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Research on the System of Teacher Training and Promotion in Higher Vocational Colleges

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Abstract: Strengthening the construction of the teaching staff is the focus of the current work in higher vocational colleges, and doing a good job in the professional development of teachers is an important part of the construction of the teaching staff, especially in the current new era, strengthening the professional development of young teachers is the focus of the work in higher vocational colleges. Young teachers in higher vocational colleges are in a special age stage, which leads to their transitional role in the development of teachers in higher vocational colleges, and has extraordinary significance. Facing the large influx of students after the expansion of enrollment, only by increasing the number of young teachers in higher vocational colleges, attaching importance to and guaranteeing the professional development of young teachers, and improving the training results of teachers in higher vocational colleges, can the whole teaching staff in Higher Vocational colleges develop in a virtuous circle, thus achieving the educational goal and realizing the modernization of education.

Keywords: Vocational college teachers; Training system; Countermeasures.

1. Introduction

Under the background of the new era, the process of socialist modernization requires scientific educational reform in China's education. To realize the modernization of education, we must build a learning society, and provide a more complete system of lifelong education for all citizens is an important role of vocational education in the education system. Since the founding of New China, vocational education has played an important role in improving the quality of education, enhancing the level of service and improving the employment environment. It is a powerful response to the national strategic deployment for higher vocational colleges to do a good job in the connection between secondary and higher vocational education, grasp the current situation of education and teaching in higher vocational colleges, grasp the problem orientation and make corresponding strategic responses. Higher vocational education promotes the formation of national lifelong education system, serves the national economic transformation, and is committed to improving the quality of workers.

2. The significance of teacher training in higher vocational colleges

2.1. Theoretical significance

At present, the research of teacher training in our country is mainly concentrated on the level of primary and secondary schools in the form of national training or provincial training, and the research on teacher training in higher vocational colleges is still relatively weak. The analysis of teacher training is the inevitable requirement to promote the professional development of teachers in higher vocational colleges, and the research on teacher training can greatly enrich the theory of teacher professionalization. Through training courses, teachers can acquire professional skills and knowledge, achieve professional precision, enhance professional ethics and become a senior educator. Colleges and universities must rely on high-quality teacher training to improve the depth of professional teacher courses. This paper studies the training plan of higher vocational teachers from the perspective of teacher training path, technology integration and student participation, which provides a theoretical basis for improving the implementation of the training plan of higher vocational teachers.

2.2. Practical significance

The training of higher vocational teachers belongs to the category of post-induction training project, which aims to improve the teaching ability of professional teachers and better promote the teaching quality and the level of teachers in higher vocational colleges. The improvement of the level of teachers is of great significance to promote the teaching reform of higher vocational colleges and cultivate practical high-level skilled talents. There are many obvious problems in all kinds of higher vocational teacher training while teacher training has made achievements. The study of higher vocational teacher training plan can deeply analyze the effect of training plan, and then put forward targeted improvement strategies for training content, so as to ensure the effective implementation of various policies of training projects, to maximize the training effect.

3. Strategies for improving the quality of teacher training in higher vocational colleges

In vocational education, students are the main body of school development, so schools should pay full attention to students' learning and participation, and effectively improve students' learning efficiency. This is not only the need for students to grow up, but also the key to improve the quality of education and teaching in schools. However, due to the differences in curriculum design, classroom teaching and evaluation methods between vocational colleges and ordinary colleges and universities, there are some obstacles for students to participate in vocational education. Therefore,

how to improve student participation has become the focus of vocational education teachers' attention and research.

At present, the evaluation criteria of vocational education teachers are teaching evaluation focusing on knowledge and skills. To a certain extent, this leads to the differences between vocational colleges and ordinary colleges in teaching content and teaching methods, which makes students lack sufficient motivation and interest to participate in vocational education. At the same time, some teachers lack enough theoretical guidance, practical experience and professional knowledge of vocational education, so they cannot meet the needs of the reform and development of vocational education under the new situation.

To this end, it is necessary to promote students' participation in vocational education by changing the evaluation criteria. Firstly, students' participation in vocational education should be included in the school's talent training objectives; secondly, students should be provided with rich, diverse and suitable courses for their development needs; thirdly, students should be provided with enough practical opportunities and participation platforms; Finally, we should improve the ability and level of students to participate in learning and classroom teaching.

3.1. Student level

3.1.1. Incorporate students' participation in vocational education into the school's personnel training objectives.

Firstly, the school should adjust its orientation and idea of running a school according to the training objectives of professional talents, the needs of social talents and the changes of social needs. Secondly, students' participation in vocational education should be included in the school's personnel training objectives, through target guidance, plan guarantee and other measures to ensure that the school's personnel training meets the needs of society. Thirdly, we should constantly improve students' vocational skills and create conditions for students to participate in vocational education. Finally, schools should implement the concept of students ‘participation in vocational education in the whole process of students' training in various ways, so as to promote students' participation in vocational education to become the consensus of all teachers and students.

3.1.2. To provide students with rich and diverse courses suitable for their development needs

In order to meet the development needs of students, vocational colleges should build a curriculum system with professional competence as the core to meet the needs of students' learning and development. However, due to the differences in teaching content and teaching methods in different majors, disciplines, regions and schools, vocational education students will encounter some obstacles when they participate in vocational education. Therefore, vocational education teachers should pay attention to the reform of curriculum content and teaching methods, so as to keep pace with social development. At the same time, due to the flexibility of vocational education specialty settings, schools can adjust and improve the curriculum according to their own conditions of running schools and students. In addition, schools should establish a relatively stable teaching staff and train a group of teachers with professional expertise to meet the needs of vocational education and teaching, so as to better meet the needs of students to participate in vocational education.

3.1.3. Provide enough practice opportunities and participation platforms for students

Vocational education teachers should actively create practice opportunities and participation platforms for students to meet their development needs. First of all, we should provide more internship positions for students, which can not only effectively improve students ‘practical ability and professional accomplishment, but also make students feel the practical application value of the knowledge they have learned in practical work. Secondly, we should create more opportunities for students to participate in vocational education, which can not only stimulate students ‘interest and motivation in learning, but also effectively improve their learning efficiency. Thirdly, we should create more platforms for students to participate in vocational education, which can not only enhance students ‘confidence in participating in vocational education, but also enhance their ability and level of participating in vocational education. Finally, we should create more opportunities for students to participate in vocational education, which is not only conducive to enhancing students ‘recognition and interest in vocational education, but also to better realize their life value.

3.1.4. Improve the ability and level of students to participate in learning and classroom teaching

The level of students' participation in the learning process depends largely on their own quality and ability. Therefore, teachers should attach importance to the development of students ‘personality, so that each student can play their own advantages and strengths. At the same time, teachers should also provide opportunities and platforms for students to participate in learning and classroom teaching in the process of classroom teaching. For example, let students serve as teachers' assistants, guided and supervised by teachers, and improve students' ability and level of participating in learning and classroom teaching by organizing students to participate in some social practice activities or voluntary activities. In a word, we should pay attention to students ‘self-education and self-management in the process of classroom teaching, so that students can actively and consciously participate in learning activities according to their own interests and hobbies.

3.2. Teacher level

3.2.1. Improve the incentive mechanism for teachers

(1) Establishing an echelon promotion mechanism. According to the growth of teachers, excellent teachers are selected into the training scope in five stages of "young teachers-backbone teachers-subject leaders-professional teachers-super teachers", thus forming a benign mechanism for selecting the best from the best. Teachers with less than five years of teaching experience should be included in the training system for young teachers, requiring one year to stand on the platform, two years to stand on the platform, and three years to stand well, so as to complete the transformation from teachers in use to mature teachers. Excellent teachers with five or more years of teaching experience and under 40 years of age are included in the training system of backbone teachers, so that trained teachers can track the frontier of teaching reform and realize the transformation from theoretical knowledge to practical knowledge. Teachers who have been teaching for more than 10 years, are under 45 years old and have been awarded the title of subject leader at the district (county) level should be included in the research system of subject leader. With the core of renewing educational ideas and improving comprehensive literacy, a

group of expert teachers with noble ethics, advanced ideas, exquisite educational art, distinctive teaching style and outstanding educational and scientific research ability should be created.

(2) Establishing an assessment and incentive mechanism. Strengthen the results-oriented role, reward teachers who have made outstanding achievements, and let teachers get matching rewards. To formulate and issue the Reward Measures for Educational Talents, clarify the scope of reward personnel, evaluation and assessment methods and the amount of reward, and set up special subsidies and special assessment and reward funds for high-level educational talents. The Interim Measures for the Payment of Work Incentive Performance have been promulgated, and on the basis of the original allowance for head teachers stipulated by the state, the performance appraisal reward for head teachers has been set up.

3.2.2. Build a training mechanism and build a closed-loop for the growth of famous teachers.

(1) Grasp the youth and build the base of the tower. Young teachers with five years of teaching experience or less will be included in the new teacher training system, which will be trained in two stages according to the steps. The first stage is the probationary period training for new teachers, which is divided into classes according to the school section; the second stage is the growth period training, which is followed up and guided by teaching and research staff and instructors. In the process of training, we should adhere to the combination of the qualification training of head teachers and the training of professional courses. It mainly adopts the "no strategy" training mode, builds a platform, carries out "theme class meeting" display, improves the basic teaching skills with the help of "model demonstration class", and borrows "real-time record learning and dynamic feedback"; To carry out the "bundled" qualification assessment of head teachers, and to maximize the professional quality of young teachers through the "backbone leadership" to carry out the "whole-process follow-up and teaching assessment".

(2) Grasp the backbone and strengthen the tower body. Grasp the backbone of backbone teachers, mainly adopt the "dual-core" training mode of "theory and practice", "theory tutor and practice tutor", "theory learning base and practice base". Cooperate to set up training classes for key teachers of disciplines, and make full use of the effectiveness of expert teams in universities to carry out teacher training.

(3) Grasp the famous and excellent, and highlight the spire. The selected excellent subject leaders and professional teachers will be included in the advanced research system of famous teachers, and about 30 people will be selected, with interdisciplinary classes and a training period of three years. It adopts the "six-ring" research mode of tutor guidance, base practice, off-site research, on-the-job research, task management and leadership contact. During the study period, the members of the senior training class for famous teachers will be assessed quantitatively every year. After three years, they will complete the "six-ring" training, and those who are particularly outstanding in the assessment will be included in the "reserve class for super teachers". For the special teachers in the reserve class, a personalized training program of one person and one policy is formulated, and the tutors give individual guidance and professional guidance to the students.

3.2.3. Improve the evaluation of teachers' core competence

In the reform process of teacher evaluation, "professional quality" is the focus of discussion. However, "professional quality" is not a static existence, but a dynamic process of change. With the development of society and the development of teachers themselves, the content of "professional quality" will be constantly enriched and developed. This requires that evaluation should not only pay attention to the current teaching situation of teachers, but also to the educational situation that teachers may face in the future, so as to truly consider and evaluate teachers in the ecology of "professional development". Therefore, it is necessary to establish a teacher evaluation system that meets the requirements of the new era, conforms to the law of teacher development and embodies the concept of lifelong learning.

Traditional teacher evaluation emphasizes "professional quality", which is mainly manifested in the following aspects: what kind of teaching ability teachers should possess, what kind of professional level teachers should have, what kind of moral character and social responsibility teachers should have, and so on. However, with the development of modern education and teaching theory and practice, these questions have been more clearly explained and answered. We can find the core competence that teachers need in practice by investigating the professional characteristics, professional knowledge and skills of teachers.

3.2.4. Promoting Teachers' Innovative Ability

As an important part of higher education in China, higher vocational education plays an important role in social development. In order to cultivate high-quality technical and skilled talents, higher vocational education must establish a teacher development model of deep integration with industry and enterprises and integration of industry and education on the basis of deepening school-enterprise cooperation and integration of industry and education. Teachers are the core elements to achieve the goal of personnel training in higher vocational education, and also the key elements of innovation-driven development. Higher vocational colleges should combine their own reality, play the role of local governments, industry enterprises and social organizations, actively explore new ways of teacher development, establish and improve the training system of teachers' innovative ability, effectively stimulate teachers' innovative consciousness and innovative ability, provide support and guarantee for training high-quality technical and skilled personnel, and promote the overall improvement of the quality of higher vocational education.

3.2.5. Strengthen the cultivation of scientific research ability

Higher vocational colleges should encourage teachers to explore and practice in strengthening their scientific research ability, strive to improve their scientific research level, and make scientific research an important way for teachers to improve their teaching level and promote teaching reform.

Under the guidance of "Several Opinions on Further Deepening the Reform of Science and Technology System and Enhancing the Scientific and Technological Innovation Ability of Colleges and Universities", higher vocational colleges should establish and improve the incentive mechanism for teachers 'scientific research work around the national strategies such as "innovation-driven development strategy" and "knowledge innovation project" and the needs of local economic and social development, and in combination with the actual situation of schools. By encouraging teachers to actively carry out scientific and technological innovation activities, apply for projects and

publish papers, teachers can be promoted to enhance their scientific research ability. At the same time, higher vocational colleges should continuously increase the investment of scientific research funds according to their own reality, so as to provide guarantee for teachers to carry out scientific research.

3.2.6. Promote teachers to participate in the formulation of industry standards.

The development of higher vocational education should always focus on the cultivation of high-quality technical talents, but this does not mean that teachers should mechanically implement and follow the industry standards, but that teachers should introduce the industry standards into the talent training program, improve the teaching content and innovate the teaching mode according to the industry standards, and finally form the teaching standards of higher vocational education. Therefore, higher vocational colleges should actively participate in the formulation of industry standards, on the one hand, promote teachers to introduce industry standards into personnel training programs, on the other hand, promote teachers to revise and improve vocational education teaching standards based on their own experience and practice, and form higher vocational education teaching standards with certain guidance.

4. Conclusion

Teacher development is a continuous and lifelong process. With the development of higher vocational education, the requirements for teachers' professional quality are getting higher and higher, which requires teachers to constantly learn and update their knowledge and skills. Therefore, higher vocational colleges should give full play to the role of industry enterprises and social organizations, actively establish a teacher learning and training system based on the integration of industry and education, strengthen the campus activities of enterprise engineers, industry experts, skilled craftsmen and inheritors of intangible cultural heritage, and give full play to the role of industry enterprises in training teachers. Improve the professional quality and ability of teachers, and achieve a win-win situation between the improvement of teachers' ability and the development of high-quality learning.

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