students five minutes to discuss and

prepare.

(6) Students simulate implementation solutions. One student acts as a salesperson, and one student acts as a customer to simulate the solutions they have developed.

(7) Teachers and students comment on each group's behavior. Students generally focus on the use of perception and skills, teachers focus on basic etiquette, whether the use of methods is natural and accurate, and encourage the progress of students.

(8) Evaluation of rumination. The teacher gives the reference scheme and guides the students to realize the application of the above three solutions in the reference answer.

Precautions for use:

(1) Teachers should describe the situation fully and specifically so that students can “be in it”.

(2) It is better to set up a real situation, which comes from the work position and conforms to the logic, so that students have a high enthusiasm for participation.

(3) Teachers should be good at grasping the “unexpected” situation in the simulated situation, and guide students to further discuss and think in time.

3.2.2 Case 2

Background: the course of Chinese compiled by the Ministry, writing practice “interview”. This teaching content enables students to develop their communication skills by learning the basic knowledge of interview. Interview is a mental and labor-intensive work, which requires interviewers to have many qualities: broad knowledge, interpersonal sensitivity, expression and communication ability, analysis and thinking ability. It is very suitable to use action oriented teaching method for teaching. If we use pure theory to teach students, they will lose a lot of opportunities for ability training.

Theoretical knowledge: interview process

Interview preparation - interview start - interview process - interview end

Teaching methods: under the guidance of action oriented teaching method, the author has made a bold attempt, using four teaching methods: simulation, role-playing, project teaching and guided text teaching, so that students can carry out simulated practice training in the classroom.

Operation process:

(1) Set learning tasks (projects) - interview activities.

(2) Get information. The first information that students get is the requirements of teachers. Teachers ask questions: the characteristics of interview activities and internal letters? Basic operation procedures and precautions of interview activities? Second, the teacher explains the content of the interview course and the form of the course achievement. The achievement requirements include two parts: the written plan and the activity simulation display. The following three steps should be followed in the presentation of results: first, a brief statement (what preparations the group has made); second, a role-playing demonstration of the whole process of the interview activity (10 minutes); third, a summary of the group's experience and lessons in the preparation and implementation of the whole activity.

(3) A preliminary programme of work is envisaged. Students start to work in the form of study groups, self-study knowledge points (textbook is the key point, teachers should give certain learning materials, such as the sample of policy interview records and interview records, as a guarantee for better completion of tasks), and teachers are responsible for answering questions. Each group will discuss the topics of the group's interview activities, including the process and content of the interview activities, preliminary preparation, required equipment, schedule, etc., based on the textbooks and the knowledge information they have mastered

(4) Evaluation guidance. In the process of student discussion, the teacher gives inspiration and guidance, corrects the one-sided, incorrect and imperfect aspects of the students in the preparation process, finally approves the interview theme of the students, and guides the students to collect more specific information and improve the work plan through the network resources, library resources or human resources according to the approved preliminary plan. Finally, time arrangement and personnel division are emphasized to ensure the work is completed on time.

(5) Complete the interview course. Students use their spare time to complete the planning and implementation preparation. According to the theme of the plan, they design interview questions and select interviewees for interviews.

(6) Process monitoring. It often takes a week or two for students to prepare. At this stage, teachers should grasp the dynamic, give guidance in time, and urge students to finish the work on time.

(7) Teachers and students evaluate together. In class, after each group's presentation, the student audience first gives comments according to the standard given by the teacher, and the student evaluation accounts for 40% of the total. Then the teacher gives comments (mainly on whether the planned activities are in line with the theme, whether the operation procedures are appropriate, whether the students' on-site performance is appropriate, and the advantages and disadvantages of each group). The teacher's score accounts for 60% of the total.

(8) Theoretical improvement. Finally, teachers and students sum up how to complete the interview better?

(9) Review and Sublimation: the teacher selects the students' photos taken in the process of the activity, makes them into slides, and plays them; the teacher makes a comprehensive evaluation of the whole activity to enhance the students' sense of achievement.

Precautions for use:

(1) The teacher must specify the project requirements and achievement forms until the students understand their work tasks;

(2) In the course of the course, we must have supervision and proper guidance, otherwise it is difficult for students to finish the work on time and with good quality;

(3) In the process of practice, there are often some interludes, which need teachers to give comments and sublimation in time.

From the above two cases, we can see that according to different teaching contents, the application of expansion mode is different. Some of them reduce steps, and some of them increase steps. However, the core of action oriented teaching method, task leading, students' subjectivity and (sub) real professional environment, has not been left in all changes.

Practice effect of action oriented teaching mode

(1) Students become the real masters of learning, and students' self-study ability gets practical training; teachers become organizers, directors, promoters, collaborators, participants and learners of teaching activities. The teaching embodies the democratic, equal and harmonious relationship between teachers and students.

(2) It embodies the teaching idea that students, as educatees, use knowledge to manage and develop themselves in practice, and embodies the principle of language practice and communication subjectivity. In the process of learning, we should not only attach importance to the education of cognitive process, but also to the cultivation of emotional process; we should not only attach importance to the mastery of students' basic knowledge and skills, but also attach importance to the creation of various conditions to trigger students. Learning has become an internal power and need.

(3) It embodies the principle that the teacher inspires the educatee to use scientific and cultural knowledge for self-development, arouses the enthusiasm, independence and creativity of the educatee, and enables the students to learn coordination and cooperation, learn to accept, appreciate, argue and help each other, and cultivate team spirit.

(4) In order to do well in activities, teachers must always keep the best mood, be full of passion, and be the guide of students' knowledge-seeking exercise. There is no authority in practice. Students' learning experience makes teachers get more successful experience. In teaching practice, there are often inspirations, and teaching and learning get a good play.

(5) The creative thinking and creative ability of students have been cultivated, and the activities give each student the opportunity to fully develop their own talents. Students' general comprehensive abilities, such as professional ability, self-study ability, independent work ability, language expression ability, computer application ability, social investigation ability, cooperation ability with people, interpersonal communication ability, have been improved significantly.

Such classroom teaching has also brought good psychological feelings to students and teachers.

The psychological feeling of teaching and learning	Student	Teacher
	Change passive learning into active learning, everyone is willing to participate in various activities.	From responsibility driven teaching to hobby driven teaching, I like this kind of classroom teaching very much.
	More students have deeper and more successful experiences.	Teachers are often inspired, often inspired, and play a good role in teaching and learning.
	There is no learning anxiety in learning, so there seems to be great motivation for learning this course.	Teachers strive to improve their own quality, respect every student's personality, reduce their anxiety about learning, encourage every student's efforts and progress, do not measure students by score, and let students make more self comparison.
	Arouse the students a lot of good feelings, more self love, self-confidence, self-esteem	Enhance teachers' sense of responsibility and kindness to students

In a word, the use of such a classroom model in teaching reflects the mutual advantages of teaching and learning, arouses the enthusiasm of students, stimulates students' consciousness of learning, and puts forward higher requirements for teachers in all aspects. From “I tell you how to remember” to “I guide you to do”, let students experience the theoretical knowledge points in practice, exercise their ability in the completion of activities, which not only strengthens the theoretical knowledge points, but also integrates the ideological and political education as salt, and also enables the public basic courses to better serve the students' future career needs.

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