

Research on the Development Strategy of Young Teachers in Vocational Colleges under the Background of Professional Development

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Abstract: The professional development of young teachers in higher vocational colleges is of great significance to improve the teaching quality of higher vocational education and promote the connotative and high-quality development of higher vocational education. This paper discusses the connotation and core competence elements of vocational teachers' specialization in detail. Taking higher vocational colleges in Guangdong Province as an example, we analyze the current higher vocational colleges and universities young teachers' professional development level and needs. The three key factors, including school-based training which affects the professional development, the system guarantee, and the independent consciousness are discussed in detail. Based on this, we put forward the effective strategies to promote the development of higher vocational colleges and universities young teachers' specialization under the background of professional development.

With the deepening of supply-side structural reform in the field of talents, higher vocational education has attracted more and more attention from all walks of life in the society, gradually showing a good development trend keeping pace with ordinary higher education. With the rapid growth of school scale, higher vocational colleges also pay more attention to their own high-quality development, and one of the core indicators to measure the development quality of higher vocational colleges is the quality of education and teaching. To improve the quality of education and teaching in higher vocational colleges, apart from the improvement of hardware facilities, the most important thing is to cultivate qualified and professional teachers.

At present, specialization has pointed out the direction for the development of teachers in higher vocational colleges, which is considered as the key way to improve the quality of teachers and has become an important background for the development of young teachers. Guangdong Province is a pilot province of comprehensive reform of modern vocational education in China. Higher vocational education has started earlier and developed more mature, ranking the first in China in terms of scale of running schools. It has more than 80 higher vocational colleges in various fields, and the number of full-time students has reached more than 700,000, among which there are 27 private colleges with 216,000 full-time students. Higher vocational teachers' professional development in Guangdong Province also ranks the top in China. Taking young teachers working less than 3 years in higher vocational colleges in Guangzhou as the research object, we take random interviews, questionnaire survey and a variety of ways to do the research. In this way, the paper analyzes and discusses the level, demand, influencing factors and existing problems of the professional development of young teachers, and explores how to promote the professional development of young teachers more effectively from the perspective of higher vocational colleges.

1. Connotation and Ability Elements of Professional Development of Young Teachers in Vocational Colleges

To promote the professional development of young teachers in vocational colleges, it is necessary to explore the connotation of vocational teachers' professional development to clarify the logical starting point, and analyze the core competence elements of vocational teachers' professional development to clarify the development direction.

1.1 The Connotation of Vocational Teachers' Specialization

Professional development of teachers, as the name implies, refers to the process of continuous improvement of teachers' professional ability, which includes the enrichment of professional knowledge, proficiency in teaching skills and enhancement of professional feeling. Professional knowledge refers to the knowledge of a certain subject that teachers teach. Teaching skills refer to the ability of teachers to smoothly promote classroom teaching and practical teaching. A professional feeling refers to teachers' psychological identity of their own work and their own major. Different from the professional development of ordinary teachers, the professional development of teachers in higher vocational colleges has two significant characteristics: higher quality comparing with secondary vocational education, and vocational quality with ordinary higher education. Professional development of teachers in higher vocational colleges can be summarized as the development process in which teachers, through long-term training and learning, are familiar with and master professional knowledge and skills in a certain field, and under the guidance of modern vocational education concepts and methods, they constantly improve their ability to cultivate senior applied talents in the forefront of production, management and service ^[1].

1.2 Key Elements of Vocational Teachers' Professional Ability

Highlighting the three characteristics of higher vocational education, including being vocational, being higher, and being educational, professional development of higher vocational college teachers focus on improving the following three abilities.

1.2.1 Professional Practical Ability.

That is, to enhance the practical application of knowledge and skills, especially the ability to solve practical problems. Training practical talents is the core difference between higher vocational education and ordinary higher education, and it is also the fundamental value that can be distinguished from ordinary higher education, so that it can exist independently. Training graduates with high practical ability requires higher vocational colleges to focus on training students' practical ability, the ability to apply professional knowledge and skills, as well as the ability to solve problems effectively in terms of curriculum design, specialty setting, training mode and teaching organization form. Therefore, to improve their professional spirit constantly, and enhance the ability to use their hands and brains, has become the topic of vocational teachers' professional development.

1.2.2 Innovation and Development Ability.

That is to say, we should focus on improving the ability to apply new technologies and new paradigms, and lay emphasis on the innovation and development of technology application. Higher quality is the core difference between higher vocational education and secondary vocational education, which is reflected in the cultivation of compound, knowledge-based, innovative technical talents and senior vocational talents, which determines the quality level of higher vocational education. Especially in the new era, new ideas, new technologies and new business forms are emerging and thriving. Major macro-oriented strategies, such as "made in China 2025" and "Internet plus", are being pushed forward. Therefore, to improve constantly their ability of innovative development and application of new technologies and new paradigms is also an important part of professional development of teachers in higher vocational colleges ^[2].

1.2.3 Education and Teaching Quality.

That is to master the basic methods and skills of teaching, the basic theory and knowledge of pedagogy, sticking to the original heart and duty of cultivating students. Although higher vocational education aims at cultivating various kinds of professional talents and has a strong vocational application orientation, it is still an educational process in essence. Higher vocational education requires teachers not only to teach students professional knowledge and practical skills, but also to promote the formation of students' moral character, personality improvement, as well as physical

and mental health development. Therefore, it is an indispensable part of the professional development of teachers in higher vocational colleges to improve their teaching ability, the ability to solve problems, as well as to inspire and guide students.

2. The Current Situation of Level and Demand of Professional Development of Young Teachers in Higher Vocational Colleges

This paper takes the teachers in higher vocational colleges in Guangzhou area as the research object, especially the young teachers working less than three years, as well as those school management and the students in higher vocational colleges. Through visiting survey, questionnaires and other forms, we survey the current status of higher vocational young teachers' professional development mainly in terms of three aspects, including young teachers' professional attitudes, professional development level, and professional development needs.

2.1 The Professional Attitude of Young Teachers

This paper mainly investigated young teachers' occupational identity, occupational fatigue and attitude towards re-selection. In terms of occupational identity, 28.5% of young teachers agree very much, 48.2% of them normally agree, and 23.3% of them think work is boring. Most young teachers can experience the realization of their own value in teaching. In terms of occupational fatigue, 41.1% of students were not tired, 48.2% of them were slightly tired and 10.7% of them were very tired. Most of the young teachers enjoyed their teaching. In terms of reselecting professional attitude, if given the opportunity to choose again, 69.6% of them will still choose the occupation of being a teacher, 16.1% of them are not sure, and 14.3% of them will choose other occupations. Up to 70% of young teachers are clearly loyal to the teacher occupation. On the whole, young teachers in vocational colleges have a high degree of recognition of their own work, with a correct attitude and a stable team of teachers.

2.2 Professional Development Level of Young Teachers

This paper mainly investigates young teachers' understanding of professional development, educational and teaching quality, professional practice ability, innovative application ability and other aspects. In terms of understanding of professional development, 42.9% of young teachers are familiar with it, 46.4% of them know a little about it, and 10.7% of them are not familiar with it. In terms of education and teaching, only 16.1% of young teachers have educational professional background at the undergraduate or postgraduate stage. In terms of professional practical ability, only 10.8% of young teachers have participated in practical training in enterprises for more than one year, and only 22.3% of them have practiced in production enterprises for more than two months every year. Up to 71.4% of young teachers believe that their professional practical ability needs to be improved. In terms of innovative application ability, only 16.1% of young teachers think they are familiar with the cutting-edge theories and latest applications of their major, and only 26.8% of young teachers attend high-end BBS and lectures in professional fields more than three times every year. On the whole, young teachers in vocational colleges lack sufficient understanding of professional development, education and teaching quality and innovative application ability is insufficient, and professional practical skills are the most deficient.

2.3 Professional Development Needs of Young Teachers

This paper mainly investigates the objectives of the professional development of young teachers, the knowledge and ability that need to be supplemented and improved, and the core factors that affect the professional development of teachers. In terms of professional development goals, 13.5% of young teachers take becoming famous teachers at all levels as their career development goals, 68.9% of them take becoming backbone teachers in schools as their career development goals, and 19.6% of them hope they can be competent for teaching tasks. In terms of improving knowledge and ability, 75.5% of young teachers think that their professional practical skills and experience need to be improved, and 55.8% of them think that their professional teaching practical ability and

experience need to be improved. As for the core factors that affect the professional development of teachers, up to 85.7% of young teachers think school-based training is the key factor of improving the professional development level, 67.9% of young teachers think system guarantee is indispensable for professional development, and 65.2% of young teachers believe independent consciousness is crucial for professional development. On the whole, most young teachers have a strong motivation for professional development, and their demand for professional development focuses on professional practical skills and experience, as well as vocational teaching practical skills and experience. It is believed that school-based training is of great significance to promote the professional development of young teachers.

3. Key Factors and Problems in the Professional Development of Young Teachers in Vocational Colleges

Through the survey, young teachers generally believe that schools play a vital role in promoting the professional development of young teachers. School-based training, system guarantee and independent consciousness are three key factors that affect their professional development level and meet their professional development needs, among which school-based training is the most important.

3.1 School-Based Training

School-based training refers to the systematic and comprehensive training organized for teachers based on the schools' running policy and training needs for students, aiming to improve the professional level and teaching ability of teachers^[3].

3.1.1 Training Content.

Starting from the demand of professional development of young teachers in higher vocational colleges, the main content of school-based training should include training for education and teaching theory, as well as teaching skills, practice training for professional technical skills and frontier knowledge training in professional fields. (1) Training for education and teaching theory, as well as teaching skills. Its content not only includes higher vocational education, vocational education teaching methods, teachers' basic teaching standards and other theoretical courses training, but also should include the basic teaching skills training combining theory with practice, such as lesson preparation, lecturing, homework modification, guiding students, and evaluating students. Young teachers are required to learn how to make courseware, organize courses, explain difficult points, instruct students and answer their questions. Training of posture, expression, tone and speed of speech can also help to improve the ability to control the class. (2) Practice training for professional technical skills. This kind of training is especially important for young teachers who are new and lack of practical operation experience. It can be divided into two parts: on-campus training and off-campus training. The on-campus training is concentrated in the training room of the school, whose main purpose is to let young teachers experience the actual working scene of students in the future, experience the professional spirit and quality that students should have in higher vocational colleges, and let young teachers practice the practical skills needed for their majors. Off-campus training focuses on training bases or corresponding production enterprises, so that young teachers can understand the production equipment, production technology, organization paradigm and industrial development situation of various products in the courses. (3) Frontier knowledge training in professional fields. The content includes the training of industrial development trends in young teachers' own professional field, national industrial policies, emerging production organization paradigms, as well as new technologies and new methods, so as to ensure the innovation and advancement of higher vocational education.

3.1.2 Existing Problems.

These questions focus on two aspects. First, young teachers lack systematic training before they start work. In the process of learning, young teachers are mainly taught basic knowledge and

academic knowledge, while higher vocational education needs professional practical knowledge and normal teaching knowledge first. If there is no systematic school-based training before employment, young teachers often feel at a loss for teaching work and cannot quickly adapt to the requirements of teaching posts. According to the survey, it shows that only 17.8% of the young teachers received systematic training for one month or more before starting work, and quite a few did not receive any pre-employment training. Second, the training method after the entry is relatively single; there is a lack of platform for communication and learning, as well as enterprise practice opportunities. According to relevant requirements, young teachers should go to first-line enterprises or training bases for practical training for about two months every year. In fact, such opportunities are scarce. According to the survey, it shows that 10.8% of young teachers have participated in professional practical training for more than one year, 13.0% of them for less than one year, and other teachers for less than six months. Meanwhile, there is also a lack of opportunities for communication and learning among teachers. 35.7% of young teachers believe that there is a lack of high-level guidance between teachers and experts.

3.2 System Guarantee

Teacher professionalization is not only an idea, a direction, but also a system ^[4].

3.2.1 Main Contents.

The system guarantee mainly includes professional standards, qualification recognition, professional title evaluation and employment, and rewards and incentives related to teachers in higher vocational colleges. The professional development of teachers needs to be measured by quality standard systems of different levels. In the countries, such as Britain, the United States, Germany and other countries with developed vocational education, relatively scientific and complete professional standard systems for teachers covering all levels have been formulated. The professional development of teachers also needs to be guided by their own unique professional title evaluation and recruitment standards, which can be distinguished according to the characteristics of higher vocational education and teachers of ordinary colleges and universities. The professional development of teachers also needs corresponding incentive measures to encourage and guide them.

3.2.1 Main Problems.

There are three main problems. One is system regulation is relatively indistinct or taking "one-size-fits-all approach ". The professional standards of vocational teachers are very indistinct, and there is no clear standard for pre-service teachers, junior teachers, excellent teachers and backbone teachers. In terms of qualification identification and professional title evaluation , it is completely similar to ordinary colleges and universities, laying too much emphasis on teachers' academic research ability, while ignoring the professional nature and skills of teachers in higher vocational colleges. Second, school systems are not enough. The system guarantee for the professional development of higher vocational teachers is concentrated at the national and provincial levels, while the higher vocational colleges, as the main body of promoting the professional development of higher vocational teachers, lack relevant systems, development plans, systematic training plans and incentive policies for the professional development of teachers in each school. 42.9% of young teachers believe that among the many factors hindering the development of teacher specialization, the imperfect construction of school system is extremely important. Third, promotion of relevant policies is insufficient. The survey shows that among the young teachers in vocational colleges, only 5.4% have a complete understanding of the relevant policies and systems supported and guided the professional development of young teachers by the state, province and the school, 17.9% of them have a relatively good understanding, 37.5% of them have a general understanding, and 39.3% of them have a little or no understanding.

3.3 Independent Consciousness

Independent consciousness is the subjective consciousness of young teachers in vocational colleges to promote their own professional development, which is different from the external factors

of school-based training and system guarantee. The independent consciousness is the internal cause of teachers' professional development. Its main content includes the identification and pursuit of higher vocational teachers' occupation, the demand and motivation of professional development, the attitude and ability to deal with the challenges of education reform, and the self-consciousness, belief and ability of professional development, etc.^[5]

At present, there are still some problems in young teachers' independent consciousness of professional development, and quite a few young teachers lack basic understanding of the connotation of professional development. Many young teachers regard teacher specialization as the improvement of professional knowledge, but they neglect the improvement of education and teaching ability. Some young teachers have a low positioning and simply identify themselves as teachers, lacking a clear development goal. Meanwhile, due to the unclear professional standards for professional development of teachers in higher vocational colleges, and the emphasis on academic research ability in qualification identification and professional title evaluation, some young teachers in higher vocational colleges equate professional development with academic qualification promotion and professional title promotion.

4. The Strategy Analysis of Promoting the Professional Development of Young Teachers in Higher Vocational Colleges

Focusing on improving the core professional competence and the professional development needs of young teachers in vocational colleges, with school-based training as the key point, and taking system guarantee and independent consciousness into consideration, the paper proposes strategies to promote the professional development of young teachers in vocational colleges from the following seven aspects.

4.1 Set up a School-Level Guidance Organization for the Professional Development of Teachers to Provide Targeted Help

The professional development of young teachers in vocational colleges is a long-term and progressive process, which will not only run through the whole career of teachers, but also cover several generations of young teachers. There are also differences in the specific needs of professional development among young teachers of different types, different specialties and different stages of development. Quite a number of young teachers believe that construction of teaching teams can effectively improve their professional development. Higher vocational colleges in China can draw lessons from the higher vocational education of developed countries, such as to set up specialized teacher professional development center, to consider young teachers' professional development as a separate project, to coordinate and promote professional development of young teachers, to implement corresponding policies, to make school-level professional development planning for young teachers, to create communications between young teachers, as well as young teachers and old teachers, so as to provide guidance and support for the professional development of young teachers [6].

4.2 Strengthen Research on Training Needs of Young Teachers to Enhance the Effectiveness of Training

It is the first step to train young teachers and make clear the demand of professional development of young teachers in vocational colleges. The background of young teachers varies widely, and their professional backgrounds, educational levels and practical experience are all different. After entering the post, the requirements of basic courses and professional courses for young teachers are also different due to different departments. It is necessary to analyze the difficulties and problems encountered by young teachers at the early stage of their career through investigation and research, asking about their opinions, so as to make clear the content orientation of training. Making different types of training need survey forms, some of them will be distributed to young teachers so as to understand their personal training needs and career goals; some of them will be given to colleges and departments to understand the professional development needs of teachers from the perspective

of a team. By combing and analyzing the training needs of teachers and departments, we form a special annual training need report for young teachers, and the training content is carefully designed based on this as an important reference, so as to greatly improve the practical effect of training for young teachers.

4.3 Improve the Training Content System for Young Teachers and Promote Their All-Round Professional Development

The design of training courses for young teachers in vocational colleges should follow three principles, that is system synergy, combination of theory and practice, and highlight school-based characteristics [7]. System synergy means that the modules of various training contents should not be simply listed and piled up, but should strengthen the logical connection among various training contents according to the characteristics and rules of learning cognition of young teachers. The combination of theory and practice means young teachers at the early stage of their career must strengthen professional skills training, including communication ability, classroom control ability, professional practice skills, etc. on the basis of the theory knowledge learning. What's more, on-campus training, training in practice base, and enterprise practice should combine together. School-based features mean that the training of young teachers should be conducted around the overall development goal of the school and the cultivation characteristics of students in the school, so as to continuously enhance the sense of belonging and identity of young teachers to the school and enable them to actively integrate into the teaching and school psychologically.

4.4 Strengthen the Selection of On-Campus Trainers for Young Teachers and Set an Example to Drive Them

From the training experience of young teachers in vocational colleges, the training team of school trainers are not only the main force of training, but also the most stable and reliable force. To establish a high-level training team of trainers has a great significance to promote the professional training of young teachers, and it is very beneficial to young teachers, trainers and the school itself. For young teachers, their understanding of relevant policies in the school, and the rich experience and solid skills of trainers can effectively answer questions for young teachers, rapidly improve their professional level and adapt to teaching positions. For trainers in schools, training young teachers can summarize and improve their teaching experience and level, which is also an honor recognition for them. For the school itself, it is a way to explore deeply the training resources in the school, and enhance the communication and cooperation among school teachers, as well as to set an example for young teachers, forming a situation of helping, learning, catching up with each other and exceeding.

4.5 Strengthen the Assessment of the Training Effect of Young Teachers to Improve the Training Practice

For the training of young teachers in vocational colleges, it is necessary to establish a diversified assessment and evaluation system, highlight the training effectiveness, and improve the training program and content by referring to the results, so as to measure the professional development achievements of young teachers by the training results. Training evaluation is also a process of interaction, feedback and communication, so that young teachers can realize their shortcomings. Evaluation should not only include theory test for young teachers, check the young teachers' teaching plan writing, observe young teachers' classes, but also more attention should be paid to the combination of internal evaluation and enterprise evaluation. The enterprises of practice and training base of young teachers should make professional evaluation about the training of young teachers, and point out the defect of young teachers in the process of professional development, as well as to put forward concrete suggestions on the basis of enterprise practice level. At the same time, young teachers should make a public report on what they have learned and thought during the enterprise practice, conducting public defense, and their training should be evaluated openly and fairly.

4.6 Improve the System Construction to Promote the Professional Development of Young Teachers and Create a Good Institutional Environment

Perfect system and policy environment is an important foundation to promote the professional development of young teachers in vocational colleges [8]. Under the circumstance of lack of system currently, the most apparent is that there are few systems for vocational colleges to encourage the professional development for young teachers, especially the lack of corresponding incentive policies. At the national and provincial level, the professional standards, qualification recognition and professional title evaluation about the professional development of higher vocational teachers differing from that of normal college teachers should be put forward. To implement the national and provincial policies, schools should also implement rules and other supporting policies in respect to the awarding of teachers' honors, further training, salary, promotion of professional titles, etc. So that young teachers can enjoy the real prospect of professional development, and the colleges can build up the assessment system and incentive system to promote the professional development of young teachers. At the same time, we should pay attention to the organic combination of intrinsic and extrinsic motivation, carrying out incentive development, and create an excellent institutional environment for the professional development of young teachers.

4.7 Strengthen the Independent Consciousness of the Professional Development of Young Teachers, and Enhance the Endogenous Power

The independent consciousness of professional development of young teachers in higher vocational colleges is the internal driving force to promote their development. The stronger the independent consciousness is, the higher the enthusiasm of professional development will be, and the better effect of school-based training on young teachers will be. It is necessary to strengthen the cultivation of vocational identity of young teachers in vocational colleges, and the vocational ideal and professional spirit education of young teachers, making them pursue vocational education as a career and stimulating the independent desire and motivation to pursue their professional development. Help should be offered to young teachers to establish a clear professional path, taking professional development as the core component of their career development plan. And teachers should also be guided to combine personal career development with the overall development of the school and their own life value, and comprehensively enhance their initiative and enthusiasm for professional development. What's more, help should be given to young teachers to carry out self-reflection and self-examination regularly. Through teaching notes, case study, observation and discussion, young teachers can be helped to find their shortcomings and improve themselves. So that professional development of young teachers can be pushed forward gradually.

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