

“Ten-word Method” for the Development of Practicality in Vocational College Teaching

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Abstract—Practicality of teaching refers to that teachers help their students to obtain some knowledge and skills, and help them to develop their own habits and character in class. Then the students can apply them to their practical work. With over 20 years' experience in college education, the author summarizes ten-word method that can develop the practicality of vocational college teaching. These ten words are: theory, practice, familiarity, flexibility, conciseness, profundity, inspection, feedback, control, and strictness. In the teaching process has received the good effect.

Keywords—vocational education; teaching; practicality; method

I. INTRODUCTION

Recent years, a series of policies, laws and regulations have been formulated and published by different levels of governments that helped the development of vocational education, making some college into provincial or state model ones. However, problems still exist in employment. Some students fail to apply knowledge into work and cannot adapt to work, some even cannot find a job after graduation.

These problems pose challenges to the practicality of vocational college teaching. Professor Xiao Chuan from Beijing Normal University believes that practicality means the exact development of students after teacher's teaching for a period^[1]. Impractical teaching doesn't mean teachers' incompetent, instead, it means students' failure to learn. To be specific, practicality of teaching aims to make students to learn knowledge and skill as well as develop their habits and character, and bring these to their practical work.

In order to implement the spirit of the national vocational education conference and develop the practicality of vocational college teaching, we improved students training plan based on the practical accounting work. I summarized ten-word method that can develop the practicality of vocational college teaching. The ten words are: theory, practice, familiarity, flexibility, conciseness, profundity, investigation, feedback, control, strictness.

II. THEORY AND PRACTICE

Theory means theory knowledge and teaching. Vocational college belongs to higher education, which means it differs from short-term training; therefore, for students' better development it should cover theory knowledge teaching, including ideology and politics, humanity and professions. To improve practicality in theory teaching, teachers can adapt

“problem instruction”---teachers propose questions and students solve them by reading textbook, search documents and discussion. This method can inspire students to think and create an active class atmosphere. It is worth noting that the questions will decide students understanding of the textbook and their thinking development as well as learning interests. Thus, teachers should carefully design these questions that are practical and helpful for teaching.

Practice means students get practice skills by practical teaching. Vocational college should present professionalism, and practical teaching is the best way. Practical teaching covers campus simulation practice, enterprise cognitive practice and internship. Generally speaking, practical teaching can attract students and realize practicality. However, theory teaching fails. To make theory teaching practical, it's better to combine theory and practice, for example, putting professional machines and teaching machines in one classroom, rearranging practical teaching process, focusing on students' operational ability, and one teacher teaches theory and practice at the same time to make the two reinforce each other.

In the aspect of theory and practice, CCMC school of accounting and finance summarized a “1333” model for accounting teaching. “1333” model means one main line for accounting professional education; three teaching contents including basic knowledge, methods and skills; three steps of teaching including perceive, aware and apply; three training guarantee including classroom experiment, stage practice and comprehensive internship. This model can narrow the gap between school and work and improve student's capability to apply knowledge and skills.

We compiled and published textbooks that combine theory and practice. They are *Accounting Profession Basis* and *Enterprise Accounting and Reporting*, these books covers enterprises every month's economic work. With these textbooks, students can learn theory and do practical accounting at the same time and gain the ability to account, prepare statement and bind accounting files. Therefore, it combines theory and practice and improves students' application ability.

III. FAMILIARITY AND FLEXIBILITY

Familiarity reflects in three aspects:

First, teacher should be familiar with textbooks^[2]. Before a new semester, teachers should carefully study the textbook

and prepare a plan that covers teaching period, methods, difficulties, etc. familiarity of textbooks enables teacher better plan teaching content and goals. However, some teachers still fail to do so, impeding students to grasp knowledge from a comprehensive perspective.

Second, teacher should be familiar to students^[3]. Teachers can get to know students' learning foundation and interests and mentality by means of consulting class advisor, private talk with students and observing. It has been proven helpful for comprehensive teaching in experience.

Third, students should be familiar to teachers. In the first class, teachers can do a self-introduction that covers name, address, hobbies, contact information. During semester teaching, teachers should make themselves known by students and learn from each other.

Flexibility means flex application of knowledge based on textbooks. Some teachers are so familiar to textbooks, but students don't interest in their "reading textbook" method. Therefore, teachers should rearrange textbook for students' better acceptance based on teaching experience and students. In teaching *Enterprise Accounting and Reporting*, I rearranged teaching orders of added-value tax and asset accounting. In this way, students can better understand and calculate added-value tax.

Meanwhile, teachers should more apply multimedia to attract students

Teachers should focus more on students and textbooks and better manage the connection of teacher, student and textbook. Teachers should bring students' subjective initiative into play in teaching process design, teaching context choice and teaching method for the improvement of practicality in teaching.

IV. CONCISENESS AND PROFUNDITY

Conciseness means focus on important and difficult points. Profundity means analyze in depth and apply important knowledge to practice and solve relevant problems.

First, grasp important points and application^[4]. Important points are main and basic knowledge or skill that students should master, therefore, teachers should be clear of these points and logically design teaching process. Also, teachers need to assign homework for students to use these points to analyze and solve problems. In *Financial Management*, there are seven financial concepts, but according to teaching outline and practical application, I focus on two concepts: risk and return equivalence concept and capital time value concept. However, grasping important points don't mean abandon those unimportant ones. They can be learned by students themselves with teachers' suggestions. Students can learn these well and know "how to learn" by this method.

Second, turn the difficult points into easy ones. Difficult points are those students fail to learn themselves, therefore, teachers should make them easier for students to learn. Take "internal rate of return" as an example, I turn it into "straight-line equation" that students have learned in math, making it easy for students to learn and master.

Third, apply and analyze in depth. In order to make students learn easily and apply these knowledge to solve practical problems and improve their operational ability, teachers should give examples and tells some interesting stories, but it should be relevant and manageable. For example, in teaching "investment strategy", I take teaching building construction, teacher dormitory and student dormitory as examples, list materials about reconstruction of exiting housing, land acquisition, leasing and purchasing, and let students analyze, write and choose a best plan. This method is feasible that students can learn knowledge and also college's development.

V. INSPECT AND FEEDBACK

"Inspect" and "feedback" refers through feedback to inspect the teaching results and summarize the experience and lessons. To achieve the teaching goal, "inspect" must combine with "feedback". It was commonly thought that inspection refer to test students. In fact, this is just one aspect of inspection. It includes:

First, teachers' self-inspection. It mainly means that after one class the teachers make analysis and make necessary summary about the success and shortcomings, and then give opinions to get improvement. This is an effective way to get teaching experience and to improve the teaching level.

Second, inspect the students^[5]. There are some ways to check the students: 1. Question in classroom. Classroom questioning should have some with art and it should be targeted and comprehensive. Usually I will pick the student with poor performance or the one not learning seriously, and then I will pick the good students. The student with poor performance or the one not learning seriously cannot answer my question easily, so it can grasp the attention of other students and let them to have positive thinking. After correct answer announced from the good student or from the teacher, all the students will have deep impression about this question, so it will be easier to master it. However, I will think twice to design the question to make sure the proposed question can not only reflects the focus of the teaching but also to conform to the students' cognitive level. In this way, I can stimulate students' thinking activity and let the students' thinking spread, otherwise I not get the purposes of inspection; 2. Correct the assignments. The teachers must mark the students' assignments and correct the common mistakes timely. It must be timely and cannot drag. Of course, it is not necessary to mark all the assignments, but it is required to publish the answers of all the assignments. In order to cultivate the students' ability of self-inspection, we can mark the assignments by face to face, students to students and by the students themselves after teachers' evaluation. 3. Test after class. To check the effect of teacher's teaching and student's learning, it should be arranged some little tests properly. But there should be suitable in times and difficulty. Otherwise, the students will produce resentment. It should be corrected and make evaluation timely after the tests. If the fail rate reached more than 50%, the teachers should stop the new lesson but retell the former lessons. The teachers should make the students like to have tests.

Through inspection, if the teachers find that the students cannot adapt to the teaching contents, it should be considered why and where the problem is and to think whether it is for the teaching contents or for other reasons. If in the classroom the students don't move (hands, eyes, brain), the teachers will think whether it is for reasons of the teachers, the course self or student's own, and to think how to make more appropriate improvement. The teachers should try to avoid one phenomenon "I speak and my students to do their own; I am very tired but the students have no harvest".

VI. MANAGE STRICTLY

If you want to get good teaching effect, in addition to good preparation, good lessons, you should strengthen teaching management. It should be strict but also you should pay attention to the methods. Only in strict management, you can guarantee the normal teaching progress and ensure the improvement of teaching quality. Manage in not strict way is in fail. Some teachers give lecture very excellently, but they cannot get the expected effect. Non-strict management is an important reason for this. In some teaching classrooms, we often encounter such situation: the teachers are giving lecture enjoying, but the students are in the air. There are many reasons for this including the teachers' unattractive teaching design, teachers' lack of the consciousness and the ability of teaching organization and non-strict management as an important reason. Any students before "play" in classroom, they will have tentative "activity" at very beginning. If they find that the teacher doesn't notice their "play", they will bold up gradually. Over time, the students master the teachers' characteristics of classroom management; they will do what they like "freely". Therefore, the teacher must be strict in management.

First, the teacher must manage themselves and behave professionally and speech civilized. Don't be late and play good role models.

Second, the teacher must manage the student's thoughts, the classroom discipline, the preview and review after class, and prevent the students from letting off steam.

Third, strict management should pay attention to methods, teachers should be humorous and wit and cannot use sarcasm or even insulting language^[6], otherwise you will damage students' self-esteem and self-confidence and will let the students produce tiredness and even resentment to the class. Language is the most important way of communication between teachers and students. If the teachers' language is concise, accurate and humorous, it can add more excitement in the classroom. Humor is a kind of catalyst and it is worth shot for classroom teaching. For example, once one student fell asleep in my class, I say: don't be too selfish and don't think about your learning only but regardless of other people. The

student near the sleeping one woke up him immediately. In such way it have reminding, supervise and urge effect between classmates, and the teacher don't have to stop the lecture to wake up the sleeping students every time.

In recent years, the rate of graduate students of accounting major with double diploma in Chongqing City Management Vocational College reached more than 92%, the initial employment rate is above 96%, and a number of students are employed directly by the internship units at the end of the field works. Obviously, our classroom teaching effect is satisfactory.

Of course, there are no fixed methods in teaching. In the process of classroom teaching, there are methods and experience worthy learning and referring to improve the teaching effectiveness from different schools and different teachers. In particular, the teachers in middle schools have more summary in this area, for example, to study classroom teaching from the effectiveness of classroom teaching by Cao Jun, how to improve the effectiveness of classroom teaching by Zheng Wu Huang and how to improve the effectiveness of classroom teaching for new course by Chen Guoping and Wei Weiyan. The Vocational colleges also have some researches on the effectiveness of classroom teaching, for example, the effectiveness research on English classroom teaching in vocational colleges under curriculum reform by Changzhou Liu Guojun higher vocational and technical college and the effectiveness research on improving ideological and political theory course teaching in vocational college by Zhejiang Industry Polytechnic College. But it has been less in the summary about the effectiveness researches on classroom teaching for professional course in higher vocational college. As long as we summarize carefully, explore actively and to practice hardly, the improvement of vocational colleges teaching effectiveness will receive significant results.

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