Journal of Education and Educational Research
ISSN: 2957-9465 | Vol. 6, No. 3, 2023

Research on the Construction of Teacher Teams in Higher Vocational Colleges

Hongna Qi

Graduate School of Education, Graduate University of Mongolia, Ulaanbaatar, 11000, Mongolia

Abstract: The construction of teachers in higher vocational colleges is of great significance to schools' development and students' growth and success. Higher vocational colleges can strengthen the construction of the teaching staff of higher vocational colleges by cultivating teachers' moral quality, consolidating teachers' teaching and educating skills, stimulating teachers' enterprising and innovative spirit, and building a teacher team growth mechanism.

Keywords: Higher Vocational Colleges; Teachers; Moral Quality; Teaching and Educating People.

1. Introduction

In the new era, strengthening the construction of teachers in higher vocational colleges is related to the future development of the country, the connotation construction of schools, and the growth and success of students. Facing the requirements of the new era, the Central Committee of the Communist Party of China and the State Council issued the "Opinions on Comprehensively Deepening the Reform of Teacher Team Construction in the New Era" (referred to as the "Opinions") and proposed that "by 2035, teachers' comprehensive quality, professional level, and innovation ability will be greatly improved. "The construction goal is to continuously improve the professional quality and ability of teachers and comprehensively improve the quality of teachers in vocational colleges. Therefore, the construction of the teaching staff of higher vocational colleges in the new era should actively respond to the requirements of the times, improve the professional quality and professional capabilities of teachers, and build a high-level vocational college teaching staff.

2. The Necessity of Building a Teaching Team in Higher Vocational Colleges

2.1. The Construction of the Teaching Team of Higher Vocational Colleges is Related to the Connotation Development of the School

In addition to the more critical professional construction, the connotation construction elements of higher vocational colleges include the quality of teachers and students and the humanistic spiritual atmosphere of the school. Teachers in higher vocational colleges use their own words and deeds to spread the seeds of truth, goodness, and beauty to students, teach students to buckle the first button of life, cultivate talents with higher literacy and higher skills for higher vocational colleges, and cultivate the spiritual and cultural construction of schools, providing important development force.

2.2. The Construction of Teaching Staff in Higher Vocational Colleges is Related to the Growth of Students

With the vigorous development of higher vocational colleges, the number of students in higher vocational colleges is also increasing. How to guide students in higher vocational colleges to grow up healthily and achieve a more brilliant life has become a very important research topic. Compared with students in ordinary colleges and universities, students in higher vocational colleges do not have a solid foundation of knowledge and theory and have not yet formed an independent personality and self-discipline. In the process of growth, the depth of personal thinking and the way they act are not mature enough. Facing the growth of higher vocational students, it is necessary to create a team of higher vocational college teachers with a strong sense of responsibility and solid professional theoretical foundations, and consciously shoulder the important mission of "shaping souls, shaping lives, and shaping new people" [1].

3. Current Situation and Dilemma of Teacher Team Construction in Higher Vocational Colleges

The construction of the teaching staff of higher vocational colleges is of great significance, but there are still aspects that need to be improved in terms of teachers' ethics and professional quality and abilities. Specifically in:

3.1. The Ethics of Teachers in Higher Vocational Colleges Still Need to be Strengthened

Teacher ethics in a narrow sense refers to “the moral character and good behavioral norms displayed by teachers in teaching” [2]. In a broad sense, teachers' ethics not only refers to teachers' world outlook, outlook on life, and values but also includes teachers' thoughts and attitudes. Teachers in higher vocational colleges generally have a high moral quality, but there are also some teachers whose moral quality is not up to par. Specific manifestations include a lack of sense of responsibility; lack of recognition of their work, only using work as a means of making a living, and lack of benevolence towards students; teachers have poor professional discipline,

are more lenient towards themselves and strict towards others, and cannot be a role model for others. Demonstrate by example.

3.2. The Professional Capabilities of Teachers in Higher Vocational Colleges Need to be Improved

Strong professional ability is the foundation and prerequisite for teachers in higher vocational colleges to teach. In a modern society with multicultural integration, the practicality, technology, and interdisciplinary nature of knowledge have become the essence of modern education. In recent years, the team of ideological and political teachers in higher vocational colleges has been relatively young as a whole. Because they are young, they are more energetic and energetic, and the smaller age gap between them and their students makes it easier for them to communicate effectively. However, due to the lack of knowledge and teaching experience, young teachers have a lot of room for improvement in terms of grasping teaching material content, classroom teaching design, classroom teaching organization, teaching methods, etc. Even if there are innovations in teaching, they remain at the level of the external form of teaching. Different from young teachers, there is also a group of teachers with relatively long teaching experience. Although they have accumulated rich teaching experience, they tend to stick to their existing experience and do not make progress with the times. Some teachers' teaching informatization application skills still need to be improved.

4. The Path to Realizing the Construction of Teaching Teams in Higher Vocational Colleges

Based on the analysis of the current situation of teachers in higher vocational colleges, the construction of teachers in higher vocational colleges mainly focuses on cultivating teachers' moral quality, consolidating teachers' teaching and educating skills, stimulating teachers' enterprising and innovative spirit, and building a good teacher team growth mechanism. explore.

4.1. Cultivate Teachers' Moral Quality

A teacher's moral personality reflects his overall moral outlook. In addition to having rich knowledge, a qualified teacher also needs to have high moral quality. A teacher's integrity, rigorous academic attitude, and strict self-discipline will form a strong personality charm, which can invisibly achieve the teaching effect of enlightening the mind and nourishing the heart. To cultivate the moral quality of teachers, be consistent both internally and externally. Colleges and universities can establish a new teacher oath system and a teacher ethics commitment system to enhance the sense of responsibility and honor of new teachers, guide them to keep in mind the red line of teacher ethics, and consciously practice the teacher's ethics Professional ethics code of conduct [3]; cultivate teachers' rigorous attitude towards academic studies, be tireless and proficient in business; cultivate teachers' strict self-discipline in behavior and set an example in thought and behavior. Teachers use their noble personality charm to "awaken one soul to another soul" in subtle ways to nourish students' souls.

4.2. Consolidate Teachers' Profound Teaching and Educating Skills

4.2.1. Motivating Teachers to Study Diligently

Teachers in higher vocational colleges must be diligent in learning and master the basic skills of teaching. On the one hand, we should strengthen the study of professional classic books and relevant theoretical achievements. Before explaining the principles of knowledge to students, we should first understand "what" and "why" ourselves, use profound theories to respond to students, and improve teachers' theories. conscious. On the other hand, we should strengthen the study of other social science knowledge, enhance the accumulation of knowledge breadth and thickness, and constantly broaden our own knowledge and theoretical horizons. Teachers should also learn from experienced teachers around them and learn from their classic teaching and research experiences to promote the rapid growth of teachers.

4.2.2. Guide Teachers to Delve into Teaching Materials

Textbooks are important tools for teachers to teach and students to learn. Teachers must prepare lessons well, master the logical system of the teaching materials themselves, and transform the teaching material system into a discourse system. In the use of teaching materials, teachers are prone to fall into two misunderstandings: one is over-reliance on teaching materials and repeating the teachings without thoroughly understanding the teaching materials; the other is being too detached from the teaching materials and using personal preferences as the basis for random expressions. Based on this, teachers should study the teaching materials carefully. On the one hand, through study, we must thoroughly understand the content of the teaching materials, grasp the teaching material system, refine the important and difficult points of teaching, and find a good basis for the smooth implementation of teaching. On the other hand, based on teaching materials, we must realize the transformation from the academic paradigm of teaching materials to the teaching content paradigm, to truly impart knowledge to students and answer their doubts.

4.2.3. Encourage Teachers to Get Closer to Students

Students are one of the sources of motivation for teachers to teach and educate people. The best state between teachers and students is mutual learning through teaching. The post-2000 vocational college students in the new era are the generation that grew up in an information-based environment. Although their learning foundation is not as solid as that of students in ordinary undergraduate colleges and universities as a whole, they have active thinking and strong practical abilities. Although they are not good at expressing themselves, they are more willing to get recognition and attention from teachers. The rate of students in higher vocational colleges taking classes depends on the attractiveness of the class and their interest. Teachers in higher vocational colleges should get closer to students, often get to know students, pay more attention to and study students, find their strengths and interests, and grasp the discourse system that they are willing to accept. Use teachers' love, patience, and sense of responsibility to warm and influence students, so that students can gain a sense of gain and happiness, and truly achieve the goal of cultivating moral integrity and cultivating people.

4.2.4. Instructors are Good at Design

Teachers who are proficient in teaching design are more conducive to helping achieve educational goals in terms of methods and skills. Teachers in higher vocational colleges

should be guided to carefully design their teaching and pay attention to the teaching concepts, teaching content, and teaching methods that are truly suitable for the characteristics of students in higher vocational colleges. Specifically, the teaching concept should be "student-centered"; the teaching content design should be based on the knowledge points of the teaching materials and integrate important and difficult issues; based on the students' concerns, integrate socially realistic issues; based on the teaching integration point, integrate ethics To solve the problem of co-requisite skills; effectively use a variety of teaching methods to combine theory and practice, in-class and extra-curricular, online and offline, to improve student participation.

4.3. Stimulate Teachers' Enterprising and Innovative Spirit

4.3.1. Cultivate Teachers' Awareness of Innovative Thinking

The development of the times has posed greater challenges to teachers. Teachers, not only need to have a relatively rich theoretical foundation of knowledge but also need to have a sense of innovation that keeps pace with the times. In particular, public basic courses have a wide range of teaching content and rich coverage, which always challenges teachers' learning ability and innovative thinking abilities. If teachers do not have the ability and ability to constantly learn and learn new things, it will be difficult to achieve real educational results. To cultivate teachers' innovative thinking, we must first cultivate teachers' innovative spirit and guide teachers to learn to analyze and solve problems using dialectical materialism and historical materialism. Secondly, we must cultivate teachers' scientific thinking, guide teachers to use theoretical thinking, historical thinking, innovative thinking, and bottom-line thinking in curriculum teaching and enhance the ideological, theoretical, affinity, and pertinence of classroom teaching.

4.3.2. Cultivate Teachers' Ability to Reform and Innovate

Cultivating teachers' ability to reform and innovate should be based on improving the effectiveness of classroom teaching and enhancing students' sense of gain. Do: Innovate teaching content. Teachers can combine learning with theory, integrate new theoretical perspectives, social hot issues, and students' most interesting issues based on original teaching materials, and respond positively to students' concerns in a way that is easy for students to accept. Innovative teaching forms. Deeply integrate information technology with teaching based on student characteristics, integrate the language system of teaching materials with the discourse system of post-2000 students, integrate the appropriateness of methods with students' acceptability, and enhance student participation. Develop the habit of researching and summarizing innovative work. Teachers in higher vocational colleges can conduct in-depth research based on the difficulties of teaching materials, hot spots of theoretical innovation, the focus of students' attention, cutting-edge issues in the disciplines, and their research fields, to promote teaching through research and promote innovation through teaching.

4.3.3. Develop Teachers' Craftsmanship Quality

The true "craftsman spirit" should be the unity of professionalism, professional attitude, and humanistic qualities. [4] The cultivation of teachers' craftsmanship quality should be driven by cultivating teachers' sense of professional responsibility and mission, and guiding teachers to work hard in the pursuit of perfection and "fine craftsmanship." Take the production of courseware commonly used by teachers in teaching as an example, from the introduction of teaching topics to the presentation of important and difficult teaching points, the selection of typical teaching cases, the design of student participation links, the introduction of information-based teaching methods, to the teaching summary, the content of each page of the courseware should be Carefully selected, each page of teaching design has its corresponding task attributes, can closely follow the key and difficult points of teaching, respond to social hot spots and student concerns, can be just right, and reflect the quality of craftsmanship.

4.4. Build a Good Teacher Team Growth Mechanism

4.4.1. Establish an Efficient Teacher Growth Mechanism

Vocational colleges can start with the construction of a teacher growth mechanism and build a group of teachers with high moral quality and strong professional ability. On the one hand, the teacher admission mechanism is strictly controlled and the inspection of the moral quality and professional ability of new teachers is strengthened. On the other hand, paying attention to the growth of teachers, we must give full play to the ability of collaborative education, give full play to the initiative of the school itself, and the linkage between schools, provide more learning and exchange opportunities and platforms for teacher growth, and continuously improve teachers' professional capabilities. Taking guiding teachers to take a good course as an example, higher vocational colleges should make full use of their advantages, establish a collective lesson preparation system within the school, encourage teachers to give full play to their respective advantages based on teaching materials, form an educational synergy, and collectively prepare a class Course, carefully create a course to form a "golden course" with school-based characteristics. Higher vocational colleges can learn through inter-school exchanges, set examples, jointly build resources, and build curriculum teaching and research platforms to promote the common growth of teachers in higher vocational colleges.

4.4.2. Create an Enterprising Educational Atmosphere

A good atmosphere can bring rich spiritual nourishment to a person. Vocational colleges should focus on connotation construction and provide an enterprising educational atmosphere for the growth of teachers. Encourage teachers to organically combine personal progress with students' growth and school development to form a fighting spirit of hard work, solidarity, and mutual assistance. Teachers' collective sense of honor can be established through school history and school education. Through the construction of a humanized care model, timely and precise help is provided to teachers for problems they encounter in aspects such as personal growth, teaching and research, and teacher-student relationship management. Through role models such as famous teaching teachers and key teachers, a demonstration effect is formed, the old leads the new, and the example leads, inspiring teachers to devote themselves to teaching and scientific research, and improving teachers' work happiness and sense of professional belonging.

5. Conclusion

In short, the construction of the teacher team in higher vocational colleges plays a vital role in the construction of

school connotation and the growth of students. Higher vocational colleges should realize the importance of teacher team construction, provide institutional guarantees for teacher growth, and cultivate more moral standards. A team of teachers with a high level of knowledge and theory, strong innovation ability, and professional ability has laid a good teaching foundation for the development of higher vocational colleges and the cultivation of high-quality talents.

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