

# Connotation, Extension and Times Value of Teacher Development in High-quality Vocational Education

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## Abstract

Education, whether as a theoretical research field or as a practical inquiry demand, has been widely concerned and studied by people. The development of vocational education teachers is the inevitable requirement of the times, and high-quality vocational education teachers are the cornerstone of the development of vocational education and training. Focusing on the teaching team of vocational education teachers, this paper analyzes its connotation, extension and value of the times. Vocational education teachers should better perform their duties in educational and teaching practice activities, give full play to their intelligence and wisdom, and meet the needs of students to the greatest extent, so as to realize their own values. Vocational teaching practice teaching is conducive to improving the teaching quality of higher vocational colleges and promoting teachers' professional development, from which students, schools and enterprises can benefit. This paper studies the education of vocational teachers, aiming at solving practical problems in the development of vocational teachers in China and promoting the teaching team of vocational teachers to better serve the high-quality development of vocational education. And to deliver more high-quality technical and skilled talents for taking the new road of industrialization, building a harmonious society and promoting social and economic development.

## Keywords

Vocational Education; Teacher Development; Time Value.

## 1. Introduction

Education is an important symbol of the civilization and progress of a country and a nation and an important symbol to measure the comprehensive strength of a country and a nation. "Education plan, teacher-centered", to build a powerful socialist modern country, we should fully understand the importance of teachers. Teachers are an important part of educational development and the fundamental guarantee for the improvement of educational quality. It is closely related to the rise and fall of the country and the rejuvenation of the nation. Teaching quality is the lifeline of the school. Only good teachers can have good education. Improving the quality of vocational teachers and realizing teachers' professional development has become an urgent and important issue. In today's environment, vigorously developing vocational education and stepping up the training of high skilled and high-tech talents have become the consensus of the education sector, the industry and even the whole society. The importance of Vocational Education in China's education and society has been unprecedented recognized. Under the background of vigorously developing vocational education, many systems and policies to encourage the development of higher vocational education emphasize the construction of teachers in Higher Vocational Colleges to varying degrees.

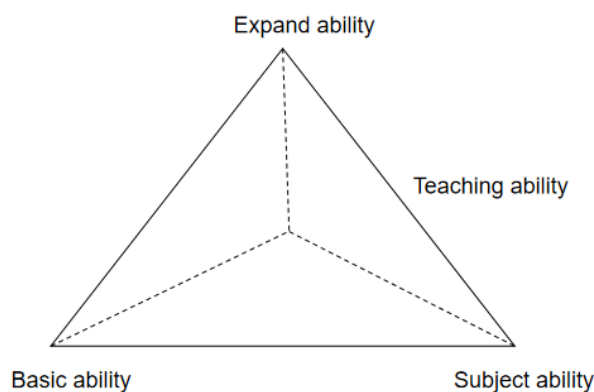
Vocational education is oriented to everyone and the whole society, and trains hundreds of millions of future industrial forces. To support the huge cause of vocational education, there is

an urgent need for a team of teachers with sufficient quantity and excellent quality. Teaching is a teacher's job. As an important ability of teachers, teaching ability is an important ability for teachers to carry out educational and teaching activities, and is the most basic and highest pursuit of teachers. Vocational education teacher is a highly professional profession, which should master certain knowledge and ability in discipline, education and occupation. Under the background of reform, deepening the research on the teaching ability of vocational teachers and optimizing the teaching ability structure of vocational teachers are important contents to improve the teaching quality and build a powerful country with human resources. The goal of professional development of vocational education is to make their own education and teaching practice adapt to the continuous development of professional technology and engineering technicians under the guidance of in-service education theory, and constantly improve the ability to promote the development of students. Focusing on the teaching team of vocational education teachers, this paper analyzes and discusses the connotation, extension and time value of the development of high-quality vocational education teachers.

## 2. Connotation of the Development of High-quality Vocational Teachers

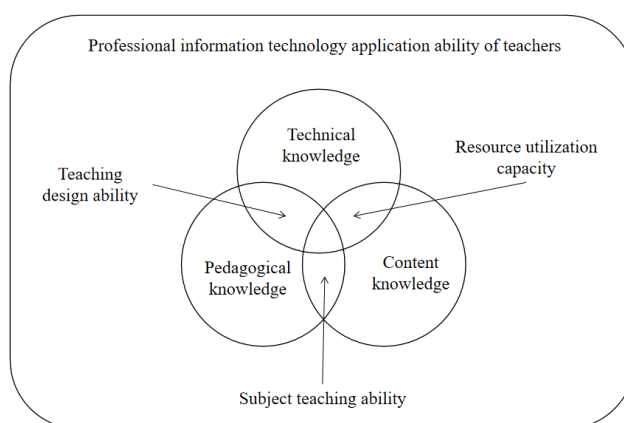
### 2.1. Professional Development of Vocational Education Teachers

The unique type attribute of education determines that the specialty of vocational education teachers contains dual connotations, especially for vocational education teachers, they should have both professional teaching ability and post professional ability. By integrating different viewpoints, the development of vocational education teachers can be regarded as the individual or group of teachers trying to change their attitudes, skills and behaviors. In order to promote professional growth, improve teaching effect and learning efficiency. The connotation of teacher professionalization in vocational education includes two aspects. ① External system and guarantee to establish the professional status and specialty of vocational education teachers. ② Combine external evaluation criteria with internal professional development logic, build professional standards of vocational teachers, and realize the generation and development of teachers' internal professional knowledge, ability and ethics. From an individual point of view, teachers' professional development refers to "changing teachers' professional practice, beliefs and understanding of schools and students through systematic efforts". It emphasizes the acquisition of teachers' individual knowledge and skills and the growth of teachers' quality of life. From the group point of view, teachers' professional development refers to the degree to which teachers as a professional group meet professional standards, that is, the process of professional specialization. The structure of teachers' professional competence is shown in Figure 1.



**Figure 1.** Teachers' professional competence structure

At present, China's vocational education has entered a new stage of high-quality development. Focusing on major strategic requirements such as industrial transformation and upgrading and high-quality economic and social development, a series of major reform measures have been put forward one after another. Among them, the professionalization of vocational teachers embodies three target orientations. ① Organizational guarantee, that is, to obtain more professional rights through system formation and organizational development. ② Ability formation, that is, forming professional standards and improving professional quality. ③ Realize self-worth, and realize individual development through continuous learning. The structure of teachers' professional competence based on PCA theory is shown in Figure 2.



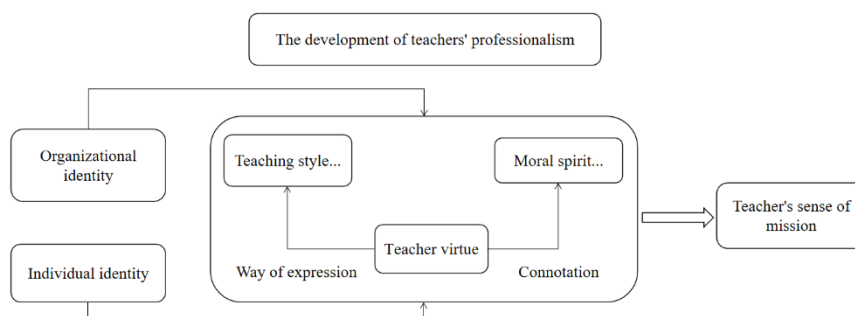
**Figure 2.** The structure of teachers' professional competence based on PCA theory

Throughout the research of teacher professional development at home and abroad, it mainly focuses on two areas: one is the theoretical research of teacher professional development stage; The other is the research on the noumenon of teacher professional development. The development of vocational education teachers is a process of interaction, coordination and common development among society, economy, technology and individual teachers. Although teacher development has been mentioned all the time, there are still many problems to be solved urgently. The value of vocational education is not only to cultivate students' vocational skills to meet the needs of social development, but its most important value is to form core qualities to promote students' all-round and lifelong development. Therefore, it is necessary to discuss some basic issues such as the development of vocational education.

## 2.2. Content of Teacher Development in Vocational Education

The content of teacher development in vocational education can be understood as teaching development, professional development or combination development. Knowledge and skills are the foundation of a professional profession and the two basic requirements and demands of any profession. Vocational education is an education to train high-quality and skilled professionals in production and service. The general responsibility of vocational education teachers engaged in professional education should be to teach both theoretical and practical courses within their own professional scope, and have the ability to guide learners with special needs. Therefore, a vocational teacher should have certain educational knowledge and teaching ability to be a qualified teacher. Professional standards composed of knowledge, skills and attitudes are the goal and starting point of training. Professional standards are not only from the qualification system, but also from the exploration and understanding of teachers' profession itself. Vocational teachers have more characteristics and richness in terms of responsibility and knowledge and technology ability structure. Teachers' professional development of vocational education requires teachers to have independent research

consciousness and research ability, actively develop their own potential, constructively determine career development goals, and choose career development contents, ways and strategies. And through self-monitoring, evaluation and reflection, consciously and actively adjust and introduce their own motivation, cognition and behavior in education and teaching, so as to achieve development. In recent years, the professional development activities of vocational teachers have expanded to include workshops, seminars, travel, teaching effectiveness training and so on. These strategies and activities provide guarantee and support for the survival and development of university teachers in a specific environment. The development of teachers' professionalism is shown in Figure 3.



**Figure 3.** The development of teachers' professionalism

However, teachers' professional development should include not only technical dimensions such as knowledge and skills, but also moral, political and emotional dimensions. "Double qualified" teachers refer to professional teachers with good professional ethics cultivation, teaching and scientific research ability, good industry and professional attitude, knowledge, skills and practical operation ability. It is a research trend in recent years to compare professional ideas with teachers' ethics. Professional concept is the professional concept of teachers about the object, content and way of education. Teachers' morality is the personal qualities that teachers must abide by in education and teaching activities. Professional ideas and teachers' ethics dominate and restrict their education and teaching behavior from the cognitive level. In addition to being familiar with and abiding by professional ethics, vocational education teachers should also be familiar with and abide by the professional ethics of relevant industries, and be clear about its formulation process, specific content and its position and role in the industry. And through words and deeds, cultivate students' good professional ethics in the industry and consciously act in accordance with the professional ethics in the industry.

The essence of Vocational Teachers' teaching practical wisdom is teachers' teaching literacy. It is implicit in the teaching process, accumulated in the interaction of practical activities such as teaching, training and R & D, and promotes the development of practice. Vocational teachers' rational understanding of occupation and their attitude towards students, education and teaching and personal cultivation can be recognized and internalized through theoretical learning, practical reflection and mutual learning. For vocational teachers, teachers' personal beliefs and professionalism are particularly important for their professional growth and development. Because the influence of teachers on students in the process of vocational education is all-round, which permeates and embodies teachers' educational concept and personality power. If the professional skills of vocational teachers are the key factor to spread knowledge, develop intelligence and cultivate students' ability, it is an important guarantee to improve teachers' professionalism. Then teachers' professionalism is the premise and driving force to cultivate teachers' ability.

### 3. Extension and Value of the Development of Vocational Education Teachers

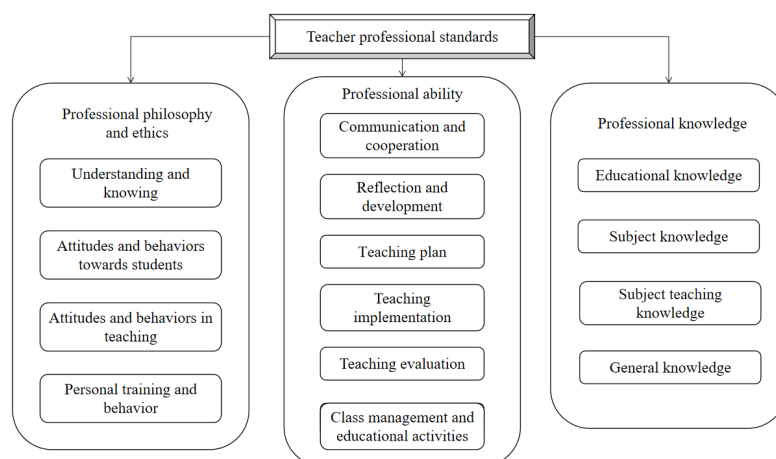
#### 3.1. Extension of Teacher Development

In essence, the development of vocational education with the general orientation of following external values, achieving external goals and being regulated by external forces is the extension development. Under the influence of the trend of the times of building a learning society and establishing a lifelong learning system, the training of vocational teachers has gradually surpassed the limitations of the traditional contents, methods and methods, and transitioned to a new realm of lifelong learning. "Double-qualified" teachers are not limited to full-time teachers in vocational colleges, but the extension should include two types. ① Professional teachers trained by the school with qualifications and abilities in corresponding industries. This kind of teacher's personnel relationship lies in the school, and their work focuses on vocational education and teaching, participating in school-run industries, industries and vocational practice, and serving vocational education and teaching. ② Including part-time teachers with teacher qualifications recruited from industries and enterprises. This kind of teachers mostly refer to enterprises, institutions and industry experts whose personnel relations are not in vocational colleges, and the schools are only responsible for guiding, managing and evaluating their teaching work.

Teachers' professional development should be the initiative development of teachers as the main body, and it should be the inherent requirement of teachers, rather than the external regulations or compulsions. In the field of vocational education, the connotation and extension of "double-qualified" teachers are extremely rich, including both group-structured "double-qualified" teachers and individual-level "double-qualified" teachers. Based on the construction of professional vocational teacher education, we should be good at understanding it in a broad sense, not just in a narrow sense. We should increase the proportion of education and teaching ability training, strengthen school-based training in on-the-job training, establish a "double-qualified" teacher training base, and solve the problem of the disconnection between theory and practice in teacher professional development. Extensively speaking, the "double-qualified" teachers are professional teachers, who have the professional attitude, knowledge and skills of corresponding industries, including full-time professional teachers and part-time professional teachers. Formally speaking, "double-qualified" teachers must hold "double certificates", that is, teacher qualification certificate and vocational skill grade certificate. The value orientation of teacher education curriculum includes knowledge-based, ability-based, standard-based, etc. Courses with different value orientations will form different curriculum contents and curriculum structures, but with the progress of the times and the development of technology, different values will be integrated in content and methods. The professional standard structure of teachers is shown in Figure 4.

The content of teacher education and training in vocational education is fundamentally different from that of teachers in other sections, but it still follows the path of pre-service training, induction guidance and on-the-job learning. Teachers in vocational education must possess the basic abilities and qualities of teachers. Including their good political and ideological quality, professional ethics, education and teaching ability, physical and mental quality, advanced educational ideas, rich cultural literacy and so on. Vocational teachers have special ability and quality requirements. It is necessary to carry out targeted in-service teacher training programs, attach importance to the development of school-based training programs, carry out activities and training focusing on improving teaching practice ability, and pay attention to the cultivation of vocational education teachers' practical ability. Because the law of value contained in teachers' old knowledge is not completely consistent with today's understanding, teachers' self-analysis and reflection are bound to be influenced by their own

existing ideas. On the premise of respecting objective guidance, teachers should give full play to their initiative in a more formal and open professional development environment provided by the outside world with the help of external training and help. Put forward targeted questions according to your own actual situation, and make personalized development plans, neither blindly following passively nor blindly moving regardless of reality. The development of vocational education teachers is relatively rapid, and the extension and connotation deepen simultaneously, with a higher starting point, which increases the quantity and improves the quality of education.



**Figure 4.** Teacher professional standard structure

### 3.2. Embodiment of Times Value

Higher vocational education has the dual attributes of higher education and vocational education, which "spans enterprises and schools, work and study, that is, the territory of occupation and education". This essential attribute determines the "cross-border" characteristics of higher vocational teachers, and also determines that the quality of higher vocational teachers is different from that of ordinary college teachers. For teachers of general education, while keeping a clear understanding of the moral and social purpose or mission of their own work and their values, they must have a good foundation of arts and sciences, theoretical knowledge of educational specialty and technical ability of educational practice at the cognitive and technical levels. However, vocational education teachers have more characteristics and richness in terms of responsibility and knowledge and technology capacity structure. Vocational education is not limited to imparting knowledge, but more importantly, developing students' abilities, including self-study, self-exploration and practical application.

The professional development of vocational education teachers should constantly deepen their understanding of education, enhance their unique quality, values and moral responsibility, and constantly enrich their knowledge and ability in vocational education, disciplines and professions. Different from the general education curriculum, the vocational education curriculum content has its unique curriculum structure. Teachers' teaching practice in higher vocational colleges can improve teaching efficiency in two ways, one is to stimulate students' desire for active exploration, the other is to promote students' curiosity of passive questioning. Compared with ordinary education teachers, vocational education teachers are engaged in cultivating people, but because vocational education is career-oriented education, the value orientation of socialization is very prominent. There are great differences in training objectives, educational contents and educational methods between them. As the object of value, higher vocational teachers are people who specialize in education and teaching with certain knowledge, skills, experience, self-cultivation and virtue, and correspondingly, the value subject of higher vocational teachers is students.

Modern teachers' professional development is rich in connotation. It introduces the framework of career management, and divides different stages of vocational teachers' entry and appointment, and forms their own scientific contents. The professional development of modern vocational teachers pays more attention to the all-round development of teachers as professionals, not only their work ability, work attitude and work skills, but also their work motivation, work values, life outlook and outlook on life. The construction of the professional orientation of vocational education is not only the call and return of the practical rationality of vocational education teachers, but also the reflection and value integration of the scientific rationality of vocational education teachers. Teachers' labor in higher vocational colleges is characterized by repetitiveness, long-term and arduous nature. Therefore, the work of higher vocational teachers should be recognized, respected, understood and supported by students, parents and society, so as to ensure the realization of the political value, economic value and social value of higher vocational teachers. In this way, the positive value of higher vocational teachers can be guaranteed and the value can be brought into full play. It is the most direct beneficiary of students' vocational education teachers' teaching practice. Because students' benefits from higher vocational teachers' teaching after graduation can be quickly tested. The results of students' benefits are usually as follows: acquiring knowledge and skills efficiently; Stimulate learning enthusiasm; Encourage the courage to pursue practical wisdom, etc.

#### 4. Conclusion

Education is both a science and an art. Teachers are not only teaching, but also educating people. Teaching quality is the lifeline of a school, and the construction of teachers' teaching team is an important measure to improve teaching quality. As a teacher in a higher vocational college, he should devote himself wholeheartedly to education according to the actual situation of the college. Teacher training is an integral part of the development of vocational teachers, and learning community is the organizational carrier of the development of vocational teachers, and the development of vocational teachers is the key link of the construction of teachers. High-level and structured vocational teacher teaching team is the carrier of teacher learning community. Through introspection, reflection and communication in the learning community, teachers can influence and learn from each other and promote professional development. In order to complete teachers' professional tasks, every teacher should study all his life. Only based on education, can we be enthusiastic and pragmatic, treat people with sincerity and overcome selfish desires, and correctly handle the relationship between teaching and educating people; Keep improving knowledge and go deep into the front line of teaching. Through the division of labor and joint efforts of the cooperative community, a group of high-quality teams that effectively support vocational education will be formed. Only in this way can we keep up with the rhythm of the times, forge ahead in seeking truth and being pragmatic, perform our duties better in vocational education and teaching practice, give full play to our own advantages and realize our own value.

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