

Analysis of the Practical Application of Case Teaching in Higher Vocational Education

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Abstract: Based on the background of modern education and teaching, higher vocational colleges should undertake the teaching task of transporting high-quality talents for social development and national construction. For this reason, teachers should explore novel and effective teaching measures in combination with the development strategy of colleges, the characteristics of curriculum teaching, and the practical needs of students, in order to provide high-quality teaching services for students. To this end, teachers can explore appropriate opportunities and paths to introduce case teaching methods, so as to get rid of the shackles of traditional teaching models and obtain more significant vocational education results. In this way, not only can we provide students with high-quality teaching services, but also can promote the long-term development of higher vocational colleges. How to flexibly apply case teaching method in higher vocational education is an important issue that teachers need to solve at present. This paper will focus on this issue to carry out in-depth research, hoping to benefit teachers.

Keywords: case teaching; Higher vocational education; practical application

introduction

With the vigorous development of China's social economy, education is also developing continuously. With the continuous improvement of the domestic education system, higher vocational education plays a more prominent role in the entire education system. According to the author's practical teaching experience, under the traditional mode of higher vocational education, teachers generally pay more attention to theory than practice when carrying out teaching activities, which ultimately leads to education and teaching divorced from reality and affects the teaching quality. To this end, teachers can try to make up for this teaching disadvantage by carrying out case teaching, which can not only make knowledge and skills more visual, but also organically integrate theoretical knowledge explanation and practical skills teaching. Finally, students can practice their practical skills while consolidating their basic knowledge, so as to promote their comprehensive and balanced development. In view of this, this paper takes the author's teaching experience as the starting point, briefly describes the concept of case teaching, and puts forward the application path and precautions of case teaching in higher vocational education, aiming to provide reference for teachers to promote higher vocational education research.

1. Overview of case teaching

1.1 Concept of case teaching

Case teaching method belongs to a new teaching mode, but it has been widely used in the curriculum teaching of higher vocational colleges, and has achieved remarkable application results. Before officially carrying out case teaching, teachers should first deeply understand the concept and connotation of this advanced teaching method, which mainly refers to that teachers guide students to study the actual cases related to the teaching content according to the teaching content, and make them master theoretical knowledge and practical skills in the process of guiding students to analyze and study the cases. In this way, students can not only exercise their ability to think independently and explore independently, It can also improve the comprehensive quality of students to a certain extent. Higher vocational colleges should combine their own development needs to analyze the practical significance of the application of case teaching method, which can not only ease teachers' dependence on classroom teaching, but also improve teachers' teaching effect. Therefore, for higher vocational colleges, when using case teaching method in education and teaching, it is necessary to build a scientific and reasonable teaching mode, so as to maximize the application value of case teaching method. For teachers and students, by carrying out case teaching, teachers can guide students to analyze and solve practical problems independently, enrich their classroom perception and experience, and then successfully mobilize their subjective initiative, which can ultimately help them deepen their understanding of what they have learned, and at the same time, they can effectively complete the teaching objectives and teaching planning.

1.2 Characteristics of case teaching

First, the selection of objective and specific cases is an important prerequisite and basis for carrying out case teaching. Teachers should be fully aware when carrying out case teaching that cases record facts and cannot be fabricated or compiled, and should avoid showing subjective individuals when making case lists and deductive evaluations. Second, it is necessary to clarify and refine the teaching objectives. Before carrying out case teaching, teachers should conduct in-depth analysis and screening of the teaching materials, and then be able to select the content that conforms to the characteristics of case teaching to introduce the case teaching method, which can guide students to

carefully analyze and explore the teaching content. Third, in combination with cases and setting questions, in order to ensure the authenticity of the cases designed, teachers should set appropriate difficult questions for students in combination with cases, and encourage them to carry out research around problems, so that students can finally obtain professional knowledge while exploring problems. Based on this, teachers in higher vocational colleges should introduce this advanced teaching method on the basis of grasping the basic characteristics of case teaching, and finally can maximize the application value of case teaching method.

2. The Practical Application of Case Teaching in Higher Vocational Education

2.1 Pay attention to the development of educational cases

In the process of applying case teaching method in the past, teachers found that this case teaching mode is a teaching method with practice as the core, and reasonable application can optimize the teaching effect and ensure the teaching efficiency, and this application effect is consistent with the curriculum teaching objectives of higher vocational colleges. The professional courses set up in higher vocational colleges contain a large amount of educational theoretical knowledge, which enables students to master the theoretical basis and skills required for subsequent work. However, under the traditional teaching mode, teachers are used to requiring students to acquire theoretical knowledge by rote, which ultimately leads to the lack of practical application skills for students to truly understand the connotation of curriculum knowledge. In this way, it is not conducive to the follow-up practical teaching, but also affects the quality of talent cultivation in colleges and universities. For this reason, teachers should try to introduce the case teaching method in teaching, combine teaching cases closely with curriculum theory, so as to strengthen students' cognition and understanding of the knowledge they have learned, and exercise their mastery and application of practical skills. In order to ensure the smooth development of case teaching, curriculum teachers in higher vocational colleges should conduct in-depth analysis and research on professional knowledge, and dig out the case content with great practical and application value, so as to use cases as the driving force and regulator of classroom teaching, so that students can actively integrate theoretical knowledge with practical cases, and at the same time, they can also understand abstract and obscure knowledge in practice. In addition, when teachers develop teaching cases, they should strengthen the analysis of cases, analyze the application path and methods of cases, so as to guide students to analyze cases with the help of more knowledge, and thus successfully stimulate students' awareness of independent learning.

2.2 Scientific preparation of case teaching plan

In order to give full play to the application value of the case teaching mode, teachers should also do a good job in the preparation of case teaching plans. In other words, teachers need to do a good job in preparing for case teaching to lay a solid foundation for the subsequent improvement of teaching quality. When preparing cases based on actual conditions, teachers should not fully understand the basic objectives, syllabus and teaching plan of the course teaching, but also fully consider the real learning situation and actual needs of students, so as to be able to set case teaching plans on this basis, and flexibly arrange the contents of the cases, such as which contents to focus on, which tasks need careful division of labor, etc. Finally, it can give full play to the role and function of teachers in teaching, and at the same time, it can effectively improve students' learning ability and comprehensive quality. When preparing a case, teachers need to meet the following requirements: First, refine the teaching objectives of the case. In other words, teachers need to specify which unit in the curriculum to start preparing the case teaching work, and analyze which occasions the case should be applied to, so as to achieve the expected teaching effect. The second is to make clear the teaching case Nie Rong, that is, what theoretical knowledge is contained in the case and what teaching rules can be embodied, and make clear the teaching methods and strategies to be selected when carrying out case teaching according to the actual situation. Third, in combination with the professional needs of students, teachers should fully consider the development prospects of students' majors and job employment needs when preparing cases, so as to improve the professionalism and professionalism of case teaching.

2.3 Optimize the implementation of case mode

In the process of teaching with case teaching method, especially in the process of designing the implementation process of case teaching, teachers need to follow the most basic principle: to ensure rationality. In the specific operation process, you can try to start from the following aspects:

First, make full preparations. When teachers organize education and teaching with the help of case teaching method, they should analyze from their own perspective, that is, they need to comprehensively and deeply grasp the relevant knowledge of the subject they are teaching, so that they can design appropriate teaching case contents according to the teaching content. Before formal teaching, teachers should guide students to preview the following content independently without explaining the case teaching plan, so that students can take their own role in case teaching. At the same time, they should also guide them to fully understand the case content. In addition, teachers should also do a good job of guidance, that is, they need to guide students to analyze the case content from their own development needs, so that they can integrate the basic knowledge and practical skills in the case. When implementing case arrangement and other work,

teachers should comprehensively investigate whether the case has authenticity, selectivity and implementation. In order to give full play to the application value of case teaching method in educational activities, teachers should do a good job of preparation before class, so as to effectively improve the quality of curriculum teaching.

Second, arrange the cases reasonably. After the teacher completes the preparation before class, the focus should be on in-depth study of the cases arranged in case teaching. Before formal teaching, teachers should assign preview tasks and pre class tests for students in advance, so that students can use after-school practice to complete case reading, write their own reading feelings about the case content assigned by teachers, and analyze and summarize the relevant knowledge involved in the case. In the actual project teaching, teachers need to fully consider the cognitive level, learning characteristics and basic level of each student in the class, and then be able to reasonably group on the basis of understanding their personality differences. After grouping according to the principle of similar number of people and equal strength, teachers should encourage students to analyze and discuss the case content in groups. What needs special attention is that students should effectively discuss the problems involved in the case and encourage them to express their ideas and opinions about the case content. Among them, teachers should love students to propose specific solutions to the problems in the case. Teachers should also create appropriate learning situations for students with the help of case contents when carrying out case teaching, so that students can have a more in-depth and comprehensive understanding of the situations created by teachers. This not only can effectively exercise students' reading ability, but also can deepen students' cognition and understanding of the theoretical knowledge in the case. At the same time, it can also effectively improve teachers' professional quality and professional ability.

Third, scientific and reasonable grouping, in which the focus should be on scientific grouping of students. Teachers should divide students into several study groups according to their actual learning situation, cognitive level, basic level, hobbies and personality characteristics, and encourage students to discuss and analyze the case content in the way of grouping. When grouping students, teachers should fully consider the characteristics of students themselves, at the same time, they should also consider the level of knowledge of students. When organizing students to have group discussions, teachers should ask students in the class to express their acceptance of the case content. After the inspection introduction, the team leader shall organize the members to participate in the communication and interaction, and finally be able to summarize the opinions of the members to reach a consensus. In addition, the group shall also send an elected spokesman to the stage to make a group statement. Through group teaching, teachers can not only stimulate students' sense of unity and cooperation, but also improve their language organization and application abilities.

Fourth, case teaching evaluation. Teachers should deepen the students' understanding and mastery of the knowledge and skills they have learned by carrying out case teaching evaluation. In addition, teachers should also require students to integrate the theoretical knowledge they have learned with practical skills, so that they can apply what they have learned to real life, fully perceive the practical application value of curriculum knowledge, and at the same time, enhance their sense of learning achievement and self-confidence. Teachers' comprehensive evaluation of students' understanding of cases and application effects can not only improve the quality of curriculum teaching, provide reference for teachers to adjust teaching plans, but also help students find their own shortcomings, so as to provide a clear direction for their follow-up targeted learning, and give full play to the effectiveness of case teaching in the education and teaching of higher vocational colleges.

3. Matters needing attention in the application of case teaching in higher vocational education

According to the author's practical teaching experience, the introduction of case teaching method into teaching activities in higher vocational colleges has achieved remarkable application results and played a very positive role in teaching. However, in order to give full play to the application value of this advanced teaching method, teachers should also pay special attention to the following issues in daily teaching:

On the one hand, teachers should reflect rationality when selecting case contents, that is, when organizing case teaching activities, selecting cases is the most important and basic condition. Therefore, the selected cases should not only be typical, but also be authentic and professional, laying the foundation for the subsequent development of case teaching. In addition, the case content selected by teachers in classroom teaching should contain real data, charts and other relevant information as much as possible, so as to effectively ensure the authenticity of teaching cases on the premise that the data cannot be changed and adjusted at will. In addition, the cases selected by teachers should contain rich knowledge points and skills points, so as to guide students to analyze and think about cases from different angles, and finally effectively exercise students' analysis ability and adaptability. Higher vocational colleges should grasp the teaching rhythm when carrying out education and teaching activities. In most cases, in the freshman and sophomore years, students are mostly exposed to basic knowledge in the field of disciplines. Therefore, teachers should choose relatively simple cases to guide

Students study; In the third stage of college, students have already accumulated a certain amount of knowledge and practical experience. At this time, teachers can choose more difficult cases to stimulate students' thinking and exploration, and finally fully realize the pertinence and effectiveness of case teaching method.

On the other hand, teachers in higher vocational colleges should choose diversified teaching methods and models when carrying out case teaching. According to the author's teaching experience, there are many problems when applying actual cases to organize teaching, such

as the lack of systematicness in knowledge arrangement and the lack of systematicness in knowledge presentation, which lead to poor case teaching results and even the failure to effectively develop students' comprehensive abilities. Based on this, when organizing education and teaching activities, teachers can try to introduce other advanced teaching methods and combine them with case teaching methods, aiming at optimizing teaching content and innovating teaching forms, effectively attracting students' curiosity and attention, and improving teaching quality.

4. Conclusion

In a word, under the trend of basic modern teaching development, leaders and teachers of higher vocational colleges should explore new and effective teaching measures to build efficient classrooms and optimize top-level design, aiming to provide students with high-quality teaching services. Among them, case teaching mode can be fully used in vocational education by focusing on the development of education cases, scientifically writing case teaching plans, and optimizing the implementation of case mode, That is to say, it can guide students to organically combine theoretical knowledge with practical skills, and ultimately promote their all-round development. At the same time, it can also promote the process of educational reform in higher vocational colleges.

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