

The Construction of Professional Teachers in Higher Vocational Colleges from the Perspective of Teaching Diagnosis Reform

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Abstract: The construction of teachers is a very important content in the diagnosis and improvement of teaching, while teachers have their own characteristics in the process of diagnosis and reform, and professional teachers are the most important. There are some problems in the construction of professional teachers in the process of diagnosis and reform, and the corresponding countermeasures are put forward in view of these problems. It is hoped that the research can provide some reference for the construction of professional teachers in diagnosis and reform.

Improving the quality of technical and technical personnel training is the basic task of developing modern vocational education, the key to building a modern vocational education system, and an important starting point for actively adapting to the new normal of economic development, serving the made in China 2025 and creating larger talents. We should establish a diagnosis and improvement system for teaching work in vocational colleges, guide and support schools to carry out teaching diagnosis and improvement work in an all-round way, give full play to the main role of school education quality assurance, and constantly improve the internal quality assurance system and operation mechanism. It is not only an important measure and system arrangement to continuously improve the quality of technical and technical personnel training, but also an important form for the education administrative department to strengthen the supervision during and after the event and perform the management responsibilities, which is of great significance to accelerate the development of modern vocational education.

Teachers shoulder the glorious mission and historical task of teaching and cultivating high-quality talents. It is not simple human resources, but the precious wealth of society and school. The essence of students' enrollment is to choose teachers. General secretary Xi Jinping pointed out: "a person who meets a good teacher is lucky in life. A good teacher in a school is a glorious school. A nation's everfount and continuous generation of good teachers is the hope of the nation." Therefore, a good higher vocational college should first build and develop a team of teachers. Teachers' diagnosis and reform is one of the most important contents in the process of diagnosis and reform. Therefore, the whole school attaches great importance to it. In addition, the school's exploration and research in recent years should have a set of standard methods and systems for the construction of professional teachers' team, hoping to achieve the purpose of promoting the

development of the school and the promotion of teachers' team through diagnosis and reform.

1. Characteristics of Teachers' Development In the Process of Diagnosis and Treatment

In order to stimulate teachers' endogenous motivation, face the future and promote teachers' effective development, the core lies in the development standards of teachers formulated at the school level.

1.1 Highlight the Requirements of Teachers' Ethics.

First of all, teachers should improve the level of professional ethics, enhance the sense of responsibility and mission of teaching, practice the core values of socialism, and have firm ideals, beliefs and moral sentiments. Now, the construction of teachers' morality and style has become the most important indicator for us to evaluate and assess teachers. Whenever the construction of teachers' morality is always the first.

1.2 Emphasize the Student's Dominant Position.

The two main bodies of the school, teachers and students. To emphasize the main position of students requires teachers to have benevolence, respect students, care for students, give full play to students' initiative, provide students with appropriate education, and promote the active and personalized development of each student.

1.3 Emphasize Practical Ability.

Teachers are required to have solid knowledge, combine subject knowledge, education knowledge and education practice, constantly explore, improve education and teaching work, and improve education and teaching ability. In particular, vocational colleges require teachers to have the characteristics of "double teacher type", the outstanding is the practical characteristics. Not only students should have practice, but teachers should have such ability first.

1.4 Reflect the Characteristics of the Times.

Teachers are required to take the initiative to adapt to the requirements of economic and social development and education, constantly optimize the knowledge structure, improve cultural accomplishment, and become a model of lifelong learning. With the development and changes of the times, teachers must be the forerunners of education so as to cultivate qualified successors that meet the requirements of the times.

2. Problems in the Construction of the Teaching Staff of the Medical Reform Specialty

2.1 Unreasonable Structure of Teachers

Due to various historical reasons, the teacher-student ratio of private higher vocational colleges is far from the evaluation standard stipulated by the state. Especially in recent years, private higher vocational colleges have sprung up with rapid professional development and fierce competition among students, resulting in a

serious shortage of teachers in many private higher vocational colleges. For this reason, the school began to recruit a large number of teachers temporarily. As long as it can meet the basic requirements, it can be used first, without considering the age structure, educational background structure and professional title structure of teachers, without forming a reasonable structure of teachers' echelon, which is not conducive to the overall development planning of the school.

2.2 Unstable Teaching Staff

Some higher vocational colleges emphasize scale effect and low-cost operation, especially private vocational colleges, which results in the "administration" in management mode, the general lack of humanistic spirit in employment, and the lack of good evaluation and distribution mechanism in Professional Title Evaluation and salary performance. In addition, the instability of students and the fierce competition of high-quality resources in private higher vocational colleges make the teachers with high professional titles and high academic qualifications flow to undergraduate colleges or other high-quality vocational colleges, which results in the instability of teachers.

2.3 Unbalanced Professional Development

Most vocational colleges attach great importance to scale development, especially private vocational colleges. In the fierce market competition, in order to meet the professional needs of candidates, they have formed the reality of planned enrollment and unplanned specialty. In this way, some popular majors expand rapidly, accounting for half of a school, and even some schools have a single number of students, which will cause great pressure on employment, teachers, internship and training. At the same time, once the ability of sustainable development of popular majors is insufficient, it will cause huge loss of adults and money.

2.4 Imbalance of Part-Time Teachers

Due to the unstable enrollment and large number of specialties, private vocational colleges have certain demand for part-time teachers. However, there is no unified standard and evaluation system for part-time teachers. Instead, they are employed randomly according to the existing needs of the school, regardless of the title, education background, quantity and ability of teachers. As long as they are employed by external part-time teachers, it is OK. This is not only unable to fundamentally solve the needs of the school for teachers, sometimes it may play the opposite role, making the teachers feel that part-time teachers are more relaxed and the project fees are higher.

2.5 Large Teaching Workload and Low Level of Scientific Research

The professional teachers are different from the public teachers, especially some small majors. In order to save the achievements of school running, some teachers' professional curriculum workload is very large. For example, in order to complete the work, each full-time teacher needs to attend 20 class hours / week, and according to the average of 4 class hours / week, at least 5 courses are required. Plus some teaching

and research activities, there is no time to concentrate on the research of teaching methods, which makes it difficult to improve the teaching level. Only some competent teachers can do scientific research, and only send out papers. Even some young teachers can't write papers, write project applications, and there is no time for heavy teaching tasks to study how to do scientific research well, resulting in weak overall scientific research ability.

3. Countermeasures for the Construction of the Teaching Staff of the Medical Reform Specialty

3.1 Reasonable Teacher Structure

The introduction and training of teachers should focus on the long-term development of the school, not only on the local and current needs, but also be conducive to the echelon construction and the overall team advantage, so as to achieve sustainable development. The introduction and training of teachers should be measured from the perspectives of age, education background, professional title, specialty, and proportion of full-time and part-time. It is necessary to not only highlight the characteristics of vocational colleges, but also enhance the connotation construction of schools. The introduction of teachers should be as high as possible, so as to save the cost of training teachers, attract excellent teachers, and improve the overall quality of teachers; the training focuses on internal teachers, so that the school can better stabilize the teaching staff.

3.2 Stabilize the Teaching Staff

The stability of the teaching staff in higher vocational colleges is the key foundation for the training of students. We should not only retain people with feelings, but also retain people with career, so that teachers can have a sense of achievement in their professional development. There are three ways to stabilize the teaching staff in Higher Vocational Colleges: first, to increase investment and establish a reasonable and effective interest driven mechanism, such as special subsidies for the promotion of academic qualifications and professional titles; second, pay attention to actual performance, build a scientific and reasonable assessment system, take performance, innovation ability, teaching reform, professional construction, practical training and practice base construction as the basis for Professional Title Evaluation and promotion assessment; third, establish a systematic training mechanism, such as teacher's on-the-job training, professional skills training, teaching reform, curriculum construction, teachers' morality and style of training projects.

3.3 Establish A Reasonable Professional Development Structure

Specialty is the carrier to support the school's development goal and talent training orientation. It connects curriculum, teachers and students, and specifically embodies the quality, ability and level of talent training. Due to the "regional" and "industrial" characteristics of higher vocational colleges, professional personnel training should not only meet the needs of national and social development, but also meet the school's

positioning and development goals. It is necessary to timely adjust the major, predict the future teacher gap through professional adjustment, and optimize teacher resources.

3.4 Establish Excellent External Part-Time Team

Vocational colleges should conduct in-depth investigation and research in all specialties, and do a good job in the appointment and management of external part-time teachers on the basis of existing professional teachers. According to the needs of each major, the external part-time teacher resource base shall be established, and the employment conditions and procedures shall be strictly enforced, so that the external part-time teachers in the resource base can meet the development needs of each major in terms of age, structure, educational background structure, professional title structure and professional structure, and ensure the reasonable optimization of the overall structure of each professional teacher.

3.5 Improve Teachers' Teaching and Research Level

In order to improve the teaching level of professional courses, vocational colleges should first carry out professional skills training to improve the level of professional skills; secondly, carry out the old to bring the new, pass on, help and lead, encourage young teachers to learn from the old teachers more, and the old teachers should also impart their own experience free of charge, learn from each other and improve; thirdly, encourage young teachers to participate in more teaching competitions to improve the teaching level; at last, the innovation of scientific research is based on the summary of our daily teaching work. Through scientific research, one can reduce the workload, and the other can apply the latest scientific research achievements, new knowledge and new achievements we have mastered to the teaching and improve the level of teaching and scientific research.

The training of professional teachers in vocational colleges is the key to improve the level of vocational colleges, and it is also one of the five major contents in the medical reform. In view of the problems exposed in the construction of professional teachers in the process of the current diagnosis and reform of vocational colleges, vocational colleges should, on the basis of full combination with themselves, make unremitting efforts to improve the construction of professional teachers, stabilize teachers, integrate professional structure, establish external teachers and improve the level of teaching and scientific research, so as to improve the training efficiency of professional teachers in vocational colleges.

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