

Study on the Innovative Practice of Higher Vocational Teachers' School-based Training Management from the Perspective of Osobel's Internal Drive——Take Polus International College as an example

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Abstract: School-based training is the most important and effective way to realize the professional growth of teachers in vocational colleges. Based on the investigation and analysis of the current situation of school-based training for teachers of Sichuan International Boasting Vocational College, this research further reveals how higher vocational colleges can innovate through school-based training management mechanism from the perspective of Ausubel's motivation theory to promote teachers' "cognitive internal drive" "Self-improvement internal drive" and "subsidiary internal drive" are improved, thereby increasing the internal drive of teachers to participate in school-based training.

The reforms proposed by the "National Vocational Education Reform Implementation Plan" for higher vocational teachers require vocational colleges to improve their post-service teaching and professional skills from a higher-level and high-practice perspective.

"School-based training" as a mode of education and teacher training has been recognized as the ultimate goal of building a "dual-qualified" university teacher team. Sichuan International Boasts Vocational College as the only private exemplary higher vocational college in Sichuan Province, and the continuing education level of teachers directly affects the education level of students.

1. Research objects and research methods

1.1 Research method

The research methods used in this study are questionnaire surveys and interviews. Through this research method, the situation of school-based training for teachers of Sichuan International Boasting Vocational College is studied.

The survey questionnaire involved a survey of the five specific current dimensions of Sichuan International Boasting Vocational College teachers' abilities in actual work needs, difficulties at work, views on the development of school-based training, the effect of participating in school-based training, and expectations for school-based training.

1.2 Research objects of the questionnaire

In September 2020, the author conducted a questionnaire survey on a total of 64 people including full-time teachers, administrators, part-time administrative teachers, and counselor teachers of Sichuan International Boss Vocational College. The questionnaire was produced on the "Questionnaire Star" platform and posted to the school's WeChat groups to invite teachers to fill it out. Participated in the questionnaire survey, 44 female teachers and 10 male teachers. There are 6 teachers from 20-25 years old, 18 teachers from 26-30 years old, 12 teachers from 31-35 years old, and 28 teachers over 35 years old.

2. Survey data analysis results

2.1 The ability of various teachers to improve in school-based training

Table 1 The most important abilities in the job

X\Y	Classroom teaching ability (percent)	research ability (percent)	Ability to coordinate and communicate with various departments (percent)	The ability to allocate teaching and other tasks reasonably (percent)
Full-time teacher	95	80	55	70
administration staff	25	25	100	50
Administrative part-time teacher	83.33	83.33	100	66.67
counselor	0	0	100	100

The author conducted a classified survey on the abilities that the school's four types of teachers expect to be promoted in school-based training. As shown in Table 1, full-time teachers believe that "classroom teaching ability" and "research ability" are the most important abilities they consider, accounting for 95percent and 80percent respectively; all administrators believe that "the ability to coordinate and communicate with various departments" is the most important work ability, followed by "the ability to reasonably allocate teaching and other tasks", accounting for 50percent; all administrative teachers believe that "the ability to coordinate and communicate with various departments" is the most important work ability, followed by "Scientific Research Ability" and "Classroom Teaching Ability" accounted for 83.33percent respectively. No counselor considered "Classroom Teaching Ability" and "Scientific Research Ability" to be important abilities in the work. "Ability" and "the ability to rationally allocate the proportion of teaching and other tasks" are important work abilities in work.

2.2 Dilemma at work

Table 2 Stress at work

X\Y	Heavy work (percent)	Pressure from students and parents (percent)	Pressure of relationship with leaders and colleagues (percent)	Lack of time to learn (percent)	Manage classroom discipline (percent)
Within a year / Full-time teacher	0	0	0	0	0
Within a year/ administration staff	0	0	0	0	0
Within a year/ Administrative part-time teacher	0	0	0	100	100
Within a yea/ counselor	0	0	0	0	0
One to three years / Full-time teacher	42.86	0	28.57	71.43	28.57
One to three years / administration staff	100	0	50	50	0
One to three years / Administrative part-time teacher	66.67	0	33.33	100	33.33
One to three years / counselor	100	100	0	0	0.00

Three to five years / Full-time teacher	66.67	0	0	100	66.67
Three to five years / administration staff	0	0	0	0	0
Three to five years / Administrative part-time teacher	0	0	0	0	0
Three to five years / counselor	0	100	0	100	0
over five years/ Full-time teacher	150	20	20	60	30
over five years / administration staff	100	0	50	100	0
over five years / Administrative part-time teacher	100	0	0	50	0
over five years / counselor	0	0	0	0	0

The author obtains the data in Table 2 through a cross-analysis of teachers with different working hours in schools, different positions and sources of work stress. Among them, the main work pressure of teachers comes from "heavy work", "lack of time for learning", and "management of classroom discipline". Administrative part-time teachers with a working experience of less than one year believe that "lack of time for learning" and "management of classroom discipline" are the main sources of stress at work; full-time teachers who work for one to three years and three to five years are mainly stressed by "Lack of time to study", accounting for 71.43percent and 100percent; the pressure of counselors who have worked for one to three years and three to five years mainly comes from "heavy work" and "pressure from students and parents", and a small number of teachers think that there is no time To learn. Administrators who have worked for more than five years believe that the main pressure comes from heavy work and lack of time for study.

2.3 Teachers' views on the development of school-based training

The author sets in the questionnaire "Do you think it is necessary to conduct school-based training/training for teachers?", "What do you think is the frequency of school-based training activities?" and "Do you think the participation of teachers in our school-based training activities? How?" Three questions survey school teachers' views on the development of school-based training. The specific situation is shown in Table 3:

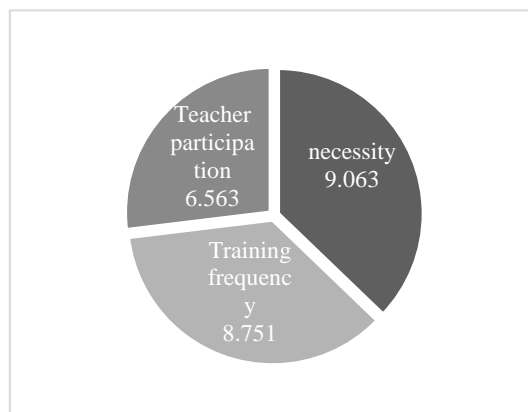


Figure 1 Teachers' views on the development of school-based training

According to Figure 1, we can know our school's teachers' understanding of the development of school-based training. The enthusiasm of teachers participating in school-based training is 65.63percent; the frequency of school-based training is 87.51percent; 90.63percent of teachers

believe that school-based training is the only way to promote teaching and working skills. This set of data shows the subjective enthusiasm of various teachers for participating in activities and the recognition of the necessary degree of training when the school organizes school-based training activities at a higher frequency.

2.4 The effect of teachers participating in school-based training

The author designed the questionnaires "What do you think are the most effective forms of professional leadership?" and "In school-based training, which of the following personnel do you think the "professional leadership" will help you the most?" 2 questions, survey Sichuan International To advertise the degree of recognition of the effectiveness of professional leading forms and professional leading subjects in school-based training by various teachers when designing school-based training activities by vocational colleges.

Due to the different positions of the survey subjects, the author conducted a cross-analysis of the professional leading forms and professional leading subjects in school-based training for teachers in different positions:

Table 3 The recognition of professional leading forms by teachers in different positions

X\Y	Theoretical study (percent)	academic report (percent)	Lecture (percent)	live teaching (percent)	Teaching professional consultation (percent)	Other (percent)
Full-time teacher	40	45	60	45	55	5
administration staff	0	50	50	75	50	0
Administrative part-time teacher	33.33	66.67	33.33	50	50	0
counselor	50	100	50	50)	50	0

Through cross-analysis, Table 3 shows the recognition of professional leadership in school-based training by four categories of full-time school teachers, administrators, part-time administrative teachers, and counselors. Among them, 60 percent of full-time teachers believe that research activities in the form of "special lectures" are most conducive to their professional development. In addition, the degree of advantage in turn is the training activities in the form of "teaching professional consultation" and "academic report"; 75percent of the administrative staff believe that "on-site guidance" is the most effective way to improve their professional ability; 66.67percent Administrative part-time teachers believe that "academic report" is the most beneficial form of research activities for their professional development, followed by "teaching site guidance" and "teaching professional consultation"; all instructors believe that "academic reports" are the most beneficial form of research activities for their majors develop.

Generally speaking, although teachers in different positions have different inclination for the form of professional guidance in school-based training, since full-time teachers, administrative part-time teachers and counselors all teach, the professional leading forms selected by these three types of personnel are mainly Concentrate on two items: "academic report" and "special lecture". The requirements for professional abilities of non-teaching administrators are quite different from those of full-time teachers, part-time administrative teachers and counselors, so they have different performances in choosing professional guidance.

2.5 Teachers' expectations for school-based training

By setting in the questionnaire, "What is the impact and significance of your ideal school-based training on your career?", "What do you think is the most important basis for the following school-based training assessments", and "You can most accept the assessment of you after passing the school-based training Form? and "What do you think should be included in the organization and management

of school-based training in our school? "Four questions, from the perspective of the main body of the training, investigated the effects of school teachers on school-based training, the organization and management model, and the three expected effects of the assessment method. As shown in the following table:

Table 4 Teachers' expectations for the effect of school-based training

Options	Subtotal	Proportion (percent)
Improve the level of education and teaching theory	50	78.13
Improve coaching ability	48	75
Enhance teachers' ethics	32	50
Improve education and scientific research capabilities	48	75
Number of valid entries in this question	64	

According to the data in Table 4, the expectations of school teachers for school-based training are mainly focused on improving the theoretical level of education and teaching, improving teaching ability and improving educational research ability, and their proportions are basically the same.

Table 5 School-based training assessment form

Options	Subtotal	Proportion (percent)
Submit paper	20	31.25
Theory test	14	21.88
Open Course of Education and Teaching	26	40.63
On-site defense	16	25
Practical skills	44	68.75
other	2	3.13
Number of valid entries in this question	64	

According to the data in Table 5, it is known that school teachers are more inclined to "performance in seminars" and "changes in teaching behavior before and after participating in the training" in the selection of the assessment basis for school-based training, rather than the frequently used "attendance rate". In the choice of assessment form, it is more hoped to judge the actual situation of training through "practical operation skills".

In general, the author has five dimensions regarding the actual needs of teachers in different positions of Sichuan International Vocational College, the difficulties in the work, the views on the development of school-based training, the effect of participating in school-based training, and the expectations of school-based training. Investigation and analysis of the specific status quo. In the follow-up training, we will analyze the causes and propose improvement measures based on the results of this current status study.

3. Analyze the problems and their causes from the perspective of Osobel's internal drive

In the psychologist Ausubel's theory, the same new knowledge has different psychological meanings in the minds of different learners through meaningful learning. Osobel divides the internal

drive of learning into three types: cognition, self-improvement and accessory drive.

Through the questionnaire survey, Sichuan International Boasting Vocational College teachers' "cognitive drive", "self-improvement drive" and "affiliated drive" for school-based training problems and the reasons are as follows:

3.1 Analyze the problems and countermeasures of teachers in school-based training from the perspective of "cognitive drive"

3.1.1 Problems of teachers in school-based training

Cognitive internal drive is the most important and stable drive for teachers to participate in school-based training, and is the internal drive for teachers to learn in order to solve problems that arise in their work. Through the questionnaire survey of teachers' participation in school-based training and "the most important ability in the job position" [1], it is learned that the full-time teachers, administrators, part-time administrative teachers and counselors of Sichuan International Boss Vocational College are not highly involved in school-based training, But because of the different needs in their respective jobs, the degree of participation is also different.

For full-time teachers, "classroom teaching ability" and "scientific research ability" are the internal driving forces to promote their learning; for administrators, if the school-based training includes "the ability to coordinate and communicate with various departments" and "reasonably allocate teaching The ability to be weighted with other jobs" can best promote their independent learning; for administrative teachers, the internal driving force for school-based training is "the ability to coordinate and communicate with various departments", "research ability" and "class teaching ability"; For instructors and teachers, "classroom teaching ability" and "scientific research ability" are not needed. "The ability to coordinate and communicate with various departments" and "the ability to reasonably allocate teaching and other work weights" are their internal needs in the work. .

To sum up, the four types of teachers in Sichuan International Boasting Vocational College have different performances on the issue of insufficient participation in school-based training. In the attitude of specific analysis of specific issues, they provide help for subsequent solutions to the problem.

3.1.2 Propose solutions from the perspective of "cognitive drive"

According to the four classifications of teachers in higher vocational colleges in this research, the full-time teachers, administrators, part-time administrative teachers and counselors are designed from their respective "cognitive drive" fields to design school-based training programs to reduce the proportion of comparison in the questionnaire. Low option items.

Designing school-based training on "classroom teaching ability" and "scientific research ability" for full-time teachers, and based on the survey results of full-time teachers in Table 6 , in the form of "special lectures" and "teaching professional consultation" that are more recognized by full-time teachers, Carry out school-based training. In the form of assessment, "practical skills" is used to determine the actual situation of the training.

3.2 Analyze the problems of teachers in school-based training from the perspective of "self-improvement drive"

3.2.1 Problems of teachers in school-based training

"Internal drive for self-improvement" is an individual's internal drive to gain corresponding status and self-esteem through the improvement of competence and work achievement[2]. It is an external motivation. In actual work, it is usually manifested as obtaining various honorary titles, titles and awards. Through the interview method, the author learned that the four types of teachers in Sichuan International Boasting Vocational College have a strong sense of honor in their actual work, but the school-led school-based training is not accompanied by any honorary recognition, and is mainly supervised by punishment. Teachers conduct school-based training.

Humanistic management scientist Rogers proposed in the 1950s that people should start from the perspective of "people" and study the nature of humans, and argued that psychology must study

human psychology from the perspective of human nature. "Self-improvement drive" starts from a humanistic perspective and truly expresses the teacher's aspirations.

3.2.2 Propose solutions from the perspective of "self-improvement internal drive"

According to the results of interviews and surveys, teachers have a greater need for honors[3]. As a school administrator, when designing a school-based training management model, teachers with better assessment results can be commended and rewarded after the training is completed, and honor certificates can be awarded and publicized throughout the school. Improve the external environment of school-based training through various methods, and promote teachers' motivation and enthusiasm for participating in school-based training from the perspective of "self-improvement of internal drive".

3.3 Analyze the problems of teachers in school-based training from the perspective of "subsidiary drive"

3.3.1 Problems of teachers in school-based training

In Ausubel's internal drive theory, "subsidiary drive" is the internal drive aimed at gaining collective approval. Unlike "cognitive drive", "affiliated drive" belongs to external motivation.

Through the investigation of the sources of teacher stress in Table 2, teachers in different positions have different sources of stress according to different working years [4]. The survey shows that the pressure of counselors and teachers who have worked for one to three years and three to five years mainly comes from "the pressure of students and parents." In the form of interviews and dialogues, the author investigated the counselor teachers of Sichuan International Boasting Vocational College. In the process of leading the class, whether he won the praise of students and parents after solving the students' problems and accidents, which is to promote the counselors to continue to learn and improve The greatest motivation [5].

3.3.2 Propose solutions from the perspective of "subsidiary internal drive"

The questionnaire survey shows that in their work, counselors most value "the ability to coordinate and communicate with various departments" and "the ability to allocate teaching and other tasks reasonably." As a school management department, first of all, it should design school-based training to enhance the professionalism of counselors, improve the ability of counselors to solve students' practical problems, and fundamentally enhance their sense of work accomplishment. In addition, we can also design "communication management" and "time management" types of school-based training for the actual work of the counselors [6], and promote the counselors to increase the participation of school-based training.

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