

Research on Teaching Quality Improvement Strategy in Higher Vocational Colleges

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Abstract. This paper aims at a series of problems existing in the teaching quality of higher vocational colleges in China. Starting from the characteristics of students in higher vocational colleges and the current situation of teaching in higher vocational colleges, this paper discusses the strategies and ways to improve the teaching quality of higher vocational colleges from the aspects of attaching importance to practical education teaching, constructing student-centered education system and formulating scientific and reasonable talent training programs.

1. Introduction

The report to the 19th National Congress of the Communist Party of China (CPC) made it clear that we should improve the system of vocational education and training, deepen the integration of industry and education and the cooperation between schools and enterprises. China's vocational education has changed from "vigorously developing vocational education and becoming a great country in vocational education" to "accelerating the development of vocational education and building a modern vocational education system" to "improving vocational education and training system and becoming a great country in skills". As an important part of vocational education in our country, higher vocational colleges shoulder the mission of training high-skilled and application-oriented professionals needed by the first line of the industry. In the new era and situation, it is particularly important to improve the teaching quality of higher vocational colleges.

2. Analysis of students in higher vocational colleges

2.1 Lack of good study habits

Students in vocational colleges lack good study habits for a long time, lack of due initiative in learning, relatively poor academic performance, and lack confidence in learning. They are often used to "assault" and fight before the exam. In the process of learning, I am not good at consulting teachers, communicating with other students, and summarizing my own mistakes and shortcomings. Due to the lack of good learning habits, it is difficult for students in vocational colleges to improve their academic performance effectively.

2.2 Uneven cultural quality

Current our country many higher vocational college students into the school, largely because the culture grade is not high, not entered ordinary institutions of higher learning, this kind of students is difficult to secure its own cultural quality, especially basic cultural knowledge, to master is not strong, which in turn makes the students into the higher vocational colleges, there are some obstacles in learning academic and difficulty, make no effective improve education quality of teaching in higher vocational colleges.

2.3 Low enthusiasm to participate in teaching activities

A lot of higher vocational college students are only children, home living conditions is better, but these students' parents are often busy with work, neglect the management of students, students are

not interested in knowledge learning, lack of learning initiative and enthusiasm, think that as long as the mix a diploma, just graduated, think how much knowledge of doesn't matter, think whatever knowledge to master, after graduation or to make money the most important, there is understanding, will make the higher vocational college students to learn about the course lack of enthusiasm, then it is not easy to even won't cooperate with teacher's teaching activities.

3. Analysis of teaching status in higher vocational colleges

3.1 The teaching concept of teachers is relatively backward

For higher vocational college education and teaching, its core is teaching activities, higher vocational college education and teaching activities have a close relationship, how the teaching quality of higher vocational colleges, to a large extent, the impact of higher vocational college education quality improvement or not. At present, many higher vocational colleges in China have great deviation in the application and implementation of education and teaching ideas, and it is difficult to achieve ideal education and teaching results. One of the reasons for this situation is the lack of understanding of the current situation of students in higher vocational colleges. Second, many teachers in higher vocational colleges are young and lack rich teaching experience. In the process of teaching, it is difficult to reintegrate the existing teaching contents in a systematic way, which makes it difficult to ensure and effectively improve the teaching quality.

3.2 Lack of practical teaching ability of teachers

For higher vocational college education and teaching activities, the teacher is the key and key, how the quality of teachers to a large extent directly related to the quality and level of education and teaching. As a link of communication between students and knowledge, some teachers' education teaching experience is very rich, but with the rapid development of society, especially the technology and equipment constantly updated, this class teacher's own theory with practice from the teaching level, and the requirement of quality education and the students' practical ability and habits. In addition, many current higher vocational colleges started to introduce highly educated people, these people have rich theoretical knowledge and educational background, but its lack of practical skills, or there is no practical experience, which in turn will make the teaching of vocational colleges "boring", out of the market as well as development time required for the growth of the students, the teacher development is adverse, add teachers pay is low, easily resulting in the loss of personnel.

3.3 Lack of scientific and reasonable evaluation standards for education and teaching quality

For higher vocational colleges, the purpose of education and teaching is to train talents to convey technical skills to the society. However, the current education and teaching of higher vocational colleges in China lacks a perfect teaching evaluation system, and the existing teaching evaluation index is too single, which lacks the connection with social needs. At present, many higher vocational colleges of education system is relatively closed, is still the original, rigid dogma as to the teachers' teaching quality and teaching level evaluation standard, also did not consider the particularity of teaching and individual character, nor will the students as the center and the evaluation will develop students' consciousness as the center, the lack of hierarchical classification standard of teaching quality, makes the education of higher vocational colleges teaching quality and level is difficult to get effective protection and in a timely manner.

4. Strategies for improving teaching quality in higher vocational colleges

4.1 Strengthen the construction of teaching staff and attach importance to practical education and teaching

Compared with the ordinary institutions of higher learning, the teaching of vocational colleges has certain particularity, is relatively high to the requirement of teachers, teachers need to have perfect teaching idea, at the same time also need to have rich teaching experience and practice experience, teachers should have a positive attitude towards teaching, have a higher level of business skills and perfect knowledge reserves, it is a key to improve teaching quality of education for teachers. In order to improve the teaching of higher vocational colleges, we must perfect and optimize the teaching staff, which requires the construction of double-qualified teaching team and the cultivation of double-qualified teachers. First of all, higher vocational colleges should take the system construction as the guide, actively promote and reform the personnel management system, and build up the incentive mechanism that is really conducive to the improvement of teachers' own quality and teachers' self-development. Secondly, it is necessary to create a favorable resource environment for the growth and development of teachers, so that enterprises, society and schools can better cooperate with each other and ensure that technical experts and skilled workers can better participate in the education and teaching of higher vocational colleges. Again, higher vocational colleges should comprehensively deepen cooperation between colleges and employment that enterprises technical backbone and experts in higher vocational colleges part-time teacher or professional leader, actively build a relatively stable and reasonable structure of the teachers, make to optimize teaching staff in higher vocational colleges, to improve foundation education in higher vocational colleges teaching quality.

4.2 Build a student-centered education system

The first is to establish a student-development oriented teaching philosophy. Both the 18th and 19th national congresses of the communist party of China (CPC) pointed out that building moral education is the fundamental task of education. As the starting point and place of school teaching, students are the "ruler" and standard of teaching quality. Many higher vocational colleges attribute the teaching quality problems to the decline of the enrollment after the expansion of higher vocational colleges, and believe that students in the new era have problems such as "not learning", "not willing to learn" and "poor practical ability". In terms of students, the students are the main body of education, all teaching activities require students to understand and absorb, schools should not be completely in accordance with their own "uttering out" the wishes of the students, should fully respect the individual differences of students, to carry out teaching activities according to students' needs, will be "according to their aptitude" "so" in traditional teaching thought and modern teaching thought of "no child left behind" combined "khalid ents, to shape students into a comprehensive development, trustworthy" brand ". Second, develop standards for student development. To khalid ents fundamental task to implement, urgently need to be based on national conditions, combining the school situation, combining with the characteristics of era, according to the laws of the students to grow and the social demand for talents, the beauty, intelligence and physique full scale development education for higher vocational college students to have a detailed character and key ability, build students' development standard, eventually to promote the all-round development of students and lifelong development. Based on the orientation of the university's talent cultivation and the requirements of college students' core qualities, the study planning, career planning, self-management, teamwork and other aspects should be carried out to help students make self-diagnosis, analyze their own situation according to the diagnosis results, continuously understand themselves, develop themselves and improve themselves, so as to finally realize the comprehensive progress and development of students.

4.3 Develop a scientific and reasonable talent training program

The talent training program is the fundamental teaching document for the implementation of the talent training objectives of various majors, the basic standard for the school's teaching organization, operation, management, monitoring and evaluation, and the main basis for teachers and students to complete the teaching work. The quality of talent training depends on whether the program is correct or not. In the process of talents training in higher vocational colleges, according to the society, the regional economic development demand for talent, combining with the school running orientation, on the basis of sufficient investigation and research, deepen teaching fusion and university-enterprise cooperation, make the talent training scheme, design "as a professional ability training as the main line, pay attention to the general cultural quality and professional, fully integrated into the diathesis developing innovative undertaking" the cultivation of the path. Taking students' professional ability, methodological ability, social ability and other professional action ability as the measurement standard, the internal diagnostic feedback spiral of talent training quality is formed compared with the training objective. At the same time, according to the comprehensive feedback of "graduates, parents and employers", the external feedback spiral is formed to construct the quality guarantee mechanism of talent training in the school. Through systematization of work process, integration of course certificate, post competition, modern apprenticeship, order-type training, etc.

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