

Research on the Construction of Teaching Innovation Teams for Teachers in Local Higher Vocational Colleges under the Background of Quality Improvement

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Abstract: Under the background of quality improvement, the construction of teachers' teaching innovation team can improve the level of teachers in local higher vocational colleges, help students master vocational skills, and promote the coexistence and development of local higher vocational colleges and enterprises. However, there are still problems such as weak sense of teamwork, urgent need to improve the level of teachers, and urgent need to improve the evaluation system, which restricts the construction of teachers' teaching innovation teams in local higher vocational colleges to a certain extent. Based on this, under the background of quality improvement, local higher vocational colleges need to help teachers enhance the sense of teamwork, improve the teacher training mechanism, and improve the evaluation and incentive system, so as to effectively accelerate the progress of teaching innovation team construction for teachers in local higher vocational colleges.

Keywords: Quality improvement; Local higher vocational colleges; Teaching innovation team for teachers

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1. Introduction

In September 2020, nine departments including the Ministry of Education and the Ministry of Human Resources and Social Security jointly formulated the "Action Plan of Quality Improvement of Vocational Education (2020-2023)", sounding a new "horn" for the high-quality development of vocational education in China. With the implementation of the action plan of quality improvement, the construction of teaching innovation teams for teachers in local higher vocational colleges is showing a good trend. In this situation, the construction of teaching innovation teams for teachers in local higher vocational colleges is conducive to deepening the supply side structural reform of vocational education, improving the quality of talent cultivation in school enterprise cooperation, promoting the coexistence and development of local higher vocational colleges and enterprises, and laying the foundation for deepening the integration of industry and education. However, under the background of quality improvement, the construction of teaching innovation teams for teachers in local higher vocational colleges still faces practical problems such as low quality of teachers and relatively single teaching methods, which are difficult to meet the needs of the construction of teaching innovation teams for teachers. In view of this, the article elaborates on the value significance, practical difficulties, and practical paths of the construction of teaching innovation teams for teachers in local higher vocational colleges under the background of quality improvement, in order to provide useful references for promoting the construction of teaching innovation teams for local higher vocational college teachers.

2. The practical significance of teachers' teaching innovation team construction in local higher vocational colleges under the background of quality improvement

In the context of quality improvement, the construction of teaching innovation teams for teachers in local higher vocational colleges is a key strategic action to do a good job in ideological and political education and improve the quality of talent cultivation. On the one hand, the construction of teachers' teaching innovation team in local higher vocational colleges is a necessary means to comprehensively deepen the integration of industry and education, which is conducive to deepening the supply-side structural reform of higher vocational education and improving the level of teachers in local higher vocational colleges. At the same time, the construction of teaching innovation teams for teachers in local higher vocational colleges can help improve the quality of talent cultivation between local higher vocational colleges and cooperative enterprises, improve the mechanism for jointly cultivating vocational students between schools and enterprises, and lay the foundation for achieving the ability of vocational students to match the development requirements of enterprises. On the other hand, the construction of teachers' teaching innovation team in local higher vocational colleges is a necessary means to serve the whole people's lifelong learning, which is conducive to building the whole people's lifelong learning system, building a high standard, high level and high quality teaching staff of higher vocational colleges, and effectively improving the level of the national higher vocational teachers' team.

3. The Realistic Dilemma of the Construction of Teaching Innovation Teams for Teachers in Local higher Vocational Colleges under the Background of quality improvement

3.1 Weak sense of teamwork

In the process of building teaching innovation teams for teachers in local higher vocational colleges, some teachers have not yet realized the significance of teaching innovation team cooperation and lack team collaboration enthusiasm. They have strong individualistic concepts and tend to design and implement teaching independently. At the same time, in the process of building the teaching innovation team of teachers in local higher vocational colleges, some teachers have problems such as poor communication, untimely and inaccurate information exchange, which leads to difficulties in understanding and cooperation among members. In addition, some teachers lack strong collaborative ability and teamwork skills, resulting in unclear division of labor and unclear responsibilities among team members, and poor cooperation effectiveness among members, which has had a negative impact on the construction of teaching innovation teams for teachers in local higher vocational colleges.

3.2 The quality of teachers needs to be improved

Under the background of quality improvement, the construction of teachers' teaching innovation team in local higher vocational colleges puts forward higher requirements on teachers' ability, and requires higher vocational teachers to accelerate the transformation of work philosophy and optimize management mode. However, currently, there are still shortcomings in the teaching of teachers in local higher vocational colleges, which cannot meet the needs of talent cultivation and enterprise development. Specifically, some vocational teachers have weak teaching abilities and lack theoretical knowledge and practical experience in promoting the integration of industry and education. Their professional qualities urgently need to be improved. Some local vocational colleges still apply traditional teaching models, resulting in a single and tedious teaching method. In addition, in the process of promoting the construction of the teaching innovation team of teachers in local higher vocational colleges, some higher vocational teachers attach too much importance to the theoretical knowledge of teaching, and ignore the vocational skills training of students to a certain extent, resulting in insufficient practical experience of students' skills, which cannot effectively match the development requirements of the industry, and it is difficult to effectively promote the high-quality development of higher vocational education.

3.3 The evaluation system needs to be improved

In the context of quality improvement, local higher vocational colleges should improve the evaluation and incentive system to promote the construction of teacher teaching innovation teams. However, currently, China has not issued specific regulations and has not standardized and unified the evaluation criteria of the local higher vocational college teachers teaching innovation team. Specifically, the current customized standards of local higher vocational colleges mainly focus on the surface level of teacher teaching innovation team construction, and some local higher vocational colleges have not formulated scientific and reasonable incentive standards, resulting in unclear tasks of team members and unclear operating mechanisms. In short, the construction of teachers' teaching innovation team in local higher vocational colleges still faces problems such as incomplete evaluation system and imperfect evaluation standards, which hinder the high-quality development of higher vocational education.

4. The practice path of teachers' teaching innovation team construction in local higher vocational colleges under the background of quality improvement

4.1 Enhance the sense of teamwork

On the one hand, local higher vocational colleges should widely publicize the significance and importance of teachers' teaching innovation teamwork, so as to effectively improve teachers' cognition and emphasis on teamwork. At the same time, local higher vocational colleges need to strengthen systematic training, so as to improve teachers' cooperation ability and cooperation skills, and effectively solve the problems such as lack of teamwork awareness and poor communication among higher vocational teachers. On the other hand, local higher vocational colleges should build and improve diversified communication platforms, strengthen communication and information exchange among higher vocational teachers, effectively promote the construction of teachers' teaching innovation team, strengthen the docking of professional and industrial needs, as well as the docking of curriculum content and professional standards, so as to constantly improve the overall level of teachers' teaching innovation team construction.

4.2 Improve the teacher training mechanism

Under the background of quality improvement, the construction of teachers' teaching innovation team in local higher vocational colleges needs to establish and improve the talent training mechanism and constantly improve the level of teachers. On the one hand, local higher vocational colleges should build a multi-level teacher training system, train young, middle-aged and old teachers from three aspects: teaching style, teaching concept and teaching skills, gradually improve teachers' management level and skill teaching ability, and solve the problems of lagging teaching level and single teaching mode. On the other hand, local higher vocational colleges need to deeply cooperate with enterprises, promote the exchange of school and enterprise personnel, establish a "mobile post" mechanism for personnel, and improve the talent organization structure. Local higher vocational colleges should go to enterprises for investigation and assessment, and take teachers' performance in the process of enterprise practice learning as the basis for their promotion and title evaluation, so as to enhance teachers' cognition of enterprise culture and skill practice.

4.3 Improve the evaluation and incentive system

Under the background of quality improvement, local higher vocational colleges should improve the evaluation and assessment system, and promote the construction of teachers' teaching innovation team. On the one hand, the construction of teachers' teaching innovation team in local higher vocational colleges needs to build a hierarchical rating system and pay attention to multiple evaluation and hierarchical classification evaluation. Local higher vocational colleges should improve the evaluation and incentive system, optimize the long-term and short-term teaching assessment, and achieve full index assessment, so as to improve the enthusiasm of teachers and bring positive contributions to the construction of teachers' teaching innovation team. On the other hand, local higher vocational colleges should build a supervision system, set up an assessment department of evaluation supervision, grasp the progress of teachers' teaching innovation team construction by means of phased assessment and random inquiry, and compile evaluation and assessment reports for evaluation and incentive, so as to effectively promote the construction of teachers' teaching innovation team.

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