

Teaching Reflection from the Perspective of New Rules in Teaching Ability Competition

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Abstract

By analyzing the changes in the new rules of the National Teaching Ability Competition, sorting out the relationship between teaching ability and teaching effectiveness under the changes in rules, promoting the transformation of competition results to goals, continuously improving the teaching ability of vocational college teachers, cultivating dual qualified talents with both theoretical and practical abilities, making teachers truly become the core driving force and important resources for educational development, and achieving high-quality and connotative development of higher vocational education.

Keywords

Vocational education; Teaching ability competition; weak conjugation.

1. Introduction

Vocational education is an important component of the national education system and human resource development, responsible for cultivating diverse talents, inheriting technical skills, and promoting employment and entrepreneurship. In the new journey of comprehensively building a socialist modernized country, the future of vocational education is very broad and has great potential to be explored. The teaching ability competition can enhance teachers' awareness of teaching research, deepen the alignment between talent cultivation and industry demand, and also promote the high-quality development of modern vocational education.

Through studying the competition notices and plans published on the official website of the National Vocational College Skills Competition, and comparing them in detail with previous years, we have found that the competition has undergone significant adjustments and changes in important aspects such as competition content, grouping, process, reward methods, competition materials, classroom recorded videos, and final procedures.

2. Changes in guiding ideology

In the new rules, the original "promoting the integration of online and offline education" has been deleted, and "deeply implementing the spirit of the 20th National Congress of the Communist Party of China", "promoting the national construction of education", and "continuously improving teachers' professional ethics, teaching ability, digital literacy level, comprehensive education ability, and self-development ability, promoting students' comprehensive development and skill development" have been added. On the basis of last year's "four abilities", the level of digital literacy has been increased to further enhance the awareness, ability, and responsibility of teachers in using digital technology to optimize, innovate, and transform educational and teaching activities.

The proposal of digital literacy as a new requirement is a response to the report of the 20th National Congress of the Communist Party of China, which proposes to accelerate the construction of a strong network country, a digital China, an education country, a technology

country, a talent country, and solidly promote the national education digitalization strategy. It is the implementation and implementation of building a learning society and a learning country with lifelong learning for all. To build a learning society and a learning country with lifelong learning for all, promote learning for everyone, everywhere, and anytime, continuously improve the education level of the people, comprehensively enhance the level of human resource development, and promote comprehensive human development. Digitalization of education is an important breakthrough for China to open up new tracks of educational development and shape new advantages in educational development. Further promoting digital education in education will provide personalized learning, lifelong learning, and expansion Providing effective support for the coverage of high-quality educational resources and modernization of education.

3. Changes in competition content

3.1. Changes in the teaching team

In the new rules, the original teaching team (2-4 people) has been changed to 3-4 people. The teaching ability competition is conducted in a team format, and when forming a team, attention should be paid to complementing each other's strengths and learning from each other's strengths (such as lesson plan revision, implementation report writing, on-site teaching display, student organization management, etc.). At the same time, attention should be paid to the reasonable combination of different age groups in the team, and it is best for team members to cover three age groups: old, middle, and young. The formation and division of labor of the teaching team should be reasonable and clear, the collective lesson preparation should be of quality and not go through formalities, the listening and evaluation of lessons should be truly listened to and evaluated, and in teaching practice, problems should be focused on to carry out research projects and improve scientific research level. This team building process is beneficial for improving the business level and teamwork spirit of each member. In this way, the overall teaching level of the team can be rapidly improved, and with the tempering of the competition platform, the overall advantages of the teaching team will be highlighted.

3.2. Changes in teaching content

In the new rules, the requirements for ideological and political textbooks in secondary vocational schools have been removed. The new rules require that the content of professional courses must be aligned with new methods, new technologies, new processes, and new standards. The majors involved in the pilot of the 1+X certificate system should also be aligned with relevant vocational skill level standards, in order to reflect professional upgrading, digital transformation, and green transformation. Encourage the design of modular courses based on actual production and job requirements to meet the new requirements for the cultivation of technical and skilled talents in the new era. To integrate scientific spirit, engineering thinking, innovative consciousness, and digital literacy into teaching practice, it is particularly important to cultivate the spirit of labor, craftsmanship, and model worker.

The entries for professional courses should choose professional core courses or professional (skill) direction courses. To highlight the cultivation of core professional abilities and integrate the teaching resources of enterprises into curriculum teaching. The competition requires 12 or 16 hours of continuous and complete teaching content. When reconstructing the course content, we are not reconstructing the 12/16 class hours of the competition, but rather reconstructing the entire course content and selecting the appropriate 12/16 class hours to participate.

3.3. Changes in teaching implementation and teaching design

The new rules have removed the requirement of prioritizing the use of national and provincial planning textbooks for ideological and political courses, and changed it to "implement

education as the foundation, attach importance to the cultivation of students' ideological and political qualities and comprehensive professional qualities. In the new rules, student-centered teaching should be reflected, and effective interaction between teachers, students, and students should be carried out." To highlight key points and overcome difficulties, make reasonable use of teaching resources and methods, promote deep learning, and improve students' ability to analyze and solve problems based on tasks (projects). The new rules encourage the use of new types of loose leaf, workbook style textbooks, and digital textbooks. The teaching implementation report is a summary of the overall teaching design, classroom teaching implementation effectiveness, reflection and improvement of the corresponding teaching content, but it is not a summary of teaching work or teaching experience report, but a teaching reflection based on practice after actual teaching, which can reflect the sense of research and problem-solving authenticity, Mainly tests the ability level of "teaching research and professional development" in the dimension of teacher's teaching ability.

In the teaching design section, it is required to develop teaching strategies. This section clarifies the necessity of teaching strategies in instructional design. The original concept of "eight unifications" as the guiding principle in ideological and political education has been removed. The new rules require optimizing the teaching process and enhancing the attractiveness, persuasiveness, and infectiousness of ideological and political education teaching. The selection of appropriate teaching methods based on the characteristics of the subject in public basic courses has put forward new requirements for the teaching methods of public basic courses. Teaching design is the process of explaining and explaining why the teaching elements in a lesson plan are set with task objectives, arranged with activities, and evaluated. It highlights the basis, process, and effectiveness of teaching design, reflects the concept of education and teaching, and mainly tests the ability level of "teaching design" in the dimension of teachers' professional abilities.

3.4. Changes in teaching evaluation and reflection

In terms of teaching evaluation, ideological and political courses should also focus on comprehensive assessment of students' ideological and political qualities and the cultivation of subject core competencies. This section has been changed to focus on achieving teaching objectives, focusing on the comprehensive growth of students, and focusing on assessing their ability to analyze and solve practical problems. In teaching evaluation, the evaluation of teaching effectiveness and practical ability is more prominent. Teachers are required to have a solid theoretical foundation and teaching design ability, as well as to be able to effectively implement them in teaching practice and produce significant results, improve student learning enthusiasm, monitor their learning process, detect their learning effectiveness, and use artificial intelligence and big data methods to build a student-centered education ecosystem, These have put forward higher requirements for the professional competence and practical ability of teachers.

Teaching reflection has been changed to reform and innovation in the application of information technology and the cultivation of digital literacy. Teachers should make reasonable use of information resources and promote the organic integration of information technology and curriculum teaching in the context of the rapid development of the "information environment". Teachers should continuously learn from the means of obtaining teaching resources, selecting information resource types for lesson preparation, mastering classroom teaching information technology, collecting or using digital resources for management, understanding and applying new technologies, the effectiveness of using information technology tools in teaching design, the level of integration between information technology and teaching, using cyberspace to carry out teaching activities, and the methods adopted for student evaluation, Only then can we proactively respond to new technological changes. Only

by actively and effectively utilizing new technological means can we optimize the process and enhance efficiency in education and teaching.

4. Conclusion

The original intention of the Teaching Ability Competition is to promote the process of teaching reform, point out the direction for teacher teaching reform, and encourage and guide teachers to continuously improve their teaching level. Vocational colleges should carefully study and understand the competition standards, prepare each class, arrange each teaching link well, truly improve their teaching ability, strive to become "dual teacher" teachers who can speak, speak, and guide, and promote the reform of vocational education.

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