

Research on Integrated Teaching Mode Based on Comprehensive Quality Cultivation

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Abstract: Vocational colleges should not only cultivate highly skilled talents, but also improve the comprehensive quality of students. The cultivation of students' comprehensive qualities cannot be separated from the efforts of schools, counselors, and every course teacher. Vocational education is different from undergraduate education, and finding a teaching model suitable for students in vocational colleges is particularly important. The integrated teaching model proposed in this article integrates theory and practice, and the entire teaching process is integrated into curriculum ideological and political education. In order to ensure teaching effectiveness, teachers participate and supervise the entire process, aiming to cultivate students' ability to unite and assist, solve problems, and express language skills, self-learning abilities, etc., so that students can truly become a comprehensive and high-quality talent.

Keywords: Teaching Mode; Curriculum Ideological and Political Education; Integrated Teaching

1. Current situation of vocational and technical college students

1.1 National requirements for vocational and technical college students

The "Opinions on Strengthening the Cultivation of Talents in Vocational and Technical College Education" issued by the Ministry of Education points out that the basic characteristics of the talent cultivation mode in vocational and technical college education are: to cultivate higher technology applied specialized talents as the fundamental task, and to cultivate more high-quality technical and skilled talents, skilled craftsmen, and great country craftsmen.

1.2 Problems existing in vocational and technical college students

Vocational and technical college students belong to the lowest level in the college entrance examination scores, with a portion being targeted for further education and social personnel enrollment. The source of students is relatively complex, and their overall quality is relatively poor. In short, vocational and technical college students have the following problems.

1.2.1 Poor learning initiative

Most students do not develop good learning habits, have a weak learning foundation, and lack initiative in learning. It is difficult to complete the preview and consolidation assignments assigned by the teacher, and only a few students can grasp the knowledge learned in class, but do not have the ability to expand knowledge. Most students can only complete learning tasks under the supervision of the teacher. If it is difficult to achieve teaching results according to normal teaching methods, cultivating skilled craftsmen is even more absurd.

1.2.2 Poor learning motivation

Students have almost no thirst for knowledge and can only rely on the teacher's patient guidance and diligent persuasion to learn. Being late for class, sleeping, and playing games have become their daily routine. Many students choose their major not because they like it, but because it is determined by their parents or their grades. Some students have good family conditions and have already found a job, resulting in them losing the motivation to study and being confused all day just to get their graduation certificate.

1.2.3 Poor self-control ability

In fact, many good habits require perseverance to cultivate. Most vocational and technical students do not have good learning habits, and their self-control ability is poor. Some students are motivated to study hard, but they will retreat when encountering difficulties. Many students drift with the flow, so a good learning atmosphere is very important for them. In years of teaching, it has been found that students in classes with good class atmosphere tend to achieve higher grades. From the perspective of grouped learning disciplines, students in groups also influence each other. Therefore, when teaching in groups, it is necessary to consider the learning status of students.

1.2.4 Poor self planning ability

Many students in vocational colleges do not have life goals or ideals, and they drift with the flow. When a monk hits the clock and talks about their life or career plans, they look confused. Some parents of students have already arranged their jobs and eliminated all worries. They are carefree and only need to follow their parents' arrangements, and their future is in the hands of their parents.

1.2.5 Outstanding psychological problems

Many students have varying degrees of psychological problems, which also leads to difficulties in student management. Solving students' psychological problems is not only the responsibility of schools and counselors, but also an unshirkable responsibility as subject teachers. Subject teachers not only need to do a good job in ideological and political education in the classroom, but also engage in communication and interaction with students during and after class, making themselves not only good teachers but also beneficial friends for students. After years of teaching practice experience, it has been proven that sincere communication with students can not only improve teaching quality, but also save the hearts of many students.

For students in vocational colleges, it is important to seek suitable teaching models. We cannot copy the inherent teaching mode, but choose the teaching mode that is suitable for students based on their characteristics.

1.3 Root causes of problems among vocational college students

According to observation and investigation, the root causes of many problems among vocational college students are as follows.

1.3.1 Single parent families are more common

Chatting with students reveals that many of them are single parent families who lack warmth from a young age, have a slightly extreme or introverted personality, lack a sense of security, and are emotionally unstable.

1.3.2 The majority of left behind children

There are also some students in vocational colleges who are left behind and lack family education, which leads to poor learning habits, lack of requirements for themselves, being content with the situation, lack clear life goals, motivation to learn, and a lack of gratitude.

1.3.3 Excessive parental involvement

Many students have no worries about food or clothing, and their life path has been paved by their parents, losing their motivation to learn. These students only want to pass the exam and successfully obtain their graduation certificate, without enthusiasm and initiative in learning.

2. Integrated teaching mode of theory, practice, and thinking

The integrated teaching model of theory, practice, and thinking refers to the organic integration of theoretical knowledge and practical teaching, which can integrate course ideology and politics into the teaching process, supervise the entire process of students' learning, and effectively interact with students through various report forms and project defense, in order to constantly grasp the status of students' learning, accurately grasp the learning effect of each student, and ultimately enable students to improve their overall quality through learning a course.

2.1 Extracting the core knowledge points of the course

We should break the traditional assembly line teaching method, summarize, and refine the core knowledge points of the course to make the core knowledge points into micro courses or micro videos. Each video explains one knowledge point and shares the video

with students through the platform for pre class preview. In order to monitor students' preview process, we asked them to fill out a preview report form in the form of a survey questionnaire. The preview report form includes preview time, preview duration, preview methods, knowledge points learned during preview, problems encountered during preview, problems solved during preview, and methods to solve problems. This report form will be retained as part of the student's learning process, and there will be a preview report form for each class; In order to test students' preview situation, pre class tests will be conducted on their preview situation. The test questions will be selected from the question bank and randomly distributed to students. Teachers can arrange classroom progress reasonably based on the results of the students' tests.

2.2 Flipped classroom teaching

Students have previewed the core knowledge points through video before class. In class, teachers first sort out and consolidate the previewed knowledge, and conduct flipped classroom teaching through the case method method, so that students can solve problems through the knowledge they learned before class. Teachers provide guidance to help students solve problems, deepen students' understanding of the core knowledge points through flipped classroom, and be able to apply what they learned.

2.3 Practical application of graded projects

After the core knowledge points are learned, the project training phase begins. The practical training project is divided into three levels based on difficulty: low, medium, and high. Students are divided into groups of 4-5 people based on their learning of theoretical knowledge. The team leader leads the members to complete the low-level project first. During the project completion process, each student is required to write a project report, which includes personal work done, problems encountered, solutions, gains or insights during the practical training process. After the project is completed, the students in this group will be evaluated for their defense, have students state the functions they have achieved and the knowledge points they have used one by one, and answer the questions raised by the teacher. The teacher will rate the students based on their defense situation, and the teacher and students will fill out the defense acceptance form together. After passing the acceptance test, one can proceed to the next level of project. Different levels of projects have different scores and are included in the student's process evaluation as part of the final grade. During the entire project completion process, there was effective interaction between teachers and students, as well as effective interaction between students, which brought the distance between teachers and students closer and increased the cohesion of the group.

2.4 Optimizing teaching evaluation

The assessment and evaluation method plays an important role in promoting teaching. The traditional teaching model has a single assessment method, where students only focus on exams and neglect their daily learning process, which cannot comprehensively reflect their true level. The grades of students cannot be determined solely by the final exam paper, but should be reflected throughout the entire learning process. Only in this way can students' enthusiasm and initiative in learning be stimulated, and truly achieve process based assessment.

3. Conclusion

The organizational form of this teaching is centered around core knowledge points and cultivates students' autonomous learning ability through flipped classrooms; Through practical training projects, we should guide students to use and understand core knowledge points; Through group cooperation to complete project practice, we can cultivate students' collaborative and communication skills, and cultivate students' language expression skills through project defense; By introducing innovative mechanisms for projects, students can increase their learning creativity and broaden their knowledge. This teaching organizational form focuses on various aspects of students' learning, and has supervision and evaluation in each aspect, making it easy to use and promote. It has strong practicality and greatly helps to improve students' comprehensive abilities.

References

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