

Research on the Relationship between Skill Competition and Daily Teaching

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Abstract: This paper analyzes the relationship between skill competition and daily teaching in most colleges and universities and finds that there is a separation between the two. However, as the two most important ways to train students, the two goals are the same. Through the practical experience of Beijing Electronic Technology Vocational College, it is found that the two can be reasonably unified and mutually promoted.

1. The Status Quo of Most Institutions

All along, the school is the top priority of teaching and educating people. The daily teaching work mainly includes classroom management, teaching of teachers' knowledge and skills, student practice review, and test evaluation.

In recent years, both undergraduate colleges and higher vocational colleges have attached great importance to the cultivation of students' hands-on practical ability. The combination of theory and practice has created various skill competitions. For many important major disciplines and majors, there are national-level competitions or competitions jointly organized by several ministries or commissions. Each year, there are tens of thousands of competitions, covering a wide range of areas, and the assessments are becoming more and more perfect, which can reflect the schools in various regions. The professional level is valued and supported by many schools. Most of the municipal competitions are sponsored by the Education Commission or senior industry associations. According to the actual situation of the region, combined with the requirements of the national competition, the corresponding competition topics and rules are formulated. The audience is more and more, and more schools and students in the region can be given exercise demonstrations opportunity. Find talents through competitions and find out the shortcomings.

However, in most cases, there is a separation between daily teaching and competition. Teaching is still based on theoretical teaching and individual experimental practice. The competition is mainly for the training center. Students often need to suspend classes to prepare for the competition. It has caused the incomplete learning of the knowledge structure system.

2. Mutual Promotion of Skill Competition and Daily Teaching

Undoubtedly, the skill contest has narrowed the distance between the school and the market, and the skill contest has shortened the distance between teachers and advanced technology. How to apply the results of the skill competition to daily teaching? How to benefit more students? How to improve the overall education and teaching level of the school through the skill competition? This is a question that every teacher who has participated in the competition is thinking about.

The vocational skill competition is a competition program that the education department cooperates with the enterprise, and the competition plan is made by the talents and technical experts required by the enterprise. The students who have achieved excellent results in the skill competition are sought after by the high-quality enterprises and become our employment star. Become a role model in the hearts of other students. The skills competition program has new elements every year. These elements directly reflect the dynamics of the industry and reflect the needs of professional skills. We can guide our teaching with the knowledge and ability requirements of skill competition, directly combine with the needs of enterprises, abandon our traditional teaching and outdated skills

transfer, and let students learn the most advanced and practical skills in the classroom. Make them learn and have a good time, and promote the cultivation of students' professional ability. On the other hand, the skill competition is formulated by many experts and enterprises. The students' hands-on ability and knowledge structure are refined and accurately considered. This is the standard we need in teaching. We can reform the teaching as a breakthrough. The program of the competition, as the standard of the competency structure of our curriculum, guides our skill teaching, and promotes the training of “double-type” teachers in “doing middle school and doing learning”.

Skill competition not only has high requirements for students' skills, but also requires students to have high professionalism and teamwork skills. This is also the goal pursued by our vocational education, but it is not easy to grasp in daily teaching. Because the level of students is uneven, the improvement of students' quality is something we spend a lot of time and energy to do. However, we found that the quality of these students improved very quickly during the skill competition.

Project teaching is a new model that vocational colleges are actively exploring. It is the starting point and the goal of the skill competition. The project teaching is also the most suitable teaching for the practical needs of the enterprise. The characteristic of vocational education is “learning to use”, and the goal pursued by teachers in teaching is also “teaching useful”. The project teaching requires teachers to make teaching design based on the competition project, fully consider the reform of teaching methods, establish a teaching plan based on the project, write a curriculum syllabus, and completely break the traditional teaching design based on book knowledge mode. Taking each competency unit in the skill competition as a project, the learning of each knowledge point is a task, so that the students really feel that the skill contest is very close to their industry, and it is very helpful for them to adapt to the job in the future. Students can be interested in learning actively. Teachers transform their roles, respect the subjective needs of students, take students as the center, establish a student-oriented teaching concept, and carry out teaching activities.

In the teaching, a regular and normalized competition platform can be constructed through the reward system and the flexible academic system to promote the integration of teaching content and skill competition. Taking the competition as an opportunity to promote the common development of teachers and students, the school organizes as many competitions as possible, requires teachers and students to participate extensively, and establishes an effective system to mobilize the enthusiasm of teachers and students to participate in the competition. Teachers participating in skill competitions and accepting hammer training in competitions are one of the effective ways to improve professional skills. It is also the key to improving students' operational skills and ensuring teaching quality. The school should establish an effective promotion system, constrain or reward the teacher's own participation in the competition or participate in the competition process, to establish a team of quality teachers with reasonable standards, reasonable structure, and combination. At the same time, the experience accumulated by the teacher guidance competition can be closely integrated with the training course to promote the cultivation of students' practical ability.

3. Exploration Mode of Talent Training in Beijing Polytechnic

The school actively explored the talent cultivation mode of “integration of production, education, reality, and ability to advance”, highlighting “high-end” and “innovation” in talent cultivation, and constructing order classes, vocational education classification system, modern apprenticeship, rocket The sergeant's official students, 3+2 middle and high vocational connections, Hogue model and other diverse talent training models, explore the combination of engineering and learning teaching system model, system design curriculum system, implement the process-oriented integrated curriculum Improve the quality of personnel training. The school builds a curriculum system based on vocational technical skills and ability goals. From the career perspective, the system design is “platform progressive, module parallel, general knowledge, work-oriented” curriculum structure, with professional competence training as the main line, based on vocational and technical skills. The curriculum system of the ability goal, the professional literacy, theoretical knowledge, practical ability and innovative ability are equally cultivated. The entire curriculum

system presents the logical relationship of “1 through, 4 iterations, 1 full course”. “1 through” is a general education course, which is through the cultivation of cultural knowledge literacy; “4 iteration” is a general technology platform, professional technology platform, professional technology and professional direction courses, to realize iterative progressive technology application ability training; “1 full course” is The professional practice and innovative practice links include comprehensive literacy, professional soft skills and the cultivation of “one skill”.

The school attaches great importance to skill training, combines skill competition with teaching, and implements a three-level competition mechanism of “school, city, and national level” to form “everyone participates, one hospital, one competition, and the competition promotes teaching”. The competition culture has received 12-16 skill competitions above the city level and won the Excellent Organization Award for five consecutive years. In recent years, our students have achieved outstanding results in the above-mentioned skills competitions at the city level and above. They have won the first prize of 23 national and vocational colleges and high vocational teams, 27 second prizes, and the first prize of the National Undergraduate Electronic Design Competition. 4 awards, 5 second prizes in the National College Students Mathematical Modeling Competition. I won 51 first prizes and 37 second prizes in the Higher Vocational Training Group of Beijing Vocational College Skills Competition, 19 first prizes and 36 second prizes in the Beijing University Electronic Design Competition, and the first-class mathematics modeling competition of Beijing University Students. 10 awards and 18 second prizes. In the "International College Students Mathematical Modeling" competition won the international second prize. He also won two first prizes in the BRICS Skills Competition (South Africa).

The school promotes social service innovation, gives full play to the advantages of human and intellectual resources, and achieves deep integration with regional economic development. In accordance with the model of “co-construction, co-management, sharing and sharing”, it has set up an information center and talent training center together with Beijing Economic and Technological Development Zone, Technology Innovation and Achievement Transformation Service Center and Talent Adjustment Center. Actively carry out social training, vocational skills appraisal, technology research and development, technical services, undertake government outsourcing service projects, serve the development of enterprises, and achieve deep integration with regional economic development. In recent years, the number of skills, culture, and management social training conducted by the school has reached 100,000, including 30,000 employees for the company and more than 7,300 for other vocational colleges. The school has been approved by four vocational skill appraisal agencies, and the number of identified work types has reached 57.

4. Prospects

Skill competition is a good opportunity to publicize schools and a platform to show the results of teaching. Daily teaching is the cradle of training outstanding talents and provides a strong guarantee for skill competitions. Combine the two closely, use the skill competition to drive the daily teaching, effectively improve the quality of talent training, and at the same time reserve talents for the skill competition, enhance the brand effect and competitiveness of the school, and make the school form a good enrollment-teaching- Employment cycle.

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