

The Connotation, Dilemma and Path of Teachers' Teaching Team Construction in Higher Vocational Colleges in the New Era -- Based on the Consideration of Cooperative Culture

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Abstract: This paper will deeply explore the connotation, difficulties faced by teachers in higher vocational colleges and the ways to deal with them, aiming to provide practical references for higher education administrators and educators to promote the cooperative development of teaching teams and improve the overall teaching quality, so as to better promote the overall growth and development of students. Under the background of the new era, the construction of teachers' teaching team in higher vocational colleges is not only the key to improve teaching efficiency and quality, but also an important way to adapt to the renewal of educational ideas and the diversification of teaching methods.

Keywords: New era; Higher vocational colleges; Teacher teaching team building; cooperative culture

Introduction:

In the new era, the construction of teachers' teaching team in higher vocational colleges is particularly important in adapting to the contemporary educational challenges, which has far-reaching significance and extensive influence. With the continuous renewal of educational ideas and the diversification of teaching methods, the teaching team of teachers has changed from the traditional role of knowledge imparting to the core driving force of school development. This transformation is not only the innovation of teaching content and methods, but also the redefinition of the cooperation model and organizational form of educators. In the context of modern education, the teaching team of teachers must have diversified professional knowledge and skills to cope with the changing educational needs and individual differences of students. Through teamwork, teachers can share teaching resources, exchange teaching experience, and pool their ideas to improve the overall teaching level and education quality. The teaching team construction of teachers in higher vocational colleges should also pay attention to cultivating the spirit of cooperation and team consciousness, so that each teacher can find his own role and value in the team. In short, the construction of teachers' teaching team in higher vocational colleges in the new era is not only a necessary measure to adapt to the contemporary educational challenges, but also an important engine to improve the quality of education and promote the sustainable development of schools. Through continuous improvement and innovation of team building mechanism, higher vocational colleges can provide students with more quality and diversified educational services to help them achieve greater success in their future career path.

1. Connotation of teachers' teaching team construction in higher vocational colleges in the new era

In the contemporary education pattern, the connotation of teachers' teaching team construction in higher vocational colleges has changed significantly, reflecting the dynamic needs of the new era. The construction of teachers' teaching team in higher vocational colleges emphasizes the culture of cooperation and requires educators to work together to strengthen teaching methods, curriculum design and student support mechanism. This paradigm shift recognizes the interconnectedness of vocational college teachers and emphasizes the role of cooperation rather than individualism.

To cultivate a strong teaching team is the key to the development of higher vocational colleges. In addition to pure teaching collaboration, teaching teams are catalysts for many improvements within the education ecosystem. The teaching team can provide diverse perspectives, innovative approaches and personalized support that directly impact student learning outcomes. Through collaborative programs and joint evaluations, teachers can cater to different learning styles and meet individual needs more effectively.

The construction of teaching team improves the overall teaching level of educators. By participating in mentoring programs and professional development programs, teachers can improve their teaching skills, integrate with emerging technologies, and keep up with educational trends. This collective pursuit of excellence fosters a culture of lifelong learning and intellectual growth among faculty and staff, ultimately enhancing their ability to inspire, motivate, and engage students.

In essence, the connotation and significance of teaching team construction in higher vocational colleges highlight the transformative potential of cooperative culture in shaping the educational pattern in the new era. Through cooperation, innovation and joint development, the teaching team can enhance the educational effect, enrich the student experience, and promote the continuous development of higher vocational colleges.

2. The dilemma of teachers' teaching team construction in higher vocational colleges in the new era

2.1 The dilemma of cooperation culture in the construction of teachers' teaching teams in higher vocational colleges

In the contemporary educational environment, the dilemma of cultivating cooperative culture in the construction of teaching team in higher vocational colleges brings great challenges. The transition to a collaborative framework is often hampered by entrenched traditional teaching models. In many Settings, the dominant culture prioritizes individual autonomy and expertise and discourages collaboration and interdisciplinary collaboration. This reluctance to embrace new models hinders the development of cohesive teaching teams and stifles innovation in pedagogy.

In addition, disciplinary barriers and integration problems between different disciplinary groups exacerbate the dilemma of cooperative culture. In teaching practice, teachers from different disciplines may encounter difficulties in adjusting their methods, objectives and evaluation criteria. These disciplinary silos not only limit the cross-pollination of ideas, but also hinder the well-rounded development of students, who need a multidimensional understanding of complex issues. Overcoming these disciplinary barriers requires active measures to promote mutual respect, communication and a collaborative role among educators from different backgrounds.

Addressing the dilemma of a collaborative culture in teaching team building requires a shift to collaborative professionalism, in which educators prioritize collective goals, shared values, and interdisciplinary dialogue. By going beyond traditional boundaries and fostering a culture of collaboration, vocational colleges can leverage the expertise of their faculty and staff to innovate pedagogy, enhance the learning experience for students, and advance educational outcomes for a new era.

2.2 The challenge of humanistic care in the construction of teachers' teaching team in higher vocational colleges

In the contemporary pattern of higher education, the challenge of integrating humanistic care into teaching team construction is a huge obstacle. Striking the delicate balance between personal growth and team development is a key conundrum. While educators aspire to personal professional advancement and development, fostering a spirit of collaboration requires prioritizing common goals. This tension between individual ambition and collective responsibility highlights the need to foster a culture of mutual support, empathy and solidarity among teaching teams. Through mentoring programs, peer support networks, and reflective practices, educators can address this challenge and foster a sense of belonging and camaraderie in their teams.

The unbalanced distribution of teaching resources intensifies the challenge of humanistic care in the construction of teaching team. In many academic vocational colleges, differences in funding, facilities, and recognition have created inequalities among faculty and staff, undermining morale, cohesion, and collaboration. Addressing these gaps requires proactive measures to promote equity, transparency and inclusiveness in resource allocation processes.

3. The construction path of teachers' teaching team in higher vocational colleges in the new era

3.1 Construction path based on cooperation culture

In the new era, it is imperative to open up a construction road for teachers' teaching teams in higher vocational colleges rooted in

cooperative culture. Establishing common goals for the team is a fundamental step in promoting collaboration. By aligning individual goals with collective goals, educators can foster a sense of purpose, unity, and collective effectiveness in the teaching team. This shared purpose not only guides strategic planning and decision-making, but also fosters a sense of belonging and ownership among team members.

The establishment of interdisciplinary cooperation mechanisms has a direct role in leveraging the diverse expertise and perspectives of teachers in different disciplines. By breaking down disciplinary silos, higher vocational colleges can promote innovation, creativity and a holistic approach to teaching. Conducting interdisciplinary workshops, collaborative research projects and joint teaching programs can promote knowledge exchange, skill sharing and mutual enrichment among educators. In addition, the establishment of platforms for interdisciplinary dialogue and cooperation promotes openness, inclusiveness and intellectual curiosity among teaching teams, ultimately improving the quality and efficiency of higher education in the new era.

3.2 Promoting the development of humanistic care

In order to meet the needs of the new era, it is very important to cultivate humanistic care in the teaching team of teachers in higher vocational colleges. An effective strategy is to establish comprehensive training programs designed to foster teacher growth and teamwork. These programs should not only focus on improving teaching skills, but also emphasize developing interpersonal skills, such as empathy, active listening, and conflict resolution. By providing opportunities for professional development and skill upgrading, vocational colleges can make educators more effective collaborators, mentors, and advocates for student welfare.

Regular meetings and workshops are encouraged to facilitate knowledge sharing, idea generation and collaborative problem solving. By fostering mutual support among educators, vocational colleges can create a supportive ecosystem where teachers feel valued, respected, and empowered to contribute meaningfully to the collective mission. In addition, fostering open dialogue and constructive feedback channels fosters a culture of trust, transparency and continuous improvement within the teaching team, ultimately improving the overall quality and efficiency of higher education in the new era.

3.3 Innovating teaching management models

With the development of higher education in the new era, the innovation of teaching management mode is very important to improve the efficiency of teachers' teaching team in higher vocational colleges. The introduction of advanced teaching management tools and techniques is a key step in this direction. By leveraging digital platforms, learning management systems, and data analysis tools, vocational colleges can streamline administrative processes, facilitate real-time monitoring of student progress, and personalize the learning experience. In addition, incorporating immersive technologies such as virtual reality and gamification can facilitate participatory, interactive and experiential learning, enriching the teaching environment and catering to different learning preferences.

Creating incentives to motivate teachers and inspire creativity is critical to fostering a culture of innovation and excellence in the teaching team. Recognizing and rewarding exemplary teaching practices, research contributions, and professional development initiatives not only incentivizes educators to strive for continuous improvement, but also strengthens a culture of meritocracy and accountability. In addition, the availability of research grants and opportunities for collaborative projects can stimulate experimentation, research and interdisciplinary collaboration, fostering a vibrant learning environment. By adopting innovative teaching management models and stimulating creativity, vocational colleges can empower their teaching teams to adapt, innovate and thrive in the evolving higher education environment.

4. Conclusion

The construction of teachers' teaching team in higher vocational colleges is an inevitable choice to meet the educational needs of the new era. Emphasizing the culture of cooperation, interdisciplinary cooperation and humanistic care is the key to solving the dilemma. Innovative teaching management mode will improve team efficiency. By emphasizing the culture of cooperation, interdisciplinary cooperation and humanistic care, and innovating the teaching management model, the faculty team can constantly adapt to changes and innovative development, and provide better education services for higher education. This not only helps to improve the quality of education, but also lays a solid foundation for students' overall development and career success.

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