

Comparative Study of Higher Vocational Teachers' Training to Promote Professional and Curriculum Characteristic Integration between Regions*

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Abstract - In order to enhance the overall competitiveness and gain social acceptance, teacher training and the corresponding characteristic specialties and courses integration is an important way for higher vocational colleges. Researching developed and undeveloped region in China for higher vocational colleges teacher training laws and policies, it was compared and analyzed that higher vocational teachers' professional training epochal character and curriculum training practical between developed and undeveloped region. Undeveloped region should learn advanced experience of developed region in higher vocational teacher training, and build characteristic specialties and characteristic courses. Clear and targeted suggestions are provided for higher vocational colleges in teacher training.

Index Terms - Higher vocational college teachers, Teachers training, Professional and curriculum characteristics, The integration of

1. Introduction

In China, higher vocational colleges in less developed areas compared to developed areas have large difference in overall teaching level and attractive. During higher vocational colleges entrance exam each year, both students and parents tend to select higher vocational colleges in developed areas and large cities, not to select these in less developed areas and common cities. In 2011, according to a province admissions website, higher vocational colleges entrance' scores in most of less developed cities had dropped to 170 points. In 2012 and in 2013, most of higher vocational colleges entrance' scores in less developed cities were between 120-200 points. These situations in underdeveloped areas are universal. Influencing factors of recruit students in higher vocational colleges in less developed areas is much, but the teachers' training and closely relate professional and curriculum characteristics are the important factors. If there were no specialties and courses characteristics and advantages, and even if achievements in other ways, it would be impossible to get enough whole competition strength.

2. Comparison of Laws and Policies of Higher Vocational Teachers Training

Higher vocational colleges are to cultivate higher

technology applied talents in production, construction, management and service, and important to the country's economic and social development with other education form an irreplaceable role. Higher vocational colleges students' quality and professional skill level have inner vital link with the level of higher vocational teacher. And higher vocational teachers' level is ensured mainly by ongoing training.

To support higher vocational teacher training simply by state or local financial grants and subsidies is not enough. Formulation and implementation of laws and regulations related to higher vocational colleges teachers' training have decisive significance. At present, there is only a law The Vocational Education Law of the People's Republic of China, and began to implement from September 1, 1996. The vast majority of higher vocational colleges across the country was by secondary vocational school to upgrade around 2000. This law has not been revised according to the development of vocational education. This law is macroscopic, and the terms of higher vocational education are not much, and applicability is not strong. It is disadvantageous to higher vocational teacher training work [1]. Although the law is macroscopic at the national level, each region should formulate and implement local education regulations and local education administrative rules in detail, promoting regional higher vocational teachers training and education quality.

In China, the developed areas' laws and regulations about higher vocational teachers training have made clear specific provisions, and have effectively promoted the development of local higher vocational teachers training. Shanghai People's Congress Standing Committee promulgated Rules of Shanghai Vocational Education on May 20, 2004. At its Article 43, the municipal education administrative department must, according to the needs of the development of vocational education, make training plans of cultivation of teachers, establish training bases in colleges and enterprises, and enterprises must be engaged in the practice of vocational education teachers training and provide conditions and convenient. People's Government of Shandong Province formulated Promoting the Development

*Higher education teaching reform project in Guangxi (2012JGB349); Institutions of higher education in Guangxi characteristic professional and curriculum integration construction project (GXTSZY188).

of Vocational Education Reform in 2002, the provincial education department and other departments formulating the opinions on further strengthening the vocational education, and these policies of higher vocational teachers' training are effective guarantee measures. Education Department of Jiangsu Province formulated Further Strengthening Management of Higher Vocational Education in 2010, highlighting to promote the overall quality of higher vocational teachers , implementing "vocational education teacher training project ", "professional leader training project" and "double teacher training project" ,and at the same time increasing for higher vocational teacher training policy support and investment funds.

There are a few less developed areas formulating rules for the secondary vocational education in the 1980s, but most of these areas in China have no laws and regulations in higher vocational teacher training. Compared to developed areas paying special attention to higher vocational teachers training, less developed areas did not pay attention to local laws, regulations and policies relevant to higher vocational teachers training. This will bring about the lack of the upper hard rules and enforcement measures in higher vocational teachers' training in less developed areas, and teacher training is hard to standardize and institutionalize.

3. Comparison of Higher Vocational Teachers' Professional Training Combined with Age

With the new development of global informatization, networking and low carbon technology, a variety of industries need to constantly upgrade and transformation. This requires reform and update to the original profession, or to set up a new profession. At the same time, overlapping trend among different profession is becoming more and more obvious. As higher vocational colleges closely integrate theory with application, teachers' professional training should have distinctive times.

Higher vocational teachers' professional training in developed areas is combined with times stronger. Since 2007, Guangdong Province has implemented provincial vocational education demonstration, and built 100 provincial higher vocational education model professional. During the period of construction, according to industry development and the province talent market demand, higher vocational teachers' professional training had been given priority to strengthen. Since the end of 2007 to early 2008, Shanghai did thorough research in higher vocational colleges, and found that the factors hindering the development of the higher vocational colleges mainly came from the original professional aging. From 2008 to 2011, the city's 15 categories of professional backbone teachers had been trained[2]. In 2012, Jiangsu Province established higher vocational teachers training center and website, to undertake policy research, professional training plan according to demands of the times. In addition to update professional training in the local, much of the developed areas has established new professionals, and at the same time sent backbone teachers to go abroad studying in

the developed countries associated with new professionals.

In less developed areas, higher vocational teachers' professional training is not strong combined with the times. In professional training plan, not fully consider the special case of the industrial development in the region, but copy the professional training scheme of developed areas. Higher vocational teachers' training in less developed areas should consider both the country's industrial strategy planning and learning the advanced experience of developed areas, and should combine with the development needs of the age of regional characteristic industry, increasing opening to the outside world. At the same time, should made comprehensive joint training of higher vocational teachers' professional level with enterprise, continuously improve the professional quality of teachers.

4. Comparison of Higher Vocational Teachers' Curriculum Training Connected to Practical Skills

Higher vocational specialty should continuously be reformed and innovated. Development of specialty needs exploitation of curriculum. On the basis of research in practice, higher vocational teachers must meet the need of the era of professional courses [3], which are consistent with the practical skills.

In the developed areas, higher vocational teachers' curriculum training combined with practice skills better. Shenzhen Polytechnic has established campus practice training base and enterprises practice training base with cooperation to enterprises, training both its own teachers and even the national higher vocational teachers. Training curriculum consistent with practice application and the teacher putting this to education greatly enhance the students' practical skill levels. Since 2010, Liaoning Province has implemented the "double teacher" quality training by use of the summer vacation. The training schedule lists the course name, course content, course features, and pays attention to practical training and case teaching. Do emphasis on "learning in doing", "learning by doing". Theoretical and practical training are with 1:1 proportion. In Tianjin, Tianjin Vocational College Play a leading role in the construction of higher vocational teachers training base, leading higher vocational teacher training in the city. Every summer it opens teacher training courses closely connected with practical skills. "Chemical analysis skills training", for example, through training, makes the teachers grasp the testing knowledge and skills of the chemical products, environmental samples, food and medicine, and improves the operation ability to analytical instruments. At the same time, teachers can obtain professional qualification certificate of the chemical test engineering technicians issued by the national.

In less developed areas, higher vocational teachers' course training combined with practical skills has to be strengthened. First of all, the "double teacher" course training platform has not been established or has been established but effect is poor. The intention of cooperation among enterprises

in these areas and higher vocational teachers training is not high, and higher vocational colleges with its limit funds and equipment. The second, although some higher vocational colleges sent teachers to developed areas or famous enterprise to improve curriculum practice ability, the teachers training are generally short-term visit and practice. Courses combined with the practice often become a mere formalism, not having success, and training teachers back to school are not able to prepare the corresponding practice teaching plan. The teaching effect does not produce satisfaction.

5. Higher Vocational Teachers' Training Strong Promoting the Characteristics Integration of Professional and Curriculum

Facing the situation of the college enrollment expansion and the examinee options increasing, higher vocational colleges should strengthen characteristic professional and curriculum integration. The characteristic construction demands the high quality of teachers. Training teachers promotes professional and course construction level, and teaching quality shall be improved. That can meet the needs of economic and social development.

A. Regulation and policy measures

The country should accelerate reform and innovation of the vocational education laws, especially pay attention to higher vocational teachers' training and stipulate responsibility and obligation for teachers to construct professional and curriculum. Local government should improve the system of higher vocational education laws and regulations system according to the national new vocational education laws and the regional economic development. Pay attention to higher vocational colleges in less developed areas and give fiscal policy tilt, establishing regional balance and intercollegiate balance for modern higher vocational development. Thus really promote the development of higher vocational education in less developed areas. In the above reform, regardless of developed region and undeveloped region, teachers training and quality construction of professional and curriculum shall be an important task.

B. College-enterprise cooperation on teacher training and the characteristics integration of professional and curriculum

Higher vocational colleges should do efforts to develop college-enterprise cooperation, build teacher training bases in campus and enterprises. Employ experts to give instruction to teacher at campus teacher training base, at the same time, send teachers to enterprises training bases. Teachers help enterprises to solve problem of theory, also improving teachers' practice ability and innovation ability. Mutual discussion in professional reform and development, joint development of work-integrated learning course and truly characteristic specialty and course integration shall construct characteristic higher vocational colleges.

1) Cooperate with enterprises to establish the campus teacher training base: Higher vocational colleges are to

cultivate applied talents with high skills in production, construction and service industry. Learning time of students in school is long. This requires teachers to have deep theoretical foundation and also practice skills, in this way leading the students really learn professional courses well. First of all, with cooperation to enterprises establish the campus teacher training base and do the agreement in the rights and obligations of each party. School and enterprise set up the training bases with joint venture. Enterprises send technical staff to help training teachers, and school should also provide places and teachers to train enterprise staff. Secondly, schools should establish reasonable teacher training incentive mechanism and evaluation method. Give priority to teachers who actively take part in the training. The priority includes allowances, project application and title assess. Not participating in training or training substandard should be given corresponding punishment.

2) Cooperate with enterprises to establish the enterprise teacher training base: Enterprise lay particular stress on practice and skills, but the material collection, sorting, analysis, research and innovation are not the strength of the enterprise. Higher vocational colleges should give full play in their knowledge and scientific research superiority, and be initiative to establish collaborative relationship with enterprises and set up training bases. In enterprises teacher training bases, the two sides carry out technology research and training of teachers. Enterprises welcome this kind of base, and teachers also get fairly effective exercise, achieving a win-win effect.

3) Cooperation to establish professional development plan: Through cooperation with enterprises to establish campus and enterprise training base, teachers' quality and skills are improved. Enterprise technical backbones have in-depth understanding higher vocational colleges, so the two sides can make joint professional development program. Enterprise technical backbones and school experts constitute professional development committee. Enterprises suggest social demand of current and future industry, adjusting the professional positioning. The two sides work out practical professional development plan.

4) Cooperation to develop work-integrated learning course: After the two sides make joint professional development plan, the school should formulate corresponding curriculum plan combined with the requirements of professional plan. Reform the original curriculum system and content to make it consistent with the requirements of industries and enterprises, paying more attention to the applicability and practicality. In compiling textbook, should employ industry and enterprise experts to participate in curriculum ability standard and writing method. The teaching material should timely reflect the new craft, new technology and new specification, facilitating students' learning and teachers' teaching.

6. Conclusion

There are many factors affecting the competitiveness of

higher vocational colleges, such as the country's laws and regulations, rules and regulations by local government, ethics and teaching methods, practice bases construction, cooperation with enterprises and social service ability. But teachers training and the corresponding construction of professional and curriculum is very important. How to train teachers so as to drive the characteristic specialty and course integration is the focus of higher vocational colleges. Developed areas should continue to carry forward the characteristics of higher vocational teachers' training to promote professional and curriculum integration. Less developed areas should learn developed areas, strengthen internal hematopoietic function, explore potential and strengthen the cooperation, as soon as possible to shorten the

gap with the developed areas or to catch up with the developed areas. Only in this way can the country's higher vocational education make greater contributions to social and economic development.

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