

Strategies for Improving Teachers' Teaching Ability under the Background of Digital Transformation of Higher Vocational Education

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Abstract: As an important component of vocational education in China, higher vocational and technical education plays an important role in cultivating high-level technical talents. Therefore, improving the quality of higher vocational and technical education has significant significance in promoting education development. At present, the widespread use of network technology, information technology, and other technologies in education has promoted the digital transformation of education. In the context of digital education, educational objectives and requirements will change, so teachers' educational methods and concepts need to be adjusted accordingly. From the perspective of professional ability, it means that teachers' abilities need to be improved in the context of the digital transformation of education. This article analyzes and discusses the strategies for improving teachers' teaching ability in the context of digital transformation of higher vocational education, with the aim of providing reference and guidance for the current construction of teacher teams.

1. Introduction

The role played by teachers in educational practice is enormous, so it is necessary to emphasize the professional training of teachers in the process of educational development. There are mainly two ways to analyze the current professional training of teachers. The first is to train teachers through professional institutional teaching. For example, the purpose of setting up a teacher training major in universities is to train professional teachers. The second is to organize teaching and training work in schools, or to select excellent teachers to study in professional institutions, in order to improve the professional teaching level of teachers [1]. Currently, higher vocational and technical education is undergoing a digital transformation, and in order to achieve significant results in the digital development of higher vocational and technical education, professional teachers must be supported. Therefore, emphasizing teachers' teaching abilities based on the digital transformation of higher vocational teaching has prominent practical significance.

2. The Status Quo and Significance of Digitalization in Vocational Education

Analyzing the current digitization of vocational education and understanding its current status and significance is of significant value for the sustainable development and progress of vocational

education. 1) The status quo of digital vocational education. Based on the analysis of current research, the current situation of vocational education digitization is mainly manifested as follows: Firstly, vocational education digitization is steadily developing. The steady development of digital education is mainly reflected in the significant increase in the acceptance of digital education by schools, students, and teachers, and in the current stage of educational practice, the popularity of digital education is significantly increasing. The second is that there are many problems in the implementation of digital education, such as the problem of getting along with teachers and students, the problem of educational materials, and the problem of teachers' professional teaching ability [2]. 2) The significance of digitizing vocational education. Taking the specific application cases of digitalization in educational practice as an example, the significance of digitalization in vocational education lies in improving the effectiveness of education and teaching, controlling educational costs, and innovating teaching models.

3. The necessity of improving teachers' teaching ability in the context of digital transformation

Analyzing the improvement of teachers' teaching ability in the context of digital transformation has two aspects of necessity: 1) The necessity of achieving educational and teaching objectives. In the context of digital education, educational goals and directions have changed, but it is clear that organizing and conducting teaching work in accordance with traditional teaching concepts and methods cannot achieve educational goals. Therefore, teachers need to emphasize their own educational and teaching abilities based on the development direction of digital education to help achieve educational goals [3]. 2) The need for personal growth. The main role of teachers is to educate people, and the social environment that students and teachers face is different at different stages of social development, and the factors that can affect students are also different. If teachers cannot keep pace with the times, they will not be able to play a prominent role in scientific education. From the perspective of current educational practice, in the digital context, if teachers still use traditional teaching methods, on the one hand, it causes a waste of educational resources, on the other hand, it is difficult to make students interested in learning. Based on this, teachers need to improve their teaching ability, change their teaching concepts and models, and enrich their own teaching methods. This is actually their self progress and growth.

4. Strategies for Improving Teachers' Teaching Ability in the Context of Digital Education

Regarding the improvement of teachers' teaching ability in the context of digital education, in order to formulate a scientific strategy for improving teachers' teaching ability, it is necessary to clarify the specific factors that affect teachers' teaching ability, and formulate and implement a plan for improving teachers' teaching ability based on the factors. In this way, teachers' teaching ability will be significantly improved, and their value in educational practice will be effectively strengthened.

4.1 Factors Affecting Teachers' Teaching Ability

Since teachers play a significant role in school development and educational progress, it is necessary to emphasize the improvement of teachers' abilities in practice. Based on practical analysis, it can be seen that there are many factors that affect the improvement of teachers' abilities, including both objective and subjective factors. In terms of subjective factors, it mainly refers to the development and promotion willingness of teachers themselves [4]. According to the contradiction principle of Marxism, internal causes are the fundamental reasons that determine the development

of things. In the improvement of teachers' abilities, if their own willingness to improve is not strong, even in a good environment, the improvement of teachers' abilities will be very limited. Therefore, in the study of teachers' ability improvement, it is necessary to clarify the important impact of their own awareness, cognition, and willingness on their own abilities. In terms of objective factors, it contains a relatively large number of contents, such as the impact of teacher training mechanisms on the improvement of teachers' abilities, and the requirements and standards of higher vocational teachers will also have an impact on the improvement of teachers' abilities. In addition, teacher communication and cultural environment construction work in higher vocational colleges will also have a significant impact on the improvement of teachers' abilities.

4.2 Strategies for Improving Teachers' Teaching Ability

After clarifying the influencing factors of teachers' teaching ability, the next thing to be done is to develop and implement strategies and methods that can improve teachers' teaching ability. As mentioned above, the factors that affect the improvement of teachers' teaching ability include both subjective and objective aspects, so specific strategies should also be implemented from both subjective and objective aspects.

Analyzing the improvement of teachers' teaching ability from a subjective perspective, the main measures are: 1) Stimulating teachers' teaching enthusiasm through "initial intention education". According to the current analysis of higher vocational teaching teams, the vast majority of teachers in the team have the purpose of "contributing to education" when moving towards their posts. However, in the subsequent teaching work, due to the pressure of life and the unsmooth teaching work, many teachers have forgotten their initial intentions, so they have a working state of muddling along [5]. In order to change this state of teachers, schools need to actively organize "initial intention education" work, in which teachers can regain their lost fighting spirit. In this way, they will actively learn to improve themselves in the process of digital teaching transformation. 2) Through ideological and political education to cultivate teachers' progressiveness consciousness, make them further recognize their own value on the basis of progressiveness consciousness. Many people cannot find direction in work practice because they cannot see the value of their own work. Many teachers may fall into confusion in teaching because they do not face up to the value of their own work. Schools regularly organize ideological and political education work to equip teachers with advanced ideas. This way, under the influence of advanced ideas, teachers will have a deeper understanding of their own values, and teachers who are aware of their own values will have a significant increase in their enthusiasm for work. Therefore, they will also actively emphasize the improvement of their teaching abilities in the context of digital transformation [6]. In general, through ideological education and mobilization to change teachers' attitudes towards their own work, they will actively participate in the teacher's ability improvement plan, which has significant significance for the overall progress of teachers' teaching ability.

From an objective perspective, to comprehensively improve teachers' teaching ability, work needs to be carried out from the following aspects: 1) In the process of improving teachers' teaching ability, scientific teacher training and incentive mechanisms need to be established. The role of scientific and reasonable systems in work practice cannot be ignored. In the process of digital education transformation, teachers' teaching methods, teaching concepts, and transformation teaching goals have differences. However, there are many teachers, especially older teachers, whose willingness to improve themselves is relatively low due to the solidification of teaching concepts or methods. In this case, schools can develop incentive teacher cultivation mechanisms and teacher reward mechanisms based on the structure of teachers or their willingness to improve themselves [7]. After clarifying the incentive policies and methods, more people will participate in the work of

self-improvement, which will make the overall improvement of teachers' educational ability more prominent. 2) In the process of improving teachers' teaching ability, it is necessary to use correct methods. The main manifestation of the digital transformation of higher vocational education is the combination of online and offline education work and the widespread use of digital equipment. Based on teaching analysis, in the context of digital teaching, teachers need to master the utilization methods of digital equipment, and need to clarify the utilization skills and value of digital equipment. In response to this situation, it is necessary to actively utilize digital equipment or digital teaching methods in the process of training teachers. Through this intuitive way, teachers can realize the value of digital education, and they will have more expectations for the implementation of digital education [8]. 3) Assessment and evaluation should be emphasized in the improvement of teachers' educational and teaching abilities. Whether a teacher's teaching ability is improved depends not only on their performance in daily teaching, but also on the results of using their educational means in teaching practice. The specific implementation of evaluation and evaluation work requires the determination of scientific evaluation and evaluation indicators, the selection of diverse evaluation and evaluation methods, and the assurance of a standardized and professional evaluation and evaluation process, so that the final evaluation results can truly feedback the teacher's teaching level. Develop more targeted plans for teacher training and ability improvement based on results, which is of outstanding value for the continuous improvement of teacher educational ability.

5. Conclusion

To sum up, the current education work is actively transitioning towards digitalization with the application of various new technologies such as information technology and network technology. Therefore, the overall education needs to make corresponding changes in combination with digital teaching. Teachers are a very important element in educational practice, and their professional teaching abilities have a significant impact on the improvement of education level and overall education development. Therefore, it is necessary to analyze the improvement of teachers' teaching abilities in the context of the digital transformation of higher vocational education. This article analyzes and discusses strategies for improving teachers' teaching ability in the context of digital transformation of higher vocational education, with the aim of providing theoretical guidance for current practical work.

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