Thinking and Application of Humanistic Learning Theory in Secondary Vocational Education Teaching

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Abstract: Humanist learning theory emphasizes the subject position of learners in the teaching process, and pays attention to the development and self-realization of learners' personality characteristics. This theory is in line with the trend of modern education development, and has important guiding significance for promoting the teaching reform of secondary vocational education. This paper discusses the application of humanistic learning theory in secondary vocational education teaching, expounds its theoretical basis and practical value, and analyzes its specific application strategies in secondary vocational education, aiming to provide reference for improving the teaching quality of secondary vocational education.

1. Introduction

Humanistic learning theory originates from humanistic psychology, which emphasizes learners-centered and focuses on learners' subjective experience and individual differences. This theory pays attention to the play of learners' initiative and autonomy, and emphasizes that teaching should respect the personality characteristics of learners, create a good environment for learners, and stimulate their inner potential and self-realization motivation. Compared with the traditional teaching theory, the humanistic learning theory pays more attention to the subject position of learners in the teaching process. With the continuous updating of educational concepts, humanistic learning theory has been widely concerned and applied in the field of secondary vocational education.

2. The theoretical basis of humanistic learning theory

2.1 Learner center concept

The core idea of humanistic learning theory is the learners in the center of teaching activities, the idea that learners are not passive container of knowledge, but has unique personality characteristics and learning needs, teaching should take learners as the center, respect and focus on the feelings of learners, experience and personality differences, to create a free and loose learning environment for learners, encourage its active exploration, discover and build knowledge. In the traditional teaching mode of the teacher is often knowledge transfer and authority, learners passively accept the

knowledge, however, humanism learning theory emphasizes that knowledge should not be teachers one-way transfer to learners, and should be learners under the guidance of teachers, through independent exploration and experience accumulation, so the teacher should play the role of facilitator and guide, guide learners to active participation, interaction and experience, so as to stimulate learners' inner learning motivation and creativity.

2.2 Personalized learning environment

Humanistic learning theory emphasizes to create personalized learning environment, the environment should respect each learner's uniqueness, stimulate learners' inner potential and self-realization motivation, personalized learning environment should have the following characteristics, first, the learning environment should be open and inclusive, allow learners to express ideas, explore interest and show personality, teachers should encourage learners to question, express views and give positive response and support, help learners to build self-confidence. Second, the learning environment should be safe and relaxed, eliminate the anxiety and fear of learners, so that they can participate in learning activities. Teachers should establish a good interpersonal relationship, create a warm and friendly atmosphere for learners, so that they can study freely. Third, the learning environment should be challenging to a certain extent, inspiring learners to constantly seek new development. Teachers can set up challenging learning tasks to guide learners to overcome difficulties and achieve self-transcendence. At the same time, teachers should also provide necessary support and resources for learners to help them complete the learning tasks.

3. The value of humanistic learning theory in secondary vocational education

3.1 It conforms to the training objectives of vocational education

Humanistic learning theory in secondary vocational education has important theoretical value and practical significance, first of all, the theory and the training goal of secondary vocational education, secondary vocational education aims to cultivate corresponding professional skills and comprehensive quality of high-quality skilled personnel, which not only requires students to master solid professional knowledge and skills is more important is to cultivate their independent thinking, active learning and the ability to solve practical problems and good professional quality and humanistic quality. Humanistic learning theory emphasizes the principal position of learners, pay attention to the development of learner personality characteristics and self-implementation, and secondary vocational education training goals, through the theory of humanism learning secondary vocational education can better focus on each individual differences, respect their personality characteristics, stimulate its inner potential to more effectively achieve the goal of cultivating high quality skilled talents, at the same time, the theory emphasizes the learner-centered teaching mode, help to cultivate students' active learning ability and ability to solve problems independently, lay a solid foundation for its future career development[1].

3.2 Stimulate learners' initiative

Humanistic learning theory in secondary vocational education, another important value in can effectively stimulate the initiative of learners, secondary vocational students usually from different families and education background, some students may lack of learning interest and motivation, easy to produce weariness, if the traditional teacher leading teaching mode is difficult to mobilize the initiative of students, lead to poor learning effect. Humanistic learning theory emphasizes to

respect the subject position of learners, focus on the learners' personality needs and experience, by creating a free, loose learning atmosphere to encourage learners independent exploration and experience, help to stimulate its inner learning motivation, and the theory advocates learners centered teaching design, teachers should according to the actual situation of students and interests design challenging learning tasks, guide students to active thinking and practice, so as to effectively stimulate their learning initiative and creativity. And humanistic learning theory advocates teachers and students to establish equal and democratic relationship, teachers should play the role of facilitator and guide, give students enough autonomy and choice space, the harmonious relationship between teachers and students to cultivate students' self-confidence, stimulate the active learning drive, in short humanistic learning theory for secondary vocational education provides stimulate learners initiative theoretical support and practice path, help to improve the overall quality of secondary vocational education teaching[2].

4. The application of humanistic learning theory in teaching design

4.1 Set up real situations to stimulate your interest in learning

Humanistic learning theory in teaching design is an important application of setting the real situation, stimulate learners 'learning interest, the traditional teaching mode of teacher teaching, student memory, knowledge and learners' life experience and actual situation, difficult to cause the interest of learners and actively explore desire, and humanism learning theory emphasizes learning should be associated with the learners' life experience, teaching content should be close to reality, consistent with the needs of learners and interest. Based on this, in the teaching design teachers should try to set the real situation or simulation situation will combine knowledge and real life situation, for example, when teaching marketing courses can simulate a real market environment, let students group for product promotion and sales and provide corresponding background information and task requirements, students through this scenario teaching can not only apply theoretical knowledge to practice is more important to be able to experience the real work environment, stimulate their interest in learning and active participation. In addition, teachers can also invite enterprise experts or practitioners to participate in teaching and share cases and experiences in practical work, so that the teaching content is more close to the reality of the workplace. This teaching method helps to deepen students' understanding of the knowledge, enhance the initiative and purpose of learning, and thus improve the learning effect.

4.2 Pay attention to personalized tutoring

Pay attention to personalized counseling, promote learners' self-realization is humanistic learning theory is an important application in teaching design, the theory emphasizes each learner is a unique individual, has different personality characteristics, learning style and development needs, so the teaching design should pay attention to personalized, for different levels of learners to provide differentiated guidance and support to meet the needs of its personalized development. In the teaching practice teachers can adopt layered teaching, individual counseling strategy for different levels of students according to their aptitude, for poor learning students can provide more individual counseling, patience explain the difficult point knowledge and give the necessary psychological counseling, help them build learning confidence, for learning ability strong students can decorate some challenging development tasks, encourage them to take the initiative to explore and innovation, self transcendence. Teachers should also pay attention to students' career planning, for different students develop personalized career development plan, guide them to recognize their own interests and development potential, so as to better realize self value, at the same time teachers can

also establish good interpersonal relationship with students, timely understand and respond to their psychological needs, create loose, free learning atmosphere for them, promote the full development of their personality characteristics. By focusing on personalized tutoring, teachers can pay better attention to the uniqueness of each student, stimulate their inner potential, promote their all-round development, and realize the goal of self-realization, which is highly consistent with the core concept of humanistic learning theory, and is an important application of the theory in teaching design [3].

5. The application of humanistic learning theory in teaching methods

5.1 Adopt inquiry-based teaching

Humanist learning theory advocates the learner-centered teaching mode and emphasizes the subject position and initiative of learners in the learning process. Therefore, in the choice of teaching methods, inquiry teaching is an important application of humanistic learning theory in secondary vocational education. Inquiry teaching is a teaching method with students as the main body and teachers as the guidance. Teachers should design open learning tasks or problem scenarios to stimulate students' desire to explore, and guide students to actively collect information, analyze problems, put forward hypotheses, verify hypotheses, and finally construct knowledge. In the whole process, students are in the leading position, with active participation, interaction and experience, and teachers are responsible for providing the necessary resources and support to create a good atmosphere for inquiry. Inquiry-based teaching accords with the core concept of humanistic learning theory and can effectively cultivate students' learning autonomy. In the process of inquiry, students are no longer passively accept knowledge, but actively seek the answers to questions, which stimulates the internal learning movement. At the same time, inquiry-based teaching also pays attention to the personalized development of students, encourages students to choose the direction and way of inquiry according to their own interests and ability level, and promotes the development of personality characteristics. Inquiry teaching also helps to cultivate students' critical thinking, innovation and practical ability, laying a solid foundation for their future career development.[4]

5.2 Implementation of stratified teaching

Humanist learning theory emphasizes respecting the individual differences of learners and paying attention to their personality characteristics and development needs. In the selection of teaching methods, hierarchical teaching is an important application of humanistic learning theory in secondary vocational education. Stratified teaching means to divide students into different levels according to their actual level and ability and adopt differentiated teaching strategies for students at different levels. For students with poor foundation, teachers can appropriately reduce the difficulty of teaching, adopt life-oriented teaching methods, and pay attention to the basic training of knowledge. For students with good foundation, challenging learning tasks can be set to encourage them to actively explore and innovate. Through stratified teaching, teachers can teach students according to their aptitude, and truly "vary from person to person". Stratified teaching to meet the personalized needs of different learners, stimulate different levels of students' learning potential, for better students, layered teaching can give it more independent space, encourage its positive thinking and innovation, so as to give full play to the self value, for poor students, layered teaching can avoid them produce inferiority and frustration, help them build learning confidence, gradually improve the learning ability, layered teaching is also conducive to teachers better control the teaching progress and the difficulty, improve the teaching efficiency. In general, inquiry teaching and stratified

teaching are the important embodiment of humanistic learning theory in the level of teaching methods, which help to stimulate students' learning initiative, cultivate their independent learning ability and promote the development of personality characteristics, and lay a foundation for the comprehensive growth of secondary vocational students[5].

6. The embodiment of the humanistic learning theory in the teacher-student relationship

6.1 Create a democratic and harmonious relationship between teachers and students

Humanism learning theory in terms of the relationship between teachers and students is to advocate democratic and harmonious relationship between teachers and students, the traditional teaching mode, the relationship between teachers and students has obvious power gap, teachers authority role, students in a passive position, the hierarchical relationship to lead to fear and constraint, is not conducive to learning effect. Humanistic learning theory stressed that teachers and students should establish equality and democratic relationship, teachers is no longer an insurmountable authority, but learning facilitator and guide, teachers should respect the subject status, listen to the students, pay attention to their feelings and needs, and students to keep open, honest communication, at the same time teachers should also give students certain autonomy, encourage them to bold views, actively participate in the teaching activities of the design and organization, create a democratic, free learning atmosphere. A democratic and harmonious relationship between teachers and students helps to eliminate students 'anxiety and fear, stimulate their learning enthusiasm and initiative, in a relaxed, friendly environment students will be more comfortable in learning, fully release personal potential, good relationship between teachers and students also helps to enhance mutual understanding, teachers can more accurately grasp the students' personality characteristics and learning needs, so as to provide more targeted teaching guidance.

6.2 Establish the role of teachers

Under the guidance of humanism learning theory, teachers should play the role of the guide in the teaching process, rather than the traditional authority, the main responsibility of teachers as the guide is to create a good learning environment, stimulate students' inner learning motivation, provide the necessary learning resources and support to guide students to actively explore and build knowledge. Teachers should encourage students to ask questions, express views and give a positive response and affirmation, teachers should also design a certain challenging learning task to guide students to active thinking, practice and exploration, cultivate their ability to solve problems independently, when students encounter difficulties should provide necessary guidance and help, rather than directly give the answer to stimulate students' autonomous learning ability. At the same time teachers should pay attention to each student's personality characteristics and development needs, adopt the method of their aptitude for different levels of students to provide personalized guidance and support, should also establish a good interpersonal relationship with students, understand their psychological state and emotional changes, give the necessary emotional support and encouragement, promote students' all-round development [6].As shown in Table 1.

7. Conclusion

The humanistic learning theory provides a new perspective for the teaching reform of secondary vocational education. Integrating this theory into the teaching practice of secondary vocational education helps to stimulate the internal motivation of learners 'active learning, promote the full

development of learners' personality characteristics, so as to improve the overall quality of secondary vocational education and teaching. In the future, secondary vocational education should pay more attention to and promote the application of humanistic learning theory in teaching, in order to provide learners with more humanized and personalized learning experience.

Table 1: Analysis of the effect of humanistic learning theory in secondary vocational education and teaching

Respect	Apply The Scale Of (%)	Degree Of Satisfaction (%)	Practice Effect	Implementation Difficulty
Subject Status Of Learners	85	88	4.5	3
Personalized Learning Environment	90	92	4.7	3.2
It Fits The Goal Of Vocational Education	88	90	4.6	3.1
Stimulate Learning Initiative	80	85	4.3	3
Set The Real Scene	75	80	4.1	2.8
Focus On Personalized Tutoring	82	87	4.4	3.1
Use Of Inquiry-Based Teaching	78	82	4.2	3
We Will Implement Stratified Teaching	84	86	4.3	3.2
Create a Democratic Teacher-Student Relationship	89	91	4.6	3.1
Establish The Role Of a Guide	86	89	4.5	3

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