

Research on the Difficulties and Countermeasures Faced by Classroom Teaching Management in Higher Vocational Colleges in China

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Abstract: Higher vocational education is an important part of China's higher education, and its main goal is to train compound technical and technical talents who serve the needs of economic and social development and face the front line of economic and social development and production service. According to the empirical research, this study reveals the current difficulties of classroom teaching management in higher vocational colleges, which mainly include: low level of students and weak learning foundation; Students are not interested in their majors and are not optimistic about their employment prospects; The dependence on smart mobile devices is high, and the classroom order is difficult to standardize; Teachers' professional skills are insufficient, and the teaching content emphasizes theory over practice; School teaching management is imperfect. According to the current difficulties of classroom teaching management in higher vocational colleges, we need to take corresponding countermeasures and suggestions, mainly including: cultivating students' good study habits; Improve students' sense of professional belonging and enhance their learning motivation; Improve classroom teaching management skills and strengthen students' sense of discipline; Carefully prepare teaching contents and diversify teaching methods; Establish a "double-qualified" teacher team to improve teachers' professional skills; Further improve the school classroom teaching management system. Through the mutual restriction and promotion of teachers, students and schools, the maximum teaching force is finally formed, the classroom teaching management level of teachers is improved, the learning ability of students is improved, and the classroom teaching quality of higher vocational colleges is finally improved.

Keywords: Higher Vocational Colleges, Classroom Teaching Management, Countermeasures and Suggestions, China

1. Introduction

Higher vocational education is an important part of China's higher education, and its main goal is to train compound technical and technical talents who serve the needs of economic and social development and face the front line of economic and social development and production service. The Ministry of Education released the latest list of national colleges and universities. As of May 31, 2022, there were 3,013 colleges and universities in China, including 2,759 ordinary colleges and 1,489 higher vocational colleges, accounting for nearly half of higher education. Classroom teaching is the core activity and important content in higher vocational education, which directly affects the quality of cultivating applied talents in higher vocational colleges.

Classroom teaching management is a scientific and artistic creative work, is the premise and guarantee for the smooth progress of classroom teaching activities [1], and is also the focus and difficulty of higher vocational college management. Due to various objective reasons, there are many practical problems in classroom teaching management in higher vocational colleges.

Classroom teaching management is a process in which teachers can effectively achieve the predetermined teaching objectives by coordinating various interpersonal relationships in the classroom [2]. The connotation of classroom teaching management in higher vocational colleges is to integrate limited teaching resources, plan, organize, coordinate and control classroom teaching activities, so as to improve teaching efficiency and achieve teaching objectives [3].

Some studies put forward the characteristics of classroom management and the standards of effective classroom management, and clearly put forward the operating procedures to achieve effective classroom management [4].

The study found that the current difficulties of classroom teaching management in higher vocational colleges are as follows: the complex structure of students, the low level of students' discipline awareness, and the difficulty in standardizing classroom order. The quality is not high, the classroom efficiency is low, the phenomenon of students skipping classes is serious, and the development of information technology interferes with students [3, 5]. Traditional classroom environment and large class system of teaching management [6]; Other studies have found the shortcomings of rational classroom management in higher vocational colleges: lack of emotional communication between teachers and students, dull classroom atmosphere, and lack of humanistic feelings in the classroom [7]. Other studies have proposed that higher vocational teachers have backward teaching concepts, insufficient teaching skills, unreasonable teacher structure and lack of induction training [8, 9].

In view of the difficulties faced by classroom teaching management in higher vocational colleges, some studies have proposed to use teachers' expectation method to dispel students' negative psychology in class by respecting and trusting students [10]. Other studies have analyzed the classroom management in higher vocational colleges from the perspective of educational ecology, and pointed out that it is necessary to enhance the consciousness of classroom ecological subject, optimize classroom ecological environment, innovate ecological classroom teaching mode and improve the organizational structure of ecological classroom in higher vocational colleges [11]. Another study thinks that the classroom management of hybrid teaching with deep integration of online and offline in higher vocational mathematics classroom is an effective measure [12]. In the new era, classroom management needs to change its thinking from the extension of classroom management form and scale to the connotation of classroom management quality [13]. Harmonious classroom management needs the combination of rational management and perceptual management. Rationality generates the value support of classroom management, and sensibility promotes the lively external form of classroom management [14]. Another study explores the classroom teaching management in higher vocational colleges from the perspective of informatization. It is important and urgent to strengthen teachers' informatization skills training, and actively take effective measures to strengthen their informatization training, improve teachers' ability level of classroom teaching management informatization construction, and provide strong support for classroom teaching informatization construction [15]. The main body of classroom management has changed from teacher-oriented to student-oriented [16].

The above research results provide material and pave the way for this study. The teachers of the author's higher

vocational colleges, based on their own teaching practice experience, summarize the difficulties they face in the process of classroom teaching management and put forward corresponding countermeasures and suggestions.

2. Problems in Classroom Teaching Management in Higher Vocational Colleges

2.1. The Level of Students Is Low and the Learning Foundation Is Weak

Students in higher vocational colleges are those whose scores of college entrance examination fail to reach undergraduate admission. For example, in the vocational college where the author works, the minimum score for admission in 2022 is 365, while the average score for the college entrance examination that year is 437. And the quality of students is generally low, and their ability to accept professional knowledge and skills is low. Some students have a weak foundation and it is very difficult to understand the knowledge taught by teachers in class. The initiative and enthusiasm of learning are not high, and the ability of self-management is weak. Over time, students with weak foundation gradually lose interest and confidence in learning in higher vocational classrooms, and muddle along in schools. In addition to individual students have plans for further study, more students have no clear goals and lack motivation to learn. In 2021, only 21.8 percent of fresh graduates from the author's vocational college moved up to higher education.

2.2. Students Are Not Interested in Their Majors and Are Not Optimistic About Their Employment Prospects

Because of the low scores of freshmen admitted to higher vocational colleges, there is little room for major choice. Can not be admitted to their favorite major, not interested in their own major, so that many students in higher vocational colleges are not studying their ideal major. For example, some boys are admitted to some majors that are more suitable for girls, which leads to their lack of interest in majors and low sense of professional identity. There are also some science and engineering majors who recruit students with both arts and sciences. For some high school liberal arts students, being admitted or assigned to such majors makes it more difficult for them to attend classes. It is common for people to lose confidence in their studies and fail their courses. In addition, today's employment situation is already very tense. Nearly half of graduates struggle to find jobs that match their major. And these students feel slim about their employment prospects, living a life of being a monk every day.

2.3. The Dependence on Smart Mobile Devices Is High, and the Classroom Order Is Difficult to Standardize

With the rapid development of the times and the rapid development of modern science and technology, in recent years, with the popularization of information technology,

almost all major campuses have achieved full coverage of mobile networks, and the penetration rate of intelligent mobile devices is very high. Smart mobile devices are attractive to students, and students generally rely heavily on mobile phones. At present, the dependence rate of college students on mobile phones is generally high. However, in higher vocational colleges, due to the low level of students' discipline awareness and poor self-restraint ability, they cannot use mobile phones reasonably. It often happens that students don't listen carefully in class, but only watch videos, listen to music and play games, which makes it difficult to standardize the classroom order.

2.4. Constraints of Teachers' Teaching Concepts and Means

Some higher vocational teachers lag behind in the transformation of teaching ideas, still hold the teaching idea that teachers should establish absolute prestige, and are used to being in a dominant position in the classroom, ignoring the opportunity to give students free expression, and lacking communication and interaction between teachers and students in teaching organization; Some teachers have a single teaching mode, follow the script when teaching, grasp the students' level inaccurately, and design the teaching links and classroom activities inappropriately; Some teachers have too low tolerance for students' mistakes, and always criticize students more than encourage them, which to a great extent hits students' self-confidence and reduces their enthusiasm for participating in class.

2.5. Teachers' Professional Skills Are Insufficient, and the Teaching Content Emphasizes Theory over Practice

Higher vocational colleges mainly cultivate talents in vocational skills for the society, so it is particularly important to cultivate skills. Higher vocational colleges have different requirements for students' theoretical study from other ordinary universities, and need to combine theory with practice, so it is particularly important to cultivate students' practical ability. However, in the current higher vocational colleges, although many teachers have high academic qualifications, they seldom participate in relevant professional practice. Young teachers, in particular, are in short supply in this respect. The disconnection between theoretical teaching and practical teaching is a common problem among teachers in higher vocational colleges. There are also some teachers whose self-requirements are too low, and they do not master the vocational skills to be taught to students in advance, which leads to the fact that they can only talk about theory in classroom teaching and cannot operate in practice. It is difficult to attract students' interest in learning by following the script when giving lectures. The teaching process lacks expansion and quotation, and students are not interested in the lecture content, so students play mobile phones, chat and sleep in class.

2.6. School Teaching Management Is Imperfect

Teaching management and students' daily management in

higher vocational colleges are two parallel lines, lacking effective communication mechanism. In the teaching process, teachers only need to complete the teaching tasks according to the requirements of the syllabus, only pay attention to imparting knowledge, and seldom take the initiative to maintain classroom discipline. This is because teachers generally think that students' classroom management is the responsibility of counselors, but counselors think that teachers are responsible for classroom management in the teaching process, so they pay little attention to students' classroom management. It can be seen that there are still many imperfections in the division of management authority between teachers and counselors.

3. Countermeasures and Suggestions of Classroom Teaching Management in Higher Vocational Colleges

In view of the current practical problems in the classroom teaching management of higher vocational colleges, in order to further improve the classroom teaching effect, it is necessary to conduct comprehensive improvement and management in the future work from three aspects: students, teachers and schools.

3.1. Cultivate Students' Good Study Habits

Students in higher vocational colleges have a wide range of hobbies, like to participate in recreational activities, and have little interest in learning. Most students don't have good study habits. Therefore, to strengthen classroom teaching management, we should pay attention to learning methods, guide students to choose appropriate learning methods according to the characteristics of courses, improve learning efficiency, change passive learning into leading learning, and form good learning habits, which will achieve twice the result with half the effort.

3.2. Improve Students' Sense of Professional Belonging and Enhance Their Learning Motivation

In view of the current situation that students' professional recognition and professional sense of belonging in higher vocational colleges are generally low, it is necessary to further improve students' professional recognition and sense of belonging. This task runs through the whole learning process in school and needs to be completed as soon as possible at the early stage of their entry into school. Through lectures given by relevant professional teachers, the history, present situation and development prospects of professional development are carefully combed, so as to improve students' professional recognition and sense of belonging. In addition, in view of the current situation that students' learning motivation is generally low in higher vocational colleges, through the demonstration effect of excellent professional graduates, students' learning motivation can be further improved.

3.3. Improve Classroom Teaching Management Skills and Strengthen Students' Sense of Discipline

You can't make a square without rules. Similarly, to create an efficient classroom teaching management mechanism can not be separated from good classroom discipline. Students in higher vocational colleges are in an important period when their physiology and psychology grow rapidly and tend to mature, but they are not completely mature and form their outlook on life, values and world outlook. At this time, on the one hand, they are easily influenced by the external environment, on the other hand, they have a strong rebellious psychology. Therefore, teachers should not only have high professional quality, but also master a variety of classroom teaching management skills. Fully understand the actual situation of students, carry out professional counseling in a targeted manner, and pay more attention to key students. For disciplinary phenomena such as playing mobile phones in class, it is necessary to manage them in time and take reasonable and effective measures to further strengthen students' sense of discipline.

3.4. Carefully Prepare the Teaching Content and Diversify the Teaching Methods

Teachers' classroom lectures have condensed full and meticulous preparations before class. Teachers themselves should fully grasp the teaching content and make appropriate extracurricular supplements according to students' level. Nowadays, students often have a strong thirst for knowledge outside books. Teachers can make full use of multimedia and other teaching resources to pay attention to accumulating extracurricular knowledge. At the same time, teachers should choose the corresponding teaching methods according to the different teaching contents. The explanation of theoretical knowledge can be carried out by combining teachers' teaching with students' self-study. In the practical operation part, teachers can demonstrate teaching first to attract students' interest in learning, and then students can practice independently; According to the situation, students with good foundation can demonstrate teaching first, and then students can evaluate and practice independently.

3.5. Establish a Team of "Double-Qualified" Teachers to Improve Their Professional Skills

Higher vocational education is highly professional and applicable, so it has higher requirements for teachers, not only to impart theoretical knowledge to students, but also to constantly strengthen their practical ability, so as to be a "double-qualified" teacher whose theory and practice meet the standards. That is to say, teachers should have corresponding professional certificates in addition to the qualification certificates of teachers in colleges and universities, and participate in professional practice activities regularly. Only by transforming book knowledge into students' practical ability can we achieve the real purpose of effective teaching. Only in this way can it be beneficial to the development of practical teaching, the cultivation of students' practical innovation ability and the improvement of classroom teaching quality.

3.6. Further Improve the Classroom Teaching Management System in Schools

The center of classroom teaching management is teachers and students, but the system guarantee of relevant administrative departments in higher vocational colleges is also the key factor to strengthen classroom teaching management. On the one hand, the teaching management department and the student management department should have a unified understanding, reach a consensus on classroom teaching management, and form an efficient and smooth management operation mechanism. Second, all departments should improve the management system, and conduct in-depth research on the rationality and operability of the management system to ensure the effective implementation of rules and regulations.

4. Conclusion and Discussion

On the basis of practical research, this study puts forward corresponding countermeasures and suggestions from three aspects: teachers, students and schools, aiming at the difficulties faced by curriculum teaching management in higher vocational colleges in China. Compared with other current related research, it is more effective and realistic. This study has a certain practical role in improving the quality of classroom teaching management in higher vocational colleges.

4.1. Conclusion

According to the empirical research, this study reveals the current difficulties of classroom teaching management in higher vocational colleges, which mainly include: low level of students and weak learning foundation; Students are not interested in their majors and are not optimistic about their employment prospects; The dependence on smart mobile devices is high, and the classroom order is difficult to standardize; Teachers' professional skills are insufficient, and the teaching content emphasizes theory over practice; School teaching management is imperfect. According to the current difficulties of classroom teaching management in higher vocational colleges, we need to take corresponding countermeasures and suggestions, mainly including: cultivating students' good study habits; Improve students' sense of professional belonging and enhance their learning motivation; Improve classroom teaching management skills and strengthen students' sense of discipline; Carefully prepare teaching contents and diversify teaching methods; Establish a "double-qualified" teacher team to improve teachers' professional skills; Further improve the school classroom teaching management system.

4.2. Discussion

Classroom teaching is the core activity and important content in school education and teaching. Whether classroom teaching is effective or not affects the quality of training various applied talents, and thus plays an inestimable role in society. For the classroom teaching management of higher

vocational students, Ren Zhong has a long way to go. Teachers, students and schools are the indispensable three elements in this activity, which restrict and promote each other, and finally form the maximum teaching synergy, improve teachers' classroom teaching management level, improve students' learning ability and finally improve classroom teaching quality.

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