

# Study on the Improvement Path of Teaching Ability of Higher Vocational Teachers under the Perspective of Promoting Teaching through Competition

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**Abstract:** At present, the teaching ability level of senior vocational teachers varies. The National Vocational College Teaching Ability Competition is the most authoritative and comprehensive event in higher vocational, which is generally concerned by all higher vocational institutions and recognized by the majority of higher vocational teachers. The article explores the significance of improving the teaching ability of higher vocational teachers from the perspective of promoting teaching with competitions, analyzes the influencing factors of improving the teaching ability of higher vocational teachers at the level of individual teachers and schools, and points out the path of improving the teaching ability of teachers in higher vocational institutions in the perspective of promoting teaching with competitions, which helps the sustainable development of teaching ability of higher vocational teachers.

**Keywords:** Competition for teaching, Teaching ability, Influencing factors, Path.

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## 1. Introduction

In the new era, the rapid development of national vocational education has put forward new requirements for higher vocational teachers. According to the "National Vocational Education Reform Implementation Plan" and "Action Plan for Quality and Excellence in Vocational Education (2020-2023)" and other deployments, each higher vocational institution should reform three kinds of teaching, promote the construction of high-level and structured teaching teams, improve teachers' ability to practice morality, professional teaching ability, comprehensive education ability and independent development ability, promote exemplary teaching, and promote the growth of "two-teacher" teachers who can "To promote the growth of "dual-teacher" teachers who can speak and do.

The National Teaching Ability Competition for Vocational Colleges and Universities, organized by the Ministry of Education, has built a scientific competition system with full coverage of teaching ability, and has given a high-level platform for vocational teachers to display and exchange their educational teaching reform. After more than ten years of continuous improvement and innovation, the competition has become an important tool for teachers in higher vocational institutions to improve their teaching ability and teaching quality. However, the results of the competition have not been well transformed for various reasons, and there are still two skins of separation between teaching and teaching. Therefore, how to implement "promoting teaching with competition, promoting reform with competition and promoting construction with competition" and really improve the teaching ability of senior teachers is worthy of our in-depth investigation

## 2. The Significance of Exploring the Teaching Ability Improvement of Senior Teachers in The Field of Promoting Teaching Through Competition

From the preparation before the competition, to the competition during the competition, to the reflection after the competition, the participating teachers have broadened their horizons and liberated their minds, prompting them to improve in curriculum reform, the use of information technology, textbook research and teaching team formation, which is of great significance to the growth of teachers.

### 2.1. Promoting Teachers' Ability to Innovate in Curriculum Reform

In preparation for the competition, teachers should conduct research on the teaching object and enterprise industry, analyze the teaching content, teaching objectives, teaching priorities, students' learning situation and other elements, clarify the construction ideas of the whole course and reconstruct the course content system; do a good analysis of the learning situation in combination with the situation of the teaching object, determine the learning points of course knowledge, precisely locate the priorities of teaching, select the teaching methods suitable for students' characteristics, use the suitable The teaching content should be aligned with the occupational standards (norms) and vocational skills level standards, and the implementation of the post-course competition certificate and curriculum thinking and politics; the teaching objectives should correspond to the three-dimensional objectives of knowledge, ability and quality, which can be evaluated and measured for summary and analysis; the teaching process should be combined with information-based resources and evaluation system in the three sessions before and after the class. Therefore, teachers constantly study and research new concepts and policies of education and teaching, and understand the development of

education; combine the new concepts of the competition, optimize teaching design, reform teaching methods, think about teaching evaluation, implement information-based teaching, and form a teaching concept in line with the characteristics of the curriculum. In the process of repeated polishing, teachers continuously changed their teaching concepts and improved their ability to reform and innovate in the classroom.

## **2.2. Promote Teachers' Ability to Use Information Technology**

Many cutting-edge technologies and digital resources are to be applied in teaching design in the Teaching Competency Competition activities, so the participating teachers will consciously use various advanced informatization tools such as digital media, virtual simulation technology and intelligent screen projection technology to assist teaching and achieve teaching breakthroughs in the preparation process. In order to figure out these tools, teachers will continuously explore and research to unlock various informatization skills: such as using video editing software, post-voiceover, evaluation software design in the classroom, etc. All the way down the preparation process, teachers' informatization awareness and use ability have been improved to different degrees.

## **2.3. Promote the Improvement of Teachers' Textbook Research Ability**

The implementation report in the participating works should sort out and summarize the overall design of teaching, teaching implementation process, student learning effect and reflection on improvement measures of the participating works, highlighting the key points and characteristics, reflecting innovative initiatives and concrete results, which should be both connotative and grounded, requiring teachers to design carefully, thus requiring high research on teachers' teaching ability, prompting them to conduct teaching theory research and raise education and teaching problems, thus promoting the improvement of textbook research ability.

## **2.4. Promoting the Creation of A High-level Faculty**

The Teaching Proficiency Competition guides the formation of teacher teams. It is a team competition that encourages the formation of teams across disciplines, schools and regions. Faced with actual teaching problems, team members cooperate with each other, complement each other's strengths, perform their respective duties, and collide ideas from different thinking angles and approaches. When encountering difficult problems in different fields there are always members who play their roles and lead the team to break through this problem, and the cohesiveness of the team is also hyper-focused, achieving a win-win situation for teachers' personal development and team development. In addition, the participating team members will subconsciously drive the teachers around them to actively carry out the reform of teaching philosophy and teaching mode, forming a synergistic effect and improving the effect of education.

## **3. Factors Influencing the Improvement of Higher Education Teachers' Teaching Ability**

Teaching ability is an effective manifestation of professional development of higher vocational teachers, and

its level is directly related to the quality of teaching effect and talent cultivation. Its improvement is a systematic project, which is not only related to teachers' personal level, but also closely related to the external environment in which teachers' personal growth process is closely related.

### **3.1. Faculty Level**

#### **3.1.1. Insufficient Awareness, Inactive Learning, And Insufficient Information Technology Literacy Among Teachers**

Most teachers in higher vocational institutions come from a single source, most of them are introduced from universities or enterprises, have not received systematic and standardized teacher education, lack practical experience in teaching, lack accurate understanding of the whole curriculum system, do not have a deep understanding of the teaching content, but because they have more teaching tasks and various things to deal with such as classroom teachers, scientific research and subject competitions, they usually copy and reproduce other people's lesson plans and finish their classes. Weak reflection on teaching, not paying attention to the awareness; not active in learning the various types of training organized by the school, many just cope with the learning, not feel with heart. In the teaching process, some of them rely too much on multimedia, read from the screen, or copy various videos, pictures and cases that do not fit into the teaching content, do not follow the teaching plan, organize the classroom as they like, and teach the class completely according to their feelings, so that students are confused and confused; some of them pay too much attention to information technology teaching methods and ignore the teaching concept.

#### **3.1.2. Emphasis on Research, Not Enough Teaching Research, Not High Enthusiasm for Participation**

Lack of enthusiasm in teaching research, insufficient investment of energy, teaching design and content do not follow the national policy of vocational education, and do not build the concept of "student-centered", the class is still traditional thinking, full of irrigation, resulting in the design of classroom activities is too theoretical, not close enough to the practical, teaching mode is relatively single, can not meet the current needs of students' learning development. The teaching mode is relatively homogeneous and cannot meet the current needs of students' learning development. In response to the popular teaching competitions, they feel that they are too comprehensive, too difficult, too time-consuming and not necessarily rewarding, so they are not very motivated to participate.

#### **3.1.3. Teachers Work Alone and Do Not Take Advantage of The Strengths of The Faculty Team**

Many teachers are still accustomed to individual mode, do not like to work in groups, when there is a need, temporary formation, resulting in uneven team members, lack of tacit understanding, can not work well with each other, can not play the advantages of the team.

### **3.2. School Level**

#### **3.2.1. Insufficient Institutional Protection and Policy Support and Insufficient Attention**

Judging from the importance and support given to the participating teachers by the university in previous years, the university has not paid enough attention to the teaching ability competition, and the support and help from the second-level colleges are not enough. The resources and configuration required for teachers' participation are not supported in a

timely manner, and even the workload of participating teachers during non-working hours is not recognized, so teachers' motivation to participate is relatively low, and there are cases of being assigned to participate, and the potential of teachers and teachers' teams is not fully explored.

### **3.2.2. Failure to Truly Share the Results of The Competition**

Because the teaching ability competition is about the ranking and the competition is fierce, the resources that can be directly shared among schools are very limited, and institutions gather all the resources to carry out teaching design and teaching practice in preparation for the competition, which makes it difficult to replicate the results of the competition due to the limitation of teaching resources in actual teaching, resulting in low transformation rate of the results of the competition and failure to truly realize the sharing of the results of the competition.

### **3.2.3. Few Exchange Opportunities on And Off Campus**

There is less communication among the second-level colleges and schools on campus, especially with the institutions that excel in teaching ability competitions, and teachers are unable to gain experience from them. At the same time, a better atmosphere of exchange and sharing of experience in the competition is not formed within the school, and each participating teacher and team starts from the starting point on the basis of their own resources, which makes the competition less effective.

### **3.2.4. Not Many Training Resources, Not Enough Training, Not Systematic Enough**

With the need for high-quality development of schools, the requirements for teachers are getting higher and higher. The institutions of higher education have also invested a lot of material and financial resources and manpower to organize various forms of training activities, which have contributed to the improvement of teachers' teaching ability. However, the systemic nature of training is not yet strong, there is no perfect training system, the relevant training work cannot achieve regular development, and there are not many training resources in teaching ability competition.

## **4. The Path to Improve the Teaching Ability of Teachers in Higher Education Institutions Under the Perspective of Promoting Teaching Through Competition**

The improvement of higher vocational teachers' teaching ability does not happen overnight, but needs to be enhanced through continuous learning and practice, summary reflection and improvement. This process not only relies on teachers' internal personal quality and subjective efforts, but also requires a good external support environment from the school, which is closely related to teachers' personal growth process.

### **4.1. Faculty Level**

#### **4.1.1. Raise Awareness, Strengthen Learning, And Establish High Professional Ideals**

Teachers should firmly believe in the ideal, follow the national policy of vocational education, pay attention to the latest policy and reform direction of higher vocational education, such as the pilot of "1+X" certificate system, "curriculum thinking and government", etc., and continue to innovate and reform in teaching content, form and means. We

will continue to innovate and reform the teaching contents, forms and methods, and innovate the teaching design process with the times. We study the latest competition documents and policies, keep abreast of the scheme and scoring rules of the competition, study and analyze the excellent works in the past years, learn from the experience and open up our minds. Actively participate in all kinds of training and learning arranged by the school, especially to raise awareness of the level of information technology teaching, improve their thinking station, actively explore, and deeply study the connotation of teaching, without being affected by various temptations, and wholeheartedly devote themselves to teaching.

#### **4.1.2. Focus on Practice and Actively Participate in Various Teaching Ability Competitions**

Teachers should accumulate more teaching resources and materials in regular classes, do a good job of flipping the classroom, change the way they teach, focus on the concept of student-centered talent training, strengthen the reasonable use of information technology in teaching, and build a smart classroom. Actively participate in various teaching ability competitions, observe and study others' excellent works, seriously study teaching laws and methods, research and summarize experiences, and learn and grow in the competitions.

#### **4.1.3. Emphasis on Team Strength, Good Unity, Complementary Strengths**

Teachers should pay attention to the power of the team, take the team as a solid backing, realize the complementary advantages and implement the new mode of teaching organization of teamwork. Each major should have a corresponding teaching team, and each teaching team should do a good job of passing on and helping each other, developing teaching resource base together, building online high-quality courses, researching flipped classroom and other work, often carrying out teaching and research activities in general, pooling ideas, actively exploring and innovating, promoting sustainable development of teachers, strengthening overall concept and group consciousness, encouraging each other as team members, and doing teaching according to the opinions and countermeasures proposed by the team. The team members encourage each other, make teaching adjustments according to the team's opinions and countermeasures, and achieve common progress.

### **4.2. School Level**

#### **4.2.1. Provide Institutional Safeguards and Increase Policy Support to Establish A Long-term Incentive Mechanism**

Teaching ability competition is not only a single fight of teachers or teacher teams, but also a touchstone to verify the high quality development level of higher vocational institutions. Therefore, the school must establish a long-term incentive mechanism, provide protection and support from the system and policy level, create a good internal and external environment, select teachers at all levels to participate in the teaching competition, provide special funds and resources for the participating teams, increase the reward system, give policy inclination in all aspects, and stimulate teachers' subjective initiative in all aspects. For teachers with unique teaching methods and better teaching effects in the competition, the university should give teaching projects and certain financial support to encourage teaching reform and innovative research through daily teaching practice. Invest in

improving teaching conditions and upgrading software and hardware facilities, such as the planned construction of smart classrooms, multi-screen interactive technology, VR and other modern information-based classroom venues.

#### **4.2.2. Promote the Transformation of The Results of The Competition, Take Effective Measures to Consolidate and Apply**

Higher vocational institutions should create a competition atmosphere where everyone participates and everyone can compete, and actively guide the teachers to participate in the competition activities. They should constantly invite the winning teachers to share their experience in the competition, make the participating works and resources public free of charge, help the teachers on campus to develop their vision and update their ideas, and play the guiding role of the teaching ability competition. The results absorb more advanced education and teaching concepts at home and abroad and introduce more advanced information technology, which originate from the classroom and are higher than the classroom. The teaching results obtained through the competition are not easy to come by, so we should actively transform the results of the competition, integrate the excellent teaching mode of the competition into daily teaching and give full play to the radiating effect of the teaching competition.

Relevant functional departments should actively study the content and laws of the competition every year, collect the excellent case materials of previous teaching competitions, summarize the experience of the competition and build a system to let novice teachers get started quickly and skilled teachers improve continuously.

The second-level colleges should do a good job of top-level design, integrate and innovate the results of the competition with resources for specific majors and classroom teaching, and form teaching design templates for teachers' daily teaching. Based on the templates, teachers should combine the new technologies and techniques of industry majors, as well as specific course characteristics and individual teaching experiences, to push the scientificity, rationality and implementation of teaching design and implementation for each classroom, each module and even each course. Based on the templates, teachers carry out teaching practice, accumulate teaching experience, and optimize the results of the competition by repeated rectification of teaching application practice, so as to realize the teaching reform from exhibition application to daily teaching application, and finally make teachers' teaching ability improve in a step-by-step manner based on the two-way mutual promotion between competition and daily teaching.

#### **4.2.3. Increase Research Efforts, Strengthen Inter-school Communication and Cooperation**

The school level should always research, strengthen inter-school communication and cooperation, actively invite some award-winning teams and experts in the province for communication and training, comment on and guide teachers' entries, establish relevant WeChat groups, QQ groups and other communication platforms, constantly provide teaching informatization resources to share resources, provide our teachers with a platform and opportunities for learning and communication, and effectively improve teachers' participation level and ability. At the same time, we will do a good job of communication between teachers who have

participated in the competition and those who intend to participate in the competition, pay attention to the complementary advantages and quality improvement among teachers, and help the participating teachers to build a high-quality teacher team.

#### **4.2.4. Improve the Teacher Training System and Carry Out Systematic, Flexible and Diversified Diversified Training**

Improving the teacher training system and management system is the basic guarantee to realize the sustainable development of teachers' teaching ability improvement. For new teachers, we should do a good job of pre-service training and assistant lecturer training, teach new teachers how to write lesson plans and prepare lessons, read the important and difficult points of teaching materials, how to use appropriate teaching methods to organize teaching, learn language rules, strengthen language training, improve language expression ability, how to create learning situations to effectively regulate students' emotions, organize and control the classroom, etc. Pre-service training, good training in teaching theory, training in school-related management system and training in basic teaching skills. We will also improve the teaching ability of teachers in practice through the training of teaching assistants and the supervision of objective evaluation and feedback. For the participating teachers, we provide the interpretation of policies related to the competition, keep abreast of the latest policy and form changes, follow the requirements of the competition, carry out various forms of teacher training such as experience sharing, seminars and exchanges, and promote the improvement of teachers' teaching ability in the exchange.

## **5. Conclusion**

Teaching is a technology and an art. To improve the teaching ability of teachers in higher vocational institutions, teachers need to keep exploring and researching in the process of daily teaching and competition. With time, they will be able to realize the "integration of teaching and competition and promote teaching", so as to better cultivate higher vocational talents and help the high-quality development of vocational education.

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