

Discussion on the Ways of Improving the Teaching Quality of Higher Vocational Colleges under the Background of “Internet +”

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Abstract: Under the “Internet +” era, higher vocational colleges have the chance to take full advantage of the Internet to make up for the shortage of teaching resources. The current specific standards for the evaluation of the quality of higher vocational education should be social standards, professional standards, curriculum standards and teaching activity standards. The characteristics of higher vocational education in the era of “Internet +”: the openness of teaching content in higher vocational education, the diversified teaching mode and the popularization of higher vocational education. Problems in the quality of higher vocational education in China: The traditional education system restricts the development of schools, the evaluation criteria of teaching quality is not scientific enough, and the dual main role of teachers and students is restricted. Under the Internet era, countermeasures for improving the quality of teaching in higher vocational colleges are formulated. It can effectively solve the teaching quality problems faced by various current higher vocational colleges.

1. Introduction

In March 2015, in the government work report, Premier Li Keqiang firstly proposed the “Internet +” action plan that represents China's progress towards the Internet era. In the context of the Internet + era, with the continuous reform of the education system, an important component of higher education, higher vocational and technical education, in order to better serve the development of the regional economy, how to improve the quality of teaching, keep pace with social development, Cultivating more high-level talents in the Internet + era is the responsibility of higher vocational colleges that have gradually expanded in size and the number of college students has gradually increased in the era of “Internet +”. At present, the teaching resources of higher vocational colleges are insufficient and the distribution is uneven. The development and application of “Internet +” in higher vocational colleges can effectively make up for the shortage of teaching resources, and at the same time solve the problem of improving teaching quality in front of higher vocational colleges in China.

2. Evaluation criteria of teaching quality in higher vocational colleges.

In order to train high-quality students, the teaching of higher vocational colleges should be based on the law of professional technical teaching, not only should the students grasp the basic knowledge, grasp the knowledge structure of the basic knowledge, but also have good professional quality, This is the standard to evaluate the development of the students in the teaching quality evaluation. Therefore, the social standard, the professional standard, the curriculum standard and the teaching activity standard should be the specific standard of the current higher vocational school education quality evaluation.^[1]

(1) Social standards The social standard for the quality of the school, the professional quality of the teacher and the comprehensive quality of the students is the external standard to evaluate the teaching quality of the school of higher vocational colleges. The ability of learning, the moral quality, the adaptability, the ability of cooperation and the corresponding innovation ability are the main criteria for the evaluation of the students, and the main goal of the personnel training in higher

vocational colleges. The purpose of teaching is to evaluate the main evaluation criteria of the teacher.

(2) Professional standards the student's professional technical ability is the key professional standard, the emphasis on the student should have the professional and practical ability. The professional teaching quality assessment has special requirements for the professional training target, the content of the specialized course, the construction of the course system and the professional ability evaluation. In order to support the training goal in the teaching system, this requires the school to construct a comprehensive, practical and operable teaching course, carry out relevant professional technical assessment, and issue the corresponding professional technical certificate, in particular to encourage the participation in the national professional technical examination.

(3) Curriculum Standard To ensure that the curriculum standards of the quality of the specialized courses should be strictly developed by the combination of the knowledge and the updating, the theory and the practice, the operation and the skills, and is generally established by the school according to the teaching contents, the teaching objectives, the scope of the teaching materials and the professional practice. The teaching effect and other important factors that influence the quality of the teaching and the overall planning of the teaching.

(4) Standard of teaching activity The teaching activity standard based on the professional course practice is determined by the teacher's teaching level with deep theoretical foundation and rich professional technical ability and the student's understanding ability which should have positive learning attitude and good basic knowledge. Excellent teaching activities, for teachers, can effectively carry out the teaching content, of course, teachers have strong scientific research ability and modern educational technology ability, and have more forward-looking development and research to the profession; for the students, through the scientific teaching activity and the method, It is helpful for students to have a strong sense of learning when they are interested, to help them understand and study their professional skills and to master their professional skills.^[2]

3. The characteristics of higher vocational education in the “The Internet” era

(1) The opening of the teaching content of higher vocational education. The content and form of the class teaching in higher vocational colleges has been developed and perfected with the development of the times and the progress of the Internet technology. The rich information and more teaching resources can be obtained from the network. Through the network, the students can participate in the teaching process, and the students can choose the learning content according to their own learning interests, so that the student's learning interests can be better stimulated, the enthusiasm of learning can be fully mobilized, and the students can better study the knowledge content of interest.

(2) The teaching in the network environment supported by the network, the important position and function of the network in the teaching activities of the teachers and students can not only give full play to the advantages of the latest and most complete first-hand information in the world, but also can effectively improve the learning effect of the students by using the reasonable network teaching mode, and form the network teaching structure form of the stable relationship and the activity process between the teachers and students. The information resources, teachers and students in the network teaching process can be obtained through the school library, the office, or even the home network. The network teaching information comes from all corners of the world, not only the magnetic disk content provided by the local computer, but also the diversified information distributed around the Internet.

(3) The popularization of higher vocational education. More and more workers are also aware of the importance of learning in the progress and development of the society, and set up the correct concept of life-long learning. In order to meet the growing cultural needs and the learning desire of the people, the new requirements and the development goals of the learners in the new period should be met, and the higher vocational education should be achieved, and the teaching resources and the teaching methods strive for diversity, full of the richness of the students, attract more

learners to participate in the study, and achieve the goals of education for all and life-long learning.^[3]

4. Problems in the teaching quality of higher vocational education in China

(1) The traditional education system restricts the development of the school Because of the strict restriction of the government at all levels, the administrative color is strong, and the school administration institution has set up the swelling. The efficiency is low, which is not compatible with the development of the social economy, the proportion of the school managers and the full-time teachers is not balanced, the cohesion of many departments is poor, the division of the teaching and scientific research activities can't be carried out reasonably and effectively, the enthusiasm of the teachers is difficult to be mobilized, and the teaching quality of the teachers is increased.

(2) The evaluation standard of teaching quality is not scientific enough The standard still uses the strict dogma to measure the standard of the teacher's teaching level and lacks the guidance of the social demand. No market orientation (relative employment rate) and customer assessment (employing units, students) are not used, and the evaluation criteria are too single. In the existing teaching evaluation system, the popularization of higher vocational and technical education has deviated from the subject of higher vocational colleges and the improvement of the students' ability in comparison with the elite education of higher education institutions.

(3) To limit the double-body function of teachers and students In order to improve the teaching quality, the most important is that the teachers who play a leading role in the teaching process should highlight the teaching skills and guidance skills of the teachers, The integration of the direct exchange and the emotion of the information forms a special classroom atmosphere, so that the students are active in the classroom between the teachers and the students, and the quality of the classroom teaching is improved, and the phenomenon of one-sided understanding of the leading role of the teachers in the traditional vocational education in China is prevented. The direct influence or decision of the quality of the classroom teaching is the teacher's teaching and instruction method, the teacher's class specification and so on. To make the students become the traditional teaching method of the passive knowledge recipient, to focus on the Abstract theory thinking, to ignore the development of the new knowledge and the practical application, it is the problem that the common higher education should be reformed.

5. Measures to Improve the Teaching Quality of Higher Vocational Colleges under the Age of the Internet

(1) To set up an advanced education concept, and to pay more attention to the quality. In the course of teaching, we should keep pace with the times, grasp the latest direction of the development of international education, and have a clear idea of teaching quality management and improvement, that is, to set up the right education concept under the "The Internet", to establish a good quality assurance system for vocational education, and to manage the teaching quality in order to meet the economic development needs of the present society. The teaching quality management should be carried out on the basis of the correct teaching thought, because the idea can directly determine the quality of the teaching.^[4]

(2) To improve the teaching infrastructure. In order to meet the current development needs of the current economic and social network, higher vocational colleges should pay more attention to improving the teaching quality, increasing the investment, strengthening the construction of teaching infrastructure, developing more teaching resources, increasing the necessary hardware teaching places, and improving the teaching facilities by promoting the development of the diversified teaching mode and the teaching reform of the application. The teaching mode of the students in higher vocational colleges is more conducive to the development of the infrastructure.

(3) Strengthen the construction of teaching staff in higher vocational colleges. The improvement of teaching quality can be done by teachers alone, but in the new era and social environment, it is

more necessary for the teaching teams to cooperate, communicate, study, exchange problems and share resources when the problems encountered in teaching, so as to improve the teaching quality. Therefore, the key to improve the teaching quality of higher vocational colleges is the teaching team with high personal quality and teaching level. In the era of “Internet”, we should pay attention to the establishment of a more powerful teaching team in higher vocational colleges. In order to improve their personal quality and teaching level, young teachers who lack experience can combine theory with practice, learn from experienced teachers, constantly improve their teaching ability, and realize the upgrading of teaching technology. While helping students to achieve more comprehensive knowledge integration, the quality and level of teaching work will also be greatly improved.

(4) Strengthen cooperation between schools and enterprises and jointly train talents. With the continuous development and the progress of the times, especially the arrival of the “Internet” era, the society has put forward new requirements for the cultivation of talents in higher vocational colleges. Higher vocational colleges must seize the opportunity of development, further strengthen cooperation and integration with schools and enterprises, firmly grasp the needs and development direction of enterprises at the present stage, and adjust themselves in a timely manner. According to the needs of enterprises, higher vocational colleges can better participate in the construction of professional courses and the implementation of teaching plans, and make self-improvement and adjustment under the background of “Internet”.^[5] Under the background and conditions of this new era, the concept of education and teaching has been greatly improved and improved in the cooperation between schools and enterprises, improved the quality of comprehensive teaching, and made greater contributions to the training of new talents in social training. It also makes higher vocational education adapt to the development of the times.

(5) In the era of “Internet”, higher vocational colleges should focus on absorbing a large amount of data and information through the Internet, and formulate educational teaching plans and planning objectives of teaching quality monitoring system that can meet the needs of social development according to the understanding of the future development of the education industry. It lays a foundation for promoting the monitoring of teaching quality and carrying out teaching activities in the era of Internet in higher vocational colleges. It is an indispensable link in teaching that the examination scheme of teaching quality monitoring system in higher vocational colleges should be worked out to measure the teaching activities to meet the predetermined standards. Through the assessment of teaching quality, teachers can constantly improve and summarize the teaching content, constantly find, analyze and solve problems, and improve the teaching quality. In the era of “Internet”, the methods of teaching quality assessment in higher vocational colleges: first of all, with the help of the network, graduates and students in higher vocational colleges can more conveniently evaluate educational and teaching activities, and help teachers to obtain accurate, scientific and reasonable data and information such as the relationship between the core objectives of social development reflected by the Internet and the objectives of education and teaching. Secondly, in order to enrich the content of teaching activities, improve the teaching quality, students’ online learning and the records of university forums, higher vocational college teachers can fully analyze and discuss, and increase the opportunity to interact with higher vocational students, fully understand students’ feelings through the information provided by students, thus find out the shortcomings of teaching activities, and formulate a scientific assessment scheme of higher vocational teaching quality monitoring system. Finally, improve the quality of teaching work.

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