

Research on Teaching Diagnosis Strategies and Effective Teaching Reform Approaches in Higher Vocational Colleges

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Abstract: The teaching quality of higher vocational colleges determines the output quality of national talents. Therefore, we should pay attention to the research of teaching diagnosis strategies and effective teaching reform approaches for teaching problems in Higher Vocational colleges. Teaching diagnosis strategies can be divided into the establishment of teaching quality standard system, teachers' self-diagnosis and the review of improvement results. Effective ways of teaching reform include building a perfect teaching data platform, establishing a perfect internal security system, strengthening the feedback mechanism between teachers and students, and designing innovative teaching forms.

1. Introduction

Under the background of attaching importance to personnel training and strengthening college education, the teaching self-diagnosis and reform of Higher Vocational Colleges in China has never stopped. The teaching diagnosis and improvement work in higher vocational colleges mainly refers to a working process in which the school finds out the shortcomings and puts forward the reform strategy according to its own school-running idea, the goal of personnel training, its own curriculum system and other elements, through internal and external means. Studying the document "Action Plan for Innovative Development of Higher Vocational Education (2015-2018)" issued by the Ministry of Education, we can know that the main task of higher vocational colleges is to train innovative talents. That is to say, the teaching and diagnostic work in higher vocational colleges should start with the strict quality of teaching, so as to cultivate more innovative talents in the new era for the country.

At present, there are many problems in Higher Vocational Education in China. From the point of view of teaching management, the quality of information transmission about teaching itself is poor. For example, some students do not even know how many computer rooms there are in the school, how many book information there are, how to borrow school books efficiently for reading, and so on. There is even a phenomenon: the school arranges teachers to give students teaching answers in the office at a specific time, but because the information is not conveyed in place, few students know such teaching arrangements, let alone students go to the teacher to discuss the doubts encountered in learning. The information of teaching management reflects quickly in ideological education and safety education, but it is not satisfactory in other aspects. In terms of teaching staff, higher vocational colleges lack high-quality skilled personnel who have been trained or worked in the front line, and more are those who lack practical experience. Most of these people are directly employed as teaching staff of Higher Vocational Colleges after graduation from master's degree or doctor's degree. From the point of view of students' learning state, there are more important problems. Most of the students in Higher Vocational colleges, under the guise of "going to school", live an old-fashioned life in school, either playing games in dormitories, having dinner and playing outside, or sleeping in the classroom. These present situations are the major problems existing in Higher Vocational Colleges in China. Before carrying out the research on teaching diagnostic strategies and putting forward effective teaching reform in Higher Vocational colleges, we must focus on understanding and mastering the major problems in order to make the right prescription.

2. Teaching Diagnosis Strategies in Higher Vocational Colleges

The problem of teaching diagnosis strategy in higher vocational colleges is a systematic engineering problem. We should set up a standard system of teaching quality and effect from the point of view of the emergence of problems, then carefully analyze and find out the problems through the standards, and then solve the problems. It is necessary that we should review the teaching again when we think we have solved the problem.

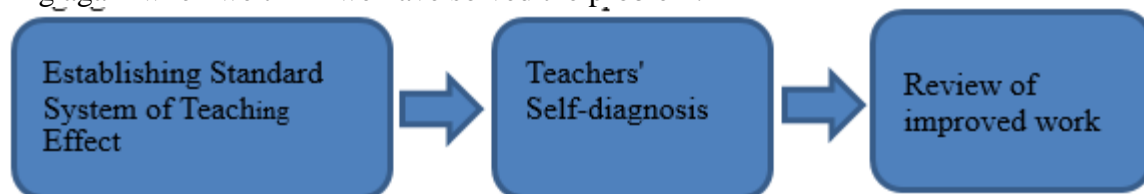


Fig.1. Teaching Diagnosis Strategies

2.1 Establishing Standard System of Teaching Effect

As a place where talents are trained and exported, it is necessary for schools to make clear methods to achieve teaching effects in order to standardize the quality of teaching. Specific should include the following aspects: First, the standardization of quality assurance concept. In the process of standardization construction of quality concept, we should define the goal and orientation of teaching from the outline to ensure the quality of teaching. If in a certain period of assessment, the teaching staff can not complete the predetermined effect standard, will be identified as unqualified, and will be accompanied by specific treatment methods. Secondly, professional quality assurance system should be established. For example, in the teaching work of electronic specialty, we should make a quality assurance system for the teaching quality of electronic specialty, such as the assurance of teachers, in order to achieve the assurance of professional talents. Standard system construction can be carried out by formulating standards for full-time and part-time teachers, professional leaders and backbone teachers. Thirdly, there should be a guarantee system for the all-round development of students. In this respect, we can start from the system of teaching and educating people, take the needs of students as the basic point, and establish a comprehensive development system in accordance with students' personality, learning ability, emotional state and other aspects. The standard system of the above aspects is the first step of teaching diagnostic strategy, and plays a benchmark role. Later diagnosis and implementation improvement should be based on this standard system, striving to make achievements beyond the standard system.

2.2 Teachers' Self-diagnosis

When the standard system has been established, all the teaching work should aim at the standard stipulated in the system and carry out the specific plan. In the actual diagnosis process, how to scientifically and systematically diagnose the existing problems in teaching is a problem worthy of consideration. In my opinion, when teachers diagnose themselves in teaching work, they should start with several elements. Firstly, it summarizes the degree of achieving the goal. In this respect, each teaching worker is the clearest about his own work results, so it is most appropriate for them to summarize his own results, and there is already a reference standard system, teachers can complete self-diagnosis. Secondly, teachers show their main achievements and problems in their work. This may seem simple, but it is the test of self-perception. This method is a necessary diagnostic strategy to improve teaching quality. Thirdly, teachers are required to analyze the reasons and put forward corresponding improvement measures, and improve them according to the improvement measures. This step is the second step of the whole teaching diagnostic strategy and plays an important role in connecting the preceding with the following.

2.3 Review of improved work

As mentioned above, after teachers complete the self-diagnosis of teaching quality according to the unified standards of Higher Vocational colleges, they need to further analyze the reasons and

improve the teaching results according to the improvement measures. Then, it is not simple for teachers to self-check and self-improve to achieve all the diagnostic strategies, but also the most important step: results review. In this step, the school will organize a team to re-examine the results of teachers' improvement. If it does not meet the requirements of the unified standards, it will be judged that the improvement of teaching work is unqualified. In this case, the lighter ones require targeted improvement again, and the heavier ones will be recorded as unqualified or even disqualified. This step is the last step in the whole teaching diagnosis strategy, and it is also the external pressure and motivation for teachers to diagnose consciously.

3. Effective Ways of Teaching Reform

In view of the teaching problems in Higher Vocational colleges, there are many ways and means of reform. This paper holds that we should focus on the following three reform methods to seek breakthroughs.

Table1. Approaches to Teaching Reform

Effective Ways of Teaching Reform	1.Creating a Perfect Teaching Data Platform
	2.Establishing a perfect internal guarantee system
	3.Strengthen the Feedback and Communication Mechanism between Teachers and Students
	4. Designing Innovative Teaching Forms

3.1 Creating a Perfect Teaching Data Platform

First, optimize the status of existing data platforms. The diagnosis and improvement of teaching work in higher vocational colleges can further optimize the data structure by combining existing data. In the process of optimizing the data, we should focus on strengthening the data at the professional level, such as letting excellent teachers share their professional knowledge and teaching experience, upload them to the platform, so as to strengthen the professional teaching reform. In addition, we should pay attention to expanding the functions of the data platform, refine the allocation of resources for various majors, and make full use of teaching data.

Second, equip the corresponding data analysis team. The best data platform, without professional analysts, can not play the platform's greatest advantage. Therefore, we should have a skilled data analysis team responsible for the application of data platform, in order to give full play to the greatest advantages of the teaching platform. In this way, a teaching staff with rich experience in teaching management should be taken as the leader, using his data analysis experience, scientific research ability and team building ability to create a professional data analysis team. Under the leadership of such a group of data analysts who understand the platform and can analyze, it will certainly improve the accuracy and timeliness of self-diagnosis improvement in Vocational colleges.

3.2 Establishing a perfect internal guarantee system

Establish a sound internal security system. Mainly improve the following aspects: Firstly, perfect curriculum system matching professional training program, and establish management system related to teaching quality. Secondly, we should focus on the reform of teaching process. The main content of the reform is what courses are taught and what methods are used to teach. Thirdly, we should classify library books more scientifically and systematically, and send out brochures to encourage students to borrow books and read books in the dormitory, and even adopt incentives related to scholarship evaluation points, so as to encourage students to make full use of book information and Study on their own. If you read a book and write your reading experience, you can reward the corresponding score after checking that it is not plagiarism. These scores can be used to evaluate scholarships. Fourthly, the relevant information of each system is shared to other systems in time to realize the value sharing of information.

3.3 Strengthen the Feedback and Communication Mechanism between Teachers and Students

In the process of effective teaching reform, besides using the self-diagnosis method of teachers in teaching diagnosis, external feedback can be used to achieve more effective feedback teaching reform. So the best feedback is undoubtedly the students. As the object of teachers' teaching, students enjoy teachers' teaching achievements to the greatest extent, and also have the most profound experience and feelings about the quality of teaching. Then, if students provide feedback on teaching, it will be the most direct and valuable information. For example, if we want to improve the teaching quality of ideological education courses set up in Colleges and universities, improve teaching skills and enrich teaching content for teachers, we can select students from multiple classes of different grades to conduct feedback surveys, so as to clarify the teaching pain points and carry out targeted teaching reform.

3.4 Designing Innovative Teaching Forms

Innovative teaching design ability can be said to be the core vocational teaching ability of Higher Vocational teachers, which fully reflects the teaching concept and effective teaching planning ability of teachers and staff. This ability is a key factor in effective teaching. To carry out teaching innovation, teachers are required to boldly abandon the traditional teaching mode and develop new teaching methods suitable for cultivating students' innovative ability in the light of students' basic abilities, psychological characteristics and the needs of the times for students' basic abilities. In innovative teaching, the process and form of teaching are not emphasized. Individualized teaching methods, such as field teaching, game teaching and group teaching, are encouraged, and only the actual results of teaching are emphasized. Effective innovative teaching design can be carried out from three aspects: teaching situation design, practical activity design and teaching method selection. Teaching situation refers to the external environment when students study. It can be real environment, virtual vision, indoor environment or outdoor environment. A suitable teaching environment can achieve twice the result with half the effort. The design of practical activities is the arrangement and design of a kind of teaching stage, which is the core of realizing the teaching of project courses. Practical activities require teachers to grasp the teaching objectives macroscopically, and to promote the teaching contents step by step in accordance with the teaching objectives, teaching content, school reality and students' personality. If the majority of students can participate actively and gain something, that is the best effect.

4. Conclusion

Higher vocational colleges shoulder the important task of training national talents, and good teaching quality is the basic guarantee to complete the heavy task. Therefore, how to establish a scientific diagnostic system of teaching quality in the process of teaching and educating people to assist in the effective teaching reform of higher vocational colleges is the first step of the reform. Under a good diagnostic system, it is the core relationship of effective teaching reform to put forward practical teaching reform plans boldly combining with the basic situation of students, staff and vocational colleges, and the needs of social development.

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