

Reflections on the Teaching Reform of Automobile Specialty in Colleges and Universities under the New Situation

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Abstract: In recent years, as the social status of my country's automotive industry has become higher and higher, the corresponding automotive professional teaching has also begun to attract attention. However, under the current new situation, there are still some problems in the teaching of automobile majors in colleges and universities, and it is difficult to form an effective connection with the development of the existing automobile industry. Therefore, based on the current situation of automobile teaching, this article explores the path of automobile teaching reform in colleges and universities, hoping to innovate the professional teaching mode, improve the quality of automobile professional talents, and promote the faster and better development of my country's automobile industry.

Keywords: New Situation; Colleges and Universities; Automobile Major; Teaching Reform

With the rapid development of my country's social economy, the current living standards of residents have improved significantly. Based on the large proportion of our population, the demand for automobiles is correspondingly higher, which makes our country now the world's largest automobile consumer and production country. The automobile industry is also regarded as one of the important industries in the national economy. The development of the automobile industry is inseparable from the input of professionals. In recent years, many universities have actively responded to market demand and have successively increased the training of automobile professionals. However, judging from the current employment situation of automotive graduates, most colleges and universities still have some problems in automotive teaching, which makes it difficult for the trained talents to meet the application needs of the society. In this regard, colleges and universities must combine market demand, actively carry out teaching optimization reforms, improve existing teaching concepts and models, and comprehensively improve students' comprehensive professional capabilities.

1. The main problems existing in the teaching of automobile major in colleges and universities

1.1 Backward teaching philosophy

Affected by long-term traditional teaching concepts, many teachers still use traditional old-fashioned teaching models and methods, and their teaching concepts have not kept pace with the times, which limits the teaching development of the automotive major in colleges and universities to a certain extent. Therefore, in order to effectively improve the quality of teaching, teachers must first innovate the original outdated teaching concepts, actively learn and

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learn from the current advanced and cutting-edge teaching models and methods at home and abroad, and integrate theoretical teaching into practical applications. In the process of actual teaching reform, it is necessary to be good at “taking the essence and removing the dross” for traditional teaching, actively transform the original indoctrination theory teaching, and strengthen the introduction of practical teaching activities. Only by changing the old-fashioned teaching concepts, accepting new teaching concepts and experiences, and attaching importance to the status of students as the main body of learning, can we effectively promote the development of automotive teaching.

1.2 Teaching content lags behind

With the rapid development of science and technology, the current new automotive technology has also made continuous breakthroughs and innovations. In recent years, it has achieved integrated development with artificial intelligence, which has brought greater challenges to the current automotive professional teaching in colleges and universities. At the same time, based on the fact that automotive majors are mostly technical colleges and higher vocational colleges, the students’ overall cultural foundation is relatively thin, their independent learning ability is insufficient, and the teaching content is lagging and the model is single, making professional teaching more dull and boring, and students’ learning enthusiasm is generally not high. The existence of the above-mentioned problems makes it difficult for college automotive students to quickly adapt to the development needs of society and the automobile industry after graduation and employment, and it is difficult to find ideal counterpart jobs, which in turn affects students’ future career planning and development.

1.3 Insufficient teaching resources

With the transformation of educational ideology and the rapid increase in the number of college enrollment, the current colleges and universities’ original software and hardware teaching conditions are no longer able to meet the existing student needs. First of all, in terms of hardware teaching, the practical teaching equipment of automobile majors in colleges and universities is too old, and some even lack the necessary vehicle maintenance simulation equipment, which is unable to create a relatively complete practical teaching platform for students. Secondly, in terms of software teaching, some colleges and universities have relatively weak faculty. Automotive teachers themselves are not professional counterparts. Such a closed teaching model is difficult to cultivate outstanding talents in the automotive field, and the teaching resources of colleges and universities are also difficult to meet the practical learning needs of students, which is not conducive to the transformation of theoretical knowledge into practical applications.

2. The path of teaching reform of automobile major in colleges and universities under the new situation

2.1 Strengthen school-enterprise cooperation

Through school-enterprise cooperation, colleges and universities can provide enterprises with directly employed personnel, and enterprises can provide colleges and universities with corresponding practical teaching conditions, forming good complementary advantages. Although many universities currently have school-enterprise cooperation, they still lack the depth of cooperation and it is difficult to cultivate high-quality professional ideal talents. Under the new situation, automotive majors in colleges and universities should focus on building a school-enterprise cooperation model, maximize the use of the advantages of both parties to form resource sharing, carry out multi-level and in-depth cooperation, and achieve win-win cooperation; At the same time, it should also combine the needs of enterprises for talents. Courses, public knowledge courses and practical skills courses, etc., form the goal of order-based talent training.

2.2 Optimize teaching mode

In actual teaching, teachers should choose appropriate teaching methods based on their teaching knowledge and the characteristics of students to ensure that students can actively participate in teaching activities. As a teacher of the automobile major, we must change the traditional and boring programmatic teaching methods in the past, and use rich and diverse teaching methods and modern informatization teaching methods to widely attract students’ attention in the classroom, stimulate students’ interest in professional courses, and use vivid and flexible teaching. Mode to achieve a multiplier learning effect.

2.3 Reform teaching materials

In order to strengthen the professional construction of automobile majors in colleges and universities, it is necessary to advance with the times and actively reform the existing professional course materials. Application as a benchmark to meet the actual learning needs of students of this major and improve the adaptability, effectiveness and functionality of teaching materials.

2.4 Strengthen practical teaching

The practical application of the automobile major is extremely strong. In view of this, colleges and universities must increase the importance of practical teaching, build a corresponding practical teaching site, and divide it into three parts: basic practice, core training and comprehensive practice. Teachers should internalize and implement theoretical knowledge in practical teaching in a timely manner, so as to promote the connection of various links of teaching and help students integrate their knowledge to improve their practical problem-solving ability. Colleges and universities should take the initiative to increase the investment in practical teaching of the automobile major, further optimize and improve teaching equipment, and allocate sufficient advanced facilities and equipment according to the teaching needs of the major to ensure that the investment in equipment can meet the learning needs of students, through practical teaching it can better stimulate students' professional learning enthusiasm, and teachers' teaching enthusiasm will also be improved, so as to ensure the smooth and effective development of practical teaching.

2.5 Improve the quality of teachers

Good teachers are the guarantee for professional construction and development, as well as the key to ensuring teaching quality and improving teaching efficiency. Colleges and universities should pay attention to the optimization of teacher resources, provide support and assistance to teachers from all aspects, and vigorously cultivate a team of "double-qualified" teachers. First of all, teachers should be arranged to participate in various training and learning under the guidance of the local education department, to broaden teachers' professional vision, enrich their teaching experience, and continuously add new professional knowledge and skills; Second, take the initiative to cooperate with enterprises to build application-oriented. The teacher talent training mechanism arranges for teachers to go to the company to take part in training, learn advanced and practical professional techniques, and strengthen their own practical teaching capabilities; Finally, teachers are encouraged to obtain relevant qualification certificates by participating in job evaluations, assessments, and so on. Competent universities can also strive for opportunities for teachers to study abroad, fully learn and learn from the automotive professional teaching models of foreign developed countries, so as to continuously enrich and upgrade domestic teaching methods.

2.6 Reform assessment methods

In the teaching of automobile majors in colleges and universities, the original assessment and evaluation are mainly based on theoretical knowledge, and a paper examination paper is the only standard to measure students' learning achievements. They should combine theory and practice assessment, pay attention to the weight of practice assessment, and strengthen the training of students' practical operation ability; Secondly, pay attention to it. Process evaluation takes students' daily attendance status, classroom performance, training operations, teamwork, report summary, etc., as process evaluation indicators to comprehensively examine students' comprehensive professional abilities.

3. Conclusion

Under the new situation, my country's automobile industry is developing rapidly, and the automobile industry still has a large space for development. Actively training highly-matched automotive professionals has become an inescapable task for colleges and universities. As the main force of national vocational education, colleges and universities should take the initiative to seize this educational development opportunity, strive to adapt to the talent training needs of modern society and automobile companies, actively reform the teaching mode of automobile majors, and strive to cultivate more high-quality and high-skilled automobiles. Talents contribute to the educational power of promoting the development of my country's automobile industry.

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