

Much Course Fuses Teaching Pattern Research

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Abstract. According to the problem that the teaching effect of vehicle major courses, vehicle major basic courses and cultural basic courses is not obvious in Vocational and technical education, the teaching research method of the integration of professional basic courses and professional courses, cultural basic courses and professional basic courses is given. After analyzing the connotation significance of the integration of multiple courses and the obstacles of the implementation at this stage, the construction of multiple courses is put forward. The implementation opinions of integrated teaching play an important role in promoting the popularization of multi course integrated teaching.

1. Introduction

Multi curriculum integration teaching is put forward under the background of the continuous improvement of national students' quality and the extensive development of Vocational and technical education, with the purpose of improving the quality of teaching. Due to the influence of many factors, the popularity rate of multi-curricular integration teaching mode is very low. The main limiting factors are that there is no system guarantee of multi-curricular integration teaching, no unified multi-curricular integration teaching concept, and the teaching department and the teaching and Research Office are operating separately. By taking a professional department of a school as an example, this paper analyzes the significance, problems and suggestions of the implementation of the multi course integration teaching mode in the teaching of the students majoring in vehicle maintenance, so as to promote the concept of "multi course integration teaching mode".

2. The connotation and significance of multi course integrated teaching.

Multi course integration teaching, which is inspired by the commonly used teaching mode of production and teaching integration in higher vocational colleges, is an innovation of traditional course teaching. It is not necessary to pay too much attention to the systematization of single course content, but only to the practicality and integration of single course, that is, to pay attention to the actual effect of multi course integration teaching, that is, whether to improve students' skills and practical ability, and whether to meet the requirements of military posts Demand [1]. Multi curriculum integration teaching is a teaching mode which takes the goal as the traction, the failure mechanism as the guidance, and the skilled students as the rule, and integrates the basic courses, professional basic courses and professional courses together. Integrated teaching can promote students' knowledge transfer, improve teaching effect, close to the post, and enhance practical ability. At the same time, the multi course integration teaching is conducive to the construction of talent team, the integration of teaching resources, the simplification of school system, and the outstanding effect of actual combat. At present, the cultivation of students' talent team must take the connotative development road with the improvement of quality as the core, while the connotative development road of Vocational and technical education needs multi course integration teaching.

3. Implementing course fuse some problems that are faced with in teaching pattern.

Taking the "vehicle fault diagnosis and removal" course and "vehicle structure" course offered by the three-year vehicle maintenance technology specialty of a school as an example, the students are required to reach the intermediate level of professional skills of automobile repairmen and be competent for the post of equipment support automobile repair technician through the study of these two courses. However, through years of teaching practice, the actual effect and teaching objectives are as follows. There is a big gap. Mainly reflected in: in the process of organizing and implementing the "vehicle structure" course, the students do not have a clear realistic goal (the students generally think that learning structure is useless for vehicle fault diagnosis); in the process of organizing and implementing the "vehicle fault diagnosis and removal" course, the knowledge reserve is lack of system, coherence and integrity, so it is difficult to independently analyze the location of vehicle fault. Therefore, we can try to integrate the course of "vehicle fault diagnosis and removal" with the course of "vehicle construction" into the course of "vehicle construction and fault diagnosis". However, in the specific implementation process, the implementation and construction of multi curriculum integration teaching still have some difficulties. However, in the specific implementation process, there are still some difficulties in the implementation of the curriculum integration teaching, which are mainly manifested in the following aspects: the system guarantee can not keep up, the organization guarantee is not in place, the integration concept is not unified, the curriculum setting is not perfect and the school running mode is less innovative.

3.1. System guarantee can't keep up.

In terms of curriculum teaching system, teaching resource allocation, teacher allocation and class hour allocation, the lack of cooperation between teaching and research offices makes it difficult to take a standardized path for multi curriculum integration teaching; on the other hand, the lack of guidance documents for multi curriculum integration teaching in school top-level design makes the implementation of multi curriculum integration lack of theoretical guidance.

3.2. Inadequate organizational support.

In college education, the educational administration department is the most powerful Organization Department of teaching guarantee, which needs to provide guidance, planning and coordination. At present, the educational administration department has made many curriculum reforms in the early stage of student education transformation. Because the multi curriculum integration teaching is the innovation of the traditional teaching mode, how to guarantee its teaching is a new subject for the educational administration department.

3.3. The concept of integration is not unified.

Under the influence of the traditional education concept and the restriction of the school running conditions, there are two views. One is that there is no awareness of multi course integrated teaching, and still adhere to the concept that "all kinds of courses should be implemented separately by stages", the other is to identify with multi course integrated teaching. This situation will inevitably hinder the implementation of multi curriculum integration teaching.

3.4. Imperfect Curriculum t.

There are some defects in major setting, course content, course structure and so on. There are some problems in course setting, such as the separation of system, the outmoded course content, the poor correlation between basic course and professional course content, and the unreasonable distribution of class hours in course structure.

3.5. Less innovation in school running mode.

At present, the innovation of school running mode is not enough, which makes it difficult for the trained talents to meet the needs of the country. Mainly in: first, the main task is not focused. In the mode of running a school, it mainly focuses on three major directions of transportation, training and maintenance technology. However, in terms of the teaching task of each academic year, the training task of maintenance technology is more onerous. Therefore, the school should focus on the

investment of different specialties. Second, the infrastructure is backward. The training of vehicle security talents needs advanced teaching environment. Compared with other excellent vocational colleges, the gap between teaching environment and capital investment is too large. Third, the idea of running a school is backward. At present, the idea of running the school is not suitable for the current teaching task.

4. Implementing course fuse the pattern of teaching.

4.1. Much course fuses system construction Construction

The quality of teaching is one of the basic standards to measure the work of teachers. The introduction of relevant teaching system is the premise to ensure that teachers give lectures attentively. Multi curriculum integration teaching is an innovation of traditional curriculum teaching, and the relevant teaching system must also be innovated and improved. If we want to integrate the course of "military vehicle construction" with the course of "vehicle fault diagnosis and elimination", we must consider the following points: first, the class hours of the integrated course. Second, the number of lecturers. Third, the determination of teaching content. Fourth, the guarantee of teaching resources. All these factors need to be guaranteed by the system.

4.2. The weight of teaching department department is moulded with suit.

Once a new teacher is assigned to a teaching and Research Office, it means that he or she will work in the office for a long time, and it is difficult to have the opportunity to communicate with other teaching and research offices. The teacher's expertise was limited. For example, two new teachers of mechanical and electrical major graduated from the same school, one is assigned to the mechanical and electrical teaching and research section of the basic department, and the other is assigned to the basic teaching and research section of the equipment support department. After two years of adaptation, the professional knowledge of the two teachers will certainly not be the same. Among them, the professional knowledge of the teachers assigned to the professional department is better than that of the teachers in the basic department. Therefore, all teaching departments must be reshaped and integrated, and must tend to the direction conducive to the flow of teachers and curriculum integration.

4.3. Djustment special field is installed.

According to the situation of national vehicle equipment, automobile colleges and universities should adjust the specialty setting in real time to make the specialty construction keep pace with the development of national vehicle equipment. For example, the third generation diesel vehicle equipment and special diesel vehicle equipment use high-tech electronic control technology and communication technology. Therefore, on the one hand, the major of vehicle maintenance technology in the school should be divided into general vehicle equipment maintenance technology, special vehicle equipment maintenance technology, general vehicle equipment electrical maintenance technology, special vehicle equipment electrical maintenance technology, etc. On the other hand, the teaching objects are divided into different levels, and the special training is carried out according to the post requirements, so as to improve the post holding ability of the trainees, so as to meet the needs of the country for the vehicle equipment support talents.

4.4 Mould course structure again.

According to the needs of the country and the actual situation of the school, the curriculum allocation of students at different levels should be re planned. For example, "1 + 1 + 1" course structure is adopted by the current three-year students in Vocational and technical education (the first year is basic culture course, the second year is specialized course, and the third year is national practice course). The short-term class students adopt the specialized course segmented structure (according to the length of time in school and the number of hours in specialized course, the time in school is divided into several time periods first, and then to each time period Professional courses are arranged in the section). The curriculum structure should be reshaped according to the

professional integration of the students. For example, vocational and technical education students of three-year system should set up professional courses from the beginning of enrollment, cancel individual basic courses and integrate them into professional courses to realize the "seamless connection" of course knowledge. The students of the short-term training class should demonstrate the course knowledge again, take the training goal as the criterion, take the skilled students as the goal, improve the training quality and achieve the goal of talent demand through the course integration and continuous cycle training.

4.5. Synchronous development of teaching and research.

Multi curriculum integration is an innovation of sergeant education. The theory and practice of integration need further study. To improve the quality of teaching, we should study the subject of multi course integration.

4.6. Strengthen the cooperation of similar colleges and universities.

Relying on high-quality vocational colleges to run a school is an effective way to train vehicle maintenance technology professionals, and also an effective way to rapidly improve the quality of teachers and expand the field of automobile professional knowledge [2] [3]. In the major of transportation and training management, it is necessary to strengthen the communication with relevant departments and improve the practical level of vehicle related majors by establishing regular teaching activities with relevant departments.

4.7. Compete to found study condition.

Multi curriculum integration teaching mode is an advanced teaching mode in student education. Its implementation must draw lessons from local vocational education experience, and then combine its own characteristics to create conditions for running schools.

The practical transformation of teaching site. Students' education should strengthen the construction of infrastructure, establish a training base, and lay a hardware foundation for the smooth development of multi course integrated teaching of various specialties [4]. For example, for the students majoring in vehicle maintenance technology, a multi course integrated classroom is created to provide a venue for the integrated teaching of basic courses and professional courses. It is necessary to create a training site to provide a powerful teaching and implementation site for the formation of professional skills.

Teaching and research are carried out simultaneously. Multi curriculum integration is an innovation of student education. The theory and practice of integration need further study. To improve the quality of teaching, we should study the subject of multi course integration.

To build a "double division" teaching staff. The construction and implementation of multi course integrated teaching mode requires a "double teacher" teaching team with solid theoretical basis and rich practical experience. In order to train a double teacher team, we must consider the following aspects. First, strengthen the training of teachers. In coordination with high-quality vocational colleges and the state, the school organizes more teacher training every academic year to improve its professional skills and practical experience. Second, we should attach importance to the introduction of talents. By introducing excellent talents from home and abroad, and inviting excellent talents to teach in the school, we can make up for the shortcomings of the lack of practical experience of professional teachers, and promote the smooth development of multi course integrated teaching [5].

Implementing course fuse teaching , need to check staff work a effort completely to make , need to raise the knowledge for that much course fuses teaching thought, will mix together to implement arrive shi place. How to unify teaching are ideological , is school different levels department should the first key work of grabing.

5. Conclusion

According to the current situation of the course teaching of vehicle maintenance major, this paper puts forward a new mode of multi course integration teaching, analyzes the problems faced in the implementation and construction of multi course integration teaching mode, and gives the construction and implementation methods of multi course integration teaching mode, which provides a new idea for the National Vocational and technical education teaching mode, and further improves the comprehensive ability and post of students Demand ability has laid a good foundation.

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