

## Exploration on "Teaching Methods of Behavior-oriented" of Professional course in Vocational colleges

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**Abstract**-Based on the current problems existing in professional courses in vocational colleges, this essay presents "teaching methods of behavior-oriented" to solve the problem. According to the advantages of this method compared to traditional teaching methods, apply this method to the teaching of the professional courses and put up teaching reforms, with a result of certain teaching achievements. Conclusion is that this method has the value to promote in professional courses in vocational colleges.

**Key words**- Vocational education; teaching methods of behavior-oriented; traditional teaching; teaching reforms

### I. CHARACTERISTICS AND CURRENT SITUATIONS OF PROFESSIONAL COURSES IN VOCATIONAL COLLEGES <sup>[1-3]</sup>

The purpose of vocational education is to instigate the educated to get education of vocational knowledge, skills and professional ethics needed in certain occupations or productive labors. The ultimate goal of vocational education is to develop speaking ability and bring up some workers who have a certain level of education and professional knowledge and skills. Compared with the general education and adult education, vocational education is focusing on the cultivation of practical skills and working abilities. The modern Chinese famous educator Mr. Huang Yanpei thinks the core of vocational education is to "make the jobless work and the worker love his job". So in today's trend of social development, vocational education must adapt to social development, meet the fundamental law of social development and meet the needs of society in order to bring up qualified "professional people", which is also the basic condition to establish the system of high vocational college education.

In order to achieve the basic function of education in high vocational colleges, many things should be done, the key point of which is the quality of the curriculum system, which directly determines the students' quality. However, under the current educational system, we will meet a series of issues in one way or another in the construction of curriculum system, teaching evaluations and so on. For example, the deficiencies in curriculum design and the weakness of the relevance directly cause the lack of students' capacities in terms of study of the subsequent course, graduation projection and application of expertise in practice, making students not be able to establish clear concepts on what they are learning, say nothing of the capacity of application. Therefore how to deal with

professional solutions to problems existing in the professional courses, and further stimulate students' interest in learning and deepen students' professional ability has become the issue to be solved in the current teaching in high vocational colleges.

### II. COMPARING OF THE "TEACHING METHODS OF BEHAVIOR-ORIENTED" AND THE TRADITIONAL TEACHING METHODS<sup>[4,5]</sup>

In recent decades, some nations pay some certain attention to vocational education, and according to their different conditions develop some new teaching methods of professional education or teaching modes to adapt to their own society, technology and production development. The "teaching methods of behavior-oriented" was developed on the German Culture Ministers' Meeting in 1999 which decided a new teaching method of vocational training and advanced vocational technical training. This method is a new concept based on the target to cultivating students' all-around abilities, which is worthwhile for our vocational educators to learn. Therefore, compared with traditional vocational education teaching methods, teaching methods of behavior-oriented have the following unique characteristics:

#### A. Differences of teaching objectives and contents

The purpose of teaching is let teachers and students achieve the desired results or standard through teaching activities which is a clear and specific description of what learners can do in the future. The famous American psychologist Bloom systematically divided teaching objects into cognitive objects, emotional objects and behavior-operation object.

In traditional teaching methods, cognitive objects are the most important, while in the "teaching methods of behavior-oriented", the cognitive objects, emotional objects and behavior-operation objects together constitute a new system of learning objects. They are independent of each other, but it is also linked to each other. It mainly focuses on cultivation of students' method abilities and social abilities. During the teaching process, teachers can enable students to fully display their learning achievements and professional application capabilities, to evaluate students encouragingly, and through a variety of teaching means to promote students' self-confidence, self-esteem and sense of success, with students' comprehensive quality and professional application capabilities improved.

#### B. Differences of teaching modes

Joyce and Weil think that teaching mode, a system of procedure and strategy which represents the teaching processes, is the basic structure or framework of various types of teaching activities established on teaching theories or certain teaching thoughts in the book "teaching mode".

Traditional teaching models are elaborated from how the teachers teach, ignoring the issue of students' ability to learn, throughout the process of teaching around teachers. Teachers only focus on the transfer of knowledge, not on cultivating and improving students' integrated vocational abilities. Such a way of teacher-core only emphasizes on indoctrination, overlooking the subjectivity of students. Students passively adapt to the teacher, passively receiving knowledge, which objectively limits students' potentials and repress and obstruct students' personal development to some extent. It can no longer meet the needs of today's society for vocational education and talent training.

The essential difference between teaching methods of behavior-oriented and traditional teaching methods is that the former emphasize the main role of the students, which emphasizes on activity teaching, promote students' skills of exploration and make students gain abilities of researching issues and problem-solving. This teaching method is no longer a mode of teachers speaking and students listening, but the mode with interaction between teachers and students. In learning activities teachers shifted from traditional teaching organization leader to guiders in teaching activities, are teaching auxiliary around the student. Students can fully play as the main body of learning, which greatly enhances the learning initiative and thinking activity.

### *C. Difference of teaching evaluation*

Teaching evaluations are based on value judgments as well as the result of teaching process according to teaching objectives in and serve for decision-making. The evaluation of students' learning is an important part. The main methods are quantitative evaluation and qualitative evaluation.

In traditional teaching methods, evaluation scales of students' learning effect are usually quantitative evaluation of unification. Such an approach ignores the examination and evaluation of the comprehensive quality of the students' own ability, which is unable to meet the capacity needs of today's community of professional talent.

The "teaching methods of behavior-oriented" works from the quantitative evaluation and qualitative evaluation in various areas. It has the written and the oral examination testing students' knowledge level of the quantitative evaluation methods. At the same time, it also more focuses on specific applications of the students' professional, qualitative evaluation of integrated application for assessing students' academic knowledge and skills, the ability to solve practical problems. It takes process evaluation in the evaluation process as a main part, supplemented by evaluation of results in order to have a more rational examination and evaluation of comprehensive quality of the students' own ability. For example, students in classroom with subjective initiative or manifestations of good character will be given encourage evaluation.

To sum up, "Teaching methods of behavior-oriented" is much different from traditional teaching method. This teaching method can fully exert students' activities and cause their enthusiasm. In psychological it trains students' self-confidence and self-esteem to enhance students' integrated quality in professional area, which makes traditional of vocational education enter a new concept and mode, and deserve promotion.

### III. EFFECT OF APPLICATION OF "TEACHING METHODS OF BEHAVIOR-ORIENTED" [6,7]

Based on the many advantages of the above "Teaching methods of behavior-oriented" in vocational education, the author put this method into use in teaching professional courses of high vocational education. Once put forward, it gets the support of the professional teachers group and the leadership and of the colleges. After two years of teaching experiments, some exploratory results have been got.

For teachers, the use of this method can make them update teaching concepts, and also enhance their professional quality. Since the implementation of the "teaching methods of behavior-oriented", the teachers have abandoned traditional teaching philosophy and established the teaching philosophy of people-oriented. Teachers shift their work to guidance and counseling, and focus in the classroom to form an interactive, mutual assistance and harmonious relationship with students. Such as the human brain storm pedagogy that teachers guide students to freely express their views on a subject but without any evaluation on its correctness or accuracy, the induction pedagogy, the case pedagogy and the role-reversed pedagogy are selected for teaching, all of which will help to improve teaching effectiveness.

For the students, they are the direct beneficiaries. Through two years of teaching practice, student learning initiative has greatly improved. Implementation of the "teaching methods of behavior-oriented", largely change the concept of teacher-centered in traditional teaching. Teachers gradually are shifted from teaching leaders to teaching moderators, guiders and consultants of learning activities, which provides students with adequate opportunities for independent learning, consequently arousing students' enthusiasm for learning. "Teaching methods of behavior-oriented" emphasize the dominant position of the students in the learning process, promote personalized learning, and advocate students' learning first, supplemented by the guidance of teachers. Through the completion of teaching activities, students can effectively mobilize the enthusiasm of learning. They can master both the theories and skills, not only learning courses, but also working methods. This method is able to fully exploit the creative potential of the students. Students can fully enjoy the fun of learning from teaching activities while also greatly enhancing their learning effect and enthusiasm for learning, especially, the spirit of helping and cooperation with each other through the teaching processes, their capacities and qualities greatly enhanced.

To sum up, "Teaching methods of behavior-oriented" has a great advantage in the vocational education, which

both students and teachers have benefited much from, play an important and effective role in cultivation of students' comprehensive qualities and professional abilities and is worthy of promotion and application.

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