

Suggestions for Enhancing Mathematics Classroom Teaching in Vocational High Schools

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Abstract

This article aims to delve into strategies for enhancing the quality of mathematics classroom teaching in vocational high schools, aiming to better align with students' academic needs and foster their holistic mathematical literacy. By scrutinizing the prevalent issues in mathematics classroom instruction, the article proposes a set of practical curriculum recommendations spanning curriculum design, teaching methodologies, subject content, and student engagement. Firstly, to address the challenge of students' waning interest in mathematics, it is suggested to revamp the curriculum design by introducing math content grounded in practical applications and career relevance. This approach is anticipated to kindle students' enthusiasm for the subject, encouraging more active participation in learning. Secondly, the article advocates a transformation in teaching methods, urging educators to shift from traditional knowledge conveyors to facilitators and motivators in the classroom. Through approaches such as heuristic teaching, problem-solving, and case analysis, students' autonomous learning and problem-solving skills are nurtured, alleviating the perceived difficulty of progressing in mathematics learning. Furthermore, the article advocates for the incorporation of real-life cases into the course content, enhancing students' comprehension of the practical application of mathematical knowledge. Teachers are encouraged to intertwine mathematics with other disciplines, dismantling the barriers between subjects and prompting students to analyze and solve problems within an interdisciplinary context. Lastly, the article promotes the adoption of diverse assessment methods, emphasizing not only students' theoretical knowledge but also their practical problem-solving skills and collaborative spirit. By comprehensively implementing these suggestions, it is anticipated that the efficacy of mathematics classroom teaching in vocational high schools will improve, establishing a robust foundation for students' future career development.

Keywords

Vocational High School Mathematics; Classroom Teaching; Teacher-Led; Teaching Objectives.

1. Introduction

Mathematics teaching in vocational high schools in Tibet has always been a prominent issue plaguing major universities. There is no shortage of excellent mathematics teachers in Tibet. However, the results of major universities' mathematics teaching for students are often not ideal, leading to the failure of universities in cultivating students. There are great obstacles in the development of professional talents in science and engineering, and there are great limitations in the cultivation of vocational education talents in Tibet. With the rapid development of science, technology, and the economy, vocational high schools are a key stage for cultivating the future workforce in Tibet, and their mathematics education has become

increasingly important in shaping students' comprehensive literacy, improving thinking, enthusiasm for employment, and adapting to the professional environment. Mathematics is no longer just a theoretical subject but a key tool that can help students better understand and solve practical problems, improving their competitiveness in their careers[1]. However, in the current mathematics classroom teaching in vocational high schools in Tibet, some challenges and problems have become increasingly apparent.

Firstly, students generally lack enthusiasm for mathematics. Traditional teaching methods in mathematics are often excessively theoretical, failing to captivate students' interest and instilling a fear of the subject, thereby impacting their motivation to learn. Secondly, there is an urgent need to enhance students' practical application abilities in mathematics. In vocational fields, mathematics transcends abstract concepts found in textbooks and demands that students possess the skills to solve real-world problems. However, current mathematics teaching frequently struggles to effectively align with the professional environment, hindering students' capacity to apply mathematical knowledge flexibly in practical scenarios[2]. Furthermore, the teaching methods employed are relatively traditional. Teachers often assume the role of knowledge transmitters in the classroom, lacking interactive elements and sufficient guidance. This approach makes it challenging to stimulate students' interest and initiative in the subject.

In light of the aforementioned issues, this study endeavors to delve deeply into enhancing the quality of mathematics classroom teaching in vocational high schools, addressing the evolving subject needs of students, and fostering a more comprehensive mathematical literacy. Through a meticulous analysis of the existing problems in mathematics classroom teaching and in conjunction with current social and professional development trends, we aim to propose a series of innovative curriculum suggestions.

2. Course Design Suggestions

Classroom teaching is presently the most direct and effective method of instruction. However, catering to the diverse aptitudes of different student groups requires a tailored approach, designing courses that align with their needs, and avoiding rote teaching. Curriculum design plays a pivotal role in meeting students' subject requirements and enhancing their mathematical literacy[3]. This article will initiate the discussion from the vantage point of mathematics curriculum design, putting forth practical strategies to make mathematics teaching in vocational high schools more effective and engaging.

Firstly, we underscore the importance of course design focusing on practical applications. By incorporating cases with practical backgrounds and career orientation, students can effectively apply mathematical knowledge to real-world problems, fostering interest and enhancing application skills. Secondly, course design should cater to individual learning needs. Through differentiated teaching approaches, we can address students' subject requirements at various levels, thereby enhancing overall teaching effectiveness. Personalized learning paths and resource settings encourage active participation in mathematics. Thirdly, curriculum design emphasizes interdisciplinary integration and integration with other disciplines to broaden students' comprehension and application of mathematics. When tackling practical problems, introducing knowledge from science and technology, engineering, business, and other fields enhances practical application. Moreover, curriculum design should prioritize fostering students' innovative thinking[4]. By posing challenging problems and engaging in mathematical modeling activities, students' problem-solving abilities are enhanced, and their desire for innovation is cultivated. Lastly, course design should focus on integrating technical resources. Leveraging modern technological tools such as mathematical modeling software and

virtual experiment platforms enhances classroom engagement and interactivity, while also nurturing students' problem-solving abilities using technology.

3. Suggestions for Innovative Teaching Methods

To better align with the subject needs and training policies of vocational high school students in Tibet and enhance the effectiveness of mathematics classroom teaching with innovative methods, I conducted an in-depth analysis of existing challenges. Subsequently, I put forth a series of innovative teaching approaches aimed at stimulating students' interest in the subject, improving their application abilities, and elevating mathematics teaching to a higher level.

Firstly, it is recommended that teachers transition from traditional knowledge transmitters to guides and motivators in the classroom. Implementing methods such as heuristic teaching, problem-solving, and case analysis cultivates students' independent learning and problem-solving abilities, enhancing their comprehensive literacy in the field of mathematics. Secondly, the incorporation of more practical cases and embedding mathematical problems into real-world scenarios is essential. This approach allows students to experience the practical application of mathematics in problem-solving processes, thereby fostering interest and enthusiasm for the subject. Introducing actual cases helps transform abstract mathematical concepts into tangible practices, deepening students' understanding of mathematics[5]. Additionally, strengthening the interaction between teachers and students is crucial. Encouraging the establishment of an open and interactive learning atmosphere in the classroom stimulates students' participation and cultivates teamwork and communication skills through group discussions and student presentations. Finally, incorporating modern teaching technologies is recommended. Utilizing tools such as mathematical modeling software and virtual experiment platforms makes the classroom more engaging and interactive. This not only captures students' attention but also aids in developing their ability to use technology to solve problems. This innovative approach to teaching methods in vocational high school mathematics aims to stimulate students' interest, enhance their application abilities, and establish a solid foundation for their future career development[6]. Such exploration injects new vitality and momentum into vocational high school mathematics education.

4. Suggestions on Diversified Assessment Methods

To comprehensively evaluate the effectiveness of mathematics classroom teaching and teaching feedback in vocational high schools in Tibet, several suggestions are proposed to enhance the diversity of assessment methods. Through an analysis of the current limitations of assessment methods, the aim is to introduce more flexible and comprehensive assessment approaches that better reflect students' overall literacy in the subject of mathematics.

Firstly, there is an emphasis on diversified question types. Relying solely on written examinations in traditional assessments may not fully capture students' mathematical abilities. Therefore, the recommendation is to introduce various question types, including practical application questions and open-ended questions, to evaluate students' comprehensive application abilities and innovative thinking. This approach ensures a more accurate assessment of a student's potential to solve real-world problems and meet career challenges. Secondly, the advocacy is for project-based assessment. Designing mathematics projects allows students to collaborate in teams to solve practical problems, assessing not only their cooperative spirit but also testing the application of mathematical knowledge in real-world scenarios[7]. This project-based assessment method contributes to the development of students' teamwork and practical skills. Additionally, there is encouragement for the introduction of self-evaluation and peer-evaluation mechanisms. Allowing students to reflect on their own learning and share experiences with classmates fosters an improved

understanding of their subject level and progress. It also cultivates students' independent learning and cooperative spirit. Finally, there is a recommendation for the use of technical means in evaluation. Modern technologies such as online platforms and mathematical modeling software can effectively record students' processes and methods in solving practical problems. This aids teachers in gaining a more comprehensive understanding of students' academic performance, making assessments more objective and fair[8]. This innovation in diversified assessment aims to provide a more accurate understanding of students' comprehensive qualities and offer robust support for their future career development, ushering in new development opportunities for mathematics education.

5. Conclusion

In this article, we present a series of innovative curriculum suggestions aimed at enhancing mathematics classroom teaching in vocational high schools in Tibet. The goal is to ignite students' interest in the subject, nurture their application abilities, and contribute to the overall advancement of mathematics teaching standards.

In the realm of course design, our emphasis lies in practical application-oriented content with a focus on career orientation and the integration of practical cases. The integration of mathematical knowledge with real-world work scenarios is designed to actively engage students in learning and enhance their ability to apply acquired knowledge to real-life and career situations. Additionally, we advocate for personalized learning paths and resource settings to accommodate the diverse subject needs of individual students, thereby boosting the flexibility and effectiveness of the curriculum. Turning to innovation in teaching methods, we recommend a transformative role for teachers—from mere knowledge transmitters to guides and motivators. Employing methods such as heuristic teaching, problem-solving, and case analysis, we aim to nurture students' capacity for independent learning and problem-solving, fostering a more comprehensive literacy in the field of mathematics. We stress the importance of fostering interaction between teachers and students, fostering an open and interactive learning atmosphere, and encouraging student participation, cooperation, and communication. In terms of diversified assessment methods, we propose introducing various question types, including practical application questions and open-ended questions, to comprehensively evaluate students' mathematical abilities. Advocacy for project-based assessment involves designing mathematics projects to evaluate students' teamwork and practical skills in solving real-world problems. We also recommend self-evaluation and peer evaluation to cultivate students' awareness of their academic progress and cooperative efforts. Lastly, we encourage the utilization of modern technological means for assessment to enhance objectivity and efficiency in the evaluation process.

Building upon the aforementioned suggestions, our aspiration is that these innovative methods will enhance the effectiveness of mathematics classroom teaching in vocational high schools. The goal is to ignite students' enthusiasm for mathematics subjects, cultivate their application abilities, and establish a robust foundation for their future academic and career development. This series of recommendations aims to instill new teaching concepts and practical methods in the domain of vocational high school mathematics education.

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