

Research on Issues Related to Lifelong Vocational Skills Training for Vocational Undergraduate Teachers

Xueyong Li

Hebei Vocational University of Industry and Technology, Shijiazhuang, Hebei, 050091, China

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Abstract: Undergraduate teacher vocational skills training is a systematic project that requires research and exploration from the combination of theory and practice. From the current situation of the construction of the teaching staff in Chinese universities, the traditional training model for university teachers in the past has played a good role in ensuring and promoting the improvement of teachers' teaching level, but it has gradually highlighted the significant limitations of the model itself. In this regard, this article conducts research on issues related to lifelong vocational skills training for vocational undergraduate teachers. This article also analyzes the current training mode analysis and existing problems. Due to the traditional emphasis on theoretical teaching and the neglect of educational practice, it seriously affects the cultivation of vocational skills for vocational university students. How to improve the vocational skills of vocational university students has become a major issue that major local undergraduate colleges in China need to explore. At a certain time period throughout the entire learning process, it is necessary to equip full-time and part-time guidance teachers, formulate assessment standards, and strictly implement them. We should clearly incorporate teacher vocational skill training as a task and indicator into the education and teaching system and student activities, and establish standardized and reasonable assessment standards.

1. Introduction

Vocational undergraduate major is a new major in China's higher education system. It not only has the general characteristics of higher education majors, that is, it must reach the professional level of undergraduate students in higher education at the academic level, but also has its own unique personality due to the particularity of the research object and subject education. Ensuring the higher education level of running a school and adhering to and developing the characteristics of running a vocational undergraduate course should be the basic starting point of vocational specialty construction[1]. At the same time, according to the requirements of teachers' professional development and the reform and development of basic education, we should explore a series of problems in the professional construction of vocational undergraduate education and form ways and methods to train vocational undergraduate teachers in the higher education system[2]. Teachers' professional skills are divided into general skills and special skills: general skills refer to the common skills that all teachers must possess and can be displayed in various educational and

teaching activities, which we can call "teachers' professional common basic skills"[3]. Such as language expression skills, blackboard writing skills, class teacher's work skills, information processing skills, etc. Special skills are unique to teachers in different disciplines and can only be used in specific teaching activities. The formation of teachers' professional skills is not natural and needs long-term study and practice. The vocational skills training of undergraduate teachers is a systematic project, which needs to be studied and explored from the combination of theory and practice. Among them, three aspects should be considered: first, the guarantee of conditions; The second is training; The third is assessment[4]. Because of the traditional thought of attaching importance to theoretical teaching and neglecting educational practice, it seriously affects the cultivation of students professional skills. How to improve students professional skills has become a major issue that needs to be discussed in major local undergraduate colleges in China. Judging from the current situation of the construction of teaching staff in colleges and universities in China, the traditional training model for teachers in colleges and universities has played a very good role in ensuring and promoting the teaching level of teachers, but it has gradually highlighted its own limitations[5]. In this regard, this paper studies the related issues of lifelong vocational skills training for vocational undergraduate teachers, and based on the analysis of teachers' professional requirements and the characteristics of the current training mode in colleges and universities, discusses the mode and key points of establishing a scientific training system that adapts to the development of education [6].

2. Analysis of training modes and existing problems

2.1. Lagging training concepts

With lifelong education becoming a trend in today's social development, traditional training concepts cannot fully meet the diverse and personalized needs of university teachers, and also restrict the diversified development of training models. The low level of professional skills and literacy among teachers is also an important reason for the lack of scientific and effective guidance for vocational skills training in undergraduate. The skills of speaking Mandarin and oral expression, as well as writing standardized characters and written expression, are relatively "exposed" and can be seen and touched. The teaching management department attaches great importance to them, and there are also specialized language teachers who can provide good guidance for students' training. However, there is a lack of dedicated teachers to guide other skills, and the guidance teachers themselves may have shortcomings in teaching skills, making it even more difficult to provide effective guidance[7]. At present, there is still a phenomenon of some teachers blindly choosing majors to pursue degrees, that is, some teachers simply pursue high academic qualifications and choose majors that are relatively easy to obtain. The majors they study often differ greatly from their teaching positions in the school and their professional background. Whether from the perspective of the school's disciplinary construction or the academic development of teachers themselves, the practical significance is worrying[8].

2.2. Low training efficiency

Teachers believe that the main reason for their improvement in professional skills is "personal self-study" and "engaging in scientific research", while participating in training is ranked lower. This indicates that teachers' personal self-study can truly be carried out according to their actual needs and characteristics, with high efficiency. Through surveys and interviews, students have reported that there are too few practical opportunities and the resources available to the school are insufficient. In fact, the key to solving these problems lies in the investment of funds[9]. It also

indicates that in teaching and scientific research practice, one can grow their talents more effectively; This indicates that there is still a significant gap between our training and the actual needs of teachers, and the efficiency is not high. Due to the involvement of multiple departments, the division of labor and collaboration between them lacks initiative and enthusiasm, and the arrangement of training content also lacks overall and unified coordination. Training sometimes becomes a formality[10-11]. The formation of students' professional skills cannot be separated from the demonstration and guidance of teachers. The quality of teachers' professional skills is directly related to the acquisition of students' abilities. In terms of assessment, the teaching management assessment of subject courses is often strict, while the assessment of skill training is relatively loose[12]. At the same time, the subject curriculum also overlooks the cultivation of teachers' educational concepts and professional ethics. It overly emphasizes the systematic nature of knowledge, but neglects the cultivation of teachers' educational and teaching abilities.

2.3. Single training mode

Although the forms of teacher training in China's colleges and universities are diversified, the training schools set the training methods and contents according to the requirements of government departments, with the same model and single structure, ignoring the demand characteristics of lifelong learning and on-the-job learning of college teachers. Some colleges and universities focus on the improvement of "discipline ability", and there is a serious tendency of "discipline", ignoring skills and practical courses. Looking at the current curriculum development plans for majors, there are generally many general education courses, also known as "educational courses", including politics, foreign languages, computers, sports, etc. Due to the emphasis on specialty construction, higher vocational colleges often put discipline education courses in the first place, ignoring normal education and ignoring teachers' skills training courses, which leads to a single way to cultivate teachers' professional awareness. The training method lacks flexibility, the training content fails to reflect differences to meet the needs of teachers' diversified and personalized development, teachers obviously lack autonomy, and their enthusiasm for independent learning and self-improvement is not high.

3. Establishment of a scientific training system

3.1. Innovative training mode

Conducting vocational skills training for teachers is an important symbol of the difference between the vocational university campus and other universities, and is an important guarantee for improving the level of specialization in teacher education and the degree of specialization in teacher profession. Universities should actively reform their curriculum, offer training courses in accordance with the requirements of social and technological development, provide various course categories that meet the needs of the times and teacher professional development, for students to choose from, and organize teacher training according to high degree standards. After completing the prescribed courses through training and writing high-level academic works, students are awarded certificates and degrees after passing the assessment. According to the requirements of basic education reform and development for teachers, as well as the professional characteristics of vocational university majors in higher normal schools, the content of vocational skills training and training for vocational university teachers mainly includes six aspects: language expression ability, written and graphic expression ability, basic classroom teaching skills, modern educational technology and information technology application ability, aesthetic education and art and sports activity skills, and student education and class management ability. Emphasizing the training of

teachers' professional skills is an important manifestation of the characteristics of teacher education. Systematic teacher vocational skills training is carried out in a planned manner, with the aim of guiding students to transform professional knowledge, theories and methods of education and psychology into specific professional behaviors of teaching under teachers, and to make them more standardized. This article analyzes the necessity of teacher vocational skills training, as shown in Figure 1.

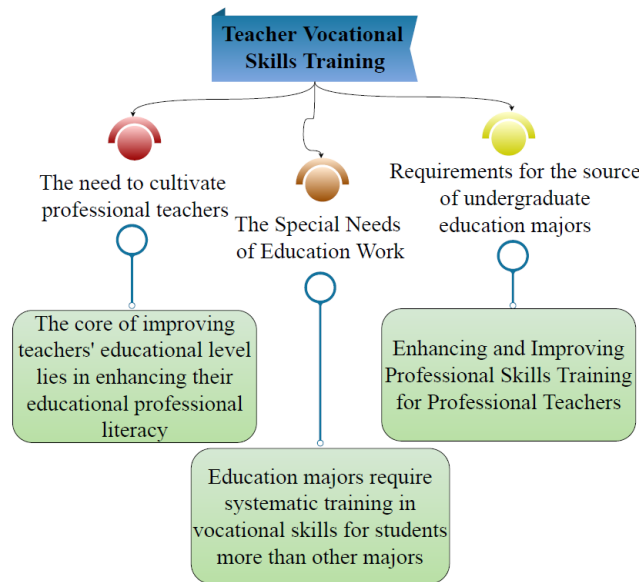


Figure 1: Necessity of Teacher Vocational Skills Training

In vocational skills training for students, it's imperative to emphasize the practical aspects under the umbrella of theoretical guidance. Instructors ought to focus on guiding students to practice systematically after elucidating the foundational knowledge, components, and operational procedures of vocational skills. This enables students to continually refine, harmonize, and enhance their capabilities, aiming for a firm grasp of vocational skills. Guidance should be both scientific and effective. The success of students' vocational skills training is largely influenced by the instructors' directions. Instructors must expound on the principles and methods of skill training, comprehend the learning goals and its significance, and invigorate students' zeal, proactivity, and sense of responsibility during training sessions. Moreover, each educator should acknowledge the responsibility of cultivating students' professional abilities, integrating it seamlessly into their teaching methods. By setting an exemplary standard with their own prowess, they can foster a conducive atmosphere for skill development, achieving a collective impact. Assessing students' vocational skills, more weight should be given to practical instruction, refining pedagogical strategies, which in turn enables students to bolster their foundational teaching techniques post-lectures. This guidance ensures students are adept at transforming professional knowledge, theories, and pedagogical psychology methods into tangible skills for educational and teaching roles. Institutions should roll out both short-term and long-term training modules for their faculty, encompassing full-time and part-time formats; offering both comprehensive and specialized courses; and orchestrating academic sabbaticals and symposiums.

3.2. Optimizing the incentive mechanism for the development of vocational university teachers

The introduction of peer review writing mode plays a positive role in improving teaching quality and reducing the burden on teachers, but this does not mean that teachers are in a dispensable

position throughout the entire evaluation process. In fact, the peer review writing model poses new tasks and requirements for teachers. It can be said that to some extent, the process of education and teaching is the process of teachers transforming their own qualities into students' qualities. Teachers influence and shape students based on their own qualities. So the level of professional skills of teachers has a significant impact on the physical and mental development of students. At a certain time period throughout the entire learning process, it is necessary to equip full-time and part-time guidance teachers, formulate assessment standards, and strictly implement them. We should clearly incorporate teacher vocational skill training as a task and indicator into the education and teaching system and student activities, and establish standardized and reasonable assessment standards. By recording videos and other resources through modern media, various teaching behaviors of students can be observed, analyzed, and evaluated, allowing trainees to focus their attention on a specific teaching skill. With the help of modern media, classroom details can be recorded, and then evaluated together by teachers and students. By adjusting the speed of recording videos, the advantages and disadvantages can be repeatedly discussed and analyzed. The correct guidance of counselors and teachers, as well as their encouragement for every small improvement in students' quality development, doubles their learning motivation. The process of optimizing vocational skills training management is shown in Figure 2.

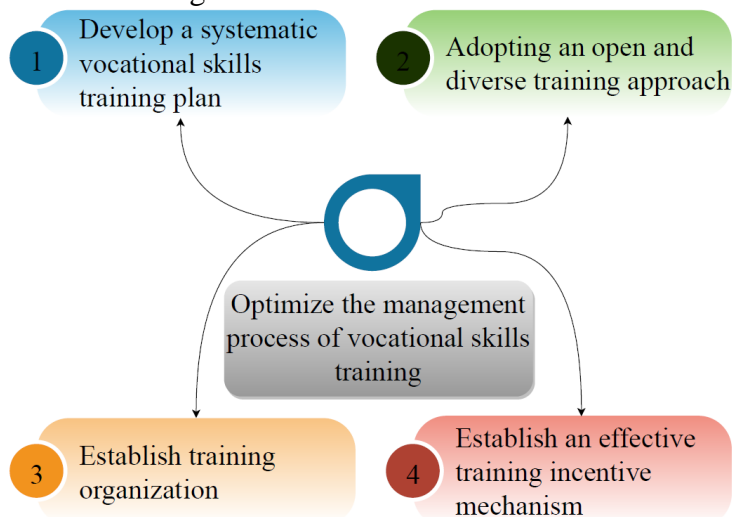


Figure 2: Optimizing the Management Process of Vocational Skills Training

Under the careful guidance of professional teachers, professional teachers should always serve as the commanders and judges of students' various activities and carefully guide students. The attention and enthusiastic guidance of leaders and teachers will stimulate students' enthusiasm for learning, and the effect of project implementation will be twice the result with half the effort. Before the peer discussion, teachers should guide students to correct their attitudes towards peer review writing mode, make them realize the significance and necessity of developing this new learning mode, eliminate students' exclusion psychology.

4. Conclusions

The construction of vocational skills training textbooks for undergraduate education teachers is also crucial. In terms of textbook construction, regardless of the writing form, content system, or format, operability and effectiveness should be reflected, highlighting case studies, and using case studies as the starting point for teaching and training. This article conducts research on issues related to lifelong vocational skills training for vocational undergraduate teachers. This article

analyzes the current training mode and its existing problems, and finds that some teachers blindly choose majors to pursue degrees, that is, some teachers simply pursue higher education and choose majors that are relatively easy to obtain to pursue degrees. The majors they study often differ greatly from their teaching positions in the school and their professional background. Whether viewed from the discipline construction of the school or the academic development of the teachers themselves, the practical significance is worrying. In this regard, it is necessary to clarify the training concept that the professional training and improvement of university teachers belong to personal behavior, optimize the incentive mechanism for the development of university teachers, and focus on improving the level of educational quality, combining teacher training with teacher recruitment and evaluation. Continuously improving the overall quality of the teaching staff determines that in the next few years, the main task of teacher training is to grasp the cutting-edge trends of the discipline, improve scientific research ability, improve the level of education and degree, optimize knowledge structure, improve teaching ability, communicate with scholars from key universities, and establish academic relationships.

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