

Research on the Cultivation of College Ideological and Political Teachers Based on the Cultivation of Professional Core Competence

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Abstract: As far as universities are concerned, their school-running mode and personnel training objectives are different from those of ordinary undergraduate universities, and they have certain particularities in personnel allocation, work development and system guarantee, and they are facing more practical challenges. IPE (ideological and political education) course is a key course to implement the fundamental task of cultivating people by virtue, a main means for students to learn IPE knowledge and an important way to guide students to establish correct ideological values. When universities carry out IPE, they should adapt themselves to the situation, advance with the times and innovate with the times, which also puts forward higher requirements for IPE teachers. In view of the above problems, this paper puts forward some suggestions to improve teachers' political and professional quality through multiple channels, adjust, equip, stabilize and optimize IPE teachers on the basis of hiring equipment, and improve the effectiveness of IPE teachers' teaching and educating people with the guarantee of system training.

1. Introduction

In the new era, China is increasingly attaching importance to the cultivation of IPE(ideological and political education) in universities, and has carried out top-level design for the cultivation and reform of IPE in universities. As far as universities are concerned, their school-running mode and personnel training objectives are different from those of ordinary undergraduate universities, and they have certain particularities in personnel allocation, work development and system guarantee, and they are facing more practical challenges [1].

Teachers are the foundation of establishing education and the source of promoting education, and bear the heavy responsibility of running a satisfactory education for the people. Teachers are the cultivators of talents, and the quality level of teachers directly determines the development level of education [2]. IPE course, as the key course of moral education, plays an irreplaceable role, and the teachers of IPE course play an extremely important role, and their status is self-evident. Therefore, universities should realize the importance of IPE teaching, speed up the training of IPE teachers, optimize the working environment of IPE teachers, and ensure the reasonable rights and interests of IPE teachers, so as to enhance their work enthusiasm and better devote themselves to IPE teaching.

2. The meaning of teachers' professional core competence

Based on constructivist psychology, "professional ability is situational comprehensive ability" In other words, professional ability includes professional skills, professional knowledge, professional potential and comprehensive ability. Professional core competence refers to a comprehensive teaching ability that teachers who are engaged in specialized courses in vocational colleges, after pre-service training and post-service training, effectively carry out teaching activities in the process of teaching practice and successfully complete professional teaching tasks [3-4]. The core concept is based on the logical starting point of education, that is, returning to the education of people's physical and mental health, labor skills and literacy, that is, based on the cultivation of students' healthy morality and viability.

Teachers' scientific research ability is emerging among many teachers' abilities, but its

development is the fastest one, and it is also an indicator that can best reflect the core competitiveness of teachers in the new era [5]. The ability structure of IPE teachers is a specific ability requirement for practitioners who are IPE teachers in the process of professional activities aimed at cultivating high-skilled talents in universities, and it is a necessary ability structure for IPE teachers to take on professional roles. This paper divides the competence of IPE teachers into three levels: basic competence of IPE teachers, general professional competence of IPE teachers and core professional competence of IPE teachers (Figure 1).

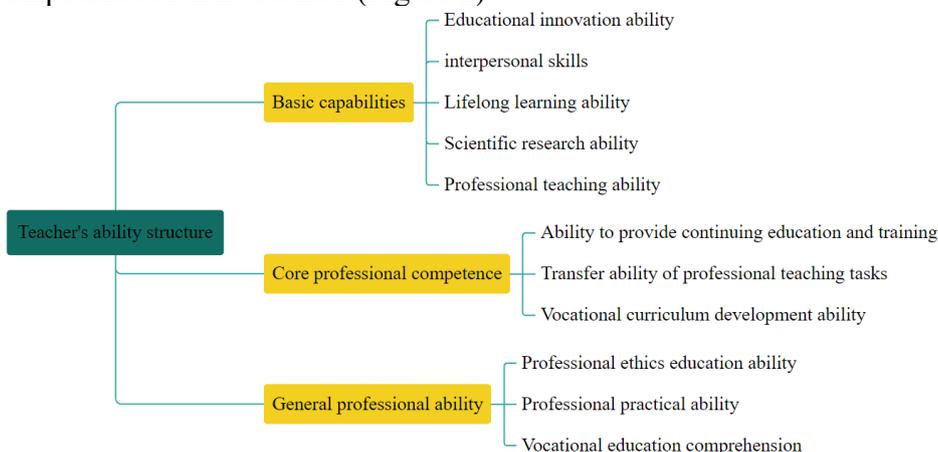


Figure 1: IPE teacher's ability structure chart

Educators must educate themselves first, and university IPE teachers should have an impact on students' ideals, beliefs and core values. The first thing to do is to establish their own ideals, beliefs and core values, which is more exemplary and leading than students' ideological education [6]. The continuous improvement of teaching ability can effectively form the professional core competence of vocational education teachers, and the formation of professional core competence can make them meet the teaching needs, be competent in teaching work, complete teaching tasks and improve the quality of education and teaching.

3. The realistic dilemma of training teachers of IPE course in universities

3.1. Obsolete ideas

Under the influence of inertial thinking, some universities are still influenced by the values of technical rationalism and pragmatism, and regard IPE courses that can not produce immediate obvious effects as the embellishment of professional courses. Due to the lack of understanding and attention, individual universities have not yet set up the second-level organization of IPE teaching and research independently as required, let alone scientifically and reasonably design the top-level training of IPE teachers and provide long-term and perfect support and guarantee. At the same time, at present, some IPE teachers in some universities are too single in teaching form and means, and some IPE teachers do not adopt modern teaching means. For IPE courses, a lot of theoretical knowledge needs to be combined with pictures and texts. For university students, the content of pure words cannot effectively mobilize the enthusiasm of students, thus affecting the learning effect of students and not conducive to the spread of ideological education.

3.2. Lack of core professional competence of IPE teachers

IPE theory course is a comprehensive subject, which needs to comprehensively apply interdisciplinary professional knowledge such as philosophy, law, economics and history. Therefore, in order to improve the training of IPE teachers, it is necessary for talents with multi-disciplinary backgrounds to join the theoretical education of IPE [7-8]. In terms of academic qualifications and titles, most IPE teachers in universities focus on undergraduate or master's degrees, and most of them are lecturers. There are few teachers with senior titles, and their teaching ability and scientific research ability are not high. Due to the lack of teachers with senior titles, IPE teaching in

universities lacks top-level design and professional guidance, which is not conducive to the overall improvement of IPE teaching level.

3.3. The training mechanism of IPE teachers is not perfect

The mechanism of selecting, hiring, training, assessment and encouragement of IPE teachers is not perfect, and the enthusiasm, initiative and creativity of IPE teachers cannot be fully exerted, and IPE resources cannot be optimally allocated, which affects the quality and level of IPE education. However, the degree of attention paid to IPE course is slightly insufficient, which makes the teaching of IPE course lag behind and teachers' motivation insufficient, which is difficult to meet the IPE demand of college students in the new era and greatly hinders the all-round development of students.

The structure of professional titles is also unreasonable. There are many intermediate and junior professional titles, few senior professional titles, and they are too old. The lack of high-quality teachers makes the IPE discipline leaders and backbones in universities seriously insufficient, and it is difficult to achieve high-level results in teaching and scientific research, and it is difficult to form academic groups and discipline echelons.

4. Ways to train IPE teachers in universities

4.1. Cultivation of practical teaching ability

From the perspective of pre-service training, first of all, vocational education teacher training institutions should improve the training system of practical teaching ability of vocational education teachers. Vocational teacher training institutions have not only theoretical teaching systems, but also practical teaching systems. Secondly, take a variety of ways to implement the practical teaching ability training system [9]. Implementing microteaching training in experimental courses to improve the teaching ability of experimental courses; This kind of practical experience is conducive to improving practical teaching ability. In particular, it is necessary to learn job knowledge and professional knowledge and master professional skills and technology through the practice of this professional enterprise. At the same time, obtain professional qualification certificate and technical certificate as soon as possible.

In order to complete the teaching task, the method used by teachers to guide students to master knowledge and skills and obtain physical and mental development is called teaching method, which includes the method of teachers' teaching and the method of students' learning, and is the method of mutual activities. Form a "trinity" mode of improving vocational education theoretical literacy and educational and teaching ability, which is guided by vocational education theoretical learning, based on on-campus microteaching and focusing on off-campus education and teaching practice, as shown in Figure 2.

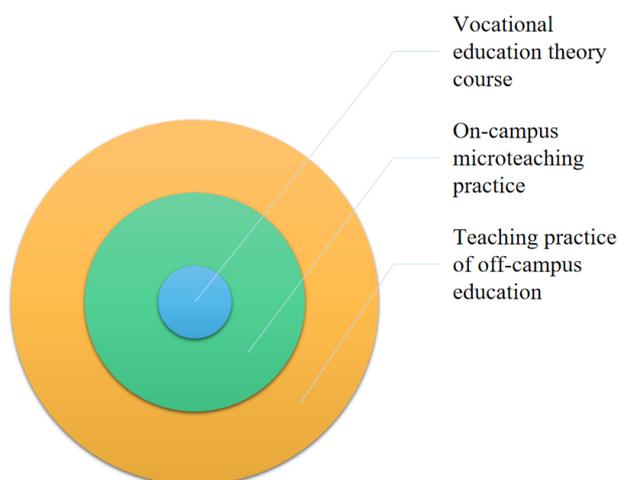


Figure 2: Mode of improving education and teaching ability

In the classroom, teachers integrate knowledge theory into thematic practice activities such as inheriting school motto and singing school songs, and constantly enrich the teaching content, thus forming an IPE classroom that students love and teachers love to talk about. IPE teachers can realize online+offline two-way teaching of IPE class by means of cloud platform, self-media and other media, reform the traditional classroom teaching into "micro-course", turn the traditional teaching material logic into question logic, form a teaching mode dominated by IPE teachers and students, and create a three-dimensional, cross-time and zero-distance network IPE interactive space.

4.2. After-service education and training improve the core professional competence of IPE teachers

The after-service education and training stage of IPE teachers is an important stage of their professional development, which will last for the whole process of IPE teachers' career, and it is also the main stage of improving IPE teachers' core professional competence. They need to inject new vitality into their career through professional practice training in enterprises and institutions and constantly updated theoretical study of university education in order to realize their professional development. University education requires teachers to have rich practical experience, so teachers need to study in related industries and enterprises regularly in order to master the latest professional skills [10]. Only by constantly learning new knowledge and new abilities can IPE teachers be fully qualified for university teaching, so they need to study regularly in vocational and technical normal schools, normal universities, comprehensive universities and other schools to continuously improve themselves.

The cultivation of IPE teachers in universities is a long-term systematic project. Regardless of theoretical cultivation or teaching empowerment, different goals should be set according to different stages of individual career development, and different projects should be optimized to achieve full follow-up, full coverage, personalization and specialization. The development of IPE teachers is inseparable from the release of teachers' individual endogenous kinetic energy. Only by fully arousing and mobilizing their subjective consciousness and innovative thinking in education and teaching can the team training form the greatest synergy and achieve the best results.

Only by establishing a trinity organization and management organization with the education administrative department as the leading factor, the university as the main body, the practice base of primary and secondary schools as the main position, and the cultivation of IPE teachers' professional core competence as the content core, and fully embodying the division of labor and coordination in the operation process of the organization, can the important work of cultivating teachers' professional core competence form a substantive normal state and be put into the process of university education and teaching reform and improving the quality of running universities.

4.3. Teacher structure optimization

Universities should complete the requirements of the number of IPE teachers as soon as possible, and at the same time, do a good job in the overall planning of teacher echelon training according to the current situation of the existing teacher staff structure. Clarify the talent standard system of "professional quality and moral quality"; Improve the office environment and scientific research environment of IPE teachers, reduce the class pressure of IPE teachers, encourage IPE teachers to study further, and continuously improve the IPE teaching ability of IPE teachers. Set up IPE teaching team. Explore the reform of the evaluation mechanism of IPE teachers, and comprehensively consider the teaching workload, teaching ability and educational effect of IPE teachers in the evaluation incentive mechanism.

We should strengthen organizational leadership. Smooth training channels, strengthen external introduction and internal training, improve the quality of IPE teachers in many aspects, such as theoretical literacy, moral cultivation, professional level and educational ability, and strive to cultivate "double-qualified" teachers with both theory and practice to meet the IPE needs of college students in the new era.

5. Conclusions

IPE theory course is a comprehensive subject, which needs to comprehensively apply interdisciplinary professional knowledge such as philosophy, law, economics and history. Therefore, in order to improve the training of IPE teachers, it is necessary for talents with multi-disciplinary backgrounds to join the theoretical education of IPE. Teachers are the cultivators of talents, and the quality level of teachers directly determines the development level of education. IPE course, as the key course of moral education, plays an irreplaceable role, and the teachers of IPE course play an extremely important role, and their status is self-evident. It is of great significance to strengthen the training of university IPE teachers in the new era. University IPE teachers have the responsibility and obligation to cultivate college students' perception of social changes in the new era. The training of university IPE teachers is a long-term systematic project. Regardless of theoretical training or teaching empowerment, different goals should be set according to different stages of individual career development, and different projects should be optimized to achieve full follow-up, full coverage, and personalization and specialization.

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