

Mode Construction of Secondary Vocational Education and Training Based on Dynamic Stratification Method

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Secondary vocational education and training programs currently play a significant role in middle-class processing and manufacturing careers. However, there are several issues with this system, including a lack of student priority, a lack of vocational capacity development, a disregard for individual differences, and an incomplete system of education evaluation.

Keywords: secondary vocational education and training, dynamic stratification teaching mode, value-added evaluation

Introduction

Secondary vocational education reform is essential since our nation's socioeconomic development and industrial structural transformation and upgrading have increased the demands on the talent development model (Wu, 2021). High-level, secondary specialization, technical schools, and other institutions are mostly included in secondary vocational education. Its major goal is to enhance professional capacity so that students can produce skilled labor of the highest caliber for the workforce. The middle-level machinery processing manufacturing specialization was created to develop highly skilled mechanical talent, and a crucial course in this field is internships. The social development of technical skills has introduced a new demand, which is to possess engineering vocational skill, high-tech thinking, and core skill in addition to mastering the fundamental practical knowledge. However, there is a lack of vocational ability in secondary vocational education and training programs today. Additionally, individual differences are ignored, and the education evaluation system is not comprehensive enough to address a number of issues. To address these issues, a range of approaches are taken, from the dynamic level of teaching law to the analysis of practical training to support students' professional development and enhance their vocational ability in the manufacturing of professional processing.

Inadequate Development of Vocational Capacity

At a certain point in its development, this model has a positive meaning for talent development because of the broad chain planning layout of the Chinese manufacturing industry. This means that in the early stages of development, a large number of workshop production line workers need to be trained, and these people often leave after receiving basic training. However, as the industry transforms and the economy grows, this mode will cause students to study too much in school and focus too much on knowledge learning. Curriculum teaching frequently lacks training to apply knowledge to real working life, and the logical separation of training methods will also lack the orientation function for the students' future career development.

Neglection of Individual Variations

Every student is an independent individual, and their learning progress varies; these individual variances are ignored and made clear in the educational process. Many teachers in the middle-time training course have disregarded this point. In the teaching tasks, the distribution of teaching time does not account for individual differences. This results in two negative outcomes: On the one hand, students' subjective mobility is not taken into consideration, slowing down the learning process and lowering the quality of instruction; on the other hand, students passively accept knowledge. Ignoring individual differences does not ensure the individual development of the student; rather, it is detrimental to the learning progress of secondary school pupils.

Insufficient Method for Evaluating Teachers

The teaching evaluation serves as a review of the instructors' performance in the classroom, a phased assessment of the quality of instruction, and a potential springboard for the following lesson plan. My secondary internship courses currently have more solitary teaching evaluation content, and the majority of them are still in the final evaluation or process evaluation phase. This means that using the outcome or process as the criterion for judgment only creates a horizontal contrast rather than a vertical one between the student's learning process and the curriculum. Only teachers are unilaterally involved in the evaluation subjects, and business associations mostly participate in the form of only one. Because of the differences in students' learning capacities, prior experiences, and knowledge bases, teaching evaluations ought to direct students' learning both now and in the future rather than causing it to vanish into thin air.

Analysis of Dynamic Layered Teaching Methodologies

Fundamental ideas of layered instruction derived from the latest developmental area theory of Vygotsky. Each student has a unique most recent development area, which is the space created between the learner's present learning level and the one that can be attained with outside assistance (Ding & Tong, 2022). Some teaching groups have employed the layered teaching method, which involves layering students from various stages of development to execute teaching and achieve certain outcomes.

Shortcomings of Tiered Instruction Techniques

The gradient teaching method's drawbacks are also more apparent because of how complicated the process is. For example, some teaching groups find it more difficult to distinguish between fast and slow classes early on in the school year; fast class students receive better resources and receive more attention than slow class students. As a result, it is essential to employ dynamic layered teaching techniques and to continuously layer the learning status of the students to the dynamic creation of the lesson plan.

Structuralized Transition

Teachers can choose and develop courses by using the way of building a support system. Dynamically stratified teaching methods and internship courses will not produce intersections without a purpose. When students are grouped into activities using the peer-to-peer mutual assistance method, their differentiation can be turned into a classroom resource. Students share more understandable vocabulary, and they will refer back to the teacher to continue learning the material. Teachers' mindsets can be successfully altered by structuralized transitions, which can take advantage of classroom resources to greatly motivate pupils to study.

Construction of Secondary Vocational Education and Training

Pupils are typically categorized as better based on a test, having some basic cognitive understanding, and unfamiliar with them. For students who have a solid foundation, curriculum designers should appropriately raise the learning objectives; the difficulty should be increased to ensure that portions are processed precisely and in accordance with tight guidelines. For students with basic cognitive abilities, they should stimulate their interest in practical training and self-conscious investigation by requiring them to grasp the fundamentals with a focus on the internalization process. Teachers should concentrate on leading the direction of learning, generating learning momentum, and raising the learning level for students who are unfamiliar with the practical knowledge. Consequently, the development of professional skills among student groups with varying learning capacities greatly benefits from focused, layered instruction.

Building Ecosystem for Health Education

Stratified integration of curriculum resources: Students and teachers now face greater expectations due to the new era's rapid advancements in science and technology (Tang & Lin, 2021). To understand the level of difficulty and take into account the real needs of more pupils when choosing instructional materials, students from various backgrounds must be aware of the educational environment and make plans for the upcoming course. Students with higher levels of proficiency can follow their learning first with digital tools, then visit real demonstrations, and lastly begin operations; students with lower levels of proficiency can use multimedia or 3D models to illustrate their understanding, which will help them learn and practice the necessary steps repeatedly. Although students must master the material in the textbook for this portion of the standard course, the two-dimensional paper textbook makes the instructional content exceedingly abstract, making students feel confused and challenging to understand.

Reasonable Resource Allocation

In order to discover learning issues among students at different levels, fixed teachers regularly divide the levels according to the student's learning ability. This allows the same teacher to perform tracking dynamic stratification of students at different levels of the same class. Teachers should incorporate basic thinking into dynamic. In the beginning of the week, poor basic students tend to operate irregularly, and lack of skill leads to greater error. At this point, the teacher applies as simple and understandable way to stimulate the student's learning momentum, so that this part of the student to practice more hands on the parts model, thereby transforming abstract cognition to the perception of the physical.

Establishment of Dynamic Gradient Training System

In order to achieve a customized curriculum setting and teaching form, a specific analysis for a single student will be conducted. The development of a dynamic gradient training system, which eschews the conventional one-step curriculum setting and teaching forms, can better respond to the differences between the individual students to implement differential teaching, improve the quality of teaching, and produce highly skilled talents.

Layered Instruction by the Teacher

Teachers typically prepare for the course in advance of the lesson. During this time, they carry out dynamic layering teaching and establish expectations for the various learning capacities of the students. In order to improve their practical skills, students with low skill levels can complete more than five pieces of work within the allotted

time. Initially, the course can be followed gradually, and as the student's skill level rises, it will take less time to complete four pieces, three pieces, and ultimately the cultivation standard.

Analysis of the sequential steps involved in saw cutting, with a focus on the dynamic layering process. During the sawing stage of the course, students should be assessed using various methods including basic tests, practical simulations, and professional skills questionnaires. These assessments should cover topics such as the techniques and principles of sawing, the range of work that can be accomplished with a saw, the different parts of a hand saw, the materials and structure of the saw's handle, the proper installation of the cutting line, and the correct positioning and operation of workpieces. Prior knowledge of relevant information, career planning, and employment will be acquired, followed by the categorization of students based on their dynamic abilities.

For individuals who possess strong practical skills but lack theoretical knowledge, it is important to prioritize the study of professional theoretical knowledge while ensuring a sufficient level of practical practice. This can be achieved by selecting teaching materials that are in-depth, progressive, and tailored to the individual's interests and hobbies. It is crucial to choose knowledge that is closely related to practical work in order to prevent excessive difficulty and loss of interest in the learning process.

Value-added evaluation measuring system: A state-of-the-art assessment method has been extensively implemented in numerous primary and secondary schools and has a beneficial impact. Value-added evaluation involves assessing economic development patterns in the industry by analyzing the input and output ratio. The goal is to determine ways to increase output and value added while maintaining the same input circumstances. Implementing valued assessment in vocational education, along with dynamic gradient teaching, can help teachers gain a more accurate understanding of students' learning situations. Teachers conduct regular, phase-based quantitative evaluation assessments in engineering courses. Both internal and external teachers should participate in the dual teaching assessment.

Conclusion

The rapid socio-economic growth of today's society has led to increased demands for internship courses that focus on educating high-quality skilled talents with a strong emphasis on employment. The dynamic stratified teaching method is implemented in a structured way, involving the formation of student learning groups, the creation of a health education ecosystem, the development of a dynamic gradient training system, the establishment of a value-added evaluation measurement system, and the enhancement of internship courses. This approach addresses the limitations of traditional curricula, enhances student learning efficiency, facilitates faster adaptation to work, and establishes a strong foundation for students to become the skilled talents.

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