

Research on the Path to Enhance the Competence of Full-time Teachers of Vocational Undergraduate Education

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Abstract: The development of vocational undergraduate programs has entered a new era, and it is urgent to build a team of full-time teachers with high professional ethics, rich practical experiences, and excellent teaching abilities for vocational undergraduate programs. This article explores the six core elements of the competence of full-time teachers in vocational undergraduate education by comparative analysis: personal traits, professional ethics, teaching practice, scientific research innovation, integration of industry and education, and digital technology application ability. At the same time, to the practical challenges of vocational undergraduate education, this paper studies and designs a strategic system for improving teachers' competence, including strengthening teacher ethics construction, deepening professional training, strengthening scientific research orientation, promoting integration of industries and education, and enhancing teachers' digital skills.

Keywords: Vocational Undergraduate Program; Full-Time Teachers; Competence; Improvement Path

1. The Connotation of Teachers' Competency in Vocational Undergraduate Education

1.1 The Connotation of Competence Theory

The origin of the concept of competence can be traced back to the 1970s, further developed by the American psychologist David C. McClelland in his research. McClelland found through extensive research that what truly distinguishes excellent employees from ordinary employees is not just their intelligence or general skills, but those characteristics

which are deep and difficult to imitate. He defined these characteristics as competencies and pointed out that these competencies can be identified, measured, and developed. With the development and the deepening of theories, competency models have gradually become an important tool to evaluate and select talents, design training and development projects, construct organizational strategies, and optimize human resource management practices.

1.2 The Connotation of the Competence of Full-Time Teachers in Vocational Undergraduate Education

In education, "competence" lacks a strict definition but is generally seen by academia and practitioners as key abilities and qualities teachers need for successful teaching, student promotion, and adaptation to reforms. These encompass professional knowledge, educational psychology, instructional design, classroom management, evaluation, IT application, innovation, communication, collaboration, and emotional intelligence.

Firstly, Vocational undergraduate teachers must have deep professional knowledge, ethics, and a strong sense of responsibility. They should keep up with technology, integrate latest advancements into teaching, and use flexible methods like inquiry- and project-based learning to foster critical thinking and problem-solving in students.

Secondly, Vocational undergraduate teachers need efficient teaching skills, strong curriculum design, and insight into students' needs. They should adjust curricula according to socio-economic and industry changes, ensuring up-to-date knowledge. Additionally, teachers with enterprise practice background should guide students in real-world scenarios, enhancing their practical skills and adaptability. Furthermore, Vocational undergraduate

teachers distinguish themselves by their research and practical abilities. Besides teaching, they should engage in research, promote teaching reform, produce high-quality results, and transform these into teaching resources to enrich content and improve quality. Vocational undergraduate teachers need to strengthen industrial connections, grasp industry trends and tech developments, and understand enterprise requirements, integrating these into teaching practice.

Finally, with the rapid development of modern technology, especially information technology, vocational undergraduate teachers must proficiently master and effectively use digital teaching tools and AI methods, carry out blended online and offline teaching, and build smart classrooms to adapt to the educational changes of the information age.

2. Characteristics of Competency Elements for Professional Undergraduate Full time Teachers

2.1 Personal Traits

Personal traits play a crucial role in the competence of full-time vocational undergraduate teachers. An excellent teacher should possess positive, optimistic, and outgoing personalities, which can help create a relaxing and enjoyable learning atmosphere, stimulate students' interest and enthusiasm. Affinity is the key to establishing a good interactive relationship between teachers and students. Kind and generous teachers understand and meet students' needs, guiding them patiently. They show initiative and perseverance, cultivating students' resilience and pursuit of excellence. Rigorous teaching and strict training ensure quality, while excellent communication skills facilitate resource coordination. Dedication and care are crucial traits, reflecting their willingness to contribute to students' growth and vocational education.

2.2 Professional Quality

Professional competence of teachers encompasses three key aspects: ideological and political qualities, craftsmanship and educator's spirit, and continuous learning. Teachers must possess strong political consciousness, noble ethics, and integrate ideological elements into curriculums. They should demonstrate a

diligent, responsible attitude, treat students fairly, and have a passion for education, along with profound disciplinary knowledge and technical skills. Lastly, teachers need to continuously improve their learning abilities, keep up with the times, think innovatively, and apply vocational education policies to reforms.

2.3 Teaching Practice

Teaching practice ability is crucial for educational effectiveness. Teachers should excel in course development and design, aligning teaching with work content and processes. They should integrate ideological concepts, establish diverse assessment systems, and use efficient teaching skills like presentation, management, and technology to enhance student interest and teaching quality. Guiding students in competitions and personally participating in teaching contests also boosts teachers' professional competence.

2.4 Scientific Research Practice

Full-time vocational teachers' research ability encompasses cultivating interests, planning, outputting achievements, applying them, and international exchange. They should have research passion, track developments, broaden horizons, and master paper writing for high-quality, innovative work. Teachers should integrate theory with practice, solve problems, and contribute to society. Additionally, they must transform research into industrial practice, cooperate internationally, and engage in cross-border research cooperation.

2.5 Integration of Industries and Education

Teachers must exhibit strong communication skills, maintain ties with the business community, and integrate educational resources to support tasks like projects and professional development. They should align course content with industry standards and keep teaching updated. Through enterprise cooperation, teachers build training bases, develop curricula, and foster a high-level team. They tackle technical challenges, formulate industry standards, and develop vocational certifications. Additionally, teachers assist in student innovation, engage in international cooperation, and play a key role in constructing and maintaining training bases to meet teaching and industry needs.

2.6 Application of Digital Information Technology

Teachers must recognize the significance of digital technology for teaching reform, demonstrating a willingness to learn and update their knowledge. They should proficiently use various digital tools and platforms, select and integrate resources effectively, and possess strong digital teaching design skills to innovate models and enhance quality. In teaching, they should employ digital means for interactive learning and precise evaluation. Moreover, teachers should leverage digital tools for collaborative education, school-enterprise cooperation, and support their research, ultimately serving the high-quality development of vocational education.

3.The Path to Enhancing the Competence of Full time Teachers in Vocational Undergraduate Education

3.1 Shaping Noble Teacher Ethics and Style

The excellent personal traits exhibited by teachers largely determine their teaching effectiveness and impact on students. Dedication and a strong sense of responsibility are essential qualities for vocational undergraduate teachers. Noble professional ethics and style are the core characteristics of vocational undergraduate teachers. By continuously carrying out activities such as teacher ethics and style education, policy and regulation learning, and typical case studies, we ensure that teachers establish correct outlooks on life and values, possess noble professional ethics, and a sense of social responsibility. To broaden teachers' horizons, encourage extensive reading and interdisciplinary communication, promote the organic integration of ideological and political content with professional teaching, improve the ability to explore ideological and political elements, and comprehensively enhance the teaching effectiveness of curriculum ideological and political education are the key elements to train the excellent personal traits of the teacher.

3.2 Strengthening Professional Core Competencies

Firstly, in terms of the professional quality of teachers, the focus is to cultivate a serious and responsible work attitude, efficient learning ability, respect and care for students, as well as

a love for the education industry. It is essential to emphasize the need for teachers to constantly update their knowledge structure, actively learn new knowledge and technologies, keep up with industry development trends.

Secondly, innovation consciousness and teamwork spirit are also indispensable professional qualities for vocational undergraduate teachers. Teachers need to constantly explore new teaching methods and tools, especially in the exploration stage of vocational undergraduate education. It is even more important for teachers to work together as a team, constantly innovate, and develop together.

3.3 Continuously Improving Teaching Practice Ability

The content emphasizes the importance of cultivating various teaching abilities for vocational undergraduate teachers. This includes deep understanding and grasp of course content, students' learning, and course objectives; enhancing teaching design abilities with diversified methods; focusing on teaching interaction and classroom management, along with effective use of information technology; and developing teaching reflection abilities for continuous improvement. Schools should provide relevant training, seminars, and an institutional environment to support teachers in these aspects, thereby comprehensively enhancing their teaching practice abilities.

3.4 Continue to Improve Scientific Research and Practical Abilities

The content emphasizes three aspects: transforming research into teaching practice, maintaining a high academic focus, and strengthening paper writing and research commercialization. Schools should encourage teachers to integrate research into teaching, provide a supportive academic environment, and enhance teachers' abilities to write papers and transform research into practical applications, thereby fostering innovation, producing high-quality research, and strengthening education-industry interaction.

3.5 Cultivating the Ability to Integrate Industry and Education

The content highlights the importance of strengthening teachers' communication skills to align teaching with industry needs, dynamically

updating course content to match professional standards, integrating resources to build training bases with enterprises, and accurately grasping job competency requirements and industry trends. These abilities help teachers guide students to adapt to market orientation, enhance vocational skills, and expand employment opportunities through strong teacher-student trust and industry network resources.

3.6 Promoting the Improvement of Digital Capabilities

Firstly, in cultivating the ability to apply digital information technology, it is particularly crucial to strengthen teachers' learning and mastery of digital technology. Priority should be given to improving teachers' ability to learn and apply digital technology, and stimulating their enthusiasm and sense of urgency for continuous learning and updating of knowledge structures.

Secondly, by organizing specialized training courses and practical activities, teachers can not only understand the basic principles of digital technology, but also be proficient in applying these technological means in teaching practice.

Digital teaching design and implementation are key to enhancing teachers' digital abilities, encouraging integration of digital elements, innovative classroom practices, and use of digital tools for evaluation, collaboration, and research.

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