

Research on the practice of constructing a “dialogue” German classroom for Electromechanical Specialty

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Abstract: by constructing a “dialogic” foreign language classroom, taking into account the professional characteristics and students’ basic learning situation, this paper realizes the “balance” of communication between teachers and students, carries out the “dialogue” of knowledge, skills and emotions, and improves the effect of students’ foreign language learning.

Key words: Dialogue class; Teacher student relationship; foreign language teaching

1 Introduction

1. Topic background

One of the characteristics of the Electromechanical Integration Specialty in secondary and higher vocational colleges of our school is the ability to compound German language. Mechatronics Majors’ foreign language learning is generally weak, and German learning is zero foundation. How to carry out German classroom learning is different from the original “inertia” of foreign language learning. It is necessary to rely on the art of teaching methods of teachers, find the “balance point” of communication between teachers and students, and realize the “dialogue” of knowledge, skills and emotions.

2. Research objectives and contents

The main goal of this study is to study the ways and methods of constructing “dialogue type” classroom under the postmodern education concept through practical exploration, in order to further stimulate students’ motivation and interest in German (Language) learning and professional (Mechatronics) learning, improve the participation of learning activities, and optimize the implementation of the curriculum.

Based on this, this project will study the following contents:

(1)The theoretical basis for the construction of “dialogic” Classroom: further combing and summarizing the “dialogic” teaching theory advocated by the postmodern concept of education, to lay the foundation for the research.

(2)Curriculum design based on the postmodern view of Education: combined with the characteristics of learning situation and engineering and language learning, try to develop and design the typical teaching design, and explore the principles to be followed in the design process.

3. Research methods

(1)Literature method: through consulting a large number of documents, lay the theoretical foundation of the research.

(2)Investigation and research method: through questionnaire survey, understand students’ views on German classroom and their feelings on German learning.

(3)Quasi experimental research method: there are two classes in mechatronics major, of which class 06 is set as the experimental class and class 05 is the control class. The experimental class adopts the “dialogue” classroom mode, and the experimental period is 1 year. The students were evaluated before and after the experiment to detect the differences in vocabulary, language expression, information transmission and so on.

2 Research overview

1. Research Review

According to the Soviet philosopher and literary theorist Mikhail Bakhtin, “life is dialogic in nature. All internal things cannot be self-sufficient. It needs to turn to the outside, and it needs to talk.” “Dialogue” used in the field of education reflects a new type of teacher-student relationship, reflects the equal status between teachers and students and the importance of both sides’ participation in teaching activities, and is an image description of the status and role of teachers and students in teaching activities. In 2005, Yang Jie of Nanjing Normal University summarized in the article from “center” to “dialogue”: the shift of modern western views on teachers and students’ Postmodernism highlights the differences, pluralism and ‘decentralization’ in education, understands the relationship between teachers and students as ‘equal dialogue relationship’, and attempts to establish an equal, cooperative, mutual respect and harmonious relationship between teachers and students, providing a new perspective for re understanding the concept of teachers and students”. In 2018, Wang Hui and Zhou Xu’s confrontation and construction of “Teacher centered” and “student-centered” sorted out the “student-centered theory” and “Teacher centered theory” from the perspective of theoretical development, and proposed to maintain a serious attitude of criticism and Reflection on the “constructed” theory, and face up to their value and significance. Xuehuan, yangyanchao and Huang Wenwen put forward the “dual core” theory in their “on the new education mode under the” social standard theory “, and believed that the new teaching mode should be the development and deepening of the traditional teaching mode theory, and should focus on the complementary advantages of” teaching and learning “and” teachers and students “. The theoretical research of “dialogue theory” has started in China, and many scholars have done careful research and combing on

the theoretical development, supporting the dialectical view of the existing “student-centered theory” and “Teacher centered theory”.

2. Implementation and analysis of questionnaire survey and interview

(1) Implementation and analysis of questionnaire

The content of the questionnaire is mainly divided into three parts: Students’ basic information, students’ liking for the 18 kinds of teaching organization forms of German classroom, learning effect, and students’ expected learning methods. Based on the three investigations, the following conclusions are basically obtained:

(a) Students attach great importance to the role of teachers in the classroom. Through the survey, it can be found that the most popular forms of classroom organization for students are group learning / discussion, listening to the teacher’s explanation, using memory games (matching words and pictures) to learn new words, and learning grammar through the teacher’s explanation; The best organizational form for students’ learning effect is listening to the teacher’s explanation, using memory games (matching words and pictures) to learn new words, and learning grammar through the teacher’s explanation. The most unpopular and unsatisfactory form of classroom organization is “copying words / texts, making mind maps to learn words or topics”.

(b) Students’ need for “dialogue” is deeper. Role playing and card games are the most expected forms of activities for students. Role playing emphasizes students’ needs for language in real life. The diversity of card games also meets students’ needs for in-depth dialogue on learning materials.

(2) Implementation and analysis of interviews

According to the basic quantity requirements of the sampling survey, 30% of the small sample group was sampled, so a total of 15 (53x30%) people were randomly interviewed in the interview session. The interview was mainly conducted in a semi open way, starting from the German classroom where the students’ deepest impression was made, to understand the students’ real views on classroom teaching. We can understand several basic demands of students for German Classroom:

(a) Harmonious teacher-student relationship is the basis of classroom implementation. Students pay more attention to the harmonious teacher-student relationship and relaxed classroom atmosphere, so as to achieve calm learning.

(b) Real dialogue is the key point in the process of classroom implementation. “Dialogue” is not only the exchange of questions and answers and discourse between teachers and students, but also the construction of the system from “person person” (teacher student) to “person responsive environment”.

(c) The results and evaluation of teaching are conducive to students’ self dialogue. According to Ausubel’s theory of meaningful speech learning, “students’ learning value, if valuable, should be as meaningful as possible”, “when students connect the teaching content taught by teachers with their own cognitive structure, the significance of their learning will be generated”.

3. Construction of dialogue classroom model

The process of communication between teachers and students around the teaching content is the teaching process, and the construction of a dialogue class is to reconstruct the relationship between the elements of the teaching process, forming a dialogue teaching process based on the dialogue between teachers and students, multi-agent participation and teaching content. The discourse process generally contains five elements: speaker, receiver, text, communication and context. Corresponding to the dialogue class are: teachers, students, teaching materials, context and results.

Combining the five elements, the German teacher team carries out the construction of the dialogue classroom model from the following aspects:

(1) Dialogue teaching content. In combination with the learning requirements of mechatronics, the team of basic German teachers conducted an investigation on students’ AHK (German Chamber of Commerce and industry) lathe and milling training course, analyzed common training scenarios, understood the scenarios of dialogue between German instructors and students, and designed and selected teaching materials based on the scientific decomposition and integration of textbook topics and language learning priorities.

(2) Talk about the classroom situation. The key to the smooth development of classroom dialogue is the creation and operation of the scene. The dialogue classroom is multidimensional from the perspective of participants, and should be a spiral closed-loop development from the perspective of vertical development. Both teachers and students have the equal right to know about the occurrence of “teaching” and the initiative to promote teaching behavior.

(3) Conversational classroom form transformation. Teachers put down the “airs” of being a teacher from the aspects of classroom language, teaching posture, distance between teachers and students, abandoned the mentality of “we must persuade” students, changed the traditional form of classroom discourse, and formed a “dual voice” of dialogue class. Students from the audience to the active learners, participants and researchers of teaching activities, together become the booster of the smooth development of teaching activities. The relationship among teachers, students and teaching content is mutual understanding. It is a process of “meaning construction and value generation based on the spiritual world of students and the organic unity of subject and object”.

4. Analysis of teaching effect

There are two classes in mechatronics, of which class 06 is the experimental class and class 05 is the control class. This major is a comprehensive major of secondary and higher vocational education. German courses have been offered since the fourth semester. This study started from the fifth semester of two classes and lasted for one year. Before the experiment and one year after the expiration of the experiment, a comprehensive evaluation was made on the vocabulary reserve, expression ability and information transmission ability of the two classes.

Set the evaluation result of class 05 as 1, and compare the average value and pass rate of the evaluation results of class 05 and class 06. The changes before and after the experiment can be seen, as shown in Fig. 1 and Fig. 2.

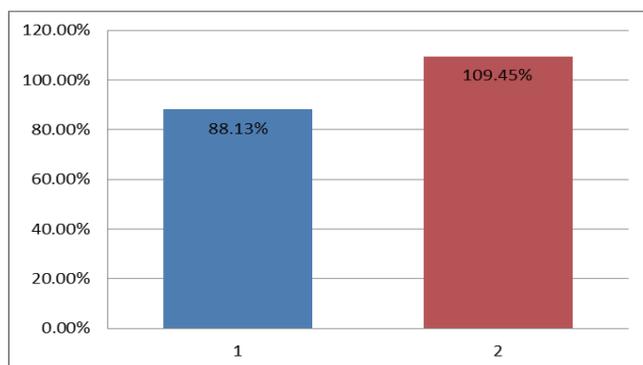


Fig. 1 change diagram of average value of evaluation results before and after the experiment

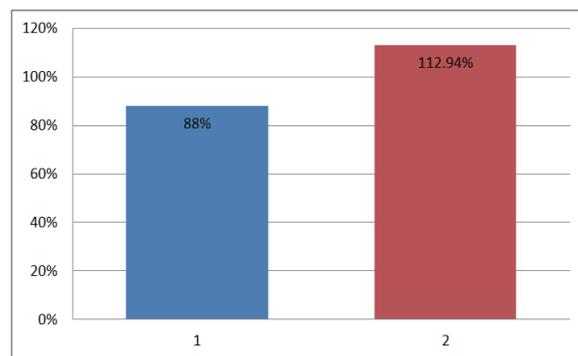


Fig. 2 change chart of qualification rate of evaluation results before and after the experiment

From the perspective of “collective communication ability”, students’ listening and analyzing ability, understanding others’ emotions ability and participating in dialogue ability are on the rise. In the assessment analysis, 87.5% of the students thought that they “can well understand the process and content of classroom learning, and can perceive their learning achievement after the end of classroom learning”; About 66.7% of the students believed that they could listen better when participating in the classroom conversation than before, and integrate their understanding and analysis into listening; About 45.8% of the students thought that their ability to perceive others’ emotions had been greatly improved, and they could take care of others’ emotions to a certain extent in the dialogue or collective activities, while about 41.7% of the students thought that this ability had been initially improved, and they could initially perceive the emotions of speakers through the content, tone of voice, body language, etc; More than 90% (91.7%) of the students thought that compared with the past, the frequency of speaking in German class was greatly improved, the initiative was enhanced, and the speaking anxiety was obvious. 100% of the students thought that the distance between them and the teacher was “smaller”, and the classroom atmosphere was more harmonious. 62.5% of the students were willing to communicate with the teacher after class.

Students generally welcome the practice of “dialogue class”, and their overall satisfaction with the German class reaches 9.73 (full score of 10). Suggestions for optimizing the German class mainly focus on “increasing exchanges with German teenagers”, “increasing the frequency of going to the training center to take German classes”, “wanting to know more about German life”, etc.

3 Research conclusion and reflection

1. Research conclusion

The construction of “dialogue type” classroom is an attempt to reform the basic German course of Mechatronics specialty, and it is an exploration of the new teacher-student relationship and the new teaching mode. After a year of practice, the results of the quasi experimental study basically verified the original hypothesis. The “dialogue type” classroom is conducive to students’ foreign language learning and can effectively promote teaching and learning. The promotion of the project has gained some experience, but also found some shortcomings, which need further research.

(1) Attach importance to the strength of the teacher team. The in-depth analysis of teaching content, the in-depth observation of students, the selection of topics and the implementation of the classroom all need collective strength to jointly promote the process of curriculum reform.

(2) Pay attention to the application of information technology. The online teaching stage can collect and analyze students’ learning status faster through the learning platform, which plays a role in promoting the development of dialogue.

(3) Attach importance to students’ active participation. The dialogic classroom emphasizes the “liberation” of students’ discourse rights. Students’ acquisition of sufficient discourse rights can increase their confidence in language communication and improve their active participation in the classroom.

2. Research reflection

1. Explore more suitable evaluation methods. At present, it is also necessary to make a scientific and reasonable design for the internal effect of the implementation of “dialogue class”, pay attention to the deep dialogue between teachers and students, and pay attention to the improvement of the humanistic level achieved by teachers and students in the process of teaching and learning and two-way dialogue.

2. Research and develop teacher training courses based on dialogue theory teaching. Teachers’ mastery of students’ learning situation, sensitivity to topics, and whether they can properly inspire students in the process of dialogue will have an impact on the creation of efficient and real dialogue. Therefore, paying attention to the cultivation of individual teachers is conducive to the smooth development of “dialogue class”.

Research on the application of project teaching method in computer teaching in Vocational Colleges

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Abstract: the project teaching method advocates “employment oriented and ability based”. By applying the actual work projects of enterprises to the whole process of computer teaching, it is conducive to the reform of computer teaching methods in all aspects, improve students’ professional skills and professionalism from different angles, and then output more and more popular computer technology talents for enterprises. This paper first briefly describes the characteristics and implementation principles of the project teaching method. By exploring the significance of the application of the project teaching method in computer teaching in vocational colleges, it focuses on the research and discussion of the effective strategies of application, in order to bring students different professional experience, improve their professional quality, and finally lay a solid foundation for them to work.

Key words: project teaching method; Vocational colleges; Computer teaching; Application strategy

Introduction

In recent years, vocational education has been booming. At the same time, its unique value and significance have become increasingly prominent. High quality and efficient learning is very important to consolidate students’ professional foundation and improve their technical ability. The effective integration of project teaching method and computer teaching has obvious advantages. On the one hand, it can fundamentally improve the current situation of the separation of computer teaching theory and practice. On the other hand, it can help students develop practical application skills that are more in line with social development and job requirements, and lay a solid foundation for their future employment.

1 The important significance of the application of project teaching method in computer teaching in Vocational Colleges

Although students may be exposed to computer related professional knowledge from junior high school, the computer professional knowledge and skills in vocational colleges are more systematic and professional than before. If teachers continue to adhere to the traditional teaching ideas and methods, and only limit the teaching content to textbooks, So it is not only difficult for students’ confusion and problems to be solved, but also difficult to fully mobilize students’ initiative in learning. The emergence of project teaching method is conducive to

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