

Research on the Cultivation of Professional Ability of Young Teachers in Higher Vocational Colleges -- from the Perspective of the Construction Quality of Famous Teachers' Studios

Hao Dong^{*}, Wenquan Han

Shandong Vocational College of Science and Technology, Weifang, Shandong, 261053, China

*Corresponding author: 475536334@qq.com

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Abstract: With the continuous development of vocational education in China, the scale of vocational colleges is expanding. The demand for teachers continues to grow due to the rapid increase in enrollment. Therefore, a large number of young teachers enter schools to engage in teaching and scientific research. However, these young teachers lack practical experience, so it is difficult to adapt to the talent training environment of higher vocational colleges. The construction of famous teachers' studios provides a platform for the rapid growth of young teachers' professional ability and has become a key object in the construction of various vocational colleges. From the actual situation, there are still many problems in the process of building famous teachers' studios in many higher vocational colleges, which need to be improved by clarifying the work objectives, establishing contractual assessment mechanism and other methods.

1. Introduction

Different from traditional higher education, vocational education focuses on cultivating craftsman talents with skills and theories. In recent years, with the continuous expansion of vocational colleges, a large number of young teachers with master's and doctor's degrees have entered the ranks of higher vocational teachers. These young teachers have solid professional knowledge and theoretical basis, but the social experience is still shallow, and teaching experience is insufficient. There are many problems, such as thinking pattern, lack of scientific research ability. Therefore, it is difficult to meet the demand of higher vocational colleges for high-quality, high-skilled and application-oriented teachers in a short time. The establishment of the famous teacher's studio provides a platform for the young teachers to grow up rapidly and has gradually become one of the important modes for training young teachers in vocational colleges in China.

2. Problems existing in the professional growth of young teachers

2.1. Teaching theory is not deep and lacks professional spirit

Most young teachers are directly from students to teachers after graduation. Most people not only lack practical experience and teaching experience, and do not have too much time for textbook analysis, learning situation analysis, teaching method analysis, education and teaching theoretical literacy is obviously insufficient. In addition, many young teachers are faced with the problem of getting married and having children, and the heavy financial burden makes it difficult for them to devote their energy to improving their teaching and scientific research. The pressure of work and life also makes many young teachers to the boring teaching profession, lack of professionalism.

2.2. Lack of professional practical ability

After graduation, most teachers did not enter the first-line enterprises for practical training and learning, resulting in the lack of practical experience, lack of professional skills and other common phenomena. At the same time, some young teachers need to undertake student management,

administrative affairs and other work, which takes up a lot of time and energy. However, they do not know much about the production practice, industry skill standards, industry development status and prospect, which seriously affects the improvement of teaching level.

2.3. Lack of teaching skills and scientific research level

Although training in psychology, pedagogy and trial teaching is required before starting the job, these short-term trainings have little effect on the improvement of teachers' professional quality and skills. As a result, some young teachers' teaching methods are arbitrary, and teaching language is not standardized, and modern teaching technology is not applied enough. These problems restrict the healthy development of higher vocational education to a great extent. In addition, due to less practical experience, some young teachers cannot combine theory with practice in scientific research, resulting in a generally low level of scientific research.

3. The role of famous teachers' studios in the development of young teachers

3.1. Create a platform for the growth of young teachers

The establishment of the famous teacher's studio provides a platform for the long-term, rapid and healthy growth of young teachers. Solved many teachers want to learn but do not know where to learn. Here, young teachers can exchange teaching and research experience with famous teachers. By joining the famous teachers' studio, the young teachers can form a good competition environment, forming the situation that you catch up with me. In addition, the learning resources and training opportunities provided by famous teachers' studios for young teachers can effectively improve their professional level and teaching skills.

3.2. Promote the exchange of experience among young teachers

Young teachers can become members of famous teachers' studios by joining them. Its core is to promote the rapid growth of young teachers by establishing a professional development community. Members can exchange and share the issues they are interested in, establishing a model of complementary advantages and resource sharing among members, which provides young teachers with interactive opportunities. The experience sharing and exchange among the members can effectively promote the knowledge accumulation of young teachers and play a positive role in improving teaching level and scientific research ability.

3.3. Provide young teachers with opportunities for reflection

Some higher vocational colleges pay too much attention to results-oriented in teacher development and professional ability training, and lack teaching practice, reflection, practice and reflection. The famous teacher's studio is guided by excellent skills and teaching teachers. These excellent teachers can impart their own experience to the young teachers and make the famous teachers' studio a place for young teachers to learn and reflect.

4. Problems in the construction of famous teachers' studios in higher vocational colleges

The studio of famous teachers originated from western developed countries and evolved from the concept of "professional learning community". In recent years, the famous teacher's studio has become an important mode for many universities to train students or young teachers in China. Although the development of master studios in China is relatively rapid, there are many problems in the construction quality of master studios in many universities. The quality of famous teachers' studios in various universities is intermingled, and a unified standard has not yet been formed.

4.1. Formalized studio construction of famous teachers

The establishment of famous teachers' studio needs the guidance of famous teachers and the participation of young teachers. However, as a famous teacher, he needs to undertake more scientific

research tasks in daily life, so he has no time and energy to guide young teachers. However, young teachers need to undertake some administrative affairs at the beginning of their working life, and they also lack time and energy to study. To a large extent, the construction of the famous teacher's studio is a mere formality, limited to the level of meeting the task. The lack of innovative and substantive methods in the construction of master studios makes it difficult for master studios to play an effective role.

4.2. The teaching content of famous teachers is narrow

The help of master studio to young teachers depends largely on the demonstration and guidance of master. However, some colleges and universities have not given full play to the radiation benefits of famous teachers, or famous teachers are too narrow in the process of helping young teachers, limited to teaching or scientific research. In fact, a famous teacher can demonstrate, radiation and guidance of the resources are many. For example, teachers' moral cultivation, educational philosophy, skill level and so on. Therefore, we should really recognize the role of famous teachers for young teachers, especially their values and methods of learning.

4.3. Simple assessment method

The assessment of the famous teacher's studio should focus on the growth of young teachers. Some famous teachers' studios pay too much attention to quantitative assessment, which is not only bad for the growth of young teachers, but also increases the burden of young teachers. Therefore, it is necessary to establish diversified and contractual quantitative assessment indicators, and establish assessment mechanism from teaching level, scientific research level, student management level and social service level. The signing of the target responsibility should accord with the reality of the young teachers, otherwise it will appear to complete the task of fraud, deviating from the value of the teacher's studio.

5. Countermeasures to improve the construction quality of famous teachers' studios in higher vocational colleges

5.1. Make clear the construction target of famous teacher studio

Many universities regard the famous teacher's studio as one of the key construction contents. However, for the construction of the master studio should be the first clear goal. The goal here is not specific learning tasks or technical indicators, but the concept of the famous teacher's studio, or where the value lies. The concept of master studio is evolved from "professional learning community", with the purpose of giving play to the demonstration effect and radiation effect of master teachers, so as to help young teachers to grow rapidly. The key is not only to pass on the skills, expertise and experience of famous teachers, but also to better spread the moral cultivation and academic philosophy of famous teachers. Only by making clear the construction goal of the famous teacher's studio, can the work of the famous teacher's studio not be reduced to a mere formality, and can the young teachers be better helped to grow up quickly.

5.2. Strict threshold of "famous teacher"

The threshold of famous teachers refers to the selection and employment of famous teachers. A famous teacher should be a model of teachers' morality, a master of teaching, an expert of scientific research and a model of education, and an influential and well-known education expert. Different teachers can bring different spiritual food to young teachers, which is helpful to the diversified training of young teachers. Therefore, in accordance with the different stages of young teachers' growth and their interests, it is necessary to select diversified teachers according to different levels of development and professional fields. After determining the requirements and conditions for qualified teachers, qualified teachers should be recognized by means of defense and assessment. Strict access threshold of famous teachers.

5.3. Establish a contractual assessment mechanism

The assessment mechanism can play a "baton" role. The establishment of contractual assessment mechanism, the implementation of qualitative and quantitative assessment method, can make the assessment of the studio more perfect. The establishment of contractual assessment mechanism is to let the young teachers formulate their own target responsibility according to their different characteristics. As the tutor, the teacher should check whether the target responsibility of the young teacher is reasonable. The contractual assessment institution is not to increase the working pressure of young teachers, but to make each young teacher get enough attention through the establishment of contracts. Starting from the actual situation of each member, a personalized guidance plan and development goals can be formed to urge the development of young teachers.

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