

On the Co-Construction and Sharing of High-Quality Teaching Resources in Vocational Colleges: Take Automobile Marketing and Service as an Example

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Abstract: Teaching resource sharing has become a new trend of the times with the support of information technology. Effective resource sharing can achieve a win-win situation for students. It is an important manifestation of teaching innovation. It helps teachers to adjust their own shortcomings in teaching, discover students' innovative thinking, and promote the overall development of teaching and learning. Co-construction and sharing of teaching resources is the key point of its development for the major of automobile marketing and service. However, Co-construction and sharing of teaching resources have many deficiencies in teaching due to the short development time and lacking of previous experience for reference. For this reason, this paper attempts to discuss the significance and problems of the co-construction and sharing of teaching resources of automobile marketing and service specialty, and to explore the strategies of doing related work well.

1. Introduction

Vocational college is an important place to cultivate high-quality talents for the society. It has cultivated a large number of automobile marketing and service professionals for the society every year ^[1]. In recent years, with the continuous development and progress of the society, the education and teaching methods of automobile marketing and service specialty have undergone tremendous changes, and the application of information technology in teaching is more and more extensive. This paper will start from the perspective of professional teaching resources co-construction and sharing, and analyze the strategies of teaching automobile marketing and service.

2. The Significance of Sharing Teaching Resources

The significance of building and sharing teaching resources is mainly reflected in two aspects for the major of automobile marketing and service in vocational colleges: first, it can better optimize the allocation of teaching resources, which can greatly improve the utilization rate of teaching resources for the major of automobile marketing and service. At the same time, the co-construction and sharing of teaching resources of automobile marketing and service specialty has also broken the phenomenon of division of professional courses, changed the situation of non circulation of resource information and monopoly of relevant resource information, helped the reform and development of automobile marketing and service specialty teaching in higher vocational colleges, and provided more opportunities for the construction of new school enterprise cooperation ^[2]. To some extent, the co-construction and sharing of resources has changed the phenomenon of repeated construction of teaching resources of automobile marketing and service major in Higher Vocational Colleges in China, which is helpful to cultivate more high-quality and all-round development of automobile marketing and service professional talents, which makes the automobile marketing and service major in Higher Vocational Colleges develop in a better direction.

On the other hand it can be a reminder for the construction and sharing of higher vocational teaching resources. The major of automobile marketing and service is one of the most popular

majors in Higher Vocational Colleges at present. Basically, all higher vocational schools have the major of automobile marketing and service. At the same time, there are a large number of students majoring in automobile marketing and service. During the teaching reform of higher vocational colleges, it is not only able to better promote automobile marketing and service to build and share the teaching resources of the major. At the same time, it can provide reference cases for the construction and sharing of teaching resources of other majors.

3. Problems in the Co-Construction of Teaching Resources

The education and teaching mode of vocational colleges has been continuously innovated and developed with the continuous innovation and development of science and technology. More and more people pay attention to the co-construction and sharing of teaching resources, which has made some achievements ^[3]. However, it is undeniable that there are many problems in the co-construction and sharing of teaching resources of automobile marketing and service specialty due to the influence of many factors.

3.1 Backward Management Mode

The backward mode of vocational education has always been an important problem hindering the development of teaching, which is also one of the reasons for the poor effect of the construction and sharing of teaching resources of automobile marketing and service specialty. For example, the administrative department of education in our country has a large scope and degree of management of higher vocational colleges. Due to the limited education, the resources and education funds among colleges and universities are extremely unbalanced ^[4]. The education department overemphasizes the school's hardware facilities in the evaluation system. This kind of phenomenon continues for a long time, which also leads to the backward management mode of automobile marketing and service specialty in higher vocational colleges, thus hindering the co-construction and sharing of teaching resources.

3.2 Weak Awareness of Co-Construction and Sharing

The co-construction and sharing of resources is accompanied by the birth of Internet technology, and its development time is not very long, which makes the managers of many higher vocational colleges in China have many deficiencies in their understanding of the social value of the co-construction and sharing of teaching resources for automobile marketing and service majors. At the same time, their awareness of the co-construction and sharing of resources is not enough. At the same time, due to the support of relevant national finance, colleges and universities have a large number of resources, and in the context of fierce market competition, colleges and universities, for their own development needs, tend to regard resources as their own, unwilling to share them with other schools, afraid that the sharing of resources will have an impact on the improvement of their own school running influence, this phenomenon continues for a long time, but also on the co-construction and sharing of automobile marketing and service professional teaching resources in Higher Vocational Colleges It has a very negative impact ^[5].

3.3 Relevant Laws and Regulations to Be Improves

Although some colleges and universities try to build and share the resources, in the actual process of building and sharing, the related content of the teaching resources of automobile marketing and service is relatively general and abstract, not specific. Due to the difficulty of the relevant teaching content, it is very difficult to realize the Resource Co-construction and sharing in the actual operation, and the high-quality co-construction and sharing mechanism of automobile marketing and service professional teaching resources is difficult to be effectively established. At the same time, most of the shared and co constructed resources are not highly valued, and the relevant departments have not played a role in optimizing their dynamic resources.

3.4 Lapse of Modern Information Teaching Concept

The co-construction and sharing mechanism of teaching resources is like a collection of professional core courses^[6]. The contents of many courses are like the accumulation of teaching plans, courseware, test questions and other teaching materials. Some courses are constructed according to the chapters of a traditional teaching material, and the whole reflects "teaching oriented", and each course also has the phenomenon of "doing its own thing", which is a confusion of resources listing. This kind of curriculum construction can not let students play a real role as the main body, nor is it conducive to teachers' realization of the real flipped classroom. However, the modern information-based teaching concept is "student-centered", giving full play to students' subjective initiative, so that students can learn the importance of learning and how to learn. Based on the constructivism theory and the teaching concept of "students first, teachers second", some teachers with high sensitivity of information-based teaching concept have built personalized courses. From the perspective of students, they guide students to take the initiative to complete online learning before class, such as pre class preview, pre class notes recording, pre class forum Q & A, pre class test, etc., and teachers conduct real-time data monitoring Control, adjust the difficulties and teaching strategies according to the learning situation, and try to support teaching and learning at the same time in content construction, but the teachers are too small to persist.

3.5 Imperfect Supporting Mechanism

Many colleges and universities use multiple teaching platforms. The construction and application of the resource pool is entrusted by the Ministry of education of the people's Republic of China to the National Open University for index monitoring. It needs to be used continuously and up to the standard, or it will be punished accordingly^[7]. The academic affairs department also requires the whole university to use another teaching platform, and it also needs to punch in and rank every day to be included in the assessment. In order to give consideration to this, there is a considerable part of it. Teachers need to use two teaching platforms at the same time, which adds a lot of burden to teachers and students. In the long run, teachers and students either just deal with it in form, or they will abandon one and use one teaching platform in a centralized way. Therefore, the educational administration department should come up with a practical management mechanism, and do not let the teaching platform flow as a form and waste. In addition, the supervision mechanism is not perfect. As the builders of the resource base, they should take the construction and application of the resource base as their own duty. However, it does not play a role in stopping the construction and the supervision mechanism of colleges and universities that do not or do not use it. From another point of view, we should establish a corresponding incentive mechanism to encourage teachers to participate in the construction of the resource base and encourage students to use the resource base for learning. For active teachers, we can reward the class hour coefficient and apply for online course priority recommendation. For active students, we can reward them by means of course assessment plus points or selecting "resource base star of every month".

4. Countermeasures for Co-Construction and Sharing of Teaching Resources

Combined with the above-mentioned problems in the construction and sharing of teaching resources of automobile marketing and service specialty, the author thinks that it can try to start from the following aspects and do a good job.

4.1 Strengthen the Co-Construction and Sharing Resources

The educational and teaching resources owned by society and enterprises are inexhaustible, so the author thinks that in the process of co-construction and sharing of teaching resources of automobile marketing and service specialty in higher vocational education, schools can make contact with society and enterprises through multiple channels and channels with the help of modern information technology, so as to realize the optimization of utilization of various resources. In order to better implement the relevant construction work, the school can try to make a series of

preferential policies in combination with the actual situation of its own automobile marketing and service professional resources to attract the attention of the society and enterprises. From the perspective of society and enterprises, what it pursues is that the school can cultivate more and more high-quality automobile marketing and service professionals for its own use, while from the school from the point of view, it also hopes to cultivate more high-quality talents, so as to improve the popularity and regional influence of the school. To some extent, the pursuit of the two is the same. The school can actively contact with the society and enterprises, such as signing agreements with enterprises through the order-based talent training mode, absorbing various high-quality resources provided by the society and enterprises, and achieving the purpose of Resource Co-construction and sharing. In this way, not only can the advantages of talents and scientific and technological resources of higher vocational colleges be exerted, but also can better serve the production and operation of enterprises. In this way, it also plays an important role in promoting the development of regional economy and social progress, and can achieve win-win results in many ways.

4.2 Diversifies Teaching Resource Management Mode

For higher vocational colleges, in order to better promote the teaching development of automobile marketing and service specialty and meet the diversified learning and development needs of students, the school provides a lot of practical training opportunities for students, and tries to reform and innovate the existing experimental training equipment. In the process of Resource Co-construction and sharing, schools need to further increase the pace of reform and development, such as trying to establish a free open service system, so as to optimize the utilization of teaching resources in Colleges and universities. At the same time, the co-construction and sharing of teaching resources of automobile marketing and service specialty actually requires higher comprehensive teaching ability of teachers. Teachers should not only have the knowledge of automobile related services, but also have excellent automobile marketing ability, and have a full understanding of the co-construction and sharing strategies and principles of teaching resources, so as to better meet the needs of students' learning and development. In order to better meet the needs of co-construction and sharing of automobile marketing and service professional resources, the school can try to introduce the mechanism of talent competition, establish a professional and modern talent flow and elimination system, and give relatively rich material and spiritual rewards to teachers who perform better in their work. Schools can also try to establish a dual track system of teachers for automobile marketing and service majors, recruit more high-quality part-time teachers in the society, and encourage excellent teachers to serve other schools across schools, which can not only effectively improve the teaching ability of teachers, but also play an important role in the construction and sharing of teaching resources for automobile marketing and service majors. It is conducive to exchanges and cooperation between colleges and universities, and can create a better academic atmosphere.

4.3 Make Reasonable Regulations

It is the so-called "no rules, no circle", the co-construction and sharing of automobile marketing and service professional teaching resources also need to establish an effective management system, so as to better promote the development of related work. For example, the education department can be involved in the co-construction and sharing of teaching resources for automobile marketing and service majors in higher vocational colleges, actively encourage each school to do a good job in the construction and sharing of relevant resources, and actively subsidize and reward the schools with outstanding performance in the co-construction and sharing of teaching resources, guide the higher vocational colleges to use the co-construction and sharing of their resources to effectively reduce the operation of the college Learning cost, improve the quality of school. Of course, in the process of formulating the laws and regulations on the co-construction and sharing of teaching resources for automobile marketing and service majors in higher vocational colleges, it is also necessary to fully consider the interests of participating in the co-construction and sharing of teaching resources for automobile marketing and service majors in higher vocational colleges, comprehensively analyze

the interests of schools, enterprises and society, maximize the interests of all parties as much as possible, and then improve the enthusiasm of cooperation in various fields for automobile marketing and service. The co-construction and sharing of professional teaching resources provide a more solid foundation for development and improve the quality of education and teaching.

5. Conclusion

In a word, the construction and sharing of teaching resources of automobile marketing and service specialty in vocational colleges is not a one-day event. It needs to flexibly apply various teaching resources in combination with students' learning characteristics and actual teaching contents, mobilize students' learning enthusiasm, make students feel the interest of relevant automobile knowledge learning, improve students' relevant practical ability, and cultivate more high quality for the society and then better promote social development and progress.

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