

# Analysis of Teaching Status and Improvement Measures of Higher Vocational Education Projects

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**Abstract:** Nowadays, higher vocational education has always been the backbone of the development of education. Compared with undergraduate education, higher vocational education is more adaptable to the development of society and can accurately meet the skills needed by society. Under the new educational situation, China's higher vocational education has begun to implement project teaching. However, since the implementation of the new teaching program, it has been affected by many aspects, including teaching resources, teaching ability and teaching facilities. Higher vocational education is facing different challenges, and gradually deviates from the original teaching objectives. Experts have done a lot of research on the current field of vocational education in China. This paper makes a reasonable analysis of the problems existing in the implementation of project education policy in higher vocational education and puts forward solutions.

**Keywords:** Higher Vocational Education; Project Teaching; Reform Measures

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## Introduction

The Decision on Vocational Education issued by The State Council in 2014 clearly points out the teaching mode of school-enterprise cooperation, combination of work and study, and project teaching. In response to the relevant policies and guidelines issued by The State Council, many vocational and technical colleges in China have reformed their teaching programs and modes, formally carried out project-based teaching and actively carried out teaching practices. They integrate social industrialization development into the teaching plan of higher vocational colleges, combine work with work, achieve the coexistence of practice and theory, and cultivate social talents.

### 1. The meaning of project-based teaching

Project-based teaching mode is a policy implemented in higher vocational colleges according to the basic educational conditions and combined with the teaching functions of higher vocational colleges. This project-based teaching method is carried out as a complete project, and the teaching activities are to organically combine the theoretical knowledge learned in the classroom with practical activities in real life, so as to help students better understand theoretical knowledge and improve students' practical ability. The project teaching method is a combination of project and teaching. The project includes the task arrangement of the project, the formulation of the plan, the implementation of the plan, the project evaluation, and the final promotion. This teaching method appeared in Europe as early as the 18th century, which provided an example for world education in a certain sense and gave our country a good cognitive foundation for education. Higher vocational

education is different from undergraduate education in that it pays more attention to learning more quickly. Compared with the traditional teaching concept of higher education, it pays more attention to learning theoretical knowledge, and the improvement of practical ability is often put in the later internship. The theory can be combined with practices in the project-based teaching mode. The instructor conducts theoretical knowledge education for students, and companies provide platforms for schools to conduct practical internship activities for students; Teachers guide students to learn and practice, analyze the development direction of professional work, and cultivate students' expertise, build technology talents for society. The implementation of the teaching model of the project is the corresponding reform of some work in higher vocational education, providing students with a better ability to improve platform. At the same time, this also puts higher requirements for higher vocational education teachers, not only for teaching methods and strategies, there is better training and improvement in teachers' professional skills<sup>[1]</sup>.

## 2. Teaching status

So far, the theory of project chemistry has become a general teaching model in my country's higher vocational colleges, and has achieved rich achievements in theoretical research and practice applications. Such a teaching mode has enabled higher vocational education to have just treated social development, complying with modernization of technical talents in all walks of life, because higher vocational colleges have grasped a more stable and clear development direction.<sup>[1]</sup> However, in the face of the opportunities and challenges of modern development, there are still some problems in the implementation of the teaching, including the following five aspects:

First, the project is too simple and idealized. The teaching of the project is the basic form of the project, combined with the theory of classroom teaching, and uses action to verify the teaching method of truth. This teaching method in projects is often the quality of the project directly determines the quality of teaching. The direction of the project development is unclear, which may lead to the teaching objectives of the initial school. For the current survey, many teaching projects involved in higher vocational colleges are relatively easy, and it is too idealized. This is contrary to the teaching philosophy of the practice and theory of the teaching, and has deviated from the teaching objectives and directions of the school. This is still not completely rid of the shackles of traditional education concepts in a certain sense, and it is still a key to theory, and it cannot be combined with actual life.

Second, teaching theory and professional posts. Under the new teaching concept, the school also pays more attention to the promotion of students, and also carries out a lot of practical teaching facilities. However, due to teachers' ability, teaching facilities and students' knowledge and accomplishment, the practical training education carried out by the school is far from the technical ability and accomplishment required by the real professional jobs.

Third, students' subjectivity is ignored. Although under the influence of new teaching concepts, there is a certain update in traditional teaching mode, but because traditional teaching concepts root into many teachers' thinking, the project chemical teaching model cannot be implemented. In the classroom, the teacher's learning subjectivity is ignored by teachers. In teaching activities, they often only pay attention to the teaching of knowledge, and forget the initiative, enthusiasm and practicality of students' learning.

Fourth, the information is not timely. The project-based teaching method is very different from the traditional teaching model, which is more important to the integrity of students, emphasizing the importance of students' learning and practical processes. This is able to learn more about students' teaching methods from students to learn about students' learning habits and are interested in time. However, under the impact of new teaching philosophy, the education of senior colleges has not been fully transformed, and there is still a lack of effective teaching information, but not get better feedback, causing teachers to immerse in the teaching class, can't find teaching problems in time.

Fifth, the evaluation method is single. For the evaluation of students' learning achievements, there is still no way to jump out of the traditional education mode, and the comprehensive ability of students is also evaluated by examinations. It not only fails to recognize the problems existing in the development of students in all aspects, but also limits the cognition of teachers' teaching level, so that students and teachers cannot be educated and professionally cultivated<sup>[2]</sup>.

### **3. Reform measures**

Based on my country's demand for talents, the implementation of project-based teaching in higher vocational colleges is an inevitable development trend, not only to adapt to the development of society, but also to adapt to the improvement of students' own abilities. To build a model higher vocational college with a more complete teaching model, the school must make full use of social resources, combine enterprises with schools, improve students' professional ability to combine theory and practice, and promote the reform of school education and teaching.

#### **3.1 School-enterprise combination**

Implementing the educational policy of combining school and enterprise, enterprises provide schools with corresponding internship jobs, and schools provide students with a better theoretical platform for teaching. The combination of schools and enterprises creates a development stage combining theory and practice for students, so as to improve students' professional and technical abilities in all aspects, and strive to create all-round talents for the society.

#### **3.2 Variety of training modes**

Combined with the requirements of the STCW Convention for employee positions, the post entry training is divided into multiple training levels. Instead of relying only on a single skill training, a variety of training modes are adopted to train students in all aspects. In this way, it can explore the potential of students, develop their personality, break through the traditional teaching mode, achieve the teaching concept of combining theory and practice, and cultivate professional post personnel for the society.

#### **3.3 Focus on students**

In order to get a better development of education and teaching in higher vocational colleges, it must jump out of the traditional teaching mode, take students as the main body of learning, and carry out corresponding teaching innovation. We should make full use of information technology, keep up with the pace of social development, introduce more advanced teaching equipment, use multimedia teaching and Internet learning, and create a more comprehensive and diversified teaching classroom for students. Students and teachers can also communicate in real time online to understand the needs of students in a timely manner, and develop a more complete teaching method with students as the main body, so as to promote students' enthusiasm and initiative in learning.<sup>[2]</sup>

#### **3.4 Follow up the whole project teaching process**

Teachers should clarify the essential identity of students. In the process of implementing project-based teaching, teachers should guide students to guide and analyze projects, and help students improve various tasks. The teacher carries on the reasonable achievement evaluation to the student according to the student's various aspects of comprehensive performance.

## 4. Conclusion

The implementation of project-based teaching is my country's emphasis on teaching activities in higher vocational education, and it is an inevitable development trend of the reform of teaching mode in higher vocational colleges. The successful implementation of project-based teaching in my country is an exploration of an educational prospect in my country, and to a certain extent, it plays an important role in the promotion of colleges and universities across the country.

## References

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