

ON THE INTEGRATION OF THEORY AND PRACTICE TEACHING

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Abstract: Secondary vocational school training goal is to train students to become not only a certain theoretical knowledge, but also has high practical skills of front-line personnel to meet the urgent needs of the community to "engineer type" graduates. Integration of theory and practice of teaching more and more attention, teaching reform for teachers presented a great challenge. This requires restructuring course content, teaching fully reflected in the main role of students, teaching process realization action, implemented at different levels of teaching group teaching, based on the implementation of differentiated teaching in teaching, individualized, while building new assessment methods, and more effectively stimulate student interest in learning, promote student overall level, achieve better teaching results.

Keywords: Training, theory, practice, initiative.

Introduction

As a national demonstration school construction, curriculum reform deepening conduct, training of skilled personnel in vocational schools, the integration of theory and practice Teaching and more attention, and constantly higher demands. How the integration of theory and practice in order to develop curricula to meet the needs of high-quality social skills practical personnel ? I have several years of exploration and practice front-line teaching, a little talk about my understanding and experience.

1 Restructuring course content

In machining CNC programming curriculum, for example, machining programming instructions are abstract, textbook instruction in the introduction, according to the coordinate system of the Instruction, simplified programming instructions, instructions hole machining division, the students' interest and attention is not focused for a long time , so I took the teaching of teaching materials was reorganized, and the same set of instructions to explain but there is no centralized arrangements are introduced at different times. Such as Polar coordinates command G16 a coordinate-related instruction, I put it in the process are at Hole Parts on the same round of talks, highlight it to determine the location of the distance and angle function; rotate instruction taught coordinates G68, I combine the outer contour programming subroutine call to explain, so that students can clearly understand that rotates

coordinates. Such parts have different instructions in the instruction typical melt processing characteristics in teaching time to explain, difficult to understand the instructions programmed by a solid member students readily accepted, so difficult theoretical simplification.

2 Student-centered teaching process realization of the action

The new philosophy of education is stressed student body, in teaching students to give full play the subjective initiative. "Action-oriented" teaching mode to optimize the process of vocational education students play the main role provides a good solution. At the same time teachers put forward higher requirements for teachers teaching to the students before the level of knowledge and skill level of the acquired knowledge understanding, based on the student status quo and constantly enrich their course content, targeted design of teaching content, teaching method. This teaching mode of action to achieve the teaching process, and enhance the students adapt to the actual working environment of enterprises and the ability to solve the comprehensive problems.

Integration of theory and practice of teaching is to guide the practice of the process of application of theory, but also test the theory with the practice of the process, students are in the process of theory and practice to master both were re-understanding and in-depth understanding.

Strong ability of students in vocational advantages, but the theory of learning for them is a very troublesome thing. In theory teaching, I always grab students eager to practice psychology, to mobilize their enthusiasm, they take advantage of the time period to explain the theory of mind most concentrated, and then use their good hands, capture their interest once again, by machining practice complete instructions for a machining program to master. Such as NC programming G00 code represents the point fast-moving, G01 code represents the linear interpolation, how they are used in the programming, how to use, I will address these issues in a timely manner after the finish exercises allow students to enter the machine programmed perform single-stage processing operations, to enable students to carefully observe the process pass. In practice, I often asked the students to ask questions, problems, mainly to stimulate students' thinking activities to enable students to acquire knowledge through independent thinking, and guide students to draw the right conclusion on the issues raised and to acquire knowledge. Students observe and operate fully recognize the importance of theory, but also in the minds of strengthening the understanding and application of the Directive.

Theoretical serve practice, practice to master the necessary theoretical knowledge, theory, practice and into the task, student-centered teaching process realization of the action, so that students can make a firm grasp of knowledge, mastering practices, promote the teaching, learning, doing one teaching pattern formation, improve teaching effectiveness.

NC highly operational practice requirements, require students to master the selection of tools, cutting parameters, and proficiency in the use of programmed instruction, students need more skilled the machine operator's ability to require a large number of machine tools when teaching classes practice, many people machine less situation in vocational colleges is a common problem, which is bound to have an adverse effect on the actual operation, but not to the student's level of higher demands. And professional teaching simulation software to solve this big problem, help teachers achieve the integration of theory and practice of teaching. In teaching, I take advantage of simulation teaching software, students staff a machine, NC machining for content knife, panel operation, and promote the students consciously programming knowledge and operating timely combine through simulation - Judgment - Analysis - solving process, students in a positive emotional experience, not only knowledge but also learned to play the main role of students, but also to improve the teaching effect, so that students truly understand the purpose of the application is to acquire knowledge in the application Find out your lack of knowledge of existing structures, to promote their own further study relevant theoretical knowledge, namely "learning to use and promote learning."

In teaching, the teacher is the organizer of teaching, students are in the process of understanding the teaching body. Both teachers and students to contact each other, and mutual restraint, teachers explain and students must match. In practice, I carefully observe each student mastery of what they learn, teaching content step by step, from simple to complex tasks, students create conditions for them to take the initiative, which fully reflects the main role of students, guided by the tasks assigned active learning theory for practice. Serious improvements based on experience every teaching practice teaching methods, teaching programs designed to enlighten students' thinking, strengthen skills training.

Skills Identification Test in integration in practice, so that students more comprehensive grasp of basic skills. After the end of the course, the labor department organizational skills identification, access to appropriate skills certificates. Thus, after graduating students more opportunities for a job, but once the job can quickly do the job. Through teaching and vocational skills identification combination of students at the school, the state labor department obtained the certificate issued by the professional skill level, which greatly

enhanced the ability of students to adapt to the work.

3 Teaching at Different Levels in the group on the basis of teaching

Due to the shortage of processing equipment, I always perform group teaching mode in teaching, group teaching proved reasonable Practice Integrated Teaching is an effective form of teaching. This teaching method allows students between this group and help each other help students sense of team; it can also inspire a sense of competition between the different groups of students, fully mobilize the initiative and enthusiasm of students to participate in the operation. In group teaching mode, the teacher is a designer, organizer, students to truly become the masters of learning activities by students interaction, teacher-student interaction, interaction of learners and tasks, they greatly improve the overall level in the culture of individual students active learning good habits at the same time, more important it is to develop their sense of responsibility, team spirit and quality of innovation, to provide them with a means of lifelong learning and cooperative learning, in order to adapt to the social production of the work to lay the necessary foundation.

Student understanding, comprehension, ability and innovation shall have the individual differences in group teaching, I noticed this distinction, and the implementation of different levels of teaching in teaching packet basis. Fully understand the personality differences between students and the ability to find the weak links in the chain of knowledge, timely targeted for different levels of teaching. Poor foundation for students, knowledge level is not strong teaching method to take small steps, so that students can learn to understand, made through, and be commended for its progress in time, it was expected to learn. For comprehension is good, good fast-growing skills, put forward higher requirements for the project and help to implement measures "to fast with slow".

4 Try the new assessment methods

Try reasonable real integrated curriculum assessment methods used in the process, do the task in the process by asking questions, operation and other aspects of the task is completed degree student assessment, while expanding the evaluation subject, take teacher assessment students, peer assessment, and multi-faceted interactive evaluation methods of student self-assessment.

Teacher assessment of students

This evaluation throughout the training process of teaching, the students every progress, every bright spot has lost no time in recognition of the lack of places corrected, teacher positive incentives criticism would translate into a strong inner drive students force.

Especially for help "slow" students "fast" born students to be commended, and in the case of the slow progress of some students take extra points to the fast-growing way to fast-growing incentives to help more students while activating the slow students inner power, making them into a fast-growing help other students.

Student peer assessment

"Fast" Health as a teacher and master of the "slow" life learning process, operational capability was evaluated, and the "slow" students on "fast" life attitude, to help grant process evaluation, which can effectively mobilize students to learn passion, than to create, learn, help in the learning environment, students dare to face the reality of the ideological quality.

Student self-evaluation

Self-evaluation is a major component of cognition, the future development of its students to play a crucial role.

New evaluation criteria and methods embodied student-centered competency-based philosophy of education, to enable students to objectively evaluate their own learning attitude, professional skills, professional quality, etc., to achieve self-improvement, self-development, self-improvement goals.

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