

Exploration of Teacher Training Mode in Higher Vocational Colleges in the New Era

Shen Feng

Changchun University, Changchun, Jilin China 130022
Correspondence: 553163115@qq.com

Abstract: Under the background of the country's vigorous development of modern vocational education, this paper briefly analyzes the status quo and main problems of teacher training in China's higher vocational colleges, makes a preliminary exploration of the teacher training model in China's higher vocational colleges, and puts forward improvement measures in system construction, training, assessment and other aspects.

Keywords: training mode; vocational education; teacher training

In 2019, Chinese leader, clearly put forward in the government work report, "speed up the development of modern vocational education, reform and perfect examination recruitment methods in higher vocational colleges, to encourage more high school graduates and veterans, laid-off workers, migrant workers to enter oneself for an examination, massive expansion by 1 million people this year. " This provides a rare development opportunity for higher vocational colleges, also poses a major challenge of reality. To improve the level of modern vocational education and adapt to the new needs of talents training in the new era is an important task facing higher vocational colleges, and the key to improve the level of modern vocational education is teachers. Combined with the new requirements of vocational education development in the new era, this paper studies and explores the training mode of teachers in higher vocational colleges.

1. The Status Quo And Main Problems of Teacher Training in Higher Vocational Colleges in China

Countries, in recent years, are more attention to talents training in higher vocational college teachers. The ministry of education have issued the opinions on strengthening the training of higher vocational education talents and opinions on strengthening the construction of teaching staff in higher vocational (higher vocational) colleges such as policy documents, and put forward "the construction of solid theoretical foundation and strong ability of technical application of "double type" teachers "development goals. However, compared with Germany, the United States and other countries with developed vocational education, China's vocational teacher training system is still not perfect, and there is no long-term

vocational teacher training plan, and no training model matching the training objectives.

From the perspective of the subject construction, pre-school education, special education, and other professional from the source to have determine the training objectives and positioning, carefully set up professional courses, whose graduates have a clear direction of practitioners. Various types of college teachers' professional do not set up vocational education related undergraduate or graduate major, nor for training vocational education teachers and related courses, this leads to recruitment of teachers in higher vocational colleges are basically normal class graduates or enterprise engineers. The teachers do not receive the system of normal education or vocational training, docents with professional theory, teaching ability and professional skills are not much.

From the perspective of teacher training, teacher training in higher vocational colleges mainly includes pre-service training and post-service training. Pre-service training is mainly the pre-service training for teachers organized by government departments[4]. The training time is short, the teaching and assessment are mainly theoretical, the content is simple, the method is single, and the pertinence is not strong. If the assessment is passed, the teacher qualification certificate of colleges and universities can be obtained. Post-service training is mainly based on education promotion, lectures and conferences, exchanges and further study, and enterprise practice. There are some problems, such as emphasizing education background but ability, scientific research and teaching, theory but practice. It lacks pertinence and effectiveness, and cannot meet the diversified and personalized learning needs of teachers in higher vocational colleges.

From the evaluation results, it has yet to form scientific higher vocational teachers evaluation mechanism. The standards of professional title assessment and performance assessment of teachers in higher vocational colleges are basically consistent with those in higher institutions, and there is no established "teachers' qualification level" and "professional qualification level" fusion of double faculty performance evaluation system. Lack of pertinence and effectiveness, unable to accurately judge the teacher ability level, cannot fundamentally play a role of teachers' work evaluation and incentive.

2. Our Country Higher Vocational Colleges Teacher Training Mode Exploration

2.1. Establish a sound training and admission system for teachers in higher vocational colleges

The education administrative department shall formulate and perfect relevant regulations to provide source support for the training of vocational teachers from the policy level and promote the professionalization, scientization and standardization of the training of vocational education teachers. In the undergraduate and graduate education of normal colleges, students who are willing to engage in the teaching profession of higher vocational colleges should be offered higher vocational education major or set up higher vocational education practical training courses to integrate the training of higher vocational teachers into students' learning stage. Make clear the standards and standards for the admission of teachers in higher vocational colleges, conduct strict assessment from the aspects of teaching ability, professional knowledge, practical experience and teacher ethics, etc.

2.2. Training teachers in higher vocational colleges throughout their teaching career

To make training plans for teachers in higher vocational colleges and set up training cycles scientifically to ensure that the speed of knowledge updating for teachers in higher vocational colleges matches the speed of technological development of enterprises. The proportion of theoretical study and practical exercise should be reasonably set, and the training content and training method should be flexibly determined according to the actual needs of teachers in different disciplines and positions. For special majors that have actual needs, off-job training can be adopted to engage in applied research and practice training in corresponding enterprises. The base construction combining production[3], study and research should be increased, so that more teachers in higher vocational colleges can directly participate in the design, research and development and management of projects, understand the actual operation mode of enterprises and the actual supply demand of the market, and improve the innovation, technical practice and management ability of teaching and research.

2.3. Establish a reasonable evaluation system for teachers in higher vocational colleges

Due to the different functional orientation and training objectives between higher vocational colleges and higher vocational colleges, the abilities and qualities of teachers are required to be different. Set up a set of suitable for higher vocational colleges teachers title evaluation standard system[1], different from the ordinary colleges and universities focus on scientific research, focusing on the papers published in the assessment mode, the teaching level and practical skills as the main evaluation standard, reduce the academic papers accounted for, increase technology development projects and weight of the results, increase the counterpart for examination and assessment of professional experience in the practical work, makes the evaluation standards in line with the direction of higher vocational colleges teacher training and target[2].

In a word, the training of teachers in higher vocational colleges is a complex system engineering. We should pay attention to the foresight, train the willing students from the higher education stage; pay attention to the sustainability, carry out the lifelong training from the perspective of following the technical knowledge renewal; pay attention to the scientificity, establish a reasonable assessment mechanism from the perspective of meeting the characteristics of the development of teachers in higher vocational colleges, so as to improve the quality of students the training mode of vocational teachers meets the requirements of the development of Vocational Education in the new era.

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