

Practical Strategies of Course-based Thematic Class Meetings in Higher Vocational Colleges

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Abstract: Thematic class meeting in higher vocational colleges is one of the main ways for higher vocational colleges to educate students and an important platform for instructors to manage classes. This paper probes into the functions and characteristics of the curricula of thematic class meetings, the curricula design of thematic class meetings, and analyses some problems in the practical exploration of the curricula of thematic class meetings, and puts forward personal countermeasures and suggestions for the implementation of the curricula of thematic class meetings. A set of implementation plans including curriculum objectives, basic content framework, implementation system and operation mode was proposed, and the implementation effect of curriculum-based practice curriculum was predicted. Refining some general methods of operation, as a guide for the school class class, for the counselors to exchange and learn from, to improve the ability of the counselors to organize the class class, improve the effectiveness of the class class, play the theme class class Educate people.

1. Introduction

Class is the basic form of student organization. Class meeting is not only an important way for higher vocational colleges to manage and educate students, but also an important way to cultivate students' self-management and self-education ability [1]. When holding the theme class meeting, the counselor sings a solo play or indulges himself, which cannot stimulate the enthusiasm and initiative of students' participation, achieve the collective purpose of forming a united, upward, harmonious and orderly class through the theme class meeting, let alone promote students' personal development [2]. Strengthen the team influence of class construction, so as to continue to play the role of students' self-education, self-management and self-service carrier. Build a continuous platform for students' comprehensive quality training [3]. It is also the main participant of students' ideological and morality. The curriculum of the theme class will strengthen the teaching status of the counselor and face the teacher's identity, thus improving the management efficiency of the students and providing better services for the students. The curriculum of the theme class will standardize and scientificize the content of the theme class and the form of development, and then improve the educational significance of the class. In order to make it truly an effective way to improve the overall quality of students [4].

Understanding the role of various social support is to make use of their premise. Different social support subjects can play different roles and help college graduates differently. University graduates have to combine their own problems. Only by looking for help in a targeted way can we really solve the problem and bring into full play the maximum benefits of social support [5]. Therefore, we should strengthen the curricula construction of curricula-based practice, incorporate curricula-based practice into the school teaching plan and management, and scientifically manage it, so as to ensure the sound of teachers, the reasonable time, the standardization of evaluation and the implementation of funds. Make it short-term activities into long-term education, change temporary assessment into standardized management, so as to improve the teaching effect of curriculum practice. Counselors have specific teaching materials, theme class meetings have theoretical guarantee, counselors can better play their leading role [6]. At the same time, this recognition of the status of counselors will enhance the sense of accomplishment and satisfaction of the counselors, and will actively exert their subjective initiative and improve the quality of the class when conducting class meetings [7]. Under

the organization of the class leader, all students and class teachers or counselors and teachers exchange ideas, share experiences, raise awareness, help students solve psychological confusion, and promote a kind of self-education activities for students' mental health. Colleges and universities have achieved good results in strengthening and playing the important role of the theme class in student management and student ideological education, and accumulated some experience. This article will discuss the curriculum construction of the theme class according to the construction practice of the theme class of the school and some preliminary ideas of the individual [8].

2. Research on the Course-based Practice of Class Meetings

The teaching content of the subject class meeting course can be determined independently and grasped flexibly by the instructor (head teacher) according to the students' ideological and political situation and the actual class management, and in combination with the current hot spots, students' majors, school conditions, provincial conditions, etc. Prompt and effective education activities to help students solve some psychological puzzles and cognitive deviations. In the evaluation of the effect of the theme class meeting education activities in the form of practical activities, the difference between students and counselors is very large. In individual interviews, students are eager to get out of the ivory tower to understand the society and believe that seeing is believing. Determine the implementation content and development form of the theme class meeting, and build a sound organizational system based on this, so as to scientifically standardize the development of the theme class meeting. In order to smoothly carry out the ideological and moral construction of students. Discover yourself in the curriculum practice. From the selection of the theme, the formulation of the program, and the development of the class meeting, the characteristics and laws of the students' psychological development are fully followed and completed under the guidance of professional teachers to ensure the scientific nature of the theme class.

The systematization of thematic class meetings is mainly to formulate a comprehensive and systematic curriculum system according to the development characteristics of students at different stages, in order to solve the problems existing in the current stage of students. In a broad sense, curriculum refers to the sum of educational contents and processes chosen by schools to achieve training objectives, including various disciplines taught by schools and purposeful and planned educational activities. To achieve this, curriculum practice must be set up as a course independently, just like professional practice. The construction of the curriculum-based practical curriculum provides an effective carrier and institutional guarantee for each student to participate, which can effectively avoid the problem of unfair distribution of educational resources. The content setting of the class meeting, the quality tracking feedback of the class meeting, the auditing system of the class meeting, etc., integrates the experience reflection, action research, peer observation and lifelong learning in the counselor's job requirements. These are all important ways for professional development. Students should follow the rules of classroom teaching, and on this basis, develop students' interest in education and guide students to establish a correct world outlook, outlook on life and social values through class study.

In the process of personnel training in Higher Vocational colleges, the setting of any course is purposeful, and each course has its own functional orientation. As a course, the theme class meeting has its own necessity and significance. From training, planning, implementation to summary, it plays a leading role, not only has it been exercised. It can also contact and communicate with other students and class cadres. It is easier to get the recognition of students and the sense of achievement. It also lays a foundation for the daily mental health education, and is conducive to improving the network system of college health education. It can be said that professional work experience is an extremely valuable resource for the counselor himself, and also a source for the counselor to construct professional practice knowledge. Therefore, effective reflection and refinement of their professional experience is critical to the professional development of counselors. In addition, the Student Union can also establish a systematic theme class guide program for students' campus life, edit the books and problems in the various stages of the students, and solve the students' practical problems through the theme class meeting. Positive role.

3. Strengthening the Standardization and Systematization of Thematic Class Meetings

The curriculum of theme class meeting is to set up the theme class meeting as a formal course, and to realize the institutionalization, normalization and standardization of the course. The curriculum design of theme class meeting. Through self-exploration, role-playing, situational experience, case analysis and other methods, students can gain experience through activities guided by counselors and hosts, improve their understanding and generalize and internalize them into stable personality characteristics and qualities. Promote the reform of education and teaching, comprehensively test the curriculum, teaching content, teaching methods and management system, so that higher vocational education has more professional teaching content, which is in line with the characteristics of higher vocational education. Clearly stipulate the curriculum setting, formal content, teaching requirements, curriculum implementation, curriculum evaluation, curriculum management, etc. of the theme class, put forward specific requirements for the class class, and ask the counselor for class hours and class remuneration, so that the theme class meeting management has Zhang Kexuan, the self-evaluation of students' serialization of the theme class will be shown in Table 1.

Table 1 Students' Self-evaluation of Serialization of Thematic Class Meetings

	Number	Percentage
Practical ability	15	20%
Professional technology	21	28%
Psychological quality	16	21%
Social responsibility	23	31%

The basic idea of curriculum construction of thematic class meeting is to introduce curriculum concept, manage thematic class meeting, and formulate curriculum management system of thematic class meeting under the guidance of curriculum concept and basic principles of curriculum development. Different majors carry out different kinds of practical activities according to the phased objectives, which can help higher vocational students to define their professional objectives more quickly. In practical activities, they gradually understand themselves, understand the industry, find out the gap between themselves and the industry requirements, and constantly improve their knowledge structure. For example, students of different grades will have different ideological understandings and cultural literacy. Students in different grades should be treated differently when designing class content. Students should also be allowed to remain silent and retain their opinions and opinions, and respect the timing of their choice to express their opinions. Through sharing, the students have a collision of ideas, and finally get a solution to the problem, resulting in epiphany, sublimation theme, and growth.

Students are the main body of learning. How about the theme class meeting? Students have the most say. After the theme class meeting, the student representatives are required to collect opinions, fill in the opinions form and give feedback to the department. Through students' feedback and their own review, fill in the form to reflect on the course of the theme class meeting. Strengthening the construction of curriculum-based practice curriculum can ensure the essence of "practice" in Ideological and political theory teaching, overcome the tendency of formalization of teaching, and effectively improve the teaching effectiveness of Ideological and political theory course. Sharing means that by creating a safe and acceptable environment and atmosphere, all students are open and inclusive, and speak freely about the questions raised. In the process of designing the class meeting, the planner needs to make reasonable planning for the content and form of sharing in each link. The evaluation of the influencing factors of the theme class is shown in Table 2 and Figure 1. It is also a journey to promote and promote the knowledge and ability of the counselor's individual and team to continuously learn and explore students' ideological education and handle student affairs. The general principle is that the theme class will accompany the students' growth and meet the needs of the students. That is, the teaching content of the theme class will be determined according to the students' learning and growth stages and the students' mental state.

Table 2 Evaluation on the Influencing Factors of Theme Class Meeting

	Culture	Evaluate
Exertion of student subject	16.72	15.12
Degree of attention from all aspects	16.90	14.10

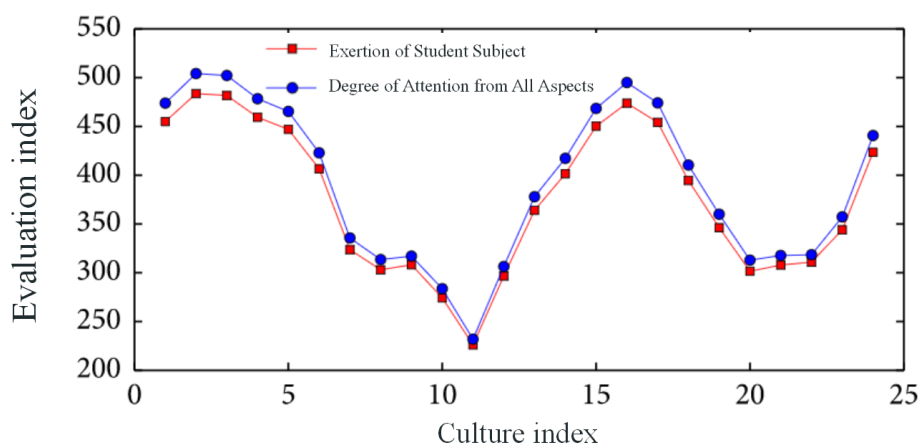


Fig.1. Evaluation on the Influencing Factors of Theme Class Meeting

4. Conclusion

This paper explores the curriculum-based practice strategy of thematic class meetings in Higher Vocational colleges. At present, many counselors in higher vocational colleges are aware of the importance of innovating the form of theme class meeting, and gradually abandon the traditional form of class meeting. Adding more fresh elements to the class meeting makes the class meeting more vivid and interesting, and the class meeting gradually becomes a popular activity for students. In accordance with the requirements of curriculum teaching, we should scientifically and systematically plan the contents of the theme of the school annual class meeting, so that the class meeting curriculum can become a purposeful moral education behavior and a planned process, so that it can be truly constructed and managed as a course. In turn, the curriculum of the theme class will be realized. Everyone's innovative thinking in the participation is infinitely motivated to find the best solution. At the same time, in the participation, I learned to cooperate with others, cultivated team spirit, established team awareness and enhanced class cohesion. It will be more conducive to students' self-education, self-cultivation and self-training. It also creates a new platform and carrier for the combination of daily education and comprehensive quality training for students in higher vocational colleges.

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