

Research on the Promotion of Practical Teaching Ability of Young Teachers in Higher Vocational Colleges

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Abstract: Higher vocational education takes improving the quality of talent cultivation as the core issue, which depends on the level of teaching quality, and the teaching quality is reflected by the teaching level of teachers, among which the practical teaching ability is the key factor affecting the teaching quality. As the main force of teaching in higher vocational colleges, the practical teaching ability of young teachers plays an important role in cultivating skilled and applied talents of high level, and is also the key to the running quality of higher vocational colleges. It is an important mission for higher vocational colleges to improve the practical teaching ability of young teachers.

Keywords: Young teachers; Practical teaching ability; Influencing factors; Promotion strategy

The teaching objectives and talent cultivation methods of vocational colleges are very different from those of ordinary colleges and universities. As the main force of the teaching team, the teaching level of young teachers directly affects the teaching quality of vocational colleges. In vocational colleges, the practical teaching ability of teachers is the key factor affecting the teaching quality. Therefore, improving the practical teaching ability of young teachers is the key aspect of higher vocational education.

1. The current situation of practical teaching ability of young teachers in vocational colleges

At present, the current situation of practical teaching ability of young teachers in vocational colleges is mainly manifested in the following aspects:

1.1 Highly-educated, Have high enthusiasm for work, Insufficient experience in practical teaching

Most of the young teachers from high work enthusiasm and professional moral character, has just entered the post has a high enthusiasm for teaching, for students to work with dreams, most of the young teachers is a master of Dr High degree talent, have higher professional beliefs, they teach students knowledge as well as to student's moral personality values education effect; the young teachers lack teaching skills and teaching experience, lack a grasp of relevant teaching theories, and have not received formal training. It is difficult for young and middle-aged teachers to accurately grasp the teaching content, choose the appropriate teaching mode and control the whole classroom, resulting in the reduction of the quality of practical teaching^[1].

1.2 In the practice teaching implementation process ability is insufficient

Practice teaching needs within the specific practical teaching environment, let the students themselves, to experience the practice process, such ability can master the basic operation technology, consolidate learning theory knowledge in the process of practice, this requires teachers to have solid theoretical knowledge and professional knowledge, drawings, technical, design, etc.

1.3 Too much emphasis on scientific research and neglect the improvement of practical skills

Young teachers in higher vocational colleges teaching tasks, teaching courses, also at the completion of teaching tasks at the same time engaged in scientific research, more attention in the area of scientific research, not aware of the importance of teaching practice research, do not take on the thought and behavior, ignoring the practice skill, to improve practical teaching ability enthusiasm is low, don't want to take the initiative to practice for companies to exercise.

1.4 The training system of young teachers is not perfect

At present, the training system of professional teachers in higher vocational colleges is not systematic and perfect, while the training of practical ability is mostly superficial, and the training of practical teaching ability of young teachers is not in place^[2].

2. Strategies to improve the practical teaching ability of young teachers in higher vocational colleges

2.1 Strengthen in-depth cooperation between universities and enterprises

It is necessary to strengthen college-enterprise cooperation, realize the deep integration between enterprises and colleges, provide teachers with the opportunity to practice in the front line of production, make use of the existing resources of enterprises to make up

for the vacancy of practical resources of colleges, promote the improvement of practical ability of teachers in vocational colleges, and then improve the teaching level and teaching quality. In college-enterprise cooperation projects, teachers experience in the real working environment of enterprises, carry out enterprise practice, and their practical teaching ability is constantly improved. In the construction of college-enterprise cooperation, higher vocational colleges should establish a long-term cooperation mechanism with enterprises, so that young teachers can have a preliminary understanding of specific professional practices in enterprises before their entry, and can also practice in enterprises in the teaching process after their entry. Solve problems encountered in teaching through practice, which also enriches teaching. At the same time, students can also participate in scientific research and technology improvement of enterprises, so as to understand the real working process and technology improvement measures of a certain craft. In teaching, students can carry out targeted teaching to improve the teaching quality^[3].

2.2 Perfecting evaluation criteria

It is necessary to improve the teacher evaluation system, and improve the proportion of teachers' teaching investment in the process of practical teaching, students' actual mastering effect and classroom teacher-student interaction in the evaluation system. The evaluation methods should also be constantly diversified, including teachers' self-evaluation, students' evaluation, parents' evaluation, peer evaluation, etc., so as to make the practical teaching classroom comprehensive and indexed. And more importantly, the college also should set up long-term teaching supervision mechanism, set up specialized expert supervision panel of judges, and increase enterprise staff as members of the review, involved in the practice of teachers' learning process and the ability of inspection process, and make a detailed evaluation, drive to the promotion of young teachers' practical ability and promoting role.

2.3 Introducing the backbone of enterprises as part-time teachers in higher vocational colleges, "Pass, help and guide" young teachers in colleges

Higher vocational colleges can introduce backbone forces from well-known enterprises in the industry to join the college practice teaching and act as part-time teachers^[4]. On the one hand, they can "pass, help and guide" the young teachers in the college, and on the other hand, they can directly explain relevant skills and knowledge of professional practice to students. Enterprise backbone strength compared to the young teachers have more knowledge of practical skills and has the rich experience, They serve as part-time teachers in the college, make up for the shortage of young teachers, Practical skills can also be passed on to young teachers, When young teachers encounter problems, they can give answers and help, can also be guided by themselves in practical activities of enterprises. To ensure that young teachers master more comprehensive and more practical skills, the practical teaching ability can be improved, and it has a positive role in promoting the training of students' practical ability.

2.4 Establish teacher training system

Higher vocational colleges should establish a perfect teacher training system, and set up the teacher practice teaching ability promotion and development center, as far as possible to provide training opportunities for young teachers, so that teachers can improve their own practical ability through learning outside the college, peer consultation and so on. For example, young teachers can learn from an enterprise and go deep into the enterprise to understand the practical process; Contact a skilled craftsman, and teachers to implement the mode of one for one, to teach teachers practical skills and matters that should be paid attention to in the process, to convey their own years of practical experience and skills to teachers; school-enterprise cooperation to develop a course, the college's professional knowledge and the practical activities of the enterprise docking, the construction of specialized teaching courses, so that teachers get scientific training methods; College-enterprise cooperation to participate in a scientific research project, let teachers participate in the specific scientific research projects, their own scientific research work and practical learning, complete learning following a project, master the process of each link; Carry out a technical service, provide technical service and support for customers who encounter technical problems, practice ability is really exercised, and at the same time understand the possible problems in the process of practice; guide a group of students in association competitions and teach their practical ability to students in the form of student competition. In addition, the college should also establish a sound incentive system to guide teachers to carry out scientific research activities and improve their practical ability^[5].

3. Conclusion

This paper discusses the higher vocational colleges outside the current situation of teachers' practical teaching ability enhancing university-enterprise cooperation, perfecting the evaluation standard, introducing enterprise backbone higher vocational colleges as a part-time teachers, establishing the teacher training, improve their practical teaching ability training system and other specific measures, hope to improve teachers' teaching on the basis of can improve teachers' scientific research ability and social service ability, Cultivate excellent technical skills for colleges and universities.

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