

Practical Research on Project Teaching Method in Automobile Application and Maintenance Specialty in Secondary Vocational School

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Abstract: With the continuous development of society and the continuous improvement of people's living standards, the demand for automobiles is also increasing. Automobile professionals have received people's attention. At the same time, it also brings greater teaching pressure to the automobile application and maintenance specialty in secondary vocational colleges. To fully meet the needs of social development, we need to do a good job in the training of professional automobile application and maintenance talents, actively apply the project teaching method, and promote the reform and innovation of teaching in secondary vocational colleges.

Keywords: Project teaching; Secondary vocational school; Automobile maintenance

Introduction

The project teaching method pays more attention to students' practical ability, which is intuitive, promotes students to master theoretical knowledge in an all-round way in the process of practice, and improves students' overall thinking level. In the project teaching, we can find the car fault problems in time, guide students to solve them, comprehensively promote the effective improvement of students' professional ability and mobilize students' subjective initiative in learning.

1. Application principles of project teaching method for automobile application and maintenance specialty in Secondary Vocational Schools

1.1 Education oriented principle

In the process of applying the project teaching method, we need to take the project as the main line, run through the whole process of education, and realize the close connection between students and majors, teachers and students. Moreover, to ensure that students can improve their professional quality through practical operation, teachers must do a good job in the all-round research of the project, comprehensively understand the comprehensive quality, personality preferences, knowledge structure, learning needs and other aspects of secondary vocational students majoring in automobile application and maintenance, and set the overall content of project teaching resources, Ensure that they can adapt to the majors they study and their own thinking and exploration ability, and play a key guiding role in students' learning. As the situation of students will change constantly, it is necessary to do a good job in the selection and improvement of project teaching resource standards to avoid departing from the overall development of students and directly affecting the effect of project teaching.

1.2 Strong driving principle

In the process of secondary vocational education, the major of automobile application and maintenance is relatively unfamiliar to most students, and there is a certain gap with students' own life experience and growth experience. To improve students' interest in learning, we need to innovate in the teaching process. Teachers should enhance the driving force of project teaching, start some projects that students are interested in and can control from the professional field, and ensure that students can actively use their brains and create boldly in the process of participating in practice, so as to obtain a good learning experience, Promote the improvement of their professional quality. In addition, in the project, teachers also need to pay attention to the combination of the project and professional theoretical knowledge, improve the scientificity, knowledge and cutting-edge of the project, and give full play to the role of project teaching method in educating people.

1.3 Adhering to the principle of integrity and innovation

The major of automobile application and maintenance in secondary vocational school involves many contents. Automobile maintenance quality inspection, automobile performance and detection diagnosis, automobile engine structure and maintenance are its core courses. In the process of teaching guidance, it is necessary to ensure that students can have the ability of automobile performance evaluation and test, production organization and technical management, parts maintenance, etc. Therefore, in the process of the

application of project teaching method, it is necessary to follow the principle of professional education, carry out students' innovative education on this basis, give full play to the potential of professional education of project teaching method, and promote the all-round development of automobile application, maintenance and maintenance specialty in Secondary Vocational schools.

2. Application Strategy of project teaching method in secondary vocational automobile Teaching

2.1 Change teachers' teaching ideas and improve the course content

In the process of carrying out project teaching of automobile application and maintenance specialty in secondary vocational colleges, first of all, it is necessary to actively change teachers' teaching ideas, break the shackles of traditional teaching ideas, pay attention to the implementation of project teaching, understand the development of automobile application and maintenance industry at this stage, and analyze the common problems of automobile industry, And grasp the specific requirements of the society for automotive professionals, and enhance the practicality and advanced nature of project teaching methods. In addition, the application of project teaching method can ensure that students understand the changes and needs of the market in the process of project operation, find their own shortcomings and defects, timely adjust their learning direction, enrich their theoretical knowledge level and practical ability, and formulate correct career planning. The application of project teaching method can effectively enhance students' comprehensive ability, improve the overall quality of teaching and learning of automobile application and maintenance, and fully reflect the scientificity and advanced nature of project teaching method.

2.2 Actively carry out the setting of project situation and improve students' overall practical ability

In the process of project teaching, teachers need to divide the project into multiple contents according to the specific situation of the project, guide students to assign project tasks according to groups, ensure that students perform their respective duties and mobilize their practical ability and thinking ability. In the process of project implementation, teachers need to simulate the sudden situation of cars according to the actual situation, improve the authenticity of teaching, create a good sense of experience for students, promote their learning interest and desire, and consolidate basic theoretical knowledge. Practice is the only standard to test the truth. Only through the practice of project teaching can we ensure that students can flexibly use the knowledge they have learned, promote the improvement of students' social adaptability, and fully meet the specific needs of society for automobile application and maintenance professionals. In the process of implementing project teaching, students need to improve their understanding of the project, have a comprehensive understanding of the project content in different situations, improve their professional skills and combine them with the actual work content to ensure that their professional skills can adapt to the needs of social development. In addition, in real life, there are many kinds of automobile faults with certain complexity. Project teaching can not only improve students' ability to find automobile faults, but also exercise students' efficiency in formulating solutions.

2.3 Strengthen the input of training equipment and site

In order to promote the smooth progress of project teaching method in secondary vocational colleges, we need to ensure the training equipment and provide sufficient training venues for students. Therefore, it is closely related to the transformation of teachers' leading role and the improvement of students' practical ability. Therefore, it is necessary to provide a lot of time for the transformation of students' practical ability. Secondary vocational schools need to increase investment in training equipment, guarantee the advanced and overall quantity of training equipment, and improve the overall skills of students while meeting the needs of the society for automotive professionals. During the implementation of specific project teaching, teachers need to do a good job of strict supervision to ensure that the difficulty coefficient of the project is within the scope of students' knowledge and promote the smooth progress of project teaching. For some difficult projects, certain guidance should be given to help students deal with relevant key and difficult problems. At the same time, we also need to do a good job in safety education in the process of project teaching, list relevant risk factors and dangerous operations, avoid students' dangerous behavior, and improve the safety and effectiveness of the project. Once students' mistakes cause danger, teachers need to eliminate it in time to reduce the impact of danger. After the completion of the project, teachers also need to do a positive summary and analysis, improve the standardization and safety of students' operation, do a good job in the prevention of dangerous behaviors, and continue to strengthen publicity and education.

3. Concluding remarks

In short, in the process of continuous economic development and social progress, talents, as the primary productive force, have been widely valued by all sectors of society. The talent training of automobile application and maintenance major in secondary vocational colleges has attracted people's key attention. The application of project-based teaching method can comprehensively improve the overall effect of teaching and enrich the overall practical experience of students, It has become a key teaching method for automobile application and maintenance specialty in secondary vocational colleges.

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