

On the System of Pre-service Education and Re-education of Computer Teachers in Secondary Vocational Schools

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Abstract : In the vocational education system, whether it is secondary vocational education or higher vocational education, excellent teachers can better cultivate the skill-based application talents in line with the background of the new era. So improve the quality of teachers, pay attention to the quality of teachers. Under the background of intelligence, the development of computer specialty in secondary vocational colleges is the foundation of the development of all skilled personnel. This paper expounds the problems faced by pre-service education and re-education of vocational teachers and their solutions.

Keywords : Secondary Vocational Colleges; Computer Science; Pre-service Teacher Education; Vocational Teacher Re-education

1. Introduction

Under the background of modernization, the rapid development of China's industry is inseparable from skilled application talents, while secondary vocational colleges aim to cultivate students with certain basic knowledge reserve and professional knowledge and skills. Secondary vocational schools can be divided into technical schools and vocational schools, technical schools are mainly hands-on; Vocational schools focus more on learning theory. In order to enable the computer students in secondary vocational colleges to keep pace with The Times, the development of teacher quality in secondary vocational colleges is the primary task of current vocational education.

2. Development of computer majors in secondary vocational colleges

2.1 Rapid replacement, continuous self-learning

Computer Science is divided into hardware and software, basic algorithmic structure and programming language, front-end framework and back-end Api, visual design Ui and so on. Computer Science Majors have always been popular with students with high salaries and employment. In Vocational Colleges, we have only learned the basic theoretical knowledge, which is quite different from the real job demand. As a result, computer science majors have become more self taught, and as the Internet has grown, both teachers and students have been able to learn through online learning software such as moocs, online classrooms, and Coursera.

2.2 Solid theoretical foundation, strong sense of spatial logic

The computer major is a very broad category, and the computer major is a cross-discipline derived from various disciplines. Although computer software is ever-changing, it is ever-changing. As long as you master basic subjects such as basic language, data structure and operating algorithm, you can master it, for the secondary vocational school computer professional students to cultivate solid knowledge in order to better provide a basis for follow-up development.

3. Status quo and measures of pre-service education for secondary teachers

3.1 Unclear objectives of talent training

With the development of education in our country, the reform of higher education is changing from three-level teachers' training to two-level teachers' training, and there is a tendency to develop to one-level teachers' training. Therefore, the level of

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running education and teaching has been gradually raised, the separation of teacher training and teacher training is improving, and teacher education is gradually forming a new trend of integration. At present, the curriculum goal of normal university students' training is not clear enough, the pre-service teachers' teaching ability is insufficient, and the on-campus teaching can not be fully adapted.

Precise talent training goal is the first premise of the development of education and teaching. First of all, we should invite the top talents and technical talents of vocational education at home and abroad, and plan the training needs of pre-vocational teachers. Thirdly, pay attention to the needs of vocational education students, so that vocational teachers can formulate vocational development goals in line with the humanities and emotional morality, knowledge and skills level of vocational education students. The heavy task of teachers is also the main problem of talent training goal. The evaluation of professional titles and other problems, resulting in teachers can not study meditation teaching. Training pre-service teachers only read the book, do not understand innovative skills and communication. Especially for the training of pre-service teachers, more attention should be paid to their practical ability, book knowledge timely with the new generation, reduce the pre-service teachers in the teaching of equipment, and enhance the practical ability.

3. 2 Disconnection between curriculum theory and practice

At present, the training of pre-service teachers' professional ability mainly depends on what they have learned in class, but the unified teaching content does not distinguish pre-service teachers in primary school, junior middle school, senior high school and Vocational School. The pre-service teachers do not have enough running-in when they enter vocational colleges, and their teaching ability is limited. Ordinary schools generally only require the mastery of theoretical knowledge, and vocational colleges also need to master the practice of professional knowledge.

Therefore, the standardized training of teachers' professional skills and the participation of teachers' professional skills competitions during the university period can provide more opportunities for pre-service teachers to practice and give lectures. In the training of pre-service teachers who are interested in vocational education, the whole course of practice teaching includes three aspects: probation, study and practice. Every academic year or semester arranged educational internship, study, normal students can get timely feedback. During the internship, students can combine their own theoretical knowledge, listen to teachers' opinions to improve their own deficiencies, normal students' language skills, communication skills, professional development and other aspects will have a good progress. The normal students of vocational education need not only to cultivate their basic knowledge level, but also to cultivate their skill level, to study and improve their professional skills and teaching skills.

3. 3 Unclear development of vocational education planning

In the era of the rapid development of the Internet, the development of vocational teachers put forward higher requirements. To meet the country's educational needs requires a concerted effort, said Mr. Huang Yanpei, the father of the vocational education. Vocational education depends not only on the education sector, but also on the financial sector, the business sector and other institutions. From this we can see that there is a great difference between normal students in the traditional sense and those in the vocational education, "Vocational education trains a craftsman's teacher," said Premier Li Keqiang, "Who must pass on the skills of the profession as a teacher and the spirit of the craftsman as a teacher." To develop good vocational education, it is an urgent matter to cultivate excellent vocational teachers. First of all, the government issued relevant policies "1+ X", "Double-qualified" to ensure the quality of vocational teachers. Secondly, according to different regional and regional problems, vocational education can be improved by training free normal students and establishing helping action with colleges and universities.

3. 4 Teachers' moral education is not high

Moral Education of teachers is conducive to the effective development of scientific research and social service in colleges and the smooth implementation of cultural inheritance, to the improvement of the comprehensive competitiveness of colleges and universities, and to the achievement of the objectives of talent cultivation and development in colleges and universities. General Secretary Xi Jinping has proposed that teachers in the new era should be teachers with moral sentiments and benevolence, so schools should strengthen the training of pre-service teachers' ethics in such aspects as daily curriculum, celebrity slogans, cultural publicity and conducting lectures. In the period of teachers' re-education, we should strengthen the teacher's moral guidance education to promote in-service teachers' re-education by making students' evaluation, teachers' mutual evaluation, parents' evaluation and all parties' evaluation participate in the final evaluation.

4. Problems and countermeasures of secondary vocational teachers' re-education

4.1 The re-education policy system is unreasonable

In our country, the re-education of teachers has not been paid attention to, there is no long-term training plan, can not form a complete teacher life-long system. Vocational Education requires competence training as a teaching center and practical skills as a teaching feature. Governments and regions should establish a sound re-education system for vocational teachers in order to promote the economy and people's livelihood of the country and society; The reasonable reward, punishment and evaluation system will promote the healthy development of vocational teachers, and the reasonable training policy and evaluation policy will make the re-education of vocational teachers develop effectively.

4.1.1 Re-education and training mechanism for secondary vocational teachers

The training mechanism of teacher re-education is very effective, but there are still some problems. For example, the lack of long-term planning, systematic training methods and vocational education in the unique technical knowledge behind and so on. First, the lack of secondary vocational education long-term planning. Japan, the United States, Germany and other developed countries lead China in vocational education, but blindly follow the footsteps of developed countries can not effectively improve the vocational education, but should refer to China's national conditions and conditions based on theoretical planning. Second, the secondary vocational education lacks a systematic training method. Lack of systematic training teachers, there is no systematic training content. Teachers go for re-education and retraining to acquire better skills and knowledge, but it is difficult to refer to the vocational education for the content of the training, therefore, the re-training form of vocational teachers should organize deep learning between teachers and excellent employees of enterprises. The author thinks that school-enterprise cooperation is not only the learning technology among students, but also the technical learning of teachers. Third, vocational education and training lack of pertinence. To sum up, teacher retraining itself is a problem, so there is a greater difference between the results and assumptions of teacher retraining in the relatively small vocational education. So we need to tailor our training to the people we're training, and we need to start talking about policy, not policy.

4.1.2 Assessment and evaluation system for secondary vocational teachers' re-education

Reasonable and effective assessment mechanism is also an effective means to promote teacher re-education, through the establishment of rules and regulations to carry out strict supervision of teacher re-education. Establish a reasonable evaluation system, vocational teachers regularly concentrated training and re-training to the enterprise, through the assessment, competition in the form of accumulated points, qualified for evaluation, evaluation title. The training of vocational teachers to enterprises is an important part of the development of vocational education.

4.2 Teachers are tired of teaching

At present, normal education is mainly based on academic qualifications, papers and scientific research, which is not conducive to the development of teachers' vocational education ability. Teachers have too many tasks to do and are too busy with the assessment system to retrain them. In-service teachers can go out to study, participate in the teacher skills contest and practice to improve technical knowledge in practice. First of all, the idea of vocational education in developed countries is not entirely suitable for our vocational education, but we can go deep into the local cultural policy by going out for further study and so on. Can also with domestic universities, brother colleges and other exchanges and help activities, through the absorption of experience and technology to improve their own experience. Beijing, Shanghai and other places have begun to pilot the cross-district teacher rotation policy, which will help school teachers learn from each other, bringing new experience and new skills. Secondly, the local government enterprise school co-organized a teacher skills competition, not only from the internal promotion of Teachers' own enthusiasm for development, but also through the competition communication and other ways to use outside forces to promote teacher retraining. Finally, the school-enterprise partnership. The vocational education has always emphasized "Integration of industry and education, cooperation between schools and enterprises". This is not only for schools and students, but also for teachers. As for the re-training of vocational teachers, it is a good policy to train and promote "Double-qualified" teachers in vocational education, because it is a good policy to employ enterprise teachers to optimize the structure of teachers and to construct "Double-qualified" teachers. Therefore, a large number of vocational teachers to promote enterprise practice to the first-line post management positions to enhance the technical knowledge and skills of teachers.

5. Conclusion

At present, the development goal of vocational education in our country is to train innovative and skilled talents, so we should equip a high-quality team of vocational education. It is still a process of crossing the river by feeling the stones for teachers' reform

in our vocational education. We should learn from the experience of other countries and create our own way of vocational teachers' development according to our national conditions and policies. In order to solve the problems of the computer teachers in secondary vocational schools, it is urgent to carry out effective policies for the pre-service education and re-education of vocational teachers. For the pre-service teachers, we should set a reasonable curriculum, ensure the training goal, emphasize the teacher ethics education, for the teacher re-education stage, we should focus on reforming the training system, assessment mechanism and so on. The reform of vocational teachers can better provide the Chinese Dream with a solid guarantee of technical talents.

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