

The Implementation and Results of The "Task Driven" Teaching Method in The "electronics Electrician Foundation" Course of Higher Vocational

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Abstract

The "task driven" teaching method is the interactive teaching that in order to solve problems and complete the task as the main line, the teacher as dominant, students as the main body. The inquiry learning will instead of reproducing style teaching. the "task driven" teaching method will have a significant role in promoting to bring up the students' practical ability, independent learning ability, innovation ability and improve teaching effect. The design and Implementation of the "task driven" teaching method in "electrician basis" course was described in this paper.

Key words: task driven, "electrician basis", professional ability, teaching reform

1. Introduction¹

With the further development of higher vocational education reform, the traditional teaching mode, teaching method and assessment method does not adapt the training target of the practical and technical talents, but also have obvious disadvantages in training

students' comprehensive quality, seriously affected the quality of skilled personnel training. "Task driven" teaching method with multi-dimensional interactive teaching, will represent the teaching change into inquiry learning, it is to cultivate students' comprehensive vocational ability and the effective ways to improve the quality of personnel training in an all-round way. For this, we discussed the "task driven" teaching method in the teaching of "electrician basis", and try to reform the traditional teaching mode and method, to create the new teaching model that have the characteristic of "work-integrated learning" with teaching, learning, doing and test. which could aim at improving the students' comprehensive vocational ability and skill personnel training quality, realize the sustainable development of talents.

2. The design and implement of the "task driven" teaching method in the "electrician basis" course

The teaching content, teaching mode and method were reformed according to the design idea of "the project leading and the task driving", professional characteristics and the actual teaching conditions, in order to highlight the students' practical ability and innovation ability.

2.1. Building the teaching content system of project

The selection and design of the teaching content is the key in the "task driven" teaching method, that will directly affect the teaching effect. The seven typical project were selected according to the electrical professional knowledge and skills needed, and several tasks were carefully designed according to the characteristics of the teaching content, the students'

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characteristics and the existing teaching conditions, at the same time, the order of teaching content were sure from simple to complex, from single to comprehensive, that could highlight the vocational, practical and targeted of the teaching contents, promote the teaching way and change the way of learning, enhance students' professional ability and professional quality, ensure that students could quickly adapt jobs after graduation.

2.2. Build the integrated teaching mode of teaching, learning and doing

The traditional classroom mode of teaching and experiment were reformed, the integrated teaching mode of teaching, learning and doing were carried out with project leading and task drivening.

(1) The design of teaching mode

According to the related curriculum standard, professional standard and national standard, learning from the typical task related jobs, the working process of enterprise post had been used in actual teaching. The students' Practical skills and occupation had no distance. Teachers guided students to complete the task of each project.

(2) The organization and implementation of teaching activities

Mainly take the task driving method, through the four stages of task arrangement, information, implementation, inspection and evaluation implement. The specific practices are as follows:

First of all, the teacher issued work commitments and guide, decorate a learning task, and stimulate students interest in learning by video, physical or leading question, lay the foundation for the next active learning step.

And then let the students consult material, discuss in groups according to the lead question in the class, teachers teach the theory knowledge pointedly, help the student to complete the lead question, formulate feasible practical work plan on after the students have the basis of the theory knowledge. Afterwards the various groups students implement work according to plan independently. teachers are involved in the study work, timely guidance, counseling and help. At the same time, teachers encourage students to independent analysis and solve problems.

The rated voltage 220 v are get through, considering the

personal and equipment safety, the electric circuit must be checked by the guide teacher before electricity. The inspection way include process and end, and also include the comments from student itself, mutual and the teacher. The study project are inspected including the tasks implementation situation in three aspects that include professional accomplishment, theory knowledge, practice skill.

The four links that is explanation duty, consults, the experiment operates, appraisal inspection are put into effect through the teaching mode of "teaching, learning and doing". The actual workflow are experient to raise student's specialized skill, the specialized knowledge and develop student's professional ability that is specialized ability, method ability and social ability.

(3) Variety of teaching methods are reasonable used

On macroscopic uses the teaching method of project to eagerly anticipate, the duty actuation. According to enterprise's practical work post complete the project from accepting mission, planning, implementation, examination and evaluation, which could cultivate the students' ability of professional ability, team cooperation ability, problem solving. From the micro flexible use role playing method, panel discussion method, case teaching method, practice combining with the teaching method, demonstration method, physical teaching, discussion-based teaching and so on according to the teaching links and teaching content and guide students to active learning.

In the actual teaching teachers select, adjust and optimize the flexible teaching methods according to the conditions for learning and equipment conditions, at the same time give students the necessary research method instruction, which can effectively improve the teaching effect.

2.3. Develop rich practical teaching resources

In teaching the "task driven" teaching method are used, and abundant teaching resources must be provided. We write electrician basis project teaching material with work-integrated learning characteristics, developed a rich multimedia courseware, the simulation software, course website, etc, provides students with a variety of circuit components, electrical tools, common electrician instruments such as multimeter, break the boundaries

of time and space, convenient for students' autonomous learning, also broaden the students' knowledge.

2.4. Build an assessment and evaluation model multi-level and comprehensive professional

To make the assessment mode match the course mode and teaching mode, strengthen assessment guide and process control, realize the function of course examination review learning and promote teaching, improve the quality of personnel training, we are trying to build an multi-level and comprehensive professional assessment and evaluation model based on national professional standards, with specific project of the evaluation unit, with professional activities oriented, outstanding professional ability training in higher vocational education essence characteristics.

"Electrician basis" assessment and evaluation of the course includes both process and results of examination content, that combine the process evaluation and result evaluation, the in-class and after-class, the theory and practice evaluation, the students' self-evaluation, mutual combined and teachers' evaluation. It is the evaluation of students' learning process and results, on the other hand it is the evaluation of students' autonomous learning and collaborative learning ability, it is more important.

3. The implementation of the "task driven" teaching method in "electrician basis"

3.1. The innovation of teaching mode, improving the teaching effect

Compared with the traditional teaching method, the method of "task drive" changed the condition that teacher speak, students listen, teachers and students have no state of harmony, will represent the teaching into inquiry learning. Mainly on students to complete the task in the teaching, students through personally participate in the task force, give full play to the creativity of students, the teacher appropriate guide and instruct student, which make the students apply the understanding of knowledge, effectively improve the teaching effect.

3.2. Shorten the distance between the theory and practice, strengthen the cultivation of the student beginning ability

The "task drive" method organize teaching content with real task that, combine the theory and practice. Students in completing the task must do it yourself, verify the theory with practice, learn the theoretical knowledge from practice, and apply the theoretical knowledge to guide practice, the distance between the theory and practice are shorten, the practice ability of the student is strengthen.

3.3. Stimulated the students' interest in learning, improve the ability of independent learning

"Task driven" teaching method fully arouse the enthusiasm of students' autonomous learning. Students under the teacher's help and guidance explore and analysis the theoretical knowledge and practice skills, the students' interest is stimulated, the students' autonomous learn ability, the analyze and solve problems ability and team cooperation ability are cultivated. promote the sustainable development of the students.

Through the "task driven" teaching method in the teaching of "electrician basis" design and implementation, we achieved good teaching effect. So, according to the characteristics of the course, the students' and the existing teaching conditions in the teaching implement the "task driven" teaching method, teaching twice the result with half the effort teaching effect can be achieved, so that the students of comprehensive professional ability and professional quality are improved greatly.

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