

Research on Strategies for Enhancing Teaching Abilities of Teachers in Higher Vocational Colleges

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Abstract: This study aims to explore strategies for improving the teaching abilities of teachers in higher vocational colleges. This issue is particularly significant against the backdrop of global educational reforms and technological advancements. With the development of an information society, teachers' information literacy and teaching capabilities face new challenges. The research adopts theoretical analysis methods, integrating relevant theories from education, management, and technology application to establish a comprehensive model for enhancing teaching capabilities. Initially, a literature review is conducted to outline the current state of research and theoretical foundations in the field of improving teaching abilities, both domestically and internationally. Based on this, a framework suitable for enhancing teaching abilities in higher vocational colleges is proposed, with a focus on analyzing the supporting role of information technology in teaching practices and how institutional innovation and policy guidance can promote teaching ability enhancement. During the research process, a comprehensive strategic framework was developed, encompassing four areas: curriculum design, teacher training, technology application, and education policy. In curriculum design, emphasis is placed on interdisciplinary integration and practice-oriented teaching models; for teacher training, the establishment of a teacher-centered autonomous learning mechanism is advocated; regarding technology application, the study explores how to effectively integrate digital tools into the teaching process; and in terms of education policy, the impact of institutional safeguards on teachers' professional development is analyzed. The study concludes that informatization and digitalization are crucial paths for enhancing teachers'

teaching abilities, but their effectiveness depends on optimizing the teaching environment and the strength of policy support. Therefore, higher vocational colleges should form a synergy based on the collaboration of multiple stakeholders, driving the continuous improvement of teachers' teaching capabilities.

Keywords: Higher Vocational Education; Teaching Abilities of Teachers; Informatization; Digitalization; Education Policy

1. Introduction

1.1 Research Background and Significance

Higher vocational education is an important part of the education system, its healthy development directly affects the country's overall education level and economic and social progress. With the transformation and upgrading of the global economy and the rapid development of technology, countries have accelerated the pace of vocational education reform, in order to be able to respond more flexibly to the changes in the labor market and the challenges brought by new technologies. At present, the world is entering the era of new industrial revolution characterized by information and digitalization, which makes the importance of vocational education further apparent. In this context, higher vocational education is no longer just regarded as a form of skills training and employment-oriented education, but has been promoted to an important strategic position related to national economic development, industrial upgrading, technological innovation and social progress. China attaches great importance to the reform and development of vocational education in the formulation of education policy. In recent years, relevant policies have been introduced frequently, emphasizing the role of higher vocational education in promoting the

improvement of economic quality and realizing the optimization and upgrading of industrial structure. Since the 18th National Congress of the Communist Party of China, vocational education has been placed at an unprecedented strategic height, which is not only regarded as a form of education to solve the employment problem, but also an important engine to stimulate economic development. For example, the Implementation Plan of the National Vocational Education Reform clearly states that higher vocational education should be the main front for training technical talents. This kind of policy orientation puts forward higher requirements for higher vocational colleges, and also creates a positive policy environment for their development.

In the process of higher vocational education to achieve its goals, teachers are undoubtedly one of the most critical factors. Teachers not only directly affect the students' knowledge absorption and skills, but also determine the teaching quality and the overall level of personnel training to a certain extent. Teachers' teaching ability, especially in higher vocational education, not only includes traditional subject knowledge and teaching methods, but also involves practical ability, professional and technical ability, and the degree of fit with industrial development. With the increasing demand of the society for vocational education, teachers need to take on more responsibilities in personnel training and become innovators, guides and promoters of lifelong learning.

However, the rapid development of information technology brings new challenges and opportunities to vocational education. Informatization and digitization have become the key words in the field of teaching, and the teaching mode in vocational education is undergoing profound changes. Information technology not only provides new tools and platforms for teaching, but also changes the way knowledge is transmitted and affects the role and professional quality of teachers. Especially in higher vocational colleges, the application ability of information technology has become an important index to measure teachers' teaching ability. Through network education and information-based teaching platform, teachers can realize cross-regional sharing of teaching resources, dynamic updating of teaching content and continuous

optimization of teaching process. This change poses a more severe challenge to teachers' information literacy and technology application ability.

In the face of the wave of information technology, the improvement of teachers' teaching ability has become one of the core issues of vocational education reform. Teachers need to master and use modern educational technology to adapt to the teaching needs of the digital age. At the same time, how to maintain the original intention of education in the era of information flooding, correctly guide students' learning direction, and avoid the negative impact of information, is also one of the important challenges teachers face. Therefore, vocational colleges must take effective measures to enhance teachers' teaching ability to cope with the new demands brought by education informatization and digital transformation.

Under this background, the research on the improvement of teachers' teaching ability in higher vocational colleges has important practical significance and theoretical value. From a practical point of view, the improvement of teachers' ability is directly related to the training quality of students and the competitiveness of vocational colleges. Students, as the future technical talents, are the backbone to promote national economic development, and the ability level of teachers directly affects the growth and development of students. At the same time, from the perspective of educational theory, teaching ability is not only the core content of teachers' professional quality, but also the guarantee of educational effect.

The improvement of teachers' teaching ability in vocational colleges can not only rely on their own efforts, but also rely on sound educational policies and good institutional management system. The support of education policies can provide institutional guarantee for the improvement of teachers' ability. Through policy guidance, teachers can be encouraged to explore the path of teaching innovation. The optimization of college management can provide teachers with a good environment and resources to enhance their ability. The combined effect of these aspects will provide a strong driving force for the development of vocational education, and then promote the overall progress of the national economy and

society.

In short, in the historical tide of global economic transformation and technological innovation, higher vocational education bears the historical mission and the entrustment of The Times. Vocational college teachers are in the key position of this mission and undertake the important task of promoting educational reform and innovation. Whether it is from the formulation of education policy, the innovation of teaching mode, or the promotion of teachers' professional ability, we need to examine and plan with a long-term vision and strategic perspective. Only by comprehensively improving the teaching ability of teachers can we ensure the high-quality development of higher vocational education in the new era and make greater contributions to the country's economic prosperity and social progress.

1.2 Research Objectives and Methods

The purpose of this study is to explore the strategies to improve the teaching ability of teachers in higher vocational colleges from the theoretical level. This involves not only how to improve the personal quality and professional skills of teachers, but also how to use modern information technology and educational policy support to form a systematic ability improvement path. The main methods adopted in this study are literature research and theoretical construction. Through systematic review and analysis of existing studies, a comprehensive strategic framework is constructed to provide theoretical support and practical guidance for the improvement of teachers' teaching ability.

1.3 Review of Research Status at Home and Abroad

Under the background of the current global educational reform and technological progress, the teaching ability improvement of higher vocational college teachers has become a field of concern. Domestic and foreign scholars have carried out extensive research on this issue, both theoretical discussion and practical strategies, providing a rich perspective and path for improving teachers' teaching ability.

First of all, under the guidance of national policies, domestic research actively explores the strategies to improve the teaching ability of teachers in higher vocational colleges. In recent years, the Chinese government has

attached great importance to the development of vocational education, especially in the two sessions have repeatedly mentioned the need to strengthen vocational education and improve the overall quality and ability of teachers. In this context, many scholars have studied the specific strategies to improve teachers' teaching ability in combination with policy orientation. For example, Wang Ying [1] and LAN Lin [2] discussed the strategies for improving teachers' information-based teaching ability under the background of intelligence, emphasizing the importance and application strategies of digital technology in teaching. Liang Yunzhen et al. [3] analyzed the current situation of teachers' information-based teaching ability in vocational colleges and put forward targeted strategy suggestions.

In terms of regional research, Guangxi, as a key area of vocational education development, has also been widely studied on the informatization teaching ability of teachers in vocational colleges. Ao Maoyao et al. [9] and LAN Qinyi et al. [12] conducted a survey on the current situation of information-based teaching ability in vocational colleges in Guangxi and put forward improvement strategies combining local characteristics. At the same time, Huang Jiawei [13] proposed strategies to promote the balanced development of teachers' information-based teaching ability in a region, emphasizing the importance of regional coordination and resource sharing.

In addition, as a hot spot of social concern, digital transformation puts forward new requirements for teachers' abilities. Liu Meixue et al. [14] pointed out that in the digital era, teachers' digital literacy has become particularly important and put forward a series of improvement strategies. Zuo Wuheng et al. [6] used the TPACK model to explore the strategies for improving the information-based teaching ability of secondary vocational teachers, which provided a foundation for theoretical research. In addition, the research of Huang Jianguo [5] provides some specific promotion countermeasures through the investigation of the current situation.

In contrast, foreign research pays more attention to the establishment of theoretical framework and the reference of transnational experience. Foreign scholars generally conduct research from various aspects such as teaching

theory, technology application and teacher professional development, and emphasize teacher capacity building from an interdisciplinary and global perspective. Some studies regard vocational education as an important tool to promote social development and advocate the innovation and reform of teaching mode through the application of educational technology. There are also scholars internationally who focus on the integration of professional development and technical skills of teachers, exploring how to better integrate technology into teaching in order to respond to rapidly changing educational needs.

In general, both domestic and foreign research trends show the importance and urgency of strengthening teachers' teaching capacity building. Informatization and digitization are the core issues in the research of teachers' ability improvement. At the same time, in terms of methodology, it has shifted from a single technical ability cultivation to a more comprehensive strategy research, including teaching content design, learning environment optimization, teacher independent learning and lifelong learning ability cultivation.

Combined with the current trend of global education development and the background of national emphasis on vocational education, the improvement of teachers' teaching ability in higher vocational colleges requires not only technical support, but also policy guidance and institutional guarantee. With the acceleration of technological innovation and the improvement of social expectations for vocational education, teachers need to constantly update their skills to better adapt to the changes of education and teaching environment. Therefore, the future research direction should pay more attention to the system construction and policy guarantee of teacher education, and how to better support the continuous professional development of teachers in their career. These studies will provide educators with useful theoretical and practical guidance to help improve the quality and sustainable development of vocational education.

The above research summarizes the current research status of teachers' teaching ability improvement in higher vocational colleges at home and abroad, as well as the theories and strategies to cope with the challenges of education in the new era. Future research is

needed to further refine these theories and translate them into actionable strategies to meet the specific needs of different regions and schools.

2. Theoretical Framework

The construction of theoretical framework is the basis for in-depth understanding of teachers' teaching ability improvement strategies under the background of higher vocational education. It not only involves the scientific definition of the nature of higher vocational education and teachers' teaching ability, but also covers the role of informatization and digitalization in education, as well as the far-reaching impact of education policies on the development of teachers' ability. Through the systematic theoretical analysis, it can provide a solid theoretical basis and guidance for vocational college teachers to improve their teaching ability.

2.1 Connotation of Higher Vocational Education and Teachers' Teaching Ability

As a special form of higher education, higher vocational education lays more emphasis on cultivating application-oriented talents with practical operation ability and innovation ability. Different from traditional undergraduate or research-based education, higher vocational education emphasizes practice-oriented and technical application, requiring students to be able to apply the theoretical knowledge learned to practice in real or simulated conditions. This unique teaching orientation determines that the role of teachers in the process of education is not only limited to the imparts of knowledge, but also must be the organizer of practical activities, the instructor of skill training, and the inspiration of innovative thinking.

Teachers' teaching ability should be interpreted as a comprehensive ability, covering multiple dimensions. The first is the richness of industry background knowledge, because of the strong practicality of higher vocational education, teachers must understand the development trend and actual needs of the industry to ensure that the teaching content is cutting-edge and applicable. Secondly, flexible teaching methods, individualized teaching and individualized teaching become necessary means. The third is the integration ability of the latest technologies. Under the background

of accelerating technological update iteration, teachers need to introduce new technologies into the classroom in a timely manner to cultivate students' ability to adapt to technological changes and solve problems. In addition, teachers' innovation in educational concepts, such as the introduction of multi-cultural and interdisciplinary thinking, will greatly improve the comprehensive quality of students and help students to study and work in a global perspective.

The improvement of teachers' teaching ability should always be based on the characteristics of vocational education and focus on the improvement of comprehensive quality. This not only includes the continuous updating of professional knowledge, the refining of teaching design ability, but also involves the improvement of technology application ability and the exploration and practice of innovative educational concepts. To this end, schools should provide teachers with a variety of training and refresher opportunities to support them to stay ahead of the curve in a rapidly changing educational environment.

2.2 The Role of Informatization and Digitization In Education

Informatization and digitization are reshaping the education ecosystem. With the development of information technology, education is no longer just dependent on traditional books and classrooms, and technology has given education a new form and connotation. Through online courses, virtual classrooms and intelligent management systems, educational resources can be shared in a wider range, greatly expanding the coverage and influence of education.

It requires teachers not only to have the ability to use equipment and technical operation in the teaching process, but also to integrate these technical means into teaching activities effectively. Teachers need to use data analysis to optimize teaching design, master multimedia tools to make interactive teaching content, and realize personalized teaching and interactive learning through network platforms. Research shows that these emerging technologies can significantly improve teaching efficiency and student learning (Source: Research Journal). How to use technology to achieve personalized teaching process, meticulous tracking and accurate

evaluation of educational effects has become one of the key issues for teachers in the new era.

In this process, the role of teachers has changed, not only as disseminators of knowledge, but also as designers of technology application and facilitators of academic interaction. Teachers need to be keen to analyze the information load and false content brought by technology, not only the application of technology, but also the maintenance of its information teaching environment. It is one of the urgent problems for vocational education to promote teachers to keep pace with The Times and innovate teaching contents and methods in the era of rapid technological changes.

2.3 Relationship between Education Policy and Teacher Ability Development

Education policy is the overall arrangement of education in a certain historical period, and is the basic basis and guarantee for the development of education. There is a close relationship between the formulation of vocational education policies and the development of teachers' ability. Policies provide a platform for the development of teachers' direction and support. The improvement of teachers' teaching ability is often inseparable from the guidance and support of policies.

The policy formulation should not only focus on the combination of education and technology, but also comprehensively consider the actual needs and long-term interests of teacher career development. A good policy needs clear implementation steps, reasonable resource allocation and long-term evaluation mechanism. The optimization of the policy environment can create good conditions for the development of vocational education, and teachers can improve their professional ability without distractions in such an environment. In addition, policy support can also promote the improvement of teachers' moral level, psychological quality and career development. The government and education authorities should provide institutional support for teachers' communication, learning, innovation and creation, especially strengthen the cooperation between vocational education institutions, industry enterprises and research institutes, establish a series of effective teacher development and evaluation mechanisms, and

stimulate college teachers to introduce the latest industry trends and technologies in their teaching. The development of teachers' ability not only depends on individual efforts, but also needs the concerted efforts of all parties in the society. Only through multi-level policy support and multi-channel resource guarantee can the overall quality and level of higher vocational education be truly improved.

In short, the construction of theoretical framework provides a systematic thinking mode for the improvement of teachers' teaching ability in higher vocational colleges. The uniqueness of higher vocational education, the opportunities and challenges brought by informatization, and the orientation and support of education policies require us to analyze the path to improve teachers' teaching ability from a comprehensive perspective, and actively explore and innovate in practice to respond to the requirements of the era of education reform.

3. Comprehensive Strategies for Improving Teachers' Teaching Ability

In the process of reform and development of higher vocational colleges, teachers' teaching ability, as a key element, has a profound impact on teaching quality and students' growth. Based on the aforementioned theoretical framework, the following strategies aim to systematically improve teachers' teaching capabilities and provide a driving force for the sustainable development of vocational education.

3.1 Curriculum Design And Interdisciplinary Integration

Curriculum design is the core of teaching engineering, and its design quality directly affects the effectiveness of teaching and the depth of students' learning. In higher vocational colleges, curriculum design needs to pay special attention to the deep integration of professionalism and practice to ensure the cultivation of technical talents with comprehensive ability. With the advent of Industry 4.0, students are required not only to master the skills of a single field, but also to have the ability to integrate multiple disciplines in order to improve the adaptability and innovation ability in a complex working environment.

In the course design, the interdisciplinary

integration method provides new ideas for cultivating students with innovative ability. This approach requires the curriculum to break the traditional disciplinary boundaries, combine multidisciplinary knowledge with practical experience, and enhance students' global thinking ability. For example, combining engineering with design thinking and management can cultivate students' ability of system thinking and project management. In addition, making full use of project-based learning and problem-oriented teaching strategies can effectively promote students to apply multidisciplinary knowledge to solve complex problems in practice. Germany's "dual system" teaching model is highly respected in the field of vocational education worldwide, precisely because it seamlessly integrates workplace practice into the teaching process, providing students with a rich interdisciplinary learning experience.

Flexible use of modern educational technology is the key to realize the interdisciplinary integration of curriculum. The use of virtual reality, simulated environment and other technologies in the classroom can provide students with an immersive learning experience, help them understand complex abstract concepts, and enhance their ability to analyze and solve problems under specific conditions. Combined with the online and offline teaching model, teachers can also provide personalized guidance to promote the common progress of teachers and students in learning.

3.2 Teacher training and Autonomous Learning Mechanism

The professional ability of teachers is closely related to the completeness of training and autonomous learning mechanism. The design of training plan should fully consider the special teaching situation of teachers in higher vocational colleges, and its content should cover the updating of teaching content, the application of information technology, modern education theory, new teaching strategy and so on. Through the establishment of a sound training mechanism, teachers can contact the latest educational technology and theory, so as to update teaching strategies and improve teaching quality.

Professional training programs need multi-dimensional support, such as exchanges within

the industry, platforms for school-enterprise cooperation, and opportunities for field visits and practical operations for teachers, which is particularly critical for higher vocational education. For example, by organizing teachers to participate in enterprise practice, they can directly touch the cutting-edge technology and development trend of the industry, so that teachers can integrate practical application experience in teaching, thus enhancing the practicability and vitality of teaching.

Independent learning is also indispensable in the professional development of teachers. The establishment and improvement of autonomous learning mechanism can not only meet the learning needs of teachers through online courses, but also create an open learning environment through the sharing of learning communities and resource libraries. Under the autonomous learning mechanism, teachers are not only the transmitters of knowledge, but also the active promoters of professional development through self-reflection and continuous learning. This mechanism not only promotes the improvement of the overall quality of the teachers, but also encourages teachers to develop professional habits of self-innovation and continuous progress.

3.3 Application of Information Technology In Teaching

The rapid development of information technology has brought the opportunity for teaching transformation, and also put forward new requirements for teachers. The application of information technology in education can greatly improve the efficiency and effect of teaching. Vocational school teachers should have enough information literacy, including proficiency and flexible application of textbook development tools and multimedia teaching tools, good at using network resources to update and supplement knowledge. Through technological means such as virtual laboratories and online learning platforms, teaching can break through the limitations of time and space and provide students with a rich and diverse learning experience.

The application of information technology not only enhances the richness of teaching content, but also enables teachers to realize the fine management of teaching process, making the classroom more flexible and efficient. In the network learning environment, teachers can

monitor students' learning behavior in real time, analyze learning data and give personalized guidance and feedback. Studies have shown that the effective application of information technology in teaching can stimulate students' interest in learning, increase their participation, and optimize learning results (Source: a research journal).

In this context, vocational colleges need to provide information technology training and support for teachers to help them effectively integrate technology into teaching. Teachers should not only apply information technology in personal teaching, but also guide students to cultivate information literacy and enhance their professional competitiveness in the information age.

3.4 Educational Policy and System Innovation

Education policy plays a strategic guiding role in the development of teachers' ability. Policy formulation should take system innovation as the core to create a good policy environment supporting the growth of teachers. It is critical that the path of teacher career development is clearly defined in the policy, which requires the provision of a variety of capacity development channels such as innovation funds, continuing education programs, international exchange programs, etc., to stimulate the potential of teachers in teaching practice.

In addition, the development of a scientific and reasonable teacher evaluation system can provide teachers with continuous feedback and promote their exploration and optimization in teaching practice. For example, through the evaluation feedback of teaching effect, teachers can identify the shortcomings in teaching and adjust educational strategies in order to achieve better teaching effect. In line with this evaluation mechanism, the policy should also support vocational schools to work closely with enterprises and research institutions, so that teachers continue to introduce the latest industry developments and technological innovations in their teaching.

Through institutional innovation, the government, enterprises and schools can work together to provide systematic support for the improvement of teachers' teaching ability. The implementation process requires attention to detail and adequate resources and incentives to

ensure effectiveness. This not only creates an open and inclusive development environment for teachers, but also effectively improves the overall quality and level of higher vocational education.

To sum up, the comprehensive strategy to improve teachers' teaching ability is a systematic project, which requires close cooperation from all aspects. Curriculum design and interdisciplinary integration, teacher training and self-learning mechanism, the application of information technology in teaching, and educational policy and system innovation constitute the whole of means and methods. Through their smooth and silent, we can fundamentally improve the quality of teaching and promote higher vocational education to make new breakthroughs in the new era.

4. Specific Implementation Path of Higher Vocational Colleges

4.1 Optimization of Teaching Environment

The optimization of teaching environment is an important link to improve the quality of vocational education. Higher vocational colleges should build modern educational facilities and diversified learning Spaces to adapt to the ever-changing teaching needs. Through the improvement of the hardware environment and the establishment of the software support system, the school can provide a more interactive and innovative teaching experience for teachers and students. The construction and improvement of campus information system can realize the highly sharing and effective utilization of educational resources, and then improve the efficiency of classroom teaching. In addition, a training base integrating industry and education should be actively built to provide students with real career scene experience and promote the deep combination of theory and practice.

4.2 Coordination and Cooperation of Multiple Subjects

In the process of improving teachers' ability, higher vocational colleges need to pay attention to the cooperation among multiple subjects. This process involves many aspects such as school-enterprise cooperation, international cooperation and regional cooperation. Through in-depth cooperation

with enterprises, the school can timely obtain industry trends and technical needs, and promote teachers' targeted ability to improve. At the same time, with the help of international cooperation, advanced educational concepts and teaching models can be introduced to provide teachers with learning and exchange opportunities with an international perspective. In terms of regional cooperation, schools can promote the linkage development and win-win situation of vocational education through resource sharing and experience exchange.

4.3 Establishment of Teaching Evaluation And Feedback Mechanism

The establishment of scientific teaching evaluation and feedback mechanism is very important to ensure the scientific teaching and improve the quality of teaching. Through the comprehensive monitoring and analysis of the teaching process, we can provide objective performance evaluation results and improvement suggestions for teachers. The feedback mechanism should include student opinions, colleague evaluation, management review and self-reflection, etc., to help teachers constantly reflect and adjust teaching strategies. At the same time, teaching seminars can be held regularly to discuss and summarize teaching experience, and promote the improvement of teaching level through the collision of collective wisdom. This multi-dimensional evaluation and feedback mechanism can provide continuous motivation for the optimization of teachers' teaching strategies.

5. Conclusion

This study systematically analyzes the teaching ability improvement strategies of higher vocational college teachers from the theoretical level. The research shows that improving teachers' teaching ability is a complex and systematic project, which needs the innovation of curriculum design, the perfection of teacher training mechanism, the effective application of information technology and the support and guarantee of education policy. Under the new educational background, the improvement of teachers' professional ability is not limited to the updating of knowledge, but also needs to achieve breakthroughs in teaching methods, technology use, career development and other aspects. The effective implementation of these

measures can improve the overall education level of higher vocational colleges and promote the overall improvement of students' comprehensive quality.

Future studies can conduct in-depth exploration on the specific application of teacher ability improvement strategies from the practical level, and pay attention to the personalized path of teacher ability improvement under different educational backgrounds. In addition, with the continuous development of information technology, continuous attention should be paid to the application of new technology in the field of education and its potential impact on teachers' teaching ability. In view of the current situation of teachers' ability improvement in different types of schools and different regions, empirical research can be considered to obtain more extensive and in-depth research data. At the policy level, we should continue to promote the innovation and improvement of relevant systems to ensure that teachers receive real-time support and guarantee in the process of professional development. Under the background of global education, international cooperation and development also provide new opportunities and challenges for the improvement of teachers' ability in our country, and more open research and practice should be carried out according to the actual situation.

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