

Exploring the Training Mode of Class Team Cooperation Consciousness in Secondary Vocational Colleges

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Abstract: In medical secondary vocational schools, the head teacher is the director of class management, the executor of ideological and political education, and the builder of comprehensive quality training. In the process of class construction, it is an inevitable requirement for class management to pay attention to the training of details, give play to professional advantages and enhance class cohesion. This paper analyzes and puts forward that cultivating team spirit will organically integrate professional teaching and daily management, actively practice and explore the training mode by modular design of class activity theme, tapping students' potential, creating scenarios, etc.

Keywords: Secondary vocational school; Team work; Cultivation mode

In recent years, with the expansion of the scope of college and undergraduate education, the high-end development of social employment demand, and the relatively severe employment environment and job selection pressure faced by secondary vocational students, quality education has not been in-depth and thorough in the implementation stage, and secondary vocational education has received less affirmation in society. Some secondary vocational school students pursue independence, freedom and personal interests too much, and their collective concept is weak, lacking the sense of cooperation. The history of mankind has fully proved the irrefutable truth that "unity leads to prosperity and division leads to decline". Teamwork ability is an essential quality of contemporary social life and development, and also an essential ability to stand out in the fierce competition in the talent market. Therefore, this paper aims to explore the way to cultivate the sense of teamwork in the class based on the characteristics of the major.

1. Research background :Students (special groups)

The secondary vocational school students are a special group, and they have the following common characteristics: from the physiological point of view, students at this age are in puberty, lack self-control, rebellious and self-conscious; From the analysis of learning skills, due to the failure to form good learning habits and weak learning foundation, the sense of inferiority is serious, but the desire to be recognized by others; From the analysis of the imbalance of family education, the change in the relationship between family members and the intersection of adolescence led to these students becoming withdrawn, strange, and even difficult to manage.

Wang Huijiang and other scholars pointed out that the excessive portrayal of "personal heroism" by the mass media has led to the students' "creative psychology" becoming increasingly serious lack of awareness of abiding by collective norms; The communication between students and teachers is too cold, lacking enthusiasm and friendship; Poor initiative and enthusiasm for participating in campus cultural activities. Whether secondary vocational school students can find their own position, recognize their team and get used to their learning and living environment in secondary vocational schools will be an important guarantee for them to complete their studies, and also an important factor for secondary vocational schools to prevent the loss of students.

2. Class management mode: emphasizing theoretical level, ignoring cultural development

In the course setting and the work of head teachers in secondary vocational schools, both head teachers and professional teachers overemphasize the importance of theoretical knowledge in the teaching and education process, while ignoring the development of students' spirit. The lack of forward movement of vocational reality education neglects or weakens the vocational enlightenment education and reality education of lower grade students; There is no effective differentiated guidance based on the actual situation and career development goals of each student, and the methods and contents of vocational guidance are lack of dynamic adjustment with the increase of grades and environmental changes. It is easy to see the phenomenon of "emphasizing the whole class and neglecting students' individual cases", or the problems of single form, narrow scope, lack of pertinence and effectiveness of vocational guidance.

According to the analysis of the role of the head teacher, secondary vocational schools mostly take part-time head teachers as the main force, and most of the teachers are full-time teachers of their own classes and majors. With the cancellation of the newly revised vocational education law - the policy of "separation of vocational education from general education", the number of students enrolled each year has increased, which makes the teaching task of full-time teachers increasingly heavier. Professional teachers also serve as head teachers, both to ensure the effective completion of teaching, vocational skills competitions and teaching and scientific research tasks, it also needs to spend a lot of time and energy on class construction, and conflicts often occur in roles. The other part of the head teachers are non professional teachers or teachers with administrative positions, who know little about the students' majors. It is difficult to comprehensively guide class construction, professional spirit training and carry out personalized counseling.

3. Policy support: strengthen the “three integrity” education and attach importance to the spiritual and cultural construction of vocational schools

The Action Plan for Improving the Quality of Vocational Education (2020-2023) proposes to strengthen the comprehensive leadership of the Party Committee over the ideological and political work of the school, implement the all-round education of all staff in the whole process, and guide vocational schools to comprehensively plan the education resources and forces in all fields, links and aspects. Guide professional course teachers to strengthen the ideological and political construction of the curriculum, and fully integrate ideological and political education into the talent training program and professional courses. We will encourage enterprises to hire labor models, technical experts, craftsmen from large countries, and moral models as part-time moral education instructors. The Suggestions of the CPC Central Committee on Formulating the Fourteenth Five Year Plan for National Economic and Social Development and the Vision for the Year 2035 once again pointed out that we should improve the mechanism of school, family and society coordinated education, improve teachers' ability to teach and educate people, enhance students' civilization, social responsibility awareness and practical skills, and attach importance to the physical quality and mental health education of young people.

3.1 Necessity of team spirit training

The research and analysis of the correlation between teamwork spirit and the reasons for students' dropout by Li Wei's project team found that students' dropout was largely related to class management, and the elements of teamwork spirit: shared goals, interdependence, sense of belonging and identity, sense of responsibility, etc. coincided with the reasons for students' dropout and study. Therefore, it is an effective way to strengthen the class cohesion and improve the efficiency of class management to focus on the cultivation of students' sense of team cooperation in class management, and it is also an indispensable way to achieve the goal of controlling dropout and ensuring schooling.

3.2 Training and implementation methods of class teamwork awareness

3.2.1 Exploit potential - understand students' personality characteristics

In order to realize the all-round development of talents, vocational colleges should innovate educational methods and provide career education throughout the whole process of talent training; Taking students as the center, we will help more students recognize their own advantages and potentials, encourage students to establish personal goals, improve the learning autonomy of the educatees, and plan their future career development. The innovative model of class team building can introduce RtCatch talent evaluation, change the form of recruiting talents for class committees, eliminate the division between class committees and ordinary members in the team, and integrate the idea of “matching people with posts” into the class team building to maximize students' personal advantages.

The introduction of RtCatch talent evaluation into the construction of class team is just the implementation of personalized education that rationally allocates students' personal advantages and potential resources, helps students develop in the class team life, and makes the class team develop into a living platform for students to pursue personality and customize students. The head teacher shall urge students to carry out self-assessment and other evaluations every semester, and conduct RtCatch test on students every year to update the benchmark. With the help of the evaluation results, secondary vocational schools can provide accurate assistance, help students to make personalized career planning guidance, help students know themselves and their opponents, adapt to the class team life efficiently, and lay a solid foundation for achieving the class team goal.

3.2.2 Creating space - class seating arrangement

Maslow's hierarchy of needs theory describes that people have a need to respect and belong, especially in the new era, young people have a stronger demand for collective activities, exchanges and friendship. The vast majority of students entering secondary vocational schools have not formed good learning habits and learning abilities, which makes it difficult for them to have fun or sense of achievement in learning, and they are likely to resist learning, especially theoretical learning.

In secondary vocational schools, the teaching management mode of group cooperation is highly recommended. In seating arrangement, students' personality characteristics can be comprehensively considered, the relationship between groups can be properly handled, and round table arrangement can be achieved. Each student in the class is an independent and distinctive individual with their own personality and characteristics. Before arranging the group round table seats, teachers should fully understand the students' personality, personality, interests, achievements, geographical relationships, etc., which will lay the foundation for making good use of the positive influence factors of informal groups, reduce the conflicts between informal groups, and reduce the unnecessary communication between students in the classroom. The appearance of distractions. Separating informal groups and intentionally extending the distance between them can effectively reduce the negative effects of groups. At the same time, using the micro adjustment of seats as a reward means can also achieve unexpected results.

3.2.3 Management mode - PDCA cycle

The class group establishes the general goal direction of class development, and the head teacher should start from two aspects. On the one hand, guide students to start from a micro perspective - the curriculum of each semester, the examination subjects and investigation

subjects covered. In combination with the characteristics of students' learning behavior and the nature of the curriculum, short-term term goals and corresponding management plans are formulated, printed and posted on the cultural wall of the classroom, and are read by the group every morning for self-study. The purpose is to guide the work of the class committee and help urge the whole class to learn. On the other hand, from a macro point of view - through consulting the professional setting standards and regular teaching syllabus framework; Frequently understand the curriculum implementation and construction dynamics of the specialty in the school with professional teachers; Pay attention to the dynamic development of industry employment in the professional field, and formulate long-term learning objectives for the class. The class committee guides each student to formulate his/her own semester goal plan in accordance with the goal management method and refine it into a "week month semester academic year" plan. To sum up, the two directions establish the general goal of class development, and gradually form a harmonious and warm class culture with a common vision through goal management, so as to form a learning organization where students learn together, manage themselves, and transcend themselves.

PDCA cycle will be applied to class management to comprehensively and rapidly improve the effectiveness of class management, enhance students' discipline, recognition of class groups, develop good health habits, and improve their academic performance and enthusiasm for class activities. PDCA cycle consists of four stages: planning stage (P) - building a learning team and formulating assessment indicators; Select excellent class management team and formulate selection conditions and standards; Build a binding evaluation mechanism, implement the first and last reward and punishment system, and implement the problem guidance and solution model. Implementation stage (D) - The independent management committee and the supervision and assessment team will conduct assessment, summary and bundled assessment on a daily, monthly and weekly basis. Inspection stage (C) - learning management, discipline management, health management and activity management. Processing stage (A) - summarize the overall effect of PDCA cycle and find the problems in the next cycle of class management. This cycle transfers the focus of class management from the problem occurrence stage to the prevention stage. The management results and management reasons are replaced, more attention is paid to process management, and the negative factors of the effectiveness of class management are eliminated as far as possible in the embryonic state, so that the class management organization is more reasonable, easily recognized by the organization members, and then a good class atmosphere and style of study are formed.

3.3 Theme class meeting activities

Class activities are an important and effective way to cultivate group awareness and build class culture. Clarify the connotation, purpose and significance of the theme activities, carefully sort out and design the theme of the class activities every school year, and also carry out debate games, group psychological counseling, speeches and other activities against some recent problems found in the class, and also carry out a series of sports activities to exercise students' physique and temper their will.

Utilize professional advantages to carry out discipline teaching and professional quality training, and improve the comprehensive quality of medical students with humanistic quality and benevolence as the core. According to the national statutory holidays and traditional cultural festivals, book clubs are held from time to time. With the Chinese traditional cultural classics as the main content, the recommended books to read are Di Zi Gui, The Analects of Confucius, Tao Te Ching, etc. Each reading session plans topics that students are interested in according to the reading content. The lecturer is a teacher or student, and the content has reading experience and professional knowledge development; Thematic discussions on dreams, emotions, psychology, etc. can also be conducted according to the class situation, in the form of theme sharing, film appreciation, debate, etc. Encourage students to think independently, actively communicate and discuss, and share their gains and insights. The reading association has become an effective extension and expansion of professional education, helping students broaden their knowledge, understand the forefront of professional development, stimulate learning motivation and improve their sense of professional value.

Carry out social service activities, and carry out professional related public welfare activities with communities near the school, kindergartens, and brother colleges, such as oral free clinics, care for sunset red, lectures on rehabilitation and health care, and making seasonal medicated meals. These activities not only serve the society, enhance the health awareness of all kinds of people, enhance students' professional honor and sense of responsibility, enhance the feelings of teachers and students, and cultivate team spirit.

Standardize students according to the requirements of health qualification examination (such as nurse qualification, Chinese/Western medicine practitioners, etc.) or professional skill level identification, and run the requirements of appearance, aseptic concept, team spirit, etc. through the training. Teachers' evaluation, group self-evaluation, and inter group mutual evaluation are combined to pay equal attention to formative evaluation and summative evaluation, so as to form benign competition between learning groups and classes. While improving professional operating skills, Effectively improve students' comprehensive professional quality and class cohesion.

"Xunzi Strategy" proposed that "when a country is prosperous, it must value teachers and pay more attention to Fu. If you value teachers and pay more attention to Fu, then the law will survive." At present, China's vocational education is in a period of strategic opportunities for transformation and development, and it has a great responsibility to improve the quality and efficiency of vocational education and effectively serve the economic and social transformation and development. The reform of school governance structure, talent training mode, specialty and curriculum construction, teaching and other education supply side structures has been accelerated in full swing, which has brought great professional pressure to teachers. As a head teacher or professional teacher, the exertion of the subjectivity

of vocational college practitioners is still limited by the flow, standardization and control of teaching management and teaching, the professional autonomy is seriously weakened, and the creative potential of teachers is buried or misled, resulting in the lack of long-term progress. Therefore, it is particularly important for vocational colleges to build an excellent teaching team and gather a group of “double excellent” talents in student management and professional technology to improve their competitive advantage, but a more feasible and long-term way should be to tap the “potential stock” of existing teachers.

The newly revised Vocational Education Law points out that it is necessary to change the idea of developing secondary vocational education, realize the basic turn of secondary vocational education, focus on improving the quality of secondary vocational education, and broaden the channels for secondary vocational education students to grow into talents. As a professional teacher in health secondary vocational schools, multimedia technology is used to improve the effect of learning life sciences in an all-round way; Create an open discipline scene environment, set up some experimental tasks that need to be completed by student teams, and improve the sense of achievement and satisfaction of discipline knowledge; Hold competitions related to disciplines in schools and similar institutions to promote learning, weaken students' fear of difficulties in mastering medical knowledge, and improve team spirit. At the stage of compulsory education, there is almost no assessment of students' team ability and team spirit. The cultivation of team cooperation awareness should be purposefully designed based on the professional direction of the class. Each semester or academic year, a series of class meetings on the theme of the corresponding module should be designed, and the content should be adjusted according to the outstanding problems of the learning group and class. Each class meeting should be effective, rather than superficial. On this basis, the management of the school should strengthen the training of professional teachers serving as head teachers, improve the treatment of head teachers, establish a head teacher selection system, real-time management and regular assessment system, optimize the allocation of human resources, encourage the head teachers to actively participate in or apply for relevant competitions and research projects, and cultivate medical talents with not only good skills and theoretical level, but also better humanistic quality for the society.

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