

Research-based Teaching model for Improving of Self-initiative Ability in Higher Vocational Colleges

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Abstract: This paper observed the employment and development of employment personnel in graduate areas of Dalian Vocational and Technical College, then made comparisons and introspected on whether higher vocational talents must cultivate the ability of self-initiative, and puts forward the corresponding strategies for how to cultivate self-initiative ability in the implementation process. Then made a discussion on how research-based teaching model coordinated worked in improving the ability of self-initiative studying. The related research was taken from various perspectives.

1. Introduction

Definition of the Research-based teaching, which was a kind of teaching mode. In the process of teaching, it created a circumstances according to the context should be showed in the class. In the process of teaching, it embed the leading problem which served the topic of the teaching task ahead. In the whole course of teaching, it integrated the attracting problems which can cultivate students' self-initiative interest to explore, think and produce initiative practical motivation, so as to improve students' comprehensive quality and cultivate students' self-initiative ability. This paper focused on the research about the ways how to cultivate students' innovative.

2. Definition of Research Content

Select of the innovative ways and the hot topic of modern apprenticeship as the background to cultivate students under the development trend of Higher Vocational education. This paper pointed at the targeted index parameters of "cultivated ability goal" in the connotation of modern apprenticeship. It was found that the internal guarantee of the ability of high-skilled applied talents required by enterprises at present stage was the students' self-initiative ability, which meant the guarantee of self-learning quality and self-learning ability. Self-initiative learning ability should be adjusted from the basic teaching methods to ensure that the students trained have a scientific way of thinking and sustainable development of professional ability. In modern apprenticeship's requirement, the chief aspects of cultivation were enterprises and schools. As a part of the students' cultivation and teaching during school, and also as a donor of knowledge and skills, when we were standing with the students on the same recipient side, only when the way of students' self-learning ability is relatively flute, could we ensure that students' cultivation achieves good results. Teachers in higher vocational colleges can learn from the situational elements of apprenticeship in the actual workplace, referring to the job requirements of enterprises, satisfying the requirements of teaching syllabus. Melt research-based teaching methods and implementation principles into the application of higher vocational students in the learning process, and cultivated the individual ability to meet the requirements of the training objectives of apprenticeship in the modern apprenticeship system, to improve the autonomous self-learning ability of Higher Vocational students, and ultimately achieve the important goal of modern apprenticeship training.

3. Research Contents

Taking the specialty of Food and Drug Biology for an example, the Higher Vocational education of this specialty was to cultivate students' ability to recognize and understand problems, and then form a certain professional operation skills in the end. It emphasized that the students should be able to explore, analyze and have certain ability of self-answering practical and applying the topics, collecting materials and using scientific thinking model to solve the problem. Finally, based on problem solved, students were trained to introspect the attitude and values of science and technology in practical operation, thinking rationally, and formed a way of knowledge transfer to practical application to solve practical problems. The teaching idea and teaching mode, along with the development of an educational trend in the course construction of Higher Vocational education, made an investigation and analysis of the current levels of students' self-initiative ability in Higher Vocational colleges. Through classroom teaching, practical activities and comprehensive quality training, this paper carries out empirical research on the self-initiative ability regulating methods of Higher Vocational students, exploring and studies the teaching mode and learning mode of cultivation and evaluation of self-initiative ability of Higher Vocational students. The improvement of this kind of ability were suitable for the needs of enterprises which were under or going to inter transformation and upgrading, qualified talents for enterprises were needed, so the application of research-based teaching mode could help the enterprises to achieve the goal of training modern apprenticeship professionals.

3.1 Study of the Student Sample

We selected a natural class of 28 students as the study sample, among them there was only approximately 3-5 persons regarded self-initiative learning as their own matter with strong professional-based employment aspirations. This small group of people have strong motivation to learn, although their learning methods may not be appropriate when they described their logic of thinking. While as to their attitude and seriousness in the whole learning process, it was not necessary for teachers to spend extra energy to correct their attitude, they can immediately establish a well-communicating teach-study relationship, which was very beneficial and smooth for the next teaching process. In the other extreme condition, e.g. There were about 3,5 students in the class, who clearly knew that they would engage in professional-related work, then they endeavored to find various excuses for their not studying, the excuses might be such as parents let me come to this major, I do not like this special, etc. From them you will find such a rule that they won't try find any reasons from themselves, and do not want to take the initiative to think with the change of the environment. How can I make changes to adapt to the current situation with a lot of avoidance, negative ideas, for them, we try to do our best not to let this idea affect the people around them, they really needed to adjust their attitude from time to time. The rest persons in the class were the majority part, for the most students, through continuous conversation. Separately, their common problems were their not clear realization about how to plan their future, whether they like or dislike the major, how to effectively improve their self-learning effects and skills. They need attractive curriculum content and teaching style, and continuous and periodic encouragement to stimulate long-term failure meanwhile irritate their motivation to learn. Only when students' learning motivation is clearly considered and targeted, can the designed teaching mode be targeted and effective.

3.2 Research on Enterprise Demand

The training objectives of schools can not blindly cater to the parents of our students regardless of the actual employment needs within the local region even the enterprises in the whole globe, which would generate a kind of result in talent can not be docked with enterprises. Regardless of the ranking of the enterprises, human resources department officers from Enterprises first responded to the relatively high academic performance in school, giving priority to those who had experienced the provincial and municipal awards in the industry skills contest during the school period. At the same time, they obeyed the management, and after a period of operation post training, they were

able to quickly and independently meet the requirements of the operation post. After a period of practice, some problems have been exposed: some people were too satisfied with basic employment, three years of specialized study for them meant the ultimate goal of life, they just want to achieve employment results only, so they stop absorbing any nutritive element from daily work refusing to do any accumulation within themselves. No matter what kind of position he was appointed to, he just can only meet the job requirements basically, sometimes, even basically meet the job requirements are far-fetched in foreign enterprises. For example, when encountering common professional English words, he did not understand the English drug instructions, he always might try to find excuses for himself for not having proper reference books, or the English name of drugs can not be found in the ordinary English dictionary. The staff from human resources department reflects they hoped the greener should have strong desire to continue to learn in the work, because after three years of working, physical labor position promotion space was very limited. Take an example, pharmaceutical packaging position in Dalian Pfizer Enterprise that was the lowest technical position, there were several masters who worked in this position for more than 20 years. The human resources department officer told the school teachers and internships that if the students do not study independently and constantly improve their enterprising spirit, they has to work in low-level positions and their income was correspondingly in a lower position. Even they found a job in the end they can not be called as high-skilled talents, that is to say, can not be defined as high-skilled talents to meet the connotation of the "modern learning system".

Through investigation and research, it was found that the problem of production and marketing of high-skilled talents directly reflects whether the skill level and training mode of higher vocational colleges can meet the employment requirements of the current enterprise market. Comprehensively analyzed the current situation of students and the needs of enterprises, it was important to broaden the training mode of students so that students can adapt to the market rules in the fierce competition.

3.3 Research on Classroom Teaching Process

Teachers should make use of role-playing to enable students to understand social behavior, understand their role in the process of learning and social interactions, and grasp the ability to solve problems more effectively. Role-playing was suitable for learning of any age and many courses. We should be diligent in designing the course content and pay more attention to design the course content after class by integrating the characteristics, psychological thoughts, learning levels and other factors of each student. Help them to switch from group-based learning habits to individual-based autonomous self-initiative learning. Individual autonomous self-initiative learning model can also be understood as a non-directive teaching model. Non-directive teaching model was more suitable for the cultivation of autonomous self-initiative learning ability. It emphasized the partnerships between teachers and students, because most of the teaching models were also from philosophy and psychology. Considered from two perspectives, the psychological basis of non-directive teaching mode was the humanistic concept, which was positive and optimistic about human nature. Cultivating college students' autonomous self-initiative learning ability was not a matter of overnight, but a cumulative process. To explore how to cultivate college students' active learning, we should study the relationship between college students' autonomous self-initiative learning and educational mode from multiple perspectives and in-depth, so as to create a good learning atmosphere for college students. In the current "student-centered" social situation, we should implement and implement the education and training mode with "learning by pleasure", "learning by learning" and "learning by learning" as the guiding objectives of independent learning.

4. Conclusion

Establish a positive teacher-student relationship and rebuild the role of teachers meanwhile abandoning the traditional relationship between teachers and students, establishing a good friendship relationship, and teach students according to different students' situations. Teachers should understand the actual situation of students through a series of ways, help students make a correct position and try to teach students in accordance with their aptitude in their own teaching

process, help students learn to self-adjustment and self-evaluation.

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