

The Approaches and Strategies of Professional Development of Higher Vocational Teachers Under the Background of Educational Informalization

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Abstract. Informatization of education is to take the improvement of information literacy as an educational goal, strengthen the training of talents adapted to the information society, and at the same time, use information technology and other means in teaching and scientific research to achieve the use and development of educational information resources. The nature of education informalization is also the teaching informalization. Teaching as the core work in the field of education, teaching informalization requires the realization of scientific teaching modes, informalization of education communication, and modernization of teaching forms. In the context of education informatization, teachers need to learn about the rational utilization of information technology, multimedia technology, network communication technology, etc. in the process of education to achieve the professional development of higher education, further promote the reform and development of higher vocational education, and meet the new requirements that the information society puts forward, which are of great significance for promoting educational reform and achieving higher education.

1. Introduction

With the in-depth development of informatization, the impact of informatization on various industries is increasing, and the education industry is also included. In this period, in most regions of China, higher vocational colleges have opened campus networks, and increased the construction of electronic classrooms, multimedia classrooms, campus radio, campus broadband, and wireless campuses. Teachers have been equipped with laptop computers and projectors equipment, teachers can directly use related teaching software in classroom teaching to achieve information-based teaching. However, in the context of educational informatization such as the Internet, projection, and digital compact discs, higher requirements are also placed on the professional literacy of higher vocational teachers. How to improve the professional quality of teachers in higher vocational colleges in the context of education informatization is still an important issue in the professional development of teachers. To this end, this article will analyze the construction goals of vocational teachers' professional development in the context of education informatization, and introduce the paths and strategies of professional development of vocational teachers in order to improve the comprehensive quality of vocational teachers.

2. Construction Goals of Higher Vocational Teachers' Professional Development in the Background of Educational Informatization

2.1 To become a course researcher

In the context of education informatization, the educational activities of higher vocational teachers are more closely related to scientific research activities. Teaching and scientific research are the primary responsibilities of higher vocational teachers in information education [1]. In the process of teaching and scientific research, higher vocational teachers must not only improve students' innovative consciousness and practical ability, but also strengthen their own innovation and development. For this reason, in the course of teaching research or daily course preparation,

teachers and teachers, teachers and students can use the Internet and other informational means to achieve online writing exchanges, share teaching experiences and teaching problems with each other, so as to break through teaching difficulties. It is required that higher vocational teachers should abandon the inherent concept of independent teaching, improve their sense of unity and cooperation, allow them to quickly integrate into the teaching community, and continuously draw on advanced teaching results at different stages, so as to promote themselves as curriculum researchers.

2.2 To Become a Designer of Teaching Resources

In the context of education informatization, higher requirements and standards have been put forward in many aspects such as teaching form, teaching quality and teaching effect. Teaching resource design organization has become the basis for professional development of higher vocational teachers, which is also the work of actual teaching preparation of higher vocational teachers [2]. On the basis of mastering teaching content, higher vocational teachers must also learn to use advanced information technology, multimedia technology and other means, master website construction and management methods, produce IP teaching courseware and other content, and at the same time, establish intelligent, systematic, Scientific homework problem library and resource library, reasonable construction of network teaching platform, and constantly improve their comprehensive teaching ability, so that they become the designer of teaching resources.

2.3 To Become a Role Model for Students

Traditional higher vocational education mainly relies on teachers' explanations and teaching materials, and teachers are authoritative of knowledge. However, in the context of education informatization, students can use effective information tools to continuously broaden their learning paths, thereby improving their learning efficiency. Higher vocational teachers have become role models for students, putting more teaching energy on the focus of the students' learning process, in order to help students set scientific learning goals, explore the best route, and let students take less detours [3]. At the same time, it will build a harmonious and pleasant learning atmosphere for students, activate students' enthusiasm and initiative for learning, and help students learn. In addition, through the creation of multiple teaching situations, students will be provided with more opportunities for communication and dialogue, so as to maintain their learning thinking Flexible status. In order to allow students to better adapt to information-based learning methods, vocational teachers should pay attention to the cultivation of students 'correct learning habits in daily teaching, teach students more learning methods, give play to students' subjective functions, and make students become masters of learning in the classroom. Due to the good and bad network resources are intermingled, higher vocational teachers need to cultivate students 'information moral qualities, improve students' social responsibility and immunity, follow laws and regulations related to information activities, and use information technology reasonably to counteract the disadvantages brought by advanced science and technology. Influence, in order to avoid the occurrence of illegal invasion, illegal infringement and other problems, and make himself a role model for students.

3. Approaches and Strategies of Vocational Teachers Professional Development

3.1 Update inherent curriculum concepts

Constructivism regards the primary task of teaching as mobilizing the knowledge and experience that students have mastered, in order to strengthen the level of students' knowledge and experience, so that students can autonomously and actively build their own knowledge framework structure, instead of imparting ready-made knowledge to students. In view of this, students have become torches waiting to burn, and students' status has also changed from "passive acceptance" to "active mastering", becoming the master of classroom learning and the builder of knowledge. In order to achieve the professional development of higher vocational teachers, higher vocational teachers should continuously build a good learning environment for students and provide opportunities for

learning participation [4]. For this reason, higher vocational teachers are required to update their inherent curriculum concepts, rationally use information technology such as information technology and multimedia technology, and optimize the feedback link of students' learning. In the context of education informatization, the formalist teaching method has long failed to meet the learning needs of students, and students are no longer passive containers for knowledge, but with their unique interests and perspectives, they can have direct dialogue with vocational teachers. The teaching content is no longer just an objective and unchanged knowledge framework, and the curriculum is not only preset. The rich knowledge content on the Internet is inexhaustible. Therefore, higher vocational courses have also become a process of exploration and learning by teachers and students.

3.2 Establish a New Concept of Resources

In the information age, higher vocational teaching resources are no longer textbooks in the teaching plan, but also involve knowledge resources on the Internet, problem databases, case databases, courseware databases, teaching material data, exercise databases, and so on. Higher vocational teaching materials not only include regular textbooks, but also many electronic textbooks, such as CD-ROMs, video tapes, etc. The extensive use of teaching media is just an auxiliary teaching tool for higher vocational teachers to demonstrate and explain, in order to strengthen students' understanding of the content of knowledge [5]. Information technology has already reached the teaching process, it has led to more diversified teaching modes, and the network, information and system of teaching courses have further explained the important status of information resources in higher vocational teaching. Therefore, higher vocational teachers should establish a new concept of resources and strengthen the rational use of teaching resources in order to improve their professional quality and promote the professional development of higher vocational teachers.

3.3 Improve Information Technology

Information literacy should be the basic literacy of contemporary vocational teachers. And highly educated teachers should realize that only by fully grasping the information technology tools can we meet the new opportunities brought by the information age. The rapid development of information technology provides convenient conditions for the use of information technology education for vocational teachers. However, only when vocational teachers correctly understand the application of information technology and master the functions and functions of information technology, can they play an educational role in information technology to improve the overall teaching level [6]. For example, the teaching of literature and history courses can use video, sound, images, text and other media to show students intuitive situations and improve the effectiveness of classroom teaching. For science and engineering courses, teachers use professional software such as logic diagrams, online courses, and geometry sketchpads to teach, which can further enhance the professionalism and effectiveness of teaching and strengthen students' knowledge and understanding of the subject. Agriculture and medicine and other professional teaching need to use live video, virtual technology and other means to build a multi-teaching context for students and improve the efficiency of student learning. Only by improving the information technology level of higher vocational teachers can we give full play to the educational role of information technology and realize and promote the reform and development of higher vocational education.

3.4 Information-Based Media Teaching

Combining the new curriculum standards and the fundamental requirements of teaching methods, and using modern information technology, the teaching content is made into relevant information software, such as PowerPoints, slides, video tapes, etc., and combined with teaching methods of explanations and performances in daily teaching in vocational colleges to further develop information-based teaching. The detailed process of information-based media teaching. Higher vocational teachers create multiple teaching situations for students by playing teaching courseware, which leads to teaching points and raises teaching problems. Students effectively think about how to use online resources to collect and combine their own learning experiences to carry out thinking and discussion;; Finally, the teacher summarizes and summarizes the teaching content. The

advantage of information-based broadcast teaching is to break the limitation of time and space. It can present teaching-related content to students in things, situations, and other ways. In addition, it can make abstract and complex theoretical knowledge into a specific image, which fits cognitive characteristics of students to reduce their learning difficulties. The application of informatized broadcast teaching can greatly improve the teaching effect, optimize the learning process of students, build a harmonious and pleasant classroom atmosphere for students, and improve students' comprehensive ability.

3.5 Information-Based Discovery Teaching

The discovery teaching method requires students to solve new problems and invent things. Based on the use of advanced psychological activities such as analysis, synthesis, summarization, deduction, and the inherent teaching method theory, the stimulus responses to students are mainly rewards, which are external stimuli The way students learn. The discovery teaching method is to cultivate students' subject interests. If higher vocational teachers play their guiding and promoting role, allowing students to consciously explore and summarize the principles and methods, students will obtain a continuous stream of learning motivation, so as to improve student learning efficiency and promote Students' intellectual development. Discover the teaching method as a learning method that focuses on students' physical and mental involvement. Due to the interactive features of the combination of text, pictures, and sound of multimedia technology itself, the expression of educational information is more specific, vivid, and diverse. It provides feasible technical support for students' discovery and learning, and promotes the discovery of teaching contexts. Image and detail provide students with a wider space for thinking. It is found that the teaching method is a novel teaching method due to the application of information technology and the updating of teaching concepts. The teaching steps of the discovery teaching method are mainly to create teaching situations, explore and discover problems, practice applications, feedback, correct, deepen, and form inductive summaries. Under the guidance of the discovery teaching method, students continue to improve their autonomy and independent thinking ability, which has a profound effect on students' comprehensive development.

3.6 Information-Based Simulation Teaching

In the education information environment, subject to the constraints of other conditions, experimental teaching cannot be carried out with reference to actual things and real scenes. To this end, through information-based simulation teaching methods, using information technology, virtual technology and other means, to create a learning environment simulated by the network virtual laboratory and simulation center for students, so that students can conduct practical training under safe and time-saving learning conditions. Higher vocational teachers guide, manage, evaluate and summarize them. In the education information environment, there are many challenges to the professional development of vocational teachers. Information-based teaching methods need to show advanced ideological and educational concepts and reflect specific teaching theories. With the in-depth development of education informatization, advanced teaching ideas and modern teaching theories are used as the guidance basis of educational technology, in order to give higher vocational teaching activities a more vigorous vitality and play a promoting role in teaching activities. For this reason, informatization puts forward new requirements for new vocational teachers' learning methods. At the same time, in the information environment, teaching methods are closely linked to information technology. Good information technology teaching links and rich teaching resources are required. In addition, the role of information technology teaching tools should be promoted to achieve the transformation and innovation of higher vocational education. This also puts forward new requirements for the use of educational technology and teaching resources by contemporary vocational teachers. Only by continuing to learn advanced teaching concepts and mastering advanced teaching methods, can higher vocational teachers play a role of promoting the movement of quietness and realism, enrich the content of textbooks, make reasonable use of teaching time and space, and realize the extension of classroom teaching. In the process of teacher professional development, the information-based teaching method is like a mountain. It not only puts forward

higher requirements for the professional development of vocational teachers, but also provides a broad development platform for vocational teachers. The use of information technology is conducive to promoting vocational professional development of teachers to improve their professional quality.

3.7 Optimize the Subject of Teaching Evaluation

In the inherent teaching evaluation system, the main participants in the evaluation are principals, department heads, and department-level directors. If it is only to understand the abilities of vocational teachers, this teaching evaluation system is very effective. However, the evaluation goal is to further promote the professional development of higher vocational teachers, so it is necessary to attract multiple evaluation subjects. The multiple evaluation subjects include teachers' self-evaluation, student's objective evaluation, colleagues' evaluation, external professional evaluation, and non-professional evaluation such as student parents. Self-evaluation needs to be combined with the self-evaluation scale. Higher vocational teachers can objectively evaluate their teaching work and professional development, which facilitates teachers' self-reflection. Emphasizing teacher self-evaluation as the core concept of developmental teacher evaluation. Teachers can manifest their main role through self-evaluation, further promote the professional development of teachers, and allow teachers to better examine themselves. Therefore, the subject of teaching evaluation is optimized, the scope of evaluation is further expanded, and the evaluation results can be more objective and truthful. This can be used as the basis for evaluating professional development of teachers. Teachers can strengthen their own shortcomings and continuously improve their overall ability level to promote the sound development of higher vocational education.

4. Conclusion

To sum up, in the context of education informalization, as the undertaker of reform to meet the challenges of information education reform, higher vocational teachers need to constantly change their education concepts and learn advanced education knowledge, master the novel education methods to realize the change of teaching behavior and teaching thinking, improve themselves professional quality, and promote themselves professional development. At present, the professional development of vocational teachers is not optimistic. There are still many problems for the implementation of information education and curriculum innovation. Based on the education information environment, vocational teachers should continue to explore and try new ways of professional development and strengthen to promote the professional development of vocational teachers. Only in this way can higher vocational teachers' specialization develop to a deeper level..

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