

Research on the Current Situation and Improvement Strategies of Classroom Teaching Management in Secondary Vocational Schools

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Abstract: With the continuous acceleration of the upgrading of my country's industrial structure and the continuous adjustment of economic structure, the demand for technical and technical talents in all walks of life is getting higher and higher, and the important position and role of vocational education has been paid attention to. As the core of educating people in secondary vocational colleges, classroom teaching currently has many problems. Through extensive research, this article summarizes and sorts out the outstanding problems in the current secondary vocational classroom teaching management, and analyzes the reasons in depth, and proposes improvement strategies.

Keywords: Secondary vocational classroom; Classroom teaching management; Improvement strategy

1. Reasons for the difficulty of classroom management in secondary vocational schools

1.1 Reasons for students

Affected by various factors, most junior high school graduates choose to study in ordinary high schools, which makes the quality of secondary vocational school students decline, students' enrollment scores are generally low, learning difficulties, and the ability to accept new knowledge are also poor, plus students Affected by inferiority complex, most of them are tired of studying. The teacher talked happily on the podium, and the students were drowsy in the audience. Secondary vocational students are in the transitional period of physical and mental growth. Their independence and self-awareness are gradually increasing, they begin to know how to examine themselves, and use their own thinking and consciousness to perceive the world around them. Secondary vocational students generally think that they can be independent, and are no longer willing to accept and eagerly hope to get rid of the shackles of families, teachers, and schools. In order to express themselves, secondary vocational students often use a critical eye to examine food, hoping that others will treat them as independent individuals. They are worried that the outside world will ignore their independent existence.

1.2 Reasons for teachers

Some secondary vocational teachers have a low sense of responsibility, and they have the mentality of "getting it off" and "being a monk and hitting the clock". They prepare sloppy lessons, teach according to textbooks, and improper teaching methods can not stimulate students' enthusiasm for learning. The more difficult it is to teach classes, this creates a vicious circle in which classroom teaching is difficult to manage. Teachers don't care about violations of discipline in the classroom, resulting in more and more chaotic classroom order. Some secondary vocational teachers have poor professional skills and insufficient professional knowledge, and even some related professional technical knowledge teachers themselves do not explain clearly, improper explanations or teaching mistakes, teachers will not be confident in teaching in front of students, so students are likely Putting learning behind your head violates classroom discipline. The concept of teacher-student relationship of some secondary vocational teachers is incorrect. Some teachers do not understand the psychological characteristics of secondary vocational students. Once students have problems, they do not patiently persuade and guide them, but use a condescending posture to force them to obey their authority or even violate the personality of secondary vocational students. And this approach will inevitably cause the inner revulsion of the secondary vocational students, and even openly contradict the teachers in the classroom.

1.3 School reasons

The curriculum setting of secondary vocational schools is unreasonable, the content of teaching materials is aging and out of touch with the needs of society, it is difficult for teachers to teach, and it is difficult for students to learn. In addition, some schools have poor internship training conditions, insufficient venues and equipment, and insufficient training sessions, which creates a situation in which students are reluctant to learn and do not like to learn. The daily management of most vocational schools often unilaterally requires students to abide by discipline, rather than actively guiding students to learn actively. Students do not want to learn book knowledge, do not have much time for internship, do nothing in class, lack concentration, and the effect of classroom management can be imagined.

2. How to strengthen classroom management in secondary vocational schools

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2.1 Formulate reasonable classroom rules

“There is no rule, no square.” Therefore, formulating classroom rules that students can actively follow is the top priority of classroom management. The topic rules should make students clarify the behavior requirements of the classroom, make students understand the standards on which the behavior is based, and standardize classroom behavior. Once the rules are established, teachers must first strictly abide by them, and at the same time supervise whether students strictly abide by them. Teachers must treat students equally, treat them equally, and must do what they say and do what they do, and build their own prestige. Keep in mind that the management is consistent, otherwise the classroom management will get out of control and the teachers and the school will fall into a passive situation.

2.2 Teachers should strive to improve their own teaching ability

Teachers must constantly update their teaching concepts. Through theoretical and practical learning, one's own teaching concepts are in line with the development of the times, and outdated and outdated teaching methods and teaching concepts are avoided to obliterate students' interest in learning. Teachers must carefully prepare every lesson. In the course of preparing lessons, remove those unpractical or outdated knowledge content, and explain the knowledge that secondary vocational students can understand and use in class, so that students can accept it more easily, and the classroom will be easier to manage. Teachers should adopt appropriate teaching methods to activate the classroom atmosphere. In the course of teaching, teachers should reasonably use different teaching methods to allow students to learn with a sense of joy and success, so that students' enthusiasm and interest in learning are stimulated, and students are willing to learn and there is no problem of classroom management. .

2.3 Schools should pay attention to the guidance of students' ideological and moral character

If students establish a good outlook on life, world outlook, and values, and understand the importance of learning, they will naturally study hard, and teacher classroom management will be much easier. This requires the school to conduct ideological and moral guidance to students in daily student management, so that students understand that learning is not useless. How to improve the classroom management ability of secondary vocational schools is a question that every secondary vocational teacher should consider. It is true that the current classroom management of secondary vocational schools has problems of one kind or another, but teachers cannot blindly put all the responsibilities on the students. This will only cause the situation where students are struggling to learn and teachers are struggling to teach, and a good classroom effect is also There is no way to talk about it. The road to building an active and effective healthy classroom may be tortuous, but it is not unachievable. As long as each teacher explores more, practices more diligently, sums up more, learns more in the long-term teaching process, and strives to improve his professional knowledge level. Improve communication skills with students, I believe that the quality of teaching in secondary vocational schools will get better and better, and will cultivate more and more useful talents for the society.

3. Summary

With the increasing demand for technical and technical talents in economic and social development, it is imperative for secondary vocational schools to improve the quality of education and teaching, and optimizing classroom teaching behavior is the cornerstone of improving teaching quality. Classroom management is an eternal topic in secondary vocational education. For students, they should set career goals, clarify their development orientation, reshape their learning confidence, continuously improve their overall quality, and reduce the occurrence of problem behaviors in the classroom; for teachers, they should introduce new educational management ideas and educational management concepts to fully Use information technology resources to build a pleasant classroom environment for students; for families, they should pay attention to home-school co-education, reflect on their own problems, and grow and progress together with children; for society, they should pay attention to school-enterprise cooperation and multi-faceted development. To promote the development of vocational education together.

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