

Research on the Reform of Practice Teaching of Flower Arrangement Art in Higher Vocational Colleges Driven by Skill Competition

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Abstract: Skill contest is one of the important indicators of talent training quality in higher vocational colleges, and the practical teaching of flower arrangement art is the professional expansion course of landscape architecture major in higher vocational colleges. Skill contest plays an important role in promoting the reform of practical teaching of flower arrangement art. This paper analyzes the role of skill competition in promoting the reform of flower arrangement art practice teaching, and puts forward the reform strategy of flower arrangement art practice teaching in higher vocational colleges driven by skill competition.

Keywords: Skills competition; Higher vocational colleges; Art of flower arrangement

1. Introduction

The reform of flower arrangement art practice teaching is the inevitable requirement of conforming to the development of the new era, and is the inheritance and innovation of the traditional teaching mode. Through the driving role of the competition, it can improve students' learning enthusiasm and initiative, enhance students' vocational awareness, cultivate students' innovative spirit and practical ability, promote curriculum reform and professional construction, improve the quality of personnel training, and provide high-quality technical and technical talents for the society.

2. Analysis of the current situation of practical teaching of flower arrangement art in higher vocational colleges

With the rapid development of China's social economy, the demand for high quality and high skill florists is more and more urgent. As a highly practical professional course, the practical teaching of flower arrangement art in higher vocational colleges must cultivate practical talents who master both theoretical knowledge and practical skills. However, due to the influence of teachers, hardware and software facilities, teaching materials construction and so on, there are still some problems in the talent training of flower arrangement art practice teaching in higher vocational colleges.

In the actual teaching, teachers often lack of guidance and guidance for students' flower arrangement art practice teaching, and the problems in students' flower arrangement art practice are not timely and effectively solved. In this case, it is difficult for students to independently complete flower arrangement art practice and solve practical problems, which will affect students' flower arrangement art practice operation ability and practical application ability^[1]. In the practice teaching process of flower arrangement art, there are some unreasonable places in the curriculum setting, and the actual teaching significance is not reflected in the teaching process. Teachers' lack of understanding of practice teaching leads to ineffective guidance in practice teaching, and students' interest in learning will also be affected.

3. Skills competition driven by higher vocational colleges flower arrangement art practice teaching reform strategy

3.1 Take the skills competition as an opportunity to deepen school-enterprise cooperation

Taking the skills competition as an opportunity, higher vocational colleges should actively deepen school-enterprise cooperation,

promote the integration of production and education, and school-enterprise cooperation, take the skills competition as an opportunity, let enterprises enter the campus, let students enter the enterprise, and deeply integrate the skills competition with talent training. In the skills competition, enterprises can use the competition to provide students with a platform and opportunities for practical operation. Through employees guiding students to participate in skills competitions, it can not only improve teachers' professional ability, but also promote the growth and development of students ^[2].

Taking floriculture Skills Competition as an example, Floriculture Skills competition is an important part of the national vocational college vocational skills competition, which has been held for more than 10 years since 2010. By holding flower skills competition, students can understand the latest flower arrangement art concept, the latest flower arrangement materials, the most popular flower arrangement style, but also let enterprises understand the basic quality and professional skills of students. The Floriculture Skills Competition allows businesses and schools to understand each other's needs and expectations. For enterprises, new problems and new needs can be found by participating in flower skills competition; For schools, participating in flower skills competition can test the teaching effect of flower arrangement art practice. At present, there are more than 100 professional colleges and universities of floristry in China, and the professional setting is mainly based on professional practice. Participating in the flower skills competition can let the school understand the development trend of the industry, the demand for talents in the industry, the standards of enterprise employment and other information. By participating in the flower skills competition, the school can improve the level of education and professional level; By participating in the flower skills competition, students can promote the development of professional knowledge, ability and quality.

3.2 To promote the improvement of teachers' professional ability with the guidance of skills competition

The practical teaching reform of flower arrangement art in higher vocational colleges should be guided by skills competition and enhance teachers' professional ability through practical teaching reform.

First, teachers should actively participate in vocational skills competitions at all levels. Schools can provide opportunities for teachers to participate in various vocational skills competitions at all levels, so that teachers can learn professional knowledge and skills, and exercise their professional ability through competitions.

Second, schools should provide training opportunities for teachers. The school can regularly hold flower arrangement art teaching lectures, flower arrangement art exchange activities, and invite professionals from industry enterprises to the school for training. At the same time, the school can also use information means to establish an online flower arrangement platform for practical teaching resources of flower arrangement art, so that students can obtain high-quality learning resources on campus.

Third, we should actively guide students to participate in relevant competitions. Schools can organize competitions and other ways to let teachers know the excellent teaching experience and results of flower arrangement art practice at home and abroad. In addition, schools can actively guide students to participate in relevant skills competitions. Through the competition activities, it can not only improve students' interest in learning, cultivate students' innovative consciousness and spirit, improve students' professional skill level, but also improve teachers' professional ability and scientific research ability.

3.3 To promote the all-round development of students through skills competitions

Skills competition is one of the important indicators of the quality of talent training in higher vocational colleges. Since 2013, the National Vocational College Skills Competition has begun to reform the practical teaching of flower arrangement art, forcing the reform of practical teaching of flower arrangement art through skills competition and promoting the all-round development of students. Skills competition requires participants to have professional theoretical knowledge, practical operation ability, comprehensive professional quality. The standards of the skills competition, such as "outstanding theme of flower arrangement works, rigorous structure, coordinated proportion, reasonable color, smooth lines", have an important role in promoting the reform of flower arrangement art practice teaching in higher vocational colleges. Through the stimulating effect of skills competition, higher vocational colleges are encouraged to reform the content and form of practical teaching, optimize the curriculum and talent training program. Teachers also pay more attention to the cultivation of students' professional ability in teaching, and actively carry out case teaching and project-based teaching to increase students' hands-on practice opportunities.

Taking the skills competition as the platform, the practical teaching conditions are constantly optimized. For example, in the practice teaching of flower arrangement art, the enterprise project is introduced into the practice teaching curriculum system; By participating in vocational skills competitions to obtain corresponding awards, and on this basis encourage students to participate in professional skills competitions, etc. In addition, skills competition is used as the carrier to promote the improvement of teachers' professional ability and comprehensive quality ^[3]. If you win national awards in professional skills competitions, you will get more

mentoring opportunities; Players who have won provincial or national awards in various professional skills competitions will also receive more support and recognition from schools and enterprises.

3.4 Establish a “double-qualified” teacher team to achieve practical teaching innovation

The specialty of flower arrangement art in higher vocational colleges should be connected with the skill competition, establish a “double-qualified” teacher team, and promote the innovation of practical teaching.

First, establish a stable contingent of teachers. The reform of the practice teaching of flower arrangement art requires a team of teachers who are competent for the practice teaching of flower arrangement art. This team should have strong professional theoretical level and rich practical experience, and have solid professional theoretical knowledge and rich practical experience. Therefore, the school should carry out teacher recruitment for the whole school, and select a group of teachers with relevant professional theoretical knowledge and practical experience as teachers of flower arrangement art, so as to provide teacher guarantee for the practical teaching reform of flower arrangement art.

Second, it is necessary to hire industry experts, enterprise experts, teachers and students to form a teaching team. The teaching team is composed of school teachers and enterprise experts, with rich theoretical knowledge and strong practical experience. Schools should hire industry experts and enterprise experts as part-time teachers to participate in curriculum construction and textbook compilation.

Third, we should establish a perfect “double-qualified” teacher training system. Schools should attach importance to the cultivation of the key teachers of practice teaching of flower arrangement art, provide them with training opportunities, and help them improve their professional skills and practical ability. At the same time, schools should actively encourage teachers to participate in the skills competition and combine the skills competition with the professional practice teaching of flower arrangement art.

4. Conclusion

To sum up, skills competition, as an important driving force for the education and teaching reform of higher vocational colleges, is of great significance for promoting the reform of the teaching mode of flower arrangement art practice. It can not only improve students’ innovative ability, but also enhance students’ practical ability and comprehensive quality. Therefore, teachers should make full use of the platform of skills competition, guide students to pay attention to the development trend of the industry, improve students’ practical ability and innovation ability, and constantly improve their professional quality and teaching ability. Only in this way can we really promote the development of flower arrangement art practice teaching and cultivate more outstanding talents for the society.

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