

# Problems and Cause Analysis of Classroom Teaching in Higher Vocational Colleges

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**Abstract:** At present, as the development of vocational education speeds up and its scale is expanded gradually, many problems begin to arise from classroom teaching in higher vocational colleges. In order to improve the classroom teaching quality in higher vocational colleges, countermeasures should be proposed. Based on the classroom teaching environment and means in higher vocational colleges, this paper discusses problems in classroom teaching and also countermeasures.

**Keywords:** Higher Vocational Colleges; Classroom Teaching; Teaching Environment; Cause Analysis

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## 1. Problems in Classroom Teaching in Higher Vocational Colleges

### 1.1 Problems in Classroom Teaching Environment in Higher Vocational Colleges

Teaching environment refers to specific environment in the teaching process and mainly includes physical environment, cultural environment and psychological environment. Among them, the physical environment and cultural environment cover various physical factors in classroom, such as the design of tables and chairs, multimedia facilities and walls. Whereas, the psychological environment refers to emotional exchange in the teaching process, such as emotional exchanges with teachers and classmates and personal psychological changes.

#### 1.1.1 Physical Environment

In classroom education of higher vocational colleges, the physical environment constitutes an important part of its educational environment and also material basis for students to carry out learning activities. Its main factors include teaching facilities and environment. In a college's physical environment, what is the most important element lie in teaching facilities. Different quality, cleanliness and layout of facilities would render different feelings. Effective and full utilization of teaching facilities can enable

teachers and students to be showered in a relaxing, happy and harmonious atmosphere, make students' learning environment better and as a result fully stimulate students' various sensory responses. In this process, besides enhancing students' understanding on information, their learning efficiency can also be greatly improved.

Students in higher vocational colleges do not have great dependence on classroom. Relevant surveys have shown that students in higher vocational colleges have a poor self-learning status. Therefore, both students and colleges hold an indifferent attitude towards such learning environments as classroom in general. For instance, I am a teacher of a certain major. Most students of this major have a general admission score and poor comprehensive quality and competency. Very often, classrooms where they have attended class are thrown to great disorder and many classrooms are left with food remains. Under such a teaching environment, many students fail to produce any interests in study and teachers are also often distracted from teaching for poor hygiene. Let alone self-learning after class.

#### 1.1.2 Cultural Environment

Cultural environment refers to universal, repeated and relatively stable collective behavior style in a college and class and mainly includes school spirit and class atmosphere.

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School spirit refers to a kind of atmosphere in a school and represents a kind of prevailing collective behaviors. It is rather closely related to a school's teaching style, academic atmosphere, class atmosphere, leadership style and mental outlook of teachers and students. Sound academic atmosphere will produce certain good influence on each aspect of students, including students' learning attitude, interest, hobbies and cultural accomplishments. In addition, once formed, a school's atmosphere will generate an intangible strength to restrain students' behaviors and play a positive mental role among all students. In spite of hard efforts in building good school spirit, some higher vocational colleges still have many to be improved in their school spirit.

Class atmosphere refers to a common emotion and style trend developed by all members in a class and once developed, it will exert tremendous influence on each member of the class. For a class, different class atmospheres will lead to different influence. Excellent class atmosphere will contribute to a positive learning environment, bring tremendous learning power and strengthen students' cohesion and constraining force, as a result of which students can throw themselves to learning in a better manner. Therefore, it will generate direct influence on students' learning attitudes and learning behaviors. For instance, good class atmosphere has been established upon students' admission and its dense studying atmosphere encourages to make good competition among students. Compared with other classes, students in this class can greatly finish tasks in general. However, there are some classes with poor class atmosphere, for students are indifferent to their poor performance and often break classroom disciplines. Due to overall poor performances in the whole class, teachers are also rather suffering in teaching and even have repulsive psychology, thus affecting the teaching effect. At the meantime, students also have psychological conflict to teachers, thus leading to a vicious circle and increasingly poor learning situation in the whole class.

### **1.1.3 Psychological Environment**

Psychological environment refers to the social life environment influenced by people's minds. Whereas, psychological environment refers to a kind of psychological and emotional change that influence teachers and students' mental health and emotion. As for higher vocational colleges, a sound psychological environment plays a rather significant role in higher vocational colleges' management work. As present, as the national economy, culture and politics exert their respective influence, people's conception of thinking has also changed a lot. In addition to certain change of the social environment, rather quick changes have occurred in the economic circle. However,

under the influence of corruption thoughts, students in many higher vocational colleges have had great changes in their value and outlook on life, thus producing certain hindering effect on the psychological environment building of higher vocational colleges.

Students in higher vocational colleges gain certain understanding on the colleges' academic atmosphere building, rules and regulations and other aspects in the contact with the campus and at the same time, their thinking also changes to different degrees. Ideological education is a distinctly important part in campus culture and classroom environment building and can positively promote students' growth in physical and psychological health. However, in this process, corruption is unavoidable and thus produces certain influence on students. For instance, some teachers seek personal interest by taking advantage of their convenience of duty and even are involved in black case work together with class cadres. As a consequence, the purity of higher vocational colleges is decreased and also the construction and optimization of psychological environment in higher vocational colleges is hindered.

The psychological environment is under the influence of both school and family. For each child, family education and parents' value and outlook on life will generate direct influence. Parents' outlook on life and morality will directly influence students' cognition and attitude towards things, while parents' relationship also influences students' attitude towards marriage. Many trifling things in family life will have huge influence on students' outlook on life and value. A poor family environment will exert great influence on students' growth and further have certain impediment impact on the construction of higher vocational colleges' psychological environment in class.

## **1.2 Problems in Classroom Teaching Means in Higher Vocational Colleges**

### **1.2.1 Analysis on Students' Situations in Classroom Teaching in Higher Vocational Colleges**

Many higher vocational colleges follow the traditional "cramming" teaching means" where the teacher plays a dominant role, while students passively receive knowledge, thus greatly dampening students' learning initiative. Under such a teaching mode, students' life world is generally neglected by teachers and as a result is dominated by textbooks. Students are fully bothered by operation of various symbolic and logic operations. As a consequence, students will be reduced to the slave of textbooks gradually. Students simply learn knowledge rather than wisdom and thus fail to grasp life skills. Thus, their ability cannot be fully tapped. Students from class under the traditional teaching mode "have intelligence but no wisdom, have future but no lofty idea and have knowledge but no

thought", thus leading to spiritual loss of students.

In addition, the traditional class is featured with lecturing by teachers and listening by students and very little interaction between the teacher and students. As a result, many teachers cannot make it clear whether students are listening. Whereas, the loneliness of teachers and students mainly comes from emotional alienation. In the tradition class, the teacher is a lonely classroom dictator, while students are controlled by teachers. The teacher does not know well students' life, what students really need and what students are wondering in their innermost. At the same time, students also have no proper understanding on their teachers, thus resulting in direct estrangement between teachers and students and making students isolated in study.

### **1.2.2 Analysis on Teachers' Situations in Classroom Teaching in Higher Vocational Colleges**

Teachers in classroom teaching in higher vocational colleges have some shortcomings themselves and one of the main shortcomings is that students' right of speech is deprived by teachers in class. Exactly, students have certain right of speech in the class. Nevertheless, students do not really enjoy and employ their right of speech. In general, each teach will make a reasonable teaching plan before each class and proceed in strict compliance with their teaching plan in the class. In this process, students are compelled to learn following the teacher's thought and thus cannot express their real ideas. Moreover, given questions raised by the teacher in the class are directly answered in the textbook and need no thinking, students' divergent thinking cannot be fully stimulated and lack independence in taking part in and selecting the teaching contents. Though they have answered teacher's questions, they made no thinking over the questions but found the answers from the textbook. At the meantime, in the teaching process, the teacher does not give full consideration to students' own thoughts and does not provide enough time and space for students to think, thus greatly dampening students' creativity. In classroom teaching, though the teacher seems to give students the chance to express themselves, they neglect students' thinking and thus the desired outcomes cannot be achieved. Given teachers do not make full consideration from students' perspectives and neglect students' thoughts while making class questions, questions raised by teachers cannot stimulate students to think and thus restrict students' thinking to a certain extent. Under such a teaching mode, teachers deprive students' right of speech unintentionally. Over time, students will become lazy in thinking, thus unfavorable for students' growth and development.

In addition, poor educational background and knowl-

edge structure of teachers and lack of opportunities to receive professional training will lead to obvious shortcomings of teachers in teaching experience and knowledge. In recent years, as the enrollment number of higher vocational colleges increases gradually, there arises a shortage of teachers. Under such a context, some higher vocational colleges will arrange teachers of other majors temporarily for classroom teaching. In the process of theoretical teaching, many teachers act like a machine of lecturing and do not spare much time and efforts to make further in-depth research on teaching and lack enthusiasm and motivation to carry out scientific research. Many teachers in higher vocational colleges only grasp relatively dusty knowledge and do not clearly grasp the knowledge structure and have no motivation to learn and relearn. In addition, in making a curriculum plan, teachers lack innovative ideas in format and contents and only explain abstract theories by some relatively abstract nouns, thus making the lecturing contents rigid, empty, inanimate and out-of-date, leading to plain classroom teaching in the end.

### **2. Problems and Cause Analysis of Classroom Teaching in Higher Vocational Colleges**

In recent years, the continuously increased enrollment scale of higher vocational colleges and increasingly decreased enrollment standards and students' quality, coupled with insufficient existing resources in higher vocational colleges, lead to frequent problems in classroom teaching and as a consequence direct affect the teaching quality.

As the society and economy moves forwards, teaching media and vehicles have witnessed certain improvement, changing from the previous blackboard-writing to multimedia teaching today. At the same time, textbook contents are also updated continuously; students are provided with more learning means; the area of classrooms is increased gradually; each aspect of schools see different degrees of changes. All of the these changes will exert tremendous influence on students' learning situation.

However, in the actual teaching process, teachers do not increase their attention to students' psychology and emotion. In students' growing-up process, students learn through constantly absorbing knowledge. Nevertheless, in the learning process, many students simply finish tasks arranged by teachers but lack certain thinking. The traditional teaching only includes knowledge learning but involves rare other aspects. Such a teaching neglects the cultivation of students' value and emotion, making the class only an one-sided training venue rather than a place to cultivate well-rounded talents.

In recent years, as higher vocational colleges' physical environment changes constantly, students' psychology and emotion does not receive deserved attention and coupled with the influence of traditional education, the value orientation of China's higher vocational education is becoming more and more clear. Under the pressure of the society, employment and other aspects, higher vocational colleges attach great importance to "production, construction, management and practice talents in the first production line", thus unintentionally neglecting the education on ideological and cultural quality for students. Though some higher vocational colleges stress the cultivation of comprehensive quality, they only stay on the surface and take no substantial actions, mainly manifested in major setting and class setting. In the process of practical teaching, some higher vocational colleges focus on market and occupation and put their main efforts in improving employment rate. Nevertheless, great shortcomings in scientific research funds of many higher vocational colleges and failure to meet the actual demands by hardware equipment will make it hard to realize the desired teaching effect.

### **2.1 From Students' Perspective**

From the perspective of students, sleeping, poor concentration and fiddling with cell phones in class are rather severe. Some students in higher vocational colleges have poor learning enthusiasm and initiative and lack the consciousness to make speeches in class and take part in discussion. Moreover, there is little communication and interaction between the teacher and students. The teaching process is plagued with depressing classroom atmosphere, negative students and passive learning and even students' resistance to teachers.

### **2.2. From Teachers' Perspective**

Some teachers in higher vocational colleges are unfamiliar with the teaching contents, repeat what the book says while lecturing, employ no humorous and vivid speeches and do not link the teaching contents with practice. For most students, it means just teaching through the traditional teaching means where the teacher plays a dominant role in classroom teaching, while students lose their dominant role. In actual teaching assessment, schools only pay high attention to teachers' performance while rare attention to students' learning effect. Moreover, summative assessment is mainly provided for students with the absence of process assessment.

### **2.3 From the Perspective of Teaching Carrier**

At present, some vocational education teachers employ modern multimedia rather than traditional teaching means for teaching. However, most teachers do not receive professional training and only demonstrate the slides in teaching through the multimedia. Further, they neglect the teaching objectives, teaching methods and other aspects, leading to decreased teaching effect as a result.

### **2.4 From the Perspective of Teaching Materials**

At present, though most higher vocational colleges apply the latest teaching materials, there is a gap between the teaching contents and the actual teaching. The progress of teaching materials far lags behind the quality requirements of the society for technical talents.

No change of the utility value in higher vocational education will make it impractical to realize the real objectives of higher vocational education and to realize all-round development of students, while which can promote all-round, long-term and sustainable development of China's higher vocational education.