Exploration and Reform of Teaching Mode of "Promoting Learning by Competition, and Promoting Teaching by Competition"

Yali He, Juanjuan Xie, Liye Yin, Nannan Yin, Kuang Wu
Zhoukou Normal University, Zhoukou, Henan, 466001, China.

Abstract

In recent years, with the expansion of colleges and universities, employment pressure has increased year by year. If the students from applied undergraduate colleges want to gain a foothold in society, they must have good professionalism, solid professional knowledge and practical skills. This article analyzes the learning characteristics and competition status of automation majors of Zhoukou Normal University. Based on the various competitions, this article explains the connotation of the teaching model of "promoting learning by competition and promoting teaching by competition", and explores the rational talent training formulation, the establishment of a "dual-teacher" teaching team, the establishment of competition platform, and a sound reward system to ensure the implementation of the reform of the teaching model of "promoting learning by competition and promoting teaching by competition" and improve the quality of talent training.

Keywords

Promote Learning with Competition; Promote Teaching with Competition; Teaching Reform; Talent Training.

1. Analysis of students' learning characteristics and the competitions status

The School of Mechanical and Electrical Engineering of Zhoukou Normal University (hereinafter referred to as "our college") has actively organized students to participate in various discipline competitions since its establishment. The purpose is to fully stimulate students' interest in learning and innovation ability, and improve students' independent learning and problem-solving Ability, so as to enhance the students’ own employment competitiveness, and can be preferentially hired by employers under the same conditions. However, the overall results achieved by our college are not ideal, and there is still a certain disconnect between teaching and competition, which is mainly manifested in the following two aspects.

1.1. Restrictions on student quality.

Restricted by the college entrance examination policy, students at the undergraduate level of Zhoukou Normal University can only be admitted in the second batch, and the quality of the student is lower than other colleges in the province. These students are relatively weak in basic knowledge, not strong enough in learning autonomy, and weak in self-learning ability.

1.2. The team of competition instructors is not sound Contests related to automation major are generally Related to reality. This requires the instructor to have a comprehensive knowledge structure and strong learning ability. Most of the teachers in the automation major of Zhoukou Normal University are recruited from college graduates, and the proportion of young teachers is
relatively large. However, young teachers have shortcomings in teaching experience, knowledge and ability structure, and they need to be continuously improved.

2. The connotation of the teaching model of "promoting learning by competition, and promoting teaching by competition"

The teaching mode of "promoting learning by competition and teaching by competition" is centered on the "project-oriented" teaching of the curriculum, and a project training team is formed by professional instructors and students, and the students must master the teaching activities of related courses in automation major. Basic skills and professional skills should be used in training. Through participating in various skill competitions, students improve their professional skills, reflect on their own learning deficiencies, continuously improve their learning methods, strengthen training in weak links, and enhance core competitiveness, so as to achieve the effect of "promoting learning by competition". In order to better cooperate with the progress of various competitions, teachers must work hard to improve themselves, further expand the field of professional technology, and pay more attention to cultivating students' innovation, teamwork and on-the-spot adaptability. Through the performance of the participating students and the results of the competition, reflect on whether there are problems in their own teaching methods, so as to enhance the practicality and pertinence of teaching, form a benign interaction with students, achieve the effect of "promoting teaching by competition", and realize the effectiveness of teaching.

3. Implementation of the teaching model of "promoting learning by competition, and promoting teaching by competition"

3.1. Formulate targeted and more reasonable talent training plan

When formulating the talent training plan, according to the requirements of the relevant enterprise’s employment standards, which skills that automation students must master, then re-plan and adjust the teaching courses, so that the relevant course opening time and the competition time are connected, and the development is clear and effective. Targeted, oriented, and more reasonable talent training plan will be formulated. The implementation of the teaching management system of "credit exchange", "credit bank" and "competitions for exams" allows students to continuously improve their practical skills and comprehensive quality in the competition.

3.2. Establish a "double-qualified" teaching team

On the one hand, enterprise engineers and technicians can be introduced to optimize the structure of teachers and provide comprehensive guidance to students' practical operations; on the other hand, teachers can also be arranged to go to the enterprise for temporary training to improve the comprehensive level of the teaching staff. When setting up, we should give full play to the role of "passing and guiding", and combine young teachers with senior teachers as much as possible, so that innovative new methods and rich experience complement each other and collide with each other. In addition, guiding student competitions should be incorporated into teachers' daily work, combined with performance appraisal and other related work, to stimulate teachers' teaching enthusiasm.

3.3. Build an intramural competition platform to expand students' participation

On the one hand, the comprehensive competition is divided into projects, "project-based teaching" is implemented, competition projects are integrated into daily teaching, and the form of group competitions is used to examine the completion tasks, so that students can participate.
On the other hand, more school-level competitions will be held to achieve good selection. In this way, outstanding students can be selected and represented in national competitions on behalf of the school, and students can learn together, help each other, share knowledge and skills, and improve together.

The reform of the teaching model of "promoting learning by competition, and promoting teaching by competition" can stimulate students' sense of autonomy, enthusiasm and innovation in learning, and mobilize teachers' enthusiasm of teaching reform. In teaching activities, we should combine competitions with teaching reforms and talent training plan to achieve mutual benefit in teaching, thereby improving the quality of talent training and realizing our college's talent training goals.

References


