

Research on the Path of Improving the Professional Ability of Young Teachers in Higher Vocational Colleges under the Background of Higher Vocational Enrollment Expansion

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Abstract: Under the background of the continuous improvement of the development level of China's social modernization and the continuous enrollment expansion of higher vocational colleges, although it can bring many opportunities for the all-round development of higher vocational colleges, it also brings more severe challenges. In order to ensure the effective development of education and teaching after enrollment expansion, higher vocational colleges must strengthen the all-round construction of teachers. Young teachers are an important force for teachers in higher vocational colleges to achieve the goal of sustainable development. Therefore, we must strengthen the in-depth exploration of the ways to improve the professional ability of young teachers in higher vocational colleges, so as to lay a solid foundation for further improving the professional ability of young teachers.

1. Introduction

Most of the young teachers introduced by China's higher vocational colleges are mainly graduated students from colleges. These young teachers have many advantages, such as active thinking, agile thinking, energetic, solid professional foundation, strong sense of innovation, diligent and studious. However, most of the young teachers do not have working experience in relevant industries or enterprises, lack teaching experience and practical skills, so it is necessary for higher vocational colleges to formulate a set of training mechanism with high integrity and feasibility, so as to enrich the teaching experience and teaching skills of young teachers, and effectively achieve the goal of promoting the all-round growth of young teachers. There are some defects in the training mechanism of young teachers established in many higher vocational colleges, which leads to the actual needs of young teachers' training can't be fully met. Therefore, in the context of higher vocational enrollment expansion, it is imperative to strengthen the active research on the path of improving the professional ability of young teachers.

2. Strengthen the Continuous Improvement of Young Teachers' Ideological and Political Quality

Higher vocational colleges should strengthen the continuous ideological education of young teachers, further strengthen the ideal and belief education of young teachers through in-depth study of Marxism-Leninism, Mao Zedong Thought, Deng Xiaoping Theory, the important thought of Three Represents, the Scientific Outlook on Development, Xi Jinping Thought on Socialism with Chinese Characteristics for a New Era and other relevant theoretical systems. We must ensure that young teachers highly recognize and strictly abide by the theory of socialism with Chinese characteristics, adhere to the socialist school running direction, always unswervingly implement the party and government policies and lines, strengthen the overall situation awareness, political awareness, core awareness and alignment awareness of young teachers, and always firmly grasp the fundamental task of “building morality and cultivating people”. In the process of political theory education for young teachers, higher vocational colleges must ensure that all kinds of teaching practice activities always follow the guidance of political theory knowledge, promote the synchronous improvement of young teachers' teaching and scientific research level and ideological and political quality, and constantly strengthen young teachers' sense of responsibility, risk and quality, so as to form better teachers' ethics and style.

3. Strengthen the Systematic Construction of the Training Mode of Young Teachers

3.1 Pre-Service Education

In the process of recruiting young teachers, higher vocational colleges need to carry out systematic pre-service education, which can be started from the following aspects:

First, higher vocational colleges should organize young teachers to carry out ideological and political learning, ensure that young teachers can actively establish correct values, outlook on life and education, and improve the education of young teachers' love for their posts, dedication and role models, so as to improve the professional level of young teachers at the level of Ideological and political quality and professional ethics.

Second, based on the interests and personality characteristics of young teachers, higher vocational colleges should assist young teachers to formulate practical career development plans, so that they can correctly understand themselves, firm their goals, and constantly give full play to their internal driving force and passion.

Third, higher vocational colleges should strengthen the active cultivation of teachers' team spirit, ensure that young teachers can fully integrate into the family of higher vocational colleges in the shortest time, and enhance the sense of belonging of young teachers.

3.2 Entry Education

First, higher vocational colleges can try to establish a “teaching ability training center” with the main task of improving the teaching ability of young teachers, continuously train the teaching skills and teaching norms of young teachers, and ensure that young teachers are fully familiar with the characteristics, requirements and environment of teaching work in higher vocational colleges on the basis of a comprehensive understanding of the teaching management regulations and teaching norms of higher vocational colleges, so as to clarify the talent training objectives and ideas of higher vocational colleges, further optimize their own teaching methods and abilities ^[1].

Second, higher vocational colleges should actively implement the training mode of “old teachers leading new ones”, comprehensively practice the tutorial system of young teachers, and arrange a

team of excellent old teachers for lesson preparation and teaching guidance for young teachers, which can not only effectively improve the professional ability of young teachers, but also accumulate rich teaching experience and give full play to the role of “helping and guiding” by learning the teaching methods of excellent old teachers. Higher vocational colleges can also further strengthen the practical skills of young teachers by cooperating with enterprises and hiring excellent employees of enterprises to serve as off-campus guidance for young teachers [2].

Third, higher vocational colleges should strengthen the continuous strengthening of young teachers’ awareness of self-improvement and sense of responsibility, actively encourage young teachers to participate in training activities related to education and teaching methods, and actively try various theoretical and practical teaching, so as to constantly sum up lessons and experience, make up for their deficiencies in the teaching process and flexibly master the teaching methods of higher vocational courses under the leadership of the team of excellent old teachers. It can ensure that the comprehensive educational ability of young teachers is greatly improved on the existing basis [3].

3.3 In-Service Education

First, in the process of training young teachers, higher vocational colleges should always follow the strategy of combining learning and practice, and speed up the construction level of “double qualified” young teachers. In order to achieve this goal, higher vocational colleges should formulate relevant systems to link the evaluation qualification of “double qualified” teachers with professional title evaluation, job evaluation and performance appraisal. They should not only actively encourage young teachers to practice or take a temporary position in relevant enterprises and actively participate in various technological innovation, production practice activities, technical services and other activities of enterprises, but also fully understand the latest development needs of enterprises and related industries, further improve the technology application ability and innovation ability of young teachers. Higher vocational colleges can also try to implement the “double-certificate access system”, that is, young teachers should not only obtain the “college teacher qualification certificate”, but also have the “national first-class professional qualification (senior technician) certificate”. It can actively guide young teachers to obtain relevant certificates in corresponding industries through continuous practical learning [4].

Second, higher vocational colleges should strengthen the active training of young backbone teachers and provide positive help for young teachers to become top-notch talents in the teaching staff of higher vocational colleges. Regularly organizing young teachers to participate in various professional teaching competitions can screen the teaching ability of young teachers. We can actively encourage young teachers to participate in professional academic seminars and scientific research activities, reasonably allocate the teaching reform work to young teachers, give strong support to young teachers participating in major training projects at home and abroad, make young teachers pay high attention to the direction of discipline development and update relevant professional knowledge in time. Higher vocational colleges should actively recommend excellent young teachers to become members of industry organizations or academic organizations, promote young teachers to become discipline leaders, backbone teachers and famous teachers as soon as possible, become professionals with high influence in this field, region and discipline, and contribute to the full realization of young teachers’ professional ideal [5].

4. Strengthen the Further Optimization of the Incentive Mechanism for the Training of Young Teachers

First, based on their own teaching characteristics, higher vocational colleges should formulate a

set of evaluation mechanism with high rationality and integrity, reasonably increase the proportion of teaching evaluation in performance evaluation, professional title evaluation, year-end evaluation and job appointment, completely reverse the phenomenon of neglecting teaching and paying attention to scientific research, and actively praise the talent training mode of combining scientific research and teaching. It can gradually reduce the pressure on young teachers to apply for topics and publish papers, highlight the importance of teaching work, enable young teachers to focus on teaching and educating people, and promote higher vocational colleges to quickly return to the track of “teaching standard” by continuously improving their professional teaching ability [6].

Second, it is necessary to continuously strengthen the “teacher-centered” thought of young teachers. Higher vocational colleges should pay high attention to all kinds of reasonable needs put forward by young teachers, and create a good educational environment that can effectively promote the healthy growth of young teachers, so as to further enhance the sense of professional superiority of young teachers. At present, most young teachers with higher education in higher vocational colleges work late and bear heavy life pressure, work pressure and economic burden. In this regard, higher vocational colleges should fully meet the reasonable requirements put forward by young teachers on the basis of allowable conditions, help young teachers solve practical difficulties as much as possible, and retain talents from the aspects of emotion, career, treatment, post, honor and so on [7].

5. Conclusion

In order to ensure that the shortage of teachers caused by the expansion of enrollment in higher vocational colleges can be properly solved, we must pay more attention to the training of young teachers, always take the training of “double qualified” high skilled talents as the main task of the training of young teachers, and carry out different contents of training for young teachers from various stages of pre-service education, entry education and in-service education. In this process, we should ensure that young teachers have a clear grasp of the training objectives at different stages, and actively cooperate with higher vocational colleges to build a highly systematic and scientific training plan. In the long run, it can not only enable the young teachers in higher vocational colleges to achieve the goal of sustainable development, but also provide talent support for the further improvement of the comprehensive strength of higher vocational colleges.

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