



## INNOVATION OF TEACHING PROCESS IN VOCATIONAL SCHOOLS

Seung-Rye Cho, Kum Chan Yong

Department of Pedagogical Education, Gachon University, Incheon, Korea

**Abstract:** The article deals with the factors for organizing innovative activity of teachers of vocational schools. The course taught at the Vocational technical school is the main basis of pedagogical activity. The teacher conveys, imparts, and teaches the student certain knowledge during the lesson.

**Keys words:** pedagogical activity, knowledge, specialist, education, training.

### OPEN ACCESS

© 2021 The Korean Academy of Sciences. This is an Open Access article distributed under the terms of the Creative Commons Attribution Non-Commercial License, which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

**Disclosure:** The authors have no potential conflicts of interest to disclose.

When we talk about modern education, the training of a particular specialist implies the implementation of the basic laws of education and training. One of such laws is the liberalization of the "teacher-teacher" relationship. Each schoolmaster requires initiative, activity, independent opinion, the introduction of pedagogical technologies in different situations. One of the most important and topical issues is the organization of targeted training seminars, especially for young teachers who graduated from higher education institutions this year, got a job on the basis of referrals to academic lyceums and vocational schools and started their first pedagogical careers. The course taught at the Vocational technical school is the main basis of pedagogical activity. The teacher conveys, imparts, and teaches the student certain knowledge during the lesson.

The teacher expands his activities, increases their knowledge when he impart a lesson. There are also shortcomings in the methodological work that is currently being applied. There are still scholastic elements during the teaching process. Some teachers do not analyze changes in economic-social, political life. They shall guide students to have independent mind, engage in a variety of discussions, questions and answers, and study the training material independently. Each new idea and modification shall be applied to the learning process with the latest advances in techniques and technologies. In Upon guiding the students

#### List of Indexed Journals





to educational work activities, it is necessary to create or form in them feelings of joy, success, luck, to move forward and develop. Today's pedagogical collaboration shall be the foundation for engaging the students in learning. Another basic principle of pedagogical collaboration is assistance to overcome the fear of the students during the classes, to feel them calm, free, confident in their own strength.

Promoted teachers shall use methods in the teaching process in such a way that each student considers himself a person and the teacher pays attention to the student personally. Teachers and students need to work together during the teaching, education process and development of their creative abilities according to today's modern vocational education. Therefore, a teacher of special subjects at vocational schools shall have pedagogical skills and be a Recognized specialist in their field. First of all the teacher requires ideological, practical and professional training in order to get well extent of the lesson at a vocational technical school. The teacher shall always be familiar with the innovations of this subject in the pedagogical, psychological and methodological nature in order to prepare for the lesson. At the same time, he/she shall read more scientific and methodological journals and newspapers. Selection of content, system and teaching methods of the course also considers the age characteristics of vocational school students. Involving teachers in a variety of activities, extensive use of visual aids, introducing game elements, learning new material, and determining the optimal norm for consolidation, all of which have an impact on content and structure. One of the tasks of a teacher is to manage the learning process and create a conducive environment, that assists to increase the education effectiveness.

All didactic requirements leads to completely good results. According to the didactic function and structure of courses at vocational schools are divided into the following

types: 1. Combination courses; 2. Courses on learning new material; 3. Courses to strengthen knowledge, skills, abilities; 4. Exercises and practical work course; 5. General repetition lessons; 6. Laboratory classes; 7. Courses on monitoring, inspection and evaluation of students' knowledge, etc. Nowadays, the teachers of vocational schools are required to modify teaching forms and methods due to the modification of techniques and technologies, the working conditions, emergence of new literature, modification of academic curriculum programs.

However, preparation of a teacher for each individual lesson is only part of his or her preparation for the lesson. This is: 1. Preparation of the teacher for the whole course on the subject. 2. Preparation for each topic of the curriculum. 3. Includes preparation for each lesson. Preparation for the whole course involves acquaintance with new scientific works, new methodical materials, study of programs and textbooks, and development of other working documents. Preparation for each topic makes the teacher to develop new program, additional materials on the topic, identify the main issues of each topic, select teaching methods and prepare the necessary teaching aids, visual aids, equipment, tools, facilities, and so on. Determining the sequence of such didactic goals, the separation of leading ideas in the content, the main types of activities allow to distinguish interdisciplinary relationships, to analyze the results. During the preparation for each individual lesson, the teacher acts as follows; identifies the topic and specifies the course tasks; separates the content of the study material and develops it didactically.

Distinguishes basic ideas, concepts, laws, practical information; implies a relation to a previously studied topic, content placement, logic; determines the nature of students' learning activities, i.e., thinks over what skills and backgrounds are formed, research activities, independent work, and the relationship between



the role of the teacher. Develops these forms, separates lesson parts; teaching methods: selects and identifies elements of tasks, exercise, outstanding issues, task programming. Selects and inspects teaching aids; plans the entire course process. The lesson plan usually includes the date and number of the lesson, its topic, the main issues of the content of tasks, types of activities of the teacher and the student, teaching methods and tools, the name of the requested student, individual assignments, homework.

However, the structure and scope of lesson plans shall be based on the teacher's qualifications and experience. One also shall be able to conduct a well-prepared lesson clearly and effectively in a more organized way. In this case, the following laws shall be followed: 1) Start the lesson clearly and in an organized way, for which everything shall be prepared in advance for the lesson. 2) To be able to focus students' attention on the content of the lesson and keep it active throughout the lesson, to maintain interest in the lesson, to ask students problematic issues, to keep them always ready to answer, to diversify the lesson, to keep an eye everyone, everyone keep asking for something. 3) Rational use of time during the lesson: to prepare ahead of time the training facilities, their proper placement, achievement of

tasks, avoidance of distractions. 4) Observing one's own behavior: ideological beliefs, high morals and culture, speaking and demanding, motivating, method of reference to the students - all of which determine the teacher's style of activity and exclude students from being overworked or overly emotional. 5) Demonstration of entrepreneurship during the lesson, consideration the circumstances, occurred or changes in the conditions of the lesson.

The modern lesson is improving through the activation of student activities, reducing the time allotted, combining the functions of control and consolidation of knowledge, independent work, increasing the volume of creative tasks, rational use of problem-based research methods, teaching aids and programming elements. So, although the course is now the main form of organization of the educational process, in a vocational college requires the use and development of effective methods of laboratory classes, seminars, homework, extracurricular activities, labor and industrial education. This requires every educator to work tirelessly, be creative, research, and as a result, the quality and effectiveness of education will change significantly for the better.

### References:

1. Bazeley, P. (1998). Peer review and panel decisions in the assessment of Australian Research Council project grant applicants: what counts in a highly competitive context? *Higher Education*, 35(4), 435-452.
2. Burris, V. (2004). The academic caste system: Prestige hierarchies in PhD exchange networks. *American Sociological Review*, 69(2), 239-264.
3. Cheon, Y.-D., Kim, D.-G., Lee, Y. B., Hwang, J.-H., & Kim, Y. S. (2013). A study of factors influencing the costs of funding as a function of research area and financial institutions. *Journal of the Korean Society for Quality Management*, 41(1), 163-180.
4. Cho, H. (2007). The Matthew Effect: Accumulative advantage among Korean scientists. *Korean Journal of Sociology*, 41(6), 112-141.
5. Cole, S., Rubin, L., & Cole, J. R. (1978). *Peer review in the National Science Foundation: Phase one of a study: Prepared for the Committee on Science and Public Policy of the National Academy of Sciences* (Vol. 2788). Washington, DC: National Academies.
6. Ginther, D. K., Schaffer, W. T., Schnell, J., Masimore, B., Liu, F., Haak, L. L., & Kington, R. (2011). Race, ethnicity, and NIH research awards. *Science*, 333(6045), 1015-1019.
7. Kim, K., & Kim, J.-K. (2015). Trends in determinants of entry into the academic career: The case of South Korea, 1980-2010. *PLoS ONE*, 10(10), e0141428.



8. Laudel, G. (2006). The “quality myth”: Promoting and hindering conditions for acquiring research funds. *Higher Education*, 52(3), 375–403.
9. Merton, R. K. (1968). The Matthew Effect in science: The reward and communication systems of science are considered. *Science*, 159(3810), 56–63.
10. Park, C. (2007). Gender in academic career tracks: The case of Korean biochemists. *Sociological Forum*, 22(4), 452–473.
11. Shin, J. C. (2012). Higher education development in Korea: Western university ideas, Confucian tradition, and economic development. *Higher Education*, 64(1), 59–72.
12. Viner, N., Powell, P., & Green, R. (2004). Institutionalized biases in the award of research grants: A preliminary analysis revisiting the principle of accumulative advantage. *Research Policy*, 33(3), 443–454.