

# The Course Teaching Reform Based on the Psychological Characteristics of Five-year System Vocational Students Learning ——Example of Construction Equipment to Professional Group

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**ABSTRACT:** During the development of Guangxi "Twelve Five", five-years vocational students will be one of the major institutions of higher vocational students in Guangxi. The students has changed, it's means that the traditional teaching methods would be reformed and adjusted. In this paper, the core problem to be solved is to carry out targeted teaching reform based on understanding of the psychological characteristics of five-years vocational students ' learning.

**KEYWORD:** Five-year vocational students; Learning psychology; Teaching reform

## 1 INTRODUCTION

The document Gui teaching file [2012] 5 "speeding up the development of five year system higher vocational education" which published by Guangxi Zhuang Autonomous Region education department pointed that in order to further smooth the secondary and higher vocational skills talents "Overpass", the Guangxi Zhuang Autonomous Region will continue to improve the system of the modern vocational education, speeding up the development of the five year higher vocational education (including 5 year system, the academic year system "2+3"and"3+2" the school system). It means, the traditional pattern of the Senior high school graduate students is the main Source of students in vocational colleges will be broken. During the development of Guangxi "Twelve Five ", five-years vocational students will be one of the major institutions of higher vocational students in Guangxi.

However, the academic record and various aspects performance of five year vocational students as a special groups in the school since they have been school far did not meet our requirements. According to the survey, construction equipment professional enrollment period class student final make-up rate is the highest grade. There are 15 students by the sanctions, the sanctions for 50% of the number of students, students serious emotional weariness. All the signs indicate that, change the source structure, teaching outline course original, teaching content, teaching methods can not adapt to the change of requirements of existing source. Therefore, effective learning psychological

characteristics of five year system higher vocational students, and according to the teaching reform of the existing professional courses students learning psychology and cognitive structure will be a meaningful research.

## 2 ANALYSIS OF FIVE YEAR HIGHER VOCATIONAL STUDENTS PSYCHOLOGICAL CHARACTERISTICS AND REASONS

### 2.1 *Learning psychological status of five year system higher vocational education*

This project is designed by the researcher of the "Guangxi construction equipment professional group of five year higher vocational students mental status questionnaire", select the Guangxi Polytechnic of Construction building equipment professional group of five year higher vocational students as the research object, a total of 250 questionnaires to students, to recover the questionnaires were collected, 231 valid questionnaires were recovered, the recovery rate is 92.4%; packet entry and analysis of questionnaire data using SPSS 11.5 statistical software.

#### 2.1.1 *The main psychological problems of learning in five year system higher vocational education*

##### 2.1.1.1 *Students lake of learning initiative and motivation*

On students' learning initiative and learning motivation were investigated, learning needs or sometimes need to be supervised, accounted for

54.5%; the teacher assigned homework 29% students choose to just finish, not quality, 10.8% of the students will find someone else to answer copying, 16% more students will often forget to do homework. At the same time, there are still some students there learn to conform, to shun the views of parents, never even thought of why to learn, in a confused state. Judging from the results of the survey, students' self management ability, learning objectives are not clear and so on problems were stand out.

#### 2.1.1.2 *Students feel learning pressure and learning is out of their league*

From the survey, most of the vocational counterparts pupils have learning desire of the beginning of the school, because they are part of is had internships, work experience or family economic difficulties students, have used the knowledge to change the fate of ideas. However, after admission will not learn, learn not and so on are bothering them. The survey found, 23.8% of the students think that always felt pressure to learn, learning to do, 54% of the students think sometimes feel powerless, high pressure of study learning. Want to learn but not good, the existence of these problems, is not only the students need to consider the issue of.

#### 2.1.1.3 *Students lack of interest in learning, class participation is not high*

For most students, vocational counterparts, interest in learning is one of the main their learning motivation. Have interest in learning, they will take the initiative to actively, even eager to learn. However, we found that the results of the survey, asked whether a learning will feel tired, want to sleep, 16.5% of the students chose option 58.4%, students are sometimes, students choose not only 25.1%. In class you put main energy which, 51.1% of the students choose to study, 15.6% of the students choose to play the game, 33.3% of the students choose the other. So we vocational counterparts class teacher complained, students come to class rate is not high, even in the supervision and guidance counselors and teachers down class, students also sleep more, or use mobile phone to play games, or doing other things. Students uninterested in learning, the classroom is also be absent-minded, students are not lectures, class teacher psychological gap big, no sense of achievement.

#### 2.1.1.4 *Students are not optimistic about the jobs after graduation, feel their job prospects are vague*

As with all of the students, their main aim to school vocational school to students but also to find a good job in the future, can have a good life. Although a part of students learning motivation is what they do

not know, in the discovery in investigation, there are still major objective 52.4% of the students choose to study is to do the work he likes the future. But, we'll see another set of data, 45.5% of the students are optimistic for jobs after graduation, 20.3% of students do not think about it, there are 33.8% students choose to jobs after graduation is not optimistic. Students say they feel confused about the employment prospects, think themselves do not know what can be done, without hope for the future.

## 2.2 *Analysis of causes*

### 2.2.1 *The cause of the students*

(1) In the survey found, when asked the main reason for the study now powerless, that is the basis of difference of 92 people, there are 97 people choose the wrong way, there are 77 people that are themselves not binding. (2) the learning difficulties, lack of confidence. Students are very aware of their problem, 52.8% of the students think that affect their performance improvement to main reason is not hard, fun, for reasons to learn much, and 45 considered themselves no confidence, ambition is not strong. To learn the basis of poor, coupled with the long-term learning inferiority caused by the five year system higher vocational students study and no power, no interest, the result is not ideal and many other problems.

### 2.2.2 *The cause of the college*

#### 2.2.2.1 *Efforts to professional education is not enough, students of professional cognition fuzzy*

Students learn the professional sense of belonging and approbate degree will affect the students learning psychology. Although the schools have professional education courses in the freshman course, but short, less content, students is difficult in a short time, the system has comprehensive, in-depth understanding of the specialty.

#### 2.2.2.2 *The cause of the teacher*

(1) Backwardness of teaching ideas, not teach students in accordance with their aptitude. Found in the interview, in the process of teaching practice, most teachers are not willing to the corresponding class, because in the face of students in class and do not seriously, to the problem of class ratio is not high, the teacher's frustration increased, even the teacher in class without students respect teacher, have personality in the classroom to students, teacher-student contradiction is very serious. Teachers' philosophy is not updated, it is difficult to carry out teaching reform. (2) In the survey, when asked what do you think the teachers lack of what kind of quality, there are 127 students considered flexible teaching methods, there are 167 students in class that is humorous, vivid. The language of

teachers, teaching means, methods can give courses bring infinite vitality, which is the key to influence student motivation, learning interest.

### *2.2.3 The cause of society*

In the survey found that employers and graduates, employers will often wear colored eye to treat the five year higher vocational graduates, five graduates of social recognition is not high. Five year system higher vocational students by school teachers in the school give a special treatment, to the society, the employer is one that five year students will be very carefully to see transcripts, at the same time, in the recruitment of personnel, under the same conditions, the employer has expressed a preference for general recruit students, because they are afraid of the five year vocational students knowledge base with work ability than the general admission.

## 3 STRATEGIES OF TEACHING REFORM

### *3.1 Strengthen teacher training and renewal teaching idea*

Thought and concept update to be. For the object of education teacher is not selected, the existence of differences in students, if still using the concept of the past to the evaluation and assessment of students, it is easy to appear the teacher teach students learn tired, bitter embarrassed territory. In fact, in the country, the reform of five year system higher vocational many provinces in the early implementation, for the only vigorously implement the Guangxi Province, other early implementation of five year consistent system has a lot of experience worth learning and reference. Send teacher to the relatively mature provinces to learn and communicate, communicate more with the national demonstration vocational colleges, exchange between young teachers and school teaching selected, or invited experts to lecture is very necessary. At the same time, the latest in the field of professional and technical learning is always there, by the training of young teachers should increase the intensity, because they are mainly responsible for carrying the new task of.

### *3.2 The implementation of professional education process, to improve the students' professional recognition*

Professional education will no longer is a compulsory course for students new admission, and should be run through the whole teaching process. Every professional class teacher should be the main staff of the implementation of this task. Professional education from the professional course, teaching requirements for some professional core courses before class begins. In the teaching process in the

teaching of this course in the specialty of "what is the role? Then you will learn what? After school will have what ability? What to do after graduation?" The teaching mode to have special arrangements, in the beginning the course so that students have a goal and work hard in the direction, has been highly recognized by professional, so that students learning together will not be too confused. Which is the two stage, professional education and employment education should also be combined effectively, improve the students' professional recognition and professional employment confidence.

### *3.3 The reform of teaching methods and means*

The counterpart of the many students do not want to learn, most students still poor foundation or learning habit is not good, so the method and means of teaching teachers according to the psychology of learning and the characteristics of the students. There are 177 students think that the interaction between teachers and students, flexible teaching methods they most loves; 81 students think doing, learning by doing teaching methods is their love in the form of. All of the teachers put forward new requirements, the effective use of a rich network of classroom teaching, to attract students with vivid and humorous language, instead of the abstract theory curriculum of traditional visual participatory training will be the teaching method and means to reform our teacher.

### *3.4 Adjustment of student assessment methods*

Professional course most of construction equipment group not only has the characteristics of professional theory, professional and strong, and the close relationship between curriculum, learning difficulty. To enhance the self-confidence of students, encourage students' active learning, combined with the characteristics of Higher Vocational Students "weak theory, strong practice", improve the learning process assessment and training examination proportion based on traditional assessment methods, to urge the students to pay attention to the usual study accumulation, training, improve the students in the learning process of the sense of achievement. The final exam can adopt the open book examination application form, the ability to focus on the assessment of students, to overcome the drawbacks of rote learning. Finally, students' final exam score by the student usual attendance, homework, practice and defense, theoretical performance in class and the final exam, final exam scores points of the final examination scores of the control at 50%. Through the implementation of teaching reform, in order to achieve the test and promote learning, improve teaching quality and students' skill level, so as to promote professional development.

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