The Application of Task-driven Teaching Method in Automobile Insurance and Claim Settlement Teaching

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Abstract. In order to mobilize students' initiative and creativity in learning and develop students' ability to analyze and solve problems, the task-driven teaching method has been proposed. It has been proved that this method is suitable for the course of the automobile insurance and claim settlement, which can make students master the vocational skills of automobile insurance and claim settlement.

Introduction

Automobile insurance and claim settlement is a core course of automobile technical service and marketing major. The goal of training is to train advanced skilled personnel engaged in auto insurance related work for enterprises, which has strong professional and practicability [1]. It is widely used in automobile maintenance engineering, automobile application engineering, automobile service engineering, transportation, automobile inspection and maintenance, etc. The necessary professional skills of automobile maintenance service consultant and so on. Through the study of this course, students will be familiar with and master automobile insurance, accident site investigation and damage determination, compensation knowledge, etc., which will have an important impact on students' on-the-job practice and future work [2]. In order to make students master this professional skill quickly and skillfully, we must change the traditional teaching method, and seek a teaching method that can mobilize students' active learning and benefit students' learning ability [3]. During automobile insurance and claims in recent years, the author used the task-driven teaching method to teach, and achieved obvious teaching results.

Task-driven Teaching Method

Task-driven teaching method is a kind of teaching method under the guidance of constructivism learning theory, and it is a teaching mode of carrying out inquiry teaching and cooperative learning. Its remarkable features are: to develop students' ability, and to position teachers' function as promoting students' learning and guiding students' success. The teaching of teachers and the study of students revolve around one goal, which is based on several tasks. It is suitable for cultivating students' self-study ability and the ability to analyze and solve problems independently, especially for the course teaching with strong application of technology [4]. Through the re-integration of the teaching material, the teacher designs the teaching content to be completed in a semester into one or more specific tasks, so that the students can master the teaching content and cultivate the ability to solve practical problems and innovate by completing these tasks [5]. It requires teachers and students to change their traditional concepts and roles, to give full play to the main role of students in learning and the role of teachers in organizing, guiding, promoting, controlling and consulting in teaching, so as to transform what students consider boring knowledge into vivid learning content. It is beneficial to cultivate students' innovation ability, self-study ability, practice ability, enhances students' independent consciousness and cooperation spirit, and also creates a new learning way of learning and teaching, students' active participation, independent cooperation and exploration of innovation [5-7].
Task-driven teaching process is a positive interactive process among teachers, students and tasks. The flow chart is shown in Fig. 1.

![Task-driven Teaching Process Flow Chart](image1)

**Figure 1. Task-driven Teaching Process Flow Chart.**

It can be summarized as follows: taking the task as the main line, taking the teacher as the main body and taking the students as the main body; determining the task is at the heart, how to drive is critical, and practical skills are the purpose.

**The Design of Curriculum Tasks**

In task-driven teaching method, task design is the key. The task design should be closely related to the knowledge point, can cover most of the knowledge points of the teaching content, and form an organic whole between the knowledge points. Enable students to acquire systematic knowledge and skills by completing tasks [8]. Therefore, the teacher should make a careful and careful analysis of the teaching content, on the basis of fully analyzing the teaching content, determine the knowledge points that the students of a course should master, and then analyze the relative independent relationship or parallel relationship between these knowledge points, or the former knowledge point is the basis of the latter knowledge point. Then, take the core content of the course as the main line to form several big tasks, and divide the big task into a number of small tasks, and plug in every chapter and section to complete. For example, the teaching of auto insurance and claims is a big task, which can be divided into several sub-tasks to complete. As shown in Fig. 2.

![Tasks Decomposition Graph](image2)

**Figure 2. Tasks Decomposition Graph.**

When a certain task is designed, teachers should choose and design the task from the point of view of the scene, strive to make the teaching task zero distance from the scene of the accident, and make the students feel the function and status of the knowledge they have learned in the actual work. Secondly, the task of design should have certain interest and level. Therefore, it is necessary to make the selected accident site and target make the students interested, but also pay attention to the level and difficulty between the tasks set. The high level of tasks and the difficulty of tasks should not make students fail to complete their tasks while giving full play to their initiative, thus depriving them of their confidence and interest. Of course, we should also make room for the students' creative ability. Thirdly, teachers should take into account the problems and difficulties encountered by students in completing their tasks. Which difficulties can be solved by students themselves, and which problems need to be pointed out and explained when assigning tasks [9].
The Implementation of Task-driven Teaching

The implementation process of task-driven is not only the process of task completion, but also the process of students acquiring knowledge and skills and cultivating students' learning ability. In this process, teachers should organize teaching effectively, ensure the effective combination of teacher behavior and student behavior, and ensure the smooth completion of tasks.

In the implementation of teaching, the implementation process of each teaching task should be divided into five stages: setting up the situation assignment, analyzing and discussing, implementing, summing up and re-implementing, the time arrangement of each stage is as Table 1.

Table 1. Time schedule for each stage.

<table>
<thead>
<tr>
<th>Order number</th>
<th>Stage</th>
<th>Times(minutes)</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>setting up the situation assignment</td>
<td>10</td>
<td>The time can be adjusted according to the specific situation and the complexity of the task.</td>
</tr>
<tr>
<td>2</td>
<td>analyzing and discussing</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>implementing</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>summing up</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>re-implementing</td>
<td>Depending on the situation</td>
<td>off hours</td>
</tr>
</tbody>
</table>

Creating situations and tasks

To create situations and tasks is one of the core elements of task-drive teaching. It is necessary for teachers to create inspirational and infectious situations in which students' thinking is stimulated and tasks are naturally elicited [7]. The situations should be in line with the scene, and pay attention to the reality of the problem, the participation and the competitiveness, which can guide the students to be actively involved in the task, and try to accomplish the task. The creation of the scene can make use of modern network teaching and multimedia teaching to show students the actual scene of events, the scene of accidents and cartoons to arouse the enthusiasm of students and guide students to the task. It is also possible to create a situation in practice. For example, when in site survey link, how to investigate, explore, need to pay attention to problems, etc. can be simulated in the laboratory example. This makes students think, judge and communicate with each other actively in the situation of happy learning, and lay a good foundation for students to complete the task.

Analysis and discussion

When a student receives a task, the teacher should not rush the student to carry out the task. Instead, let the student experiment group analyze and discuss what knowledge and steps are needed to complete the task. What problems are encountered when completing each step, and how to solve these problems. At the same time, let the students discuss the methods and skills to accomplish the task. For example, how to improve the accuracy and speed of calculation in the calculation of compensation. On the basis of analysis and discussion, work out a specific plan to accomplish the task and then implement the task. In the course of students' analysis and discussion, when they encounter problems that they cannot solve, teachers should not directly tell students how to solve the problems they face, but instead make appropriate tips or suggestions to inspire students to think. To find a solution for the problem.

Implementing

After analysis and discussion, the students worked out a specific plan for implementation. This is the most important of the five phases. It is the stage of students' comprehensive application of knowledge and cultivation of their awareness of innovation and improvement. In this stage, we should fully reflect the relationship between students as the main body and teachers as the leading position.
On the one hand, we should give full play to the initiative, enthusiasm and creativity of students in the course of practical training. On the other hand, teachers should grasp the content, progress and direction of the whole training process. Teachers should monitor the progress of each student's task and find out the advantages and problems in practice. When discovering students' advantages and innovations, we should give them encouragement in time, and teachers must give effective hints when students encounter difficulties. When the students are not active enough, the teacher should ask the students questions, guide them to explore, and ensure the students' efficiency in accomplishing the task.

Summary analysis

In order to examine and promote the students' learning to achieve the expected goal, it is very important to find out the problems in the teaching and to summarize them. After the students have completed the task, the teachers should guide the students to make objective, fair and comprehensive evaluation on the process of learning, the completion of the task, the rationality of the final results and so on, and guide the students to reflect on them. First, groups or individuals should review their training process and identify their strengths and weaknesses. Then, the teacher makes comments. Teachers' comments should be based on the affirmation of students' studious, innovative spirit and achievements. At the same time, they should also point out the shortcomings in the process of students' practical training. In order to improve the self-confidence of the students who finish the task well, continue to work hard next time. At the same time, it also helps students with poor tasks to check and fill the gaps, absorb the experience of other students or groups, adjust their learning style in time, and accomplish the tasks better.

Re-implementing

The laboratory is open to those students who have completed poor or uncompleted experimental tasks and used their spare time to complete practical tasks on the basis of absorbing the experience of others. Make up for your deficiencies, improve self-confidence, and improve your knowledge and skills through re-implementing.

Through the whole process of task implementation, students not only learn new knowledge, new skills, but also learn how to learn, how to think, how to cooperate with students, so as to achieve a virtuous circle. So that students can integrate principle’s knowledge and applied skills effectively, and improve their comprehensive ability.

Matters Needing Attention

Rational allocation of learning groups

The allocation of study groups should pay attention to the gap between students. Students of different levels of study should be formed into study groups, with four students in each group. Students who are active in work and have been certain organizing ability are the group leaders, leading the group members to work together, to help each other, to give full play to the enthusiasm and initiative of the group members, to achieve common improvement, and to complete the learning tasks together.

Dealing with the role relationship between teachers and students

In the traditional teaching mode, the teacher teaches the students the specific operation steps of all the problems. Students are passive in drawing gourds according to their examples, and have no opportunity to think and explore the methods and procedures of operation, so that they cannot correctly cultivate students' good study habits [10]. The teaching method of task-driven is that the teacher puts forward the task, and the students accomplish the task goal, and they think about the way to solve the problem, to achieve the goal of knowledge and skill cultivation. It embodies the basic characteristics of taking the task as the open line, cultivating students' knowledge and skills as the hidden line, teachers as the dominant factor and students as the main body.
Adhere to the four principles

Task-driven teaching should adhere to the four principles of acceptability, application, openness and inspiration. Acceptability is that according to the students' knowledge level, the operational rules and technical indicators in the implementation of practical training tasks should be indicated in the practice instruction book. Application is that when the task is designed, the design of the task should be in line with the reality of the site, through the completion of the task, stimulate students' interest in learning. Openness is a process in which teachers and students, students and students get along equally and work together to solve problems. Inspiration is to enlighten students to think, study and broaden their horizons in the implementation of tasks.

Summary

It has been proved that the task-driven teaching method with task-centered driving the whole teaching process accords with the practical, gradual and hierarchical characteristics of the course on automobile insurance and claims through many years of teaching practice. It is an effective method to implement practical and practical teaching content teaching. Through the completion of a task, students will be inspired by success to improve their self-confidence, enhance the desire to seek knowledge, and develop a careful and rigorous work style. Make students establish the consciousness of automobile insurance market and customer service, set up the modern marketing concept, master the process of auto insurance and claim settlement. And through the practice teaching link, it is important to improve the students' comprehensive quality and the ability of lifelong learning by training the students to solve the common problems in the insurance of automobile insurance and the claim of auto insurance in reality. Therefore, the task-driven teaching method has a better effect on the application-oriented curriculum teaching and the cultivation of students' comprehensive quality, and it is worthy of our teaching colleagues to continue exploring.

References