Research on Harmonious Autonomous Learning in Vocational Education

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Abstract. In the process of vocational education, the use of independent learning can be helpful to the completion of teaching tasks and the realization of the goal of cultivating innovative talents to a certain extent. To properly deal with the relationship between various elements in the process of autonomous learning is to take students as the main body and harmoniously deal with the teaching process such as learning methods, learning contents, learning situations and achievement evaluation methods, which will help improve the learning effect and innovation ability of students. In addition, how to treat the role and status of teachers, the utilization of learning resources and the use of learning incentive methods in the process of autonomous learning are also important factors in the realization of harmonious autonomous learning.

Introduction

It is an advanced teaching concept to guide students to study independently in class, which is often reflected in advanced vocational education abroad. Harmonious deal with the relationship between the elements in the process of self-study, make student from "want me to learn" into "I want to learn", not only to enhance the awareness of autonomous learning, enable students to master the skill and channels to acquire knowledge through various media, and formed the good study of inertia, which laid a foundation for the sustainable development ability. According to the characteristics of vocational education, harmonious autonomous learning not only satisfies students' acquisition of knowledge, but also cultivates students' good habits.

Harmony Deals with the Elements in the Process of Autonomous Learning

Harmonious Method, Stimulate Interest, Students Actively

The biggest advantage of independent learning is that it can stimulate students' interest in learning. A strong interest in learning can motivate students to devote themselves to the working situation set by teachers, so that they can receive educational information efficiently. In autonomous learning, how to stimulate students' interest in learning, students need to grasp the dynamic thinking, harmonious deal with the key difficulties of teaching content and logical relationship of each other, combined with the feature of the students' knowledge level, age and the actual learning needs, to elaborate the content of self-study, stimulate students' learning enthusiasm, properly arrange students hands-on training actively, explaining distribution and self-study time, achieve good teaching effect.

In order to stimulate students' interest in learning, it is necessary to have the content that students are most interested in. In combination with the weak abstract thinking, normal image thinking and hands-on characteristics of students in vocational colleges, the characteristics of "love to move" are applied to practice teaching to make students feel capable of doing and doing well, so that they are interested in learning content and willing to learn. This kind of method about course experiment operation is more important, generally difficult to of professional knowledge, practice again effect will be greater than the book several times, such as motor control, adopt the experimental operation form, not only can make theory is straightforward, and can stimulate students' learning enthusiasm and operating skills. Many students regard computer operation learning as a kind of interesting
thing, and are willing to learn, realizing the atmosphere of independent learning in which students are the main body and take the initiative to explore new knowledge, greatly improving the teaching effect.

**Harmonious Learning Content, Hierarchical Teaching, Teaching Students in Accordance with Their Aptitude**

Considering the differences of individual students in understanding ability, in the process of independent learning, teachers provide students with learning tasks at different levels, namely: basic and extended levels, so that students can choose whether to learn in-depth content or not according to their own conditions and needs in the process of independent learning. For example, in the process of fault checking and scheduling of electromechanical circuits, the learning of control signal circuit belongs to the basic task, while the motor drive belongs to the extended task. After completing the basic task, students can choose to review the basic content or expand their knowledge. The hierarchical teaching reflects the principle of teaching students in accordance with their aptitude, and gives consideration to the learning requirements of students with different comprehension ability programs, thus providing students with appropriate targets of difficulty for independent learning.

**Harmonious Learning Situation, Group Discussion, Teamwork, Enhance Interaction**

Autonomous learning needs a harmonious learning situation. Teachers should give students project tasks and create working situation. Project task is best a specific, practical value, and can stimulate the interest of students, so that students can firmly grasp the excitement center, mobilize their enthusiasm for learning, participate in the task of independent learning. The project task should reflect the idea of hierarchical teaching, and put forward the learning requirements of basic and extended levels for students of different levels, so that students of different levels can choose tasks according to their own conditions. Project tasks must be consistent with the main points of knowledge in this section. As the carrier of knowledge in this section, project tasks can achieve the purpose of learning this section of knowledge by completing the project tasks.

The process of autonomous learning can be carried out in groups, which is convenient for students to receive more information, broaden their thinking of solving problems, and cultivate their team spirit in work. It can be organized by students voluntarily or teachers, and the learning tasks can be completed by students independently or in groups. In this process, as the organizer and helper of students' learning activities, the main task of teachers is to provide the media and channels for students to acquire knowledge, such as Internet resources, books, instructional films and other reference books, and they can also give students necessary tips.

In the process of the task or after the completion of the project, students can introduce themselves or the team through independent learning to complete the task, the results achieved, to communicate and learn from each other. As a teacher, let every student participate and share the results of the task. A successful achievement can often strengthen students' confidence in success and their interest in further study.

**Harmonious Student Achievement Evaluation, Periodic Self-examination, Comprehensive Evaluation**

The examination under the independent learning mode takes a harmonious way, it does not determine the result by a single examination paper, but should be based on the multi-dimensional and three-dimensional perspective of the students' ability. Each class students to their own learning attitude and effectiveness of this class, in the corresponding position of the project description to write a self-evaluation, and put forward further improve the learning effectiveness measures. Write a personal evaluation to help students find problems in their learning methods. At the end of the term, the teacher gives a comprehensive evaluation of the students' learning and working ability after summing up the students' achievements in various aspects.
Attention Problems of Harmonious Autonomous Learning

Harmony of Teacher Status

Autonomous learning is a student-themed teaching. In this process, in order to stimulate students' learning enthusiasm and creativity, teachers should put themselves in a specific position. In the process of learning, students learn according to their own style and preference, while teachers only provide all necessary environment and input in the language teaching process. However, autonomous learning is definitely not a kind of learning without teachers. On the contrary, teachers play a key role in helping learners achieve autonomous learning. Teachers have changed from teaching knowledge to guiding and tutoring students' learning, from the leading actor on stage to the director behind the scenes, and become the helper and guide of students' construction of meaning. Teachers in the teaching process to do the following aspects of the work is of great significance: first, to refine the students unit exercise layout. For this reason, the main purpose is to ensure that students can effectively master the main content of the unit after completing these exercises. Secondly, carefully designed guide content. At present, an important reason for the low efficiency of students' independent learning is that it is difficult to grasp the key and difficult points of the course in extracurricular self-study. Therefore, teachers should make specific analysis of the key points, difficult points and doubts of knowledge in the teaching process. Finally, attention should be paid to the dynamic communication between teachers and students. Since the learning of middle school students in the process of education is affected by the limited time of concentrated learning, teachers should strengthen the communication with students in the process of independent learning, timely answer students' questions, and play the role of teachers in the monitoring of students' learning process.

Learning Resource Harmony

The main resources in students' autonomous learning process are textbooks and experimental subjects. Although there are more and more teaching resources in vocational education, the practicability of teaching resources of each course is not enough. Due to the different problems students encounter in the process of autonomous learning, and the differences in their self-learning ability, the construction of teaching resources should be based on the learning needs of different students and strive to solve all the problems of students through a systematic design of teaching resources. Therefore, teaching materials in practice should not only integrate the contents, but also ensure the connection with experimental subjects, so as to form a set of training objectives for professional technical personnel and a teaching system with professional characteristics of our school.

Vocational colleges focus on the cultivation of students' practical ability, and the realization of this ability depends on the practical training and experiment in the teaching process. Improve the instruments and equipment in the process of training and experiment, and provide convenient conditions for students' learning. In this way, the abstract theories in the learning process can be effectively expressed through practical operation, so as to deepen the understanding of the learning content.

Harmony of Motivation Methods

In the process of students' self-study for a long time, it is inevitable that students will feel tired and slack. The competition mechanism will be introduced to sustain students' desire for knowledge acquisition and stimulate their interest in re-creation. Teachers' timely, appropriate and appropriate praise and criticism are the technical details of harmonious autonomous learning. When affirming and praising students' learning achievements, we should point out their shortcomings and encourage them to develop better. In the criticism, to affirm his learning results, point out the good side and encourage. In this way, students have a kind of invisible motivation and confidence without losing the direction, they can be positive and progressive, steady progress.
Conclusion
The greatest value of harmonious autonomous learning in vocational education lies in guiding teachers and vocational school students from textbook—based teaching and learning to resource-based teaching and learning. Not only broaden the students' learning space, but also improve the learning effect. The effective integration of various curriculum resources makes it possible for vocational school students to learn by inquiry and reflection.

References


