

The Application of The Scaffold Teaching Method in The "C Language" in The Secondary Vocational School

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Abstract

In recent years, China has paid more and more attention to the reform and development of vocational education, promulgated relevant policies and regulations, and invested more education funds to develop secondary vocational education, so secondary vocational schools have greeted our eyes, and have attracted widespread attention from all sectors of society. However, at present, the development of secondary vocational schools in China is not very good, the learning effect of students has not reached the expectation, the independent learning ability is poor, teachers' teaching methods and classroom teaching mode are more traditional, and lack of real-time innovation. In view of the above problems, a large number of materials and practice have proved that the stent teaching method can effectively improve the current teaching status of "C Language Program design" in secondary vocational schools, and integrating into the separate classroom can better improve the teaching effect and education quality of the course.

Keywords

Vocational education; support teaching; C language program; classroom.

1. Introduction

In recent years, China has issued relevant laws and regulations, policy documents are all about vocational education. By 2025, a modern vocational education system will be basically in place, and the development of a skilled society will be fully promoted. It can be seen from the issued policies that the country attaches great importance to the role of secondary vocational education in modern education, which also reflects the demand for skilled talents in China. As a secondary vocational school, the base of training skilled talents, should echo the call of the country, and provide strong talents and skills support for the comprehensive construction of a modern socialist country.

2. The Meaning and Application of Stent-Type Teaching

Stent teaching is a new constructivist teaching mode based on Vygotsky's theory of "recent development area". Through the "support", that is, the help of teachers, the learning task is gradually transferred from teachers to students, with students as the main body, mobilizing their initiative, and finally removing the support. This concept was first put forward by the American educator Bruner in 1976, through the support built by teachers, to promote students to think actively and realize the perfect combination of teaching and learning. For some difficult or unfamiliar learning tasks, in order to better promote students' learning and stimulate their potential learning motivation and characteristics, they can play a role as a bridge through a support. By giving students a learning support, they can combine their original knowledge and experience in the learning process to better understand and complete tasks, and also enhance the confidence of students, through the people-oriented education concept [1]. The premise for teachers to make good use of stent teaching is to fully understand the existing level of students,

and estimate the learning level and ability they can achieve through the help of others, so as to teach students in accordance with their aptitude and achieve one-to-one accurate guidance.

3. The Advantages of Separate Classes in The Course of "C-Language Programming Design" in Secondary Vocational Schools

In 2014, Professor Zhang Xuexin of Fudan University first proposed the class, which means the class time, half of which is taught by teachers and the other half is used for discussion. The new teaching mode of divided classroom breaks and constructs the traditional classroom and presents it through three links: teaching (presentation), internalization absorption (Assimilation) and discussion (Discussion), which gives students enough time to think and increases the independent space of the subject. At the same time, it also implements the new era of students as the main body, the classroom back to the students this educational concept. To the classroom changed the past the teacher himself in the platform above, students in the following listen to the teaching mode, so that students can also be active, mobilize the classroom atmosphere. If the idea is right, there will be a great potential for subsequent development. In the teaching mode of classroom division, the role of teachers in the classroom is to guide students to think and explore. This teaching mode combined with the secondary vocational students foundation is not very good, class concentration time is short, so the classroom in the first half of the students are relatively concentrated, teachers knowledge, and then students group discussion and thinking, for secondary vocational students' logical thinking and brain thinking have a good exercise, to some extent, improve the classroom teaching effect.

4. The Advantages of Stent Teaching Applied to The Course of "C Language Programming" in Secondary Vocational Schools

For secondary vocational students, learning "C Language" is more difficult, the learning task is relatively heavy. Therefore, the teaching strategies chosen by our teachers in the teaching process should also be targeted. First of all, students should be able to better understand the knowledge points of this course, so that on this basis, students can slowly learn programming ideas. The scaffold teaching is more scientific, the knowledge points from shallow to deep, the task from simple to difficult, step by step to guide students to decompose the task [3]. On the other hand, in recent years, the country pays more and more attention to the development of secondary vocational education, and through the application of scaffold teaching is also the implementation of China's educational policy. Secondly, the stent teaching can better reflect the people-oriented education concept, the classroom with students as the main body, is also an innovation of China's traditional secondary vocational classroom. This teaching method changes the traditional shortcomings of ignoring the subject status of students, arouses the students' initiative in learning, and is more conducive to promoting the overall development of students.

5. Summary of the Questionnaire Survey Results

From the results of the questionnaire survey, secondary vocational students have poor independent learning ability, rely on teachers, and lack the ability to think independently. In the process of learning the course of "C Language Program design", most students say that there is still a single teaching method of teachers and ignore the subjectivity of students. In the face of such a situation, in the process of using the scaffold teaching method, the teaching should be targeted. To improve the majority of secondary vocational students lack of confidence in learning this phenomenon, the classroom back to students, students as the main body, mobilize the enthusiasm and initiative of students to learn.

6. Integrate Into The Specific Implementation Process of Scaffold Teaching in Separate Classroom Situations

6.1. Build support first

Class can be divided into two parts, the teacher to this lesson of knowledge, teaching knowledge need to understand the students before the recent development area, understand the current students' ability level to provide suitable support, through the help of the scaffold learning task into several small task small target, finally complete the overall goal. Before teaching, teachers should not only understand the students' situation of learning but also study the general teaching objectives of in-depth research. Select the suitable stents according to the goals, and provide different forms of stents according to the level and needs of different students. Flexible provision of stents is the key to improve the teaching effect, and the improper effect of stents is not obvious. Support will always change, the difference between providing support is according to the students' learning level and learning state, building support is a key step in the teaching process, in the right time to provide the right support for secondary vocational students learning and confidence has a great help. By dismantling the overall goal into several small goals to achieve, step by step, so as to avoid students' fear of learning the knowledge, thinking that this course has a high threshold and cannot learn. Flexible use of different stents, so that the secondary vocational learning.

6.2. Create a situation

Situational teaching requires students to experience specific cases and actual situations to gain something. The teaching situation created in the teaching process of teachers should be rich and interesting, which can attract students' attention and interest, so that students can learn more actively. It is necessary to implement situational teaching in the course of C Language programming, and the effect is also significant. The reason why situational teaching can achieve a better teaching effect is that, because, on the one hand, it is more suitable for the characteristics of secondary vocational students, secondary vocational students love to move, situational teaching by mobilizing students' senses such as glasses, ears, the use of multimedia technology, let them feel immersive. By combining with the teaching mode of the computer room, the effect will be more obvious.

6.3. Independent thinking and exploration

"C Language programming" only rely on the teacher said is useless, need to combine examples to learn. When secondary vocational students just start to learn this course, most students may feel difficult and do not know how to start [6]. Teachers need to provide a support for them, so that they can gradually understand the programming idea when initially learning this course. For example, if you want to calculate the circumference of a circle, you have learned the calculation formula and methods of the circumference of a circle in junior high school before, then how to design it if we use C language. By providing the mathematical foundation to explain the new knowledge points and guide students to learn, to lay a foundation for secondary vocational students to learn C language program. Learning this course should first learn logical symbols and basic statements, and then conduct in-depth.[7] Because of the high entry threshold of "C Language programming", the teaching of secondary vocational students should be from shallow to deep, from easy to difficult.

6.4. Evaluation effect

By comparing the scaffold teaching with the traditional teaching mode, after the effect comparison of a semester, the students' learning situation and the degree of mastery of the course are observed. In ensuring that all students, including the experimental group and the control group, are of the same level and other situations are the same situation, the two classes

still adopt the traditional teaching method, and the control two and a half adopt the scaffold teaching method to teach, and finally all students have a unified evaluation.

7. Conclusion

As an educational researcher, we should flexibly use various teaching methods, and only apply them to the classroom after being familiar with the new teaching mode. Through the research investigation of the course C Language programming, to have a deeper understanding of the application of stent teaching. In the future, should strengthen secondary vocational training, secondary vocational teachers not only in teaching "C language programming" this course need support, and other courses also need teachers to flexible use of support, combined with the characteristics of students and the nature of this course, will achieve better teaching effect. Teachers of secondary vocational schools should conduct professional training, in-depth study of various stents, flexible use of stents to help secondary vocational students better learning, improve their confidence and enthusiasm in learning. On the other hand, teachers of all subjects should communicate and cooperate, exchange and discuss how to better use the scaffold teaching in the classroom to improve the teaching effect and education quality.

8. Author Profile

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