

Countermeasures on Classroom Teaching Quality of Young Teachers in Higher Vocational Colleges from The Perspective of Teaching Supervision and Evaluation

-- Taking Wenzhou Polytechnic as An Example

Jiajia Cao

Wenzhou Polytechnic, Wenzhou, Zhejiang, 325000, China

Abstract: In recent years, with the rapid development of higher education in China, more and more outstanding young teachers with master's degree, doctor's degree and professional talents come to the platform of higher vocational colleges every year. Young teachers have become the backbone of the teachers of higher vocational colleges. Wenzhou Polytechnic (hereinafter referred to as the "School"), as a national demonstration higher vocational college, has deeply implemented the strategy of "strengthening the school with talents" and recruited talents widely. However, among these young teachers, there are some problems, such as non-normal major, short teaching time, not rich teaching experience and weak scientific research ability. Therefore, how to improve the classroom teaching quality of young teachers has become a problem that higher vocational colleges must think about. Based on the problems existing in the classroom teaching quality of young teachers from the perspective of school teaching supervision and course evaluation, this paper analyzes and proposes countermeasures from the aspects of teaching plan preparation, teaching link, ideological and political integration, classroom management, etc., in order to improve the level and quality of classroom teaching of young teachers, boost the high quality development of vocational education in schools and cultivate high-level technical skills talents.

Keywords: Higher vocational colleges, Young teachers, Classroom teaching quality.

1. China Attaches Great Importance to The Training and Education of Young Teachers

With the rapid development of the cause of socialism with Chinese characteristics and the cause of higher education in China, the new era puts forward higher requirements for the training of professional talents in Chinese colleges and universities. Higher vocational colleges shoulder the historical mission of training highly qualified skilled talents for the country. Young teachers are the backbone of teaching and education in higher vocational colleges. The ideological and moral quality, professional ethics standards, teaching and scientific research ability of young teachers are important standards to measure a young teacher, which affect the training quality of professional talents in higher vocational colleges, and shoulder the glorious task of cultivating morality and educating people. Classroom teaching is the main front for higher vocational colleges to carry out the fundamental task of moral education, is the main battlefield for teachers to teach and educate, and its quality directly determines the moral character and skills of higher vocational students[1]. China attaches great importance to the training and education of young teachers. In October 2020, the Central Committee of the Communist Party of China and The State Council issued the General Plan for Deepening the Reform of Educational Evaluation in the New Era, which requires that teachers' ethics and style should be taken as the first standard, teachers should earnestly perform their duties of education and teaching as the basic requirements for teachers' evaluation, and teachers should be guided to do a good job in every class and care for every student. In the Opinions of The

State Council on Strengthening the construction of teachers, it is emphasized that "the teachers of colleges and universities should focus on young and middle-aged teachers and create an excellent environment for the growth and development of young and middle-aged teachers"[2]. The Ministry of Education has issued relevant important documents to provide policy support and guarantee for young teachers and encourage them to grow up as soon as possible and study teaching and scientific research diligently. Therefore, higher vocational colleges should strengthen the training and education of young teachers, and organize young teachers to study seriously the important speech spirit of the general secretary on the work of higher education, to fully mobilize the enthusiasm of young teachers to participate in teaching and scientific research, enhance the ability of scientific and technological innovation, and contribute to the training of professional innovative talents.

2. The School Attaches Great Importance to The Quality of Classroom Teaching of Young Teachers

Wenzhou Polytechnic is a full-time comprehensive higher vocational college approved by the Ministry of Education in 1999. It is now a national model higher vocational college, a national quality higher vocational college and a key higher vocational college in Zhejiang Province.

The school established the Teaching Supervision Office in 2001 and the Teaching Supervision Office in 2004, which was renamed the Teaching Quality Supervision Office in 2016. The Office is responsible for the overall planning and operation of teaching supervision, guidance and assistance to

improve the teaching quality of all teachers, and whole-process monitoring of teaching quality. Teaching supervision, as the main body of teaching evaluation, is composed of senior teachers with profound teaching theories, rich teaching experience, strong teaching and research ability and experienced industry and enterprise experts. They have an accurate grasp of teaching evaluation indicators, can accurately analyze the advantages and disadvantages of teachers' teaching process in teaching evaluation, and put forward the corresponding improvement measures, but also from a higher level of teachers' educational teaching theory level, knowledge reserve, education ability, teaching effect and so on. Therefore, supervision evaluation can not only promote teachers to improve their teaching level, but also play an important role in improving the overall teaching quality of the school.

The school attaches great importance to the cultivation and improvement of young teachers' teaching ability, promulgates and revises the implementation measures of the assisting teaching training system for young teachers, carries out teaching guidance for young teachers, provides young teachers with teaching growth period, sets teaching growth goals and tasks, and provides "double tutors" (namely school tutors and enterprise tutors) to care about the ideological status and ethics of young teachers. To cultivate young teachers' rigorous teaching attitude and highly responsible teaching spirit for students; Cultivate their ability to be competent for higher vocational education teaching; Cultivate their dedication to the cause of education spirit and rigorous academic attitude. Starting from all aspects of teaching (including listening to lectures, preparing lessons, writing lesson plans or handouts, trial lectures, tutoring, answering questions, correcting homework, practical training and practice, etc.), school tutors give serious and specific guidance to young teachers and provide them with learning in the form of open class and open teaching plans. Enterprise mentors start from every link of enterprise practice and give serious and specific guidance to young teachers. At the same time, the school actively carries out a series of thematic lectures and training on teaching ability improvement, which closely matches the needs of young teachers, strengthens their basic teaching skills, guides and standardizes their teaching process and teaching behavior, and creates high-quality classrooms.

3. Analysis on Classroom Teaching Quality of Young Teachers in Schools

The school issued and revised the Classroom Teaching Quality Evaluation Method of Wenzhou Polytechnic. The classroom evaluation takes a comprehensive consideration by combining class evaluation and consultation. The former mainly refers to the evaluation of classroom teaching quality, while the latter includes the consultation of teachers' teaching situation and the consultation of class learning status. The evaluation index of classroom teaching quality is mainly set up three major indexes, which are evaluated according to the teacher's teaching development when the supervisor listens to the teacher: first, teaching preparation, focusing on teaching objectives, teaching design, content selection and other aspects of evaluation; second, teaching implementation, focusing on content interpretation, grasp of key and difficult points, teaching attitude, teaching method application, student

status attention and other aspects of evaluation: The third is the teaching effect, focusing on the cultivation of habits, classroom atmosphere, achievement of goals, professional quality and other aspects of the evaluation: evaluation grades are assessed according to the four levels of A, B, C and D. The classroom evaluation is based on the classroom facts, the evaluation index is the benchmark, the evaluation scale is unified, the reform of classroom teaching is further promoted, the quality management of classroom teaching of teachers is strengthened, the quality of classroom teaching of teachers is improved, and the construction of teacher ethics and teacher style is promoted.

The specific process of supervision and evaluation is as follows: First, the teachers in the supervision group will observe and evaluate the class randomly and without notice in advance, so as to ensure that the young teachers present the real situation of classroom teaching; Second, the teachers of the supervision group enter the classroom before the young teachers have class to check their teaching materials, such as textbooks, lesson plans, etc. Thirdly, the teachers of the supervision group made objective evaluation on the teaching attitude, teaching design, teaching content, teaching method and teaching effect of the young teachers in class, and recorded the core elements of the classroom teaching scene; Fourthly, the teachers of the supervision group distributed the consultation form of teachers' teaching situation and class learning state, made a comprehensive evaluation of the classroom teaching performance of young teachers from quantitative and qualitative aspects, and put forward the corresponding improvement suggestions or suggestions.

In the past two years, the total number of school teaching supervision and evaluation is 1845, among which, young teachers with junior and intermediate titles account for 57%, and the average score of evaluation is 85.32. In the course evaluation, the supervisors found that the school's young teachers generally had problems in the following aspects.

i. The ability of young teachers to compile teaching plans is weak. Young teachers, especially new teachers, lack of teaching experience, are not familiar with the preparation of teaching plans, and their mentors are not enough to guide them. They are often prone to errors, such as "taking the doctrine", downloading teaching plans related to their lesson preparation content from the Internet and turning them into their own teaching plans without any choice, without careful design, incomplete content, non-standard format, and not suitable for their own teaching reality. For example, young teachers do not prepare detailed plans according to the requirements of teaching, with unified collective lesson plan instead of lesson plan, collective lesson preparation has become the "sum of lesson plans", the collective lesson preparation after the "results" into their own classroom, according to the text. These behaviors that do not pay attention to lesson preparation, do not focus on the teaching materials and teaching syllabi, reflect after teaching, deepen and supplement, and do not take students as the foundation, do not analyze the learning situation, and copy copy are not conducive to the development of classroom teaching and the improvement of teaching ability of young teachers.

ii. The teaching link design of young teachers is poor. At present, the design of teaching link for young teachers focuses on the form, the teaching goal is empty, the thinking training of students is insufficient, and the teaching design of three-dimensional teaching goal of knowledge and skills, process

and method, emotion attitude and value is neglected. For example, in order to reflect the goal of process and method, teachers arrange various forms of activities in the design of teaching links, but because there is no division of primary and secondary activities, students often try to scratch the surface, tired of coping, unable to think deeply. Or, the design structure of teaching links is loose, the logic is confused, and the teaching focus is not prominent; Does not reflect the occurrence, development and formation of knowledge process, there is no harmony and unity with students' cognition, the creation of situation without unity and coherence, so that students have no way to grasp the theme of a lesson, the dilution of teaching focus will directly lead to students' thinking training is not in place, resulting in students to grasp little knowledge, teaching effect is not ideal.

iii. Young teachers lack of ideological and political integration into the curriculum. From the perspective of teaching tasks, curriculum teaching in colleges and universities mainly focuses on imparting professional knowledge and cultivating professional ability, and lacks attention to the integration of ideological and political elements. In the practice of integrating ideological and political elements into classroom teaching, "curriculum ideological and political elements" has not been included in the teachers' professional ethics assessment system, so that teachers of specialized courses lack attention to "curriculum ideological and political elements" both in thought and in action[3]. Secondly, young teachers have a wrong understanding of ideological and political work in the curriculum. They believe that the ideological and political education of college students should be responsible by counselors, class teachers and teachers of ideological and political theory courses, rather than within their own responsibilities. In the practice of integrating ideological and political elements into classroom teaching, teachers mainly preach, teaching methods are single, students' practical needs are not paid attention to, and their subjectivity is not fully played.

iv. The classroom discipline management of young teachers is not strict. Vocational college students' foundation is relatively weak, learning ability is not strong enough, if the teacher is not good at organizing the class, in the class process to "explain" the teaching content as the first goal, the language is insufficient, emotional plain, lack of appeal, blindly theoretical indoctrination, teaching content is not rich, teaching methods are not flexible, case explanation out of the students' reality, the lack of teacher-student interaction, Do not pay attention to the students' learning state, will lead to a dull classroom atmosphere, students lack of interest in learning and enthusiasm, gradually will no longer take the initiative to participate in classroom teaching; At the same time, teachers lack management of students' classroom discipline, the classroom "phubbing" more and more, the phenomenon of students playing mobile phones in class is widespread, late, sleepy, chat and even truancy, seriously affect the classroom teaching order.

4. Young Teachers' Thinking on Countermeasures of Classroom Teaching Quality

(1) Teaching plan plays a very important role. An excellent teaching plan is an important presentation of the teacher's personal quality and wisdom, teaching thought, teaching

ability, teaching level, teaching experience and teaching art. It reflects the teacher's familiarity with the syllabus and the content of the textbook, the ability to grasp it and the thinking and design of the students' actual situation. On the contrary, teachers writing teaching plans can help teachers clarify the teaching ideas, ensure the quality of teaching, improve the teaching level and strengthen the supervision of teaching quality. Young teachers writing teaching plans should clearly formulate teaching objectives and requirements, such as: basic knowledge, basic skills, development ability and ideological and political education tasks; Secondly, it is necessary to list the key points and difficulties in teaching in detail. Teachers should choose appropriate teaching methods and rich teaching means through studying and analyzing the key points and difficulties in teaching plans, so as to better carry out teaching activities, mobilize students' interest in learning, impart knowledge to students, and achieve satisfactory teaching effects. At the same time, there are actual differences between the students in the class, so we should analyze the learning situation, pay attention to the cultivation of excellent students and improve the underperforming students, make appropriate and necessary adjustments in the course of class, and do self-analysis and experience accumulation after class to improve our teaching ability. In addition, teachers are encouraged to write teaching plans, write styles, write characteristics, abandon the only textbook is used for the doctrine, timely understand the latest research progress in relevant fields at home and abroad, absorb the corresponding content into their own teaching[3].

(2) Carefully design the teaching link. Classroom teaching is a process of effective interaction between teachers and students, and between students. Young teachers must fully design and reasonably arrange each teaching link, which is scientific, effective and methodical. Teaching objectives should be comprehensive, specific and appropriate, and must run through the whole teaching link, covering knowledge and skills, processes and methods, emotional attitudes and values. Choose the appropriate teaching methods such as: teaching method, discussion method, demonstration method, case method, practice method (exercises or operations) to highlight the key points, break through the difficulties, so that the teaching content becomes easy to understand; Teaching means must be flexible and diverse, such as: multimedia, courseware, blackboard, physical objects, projection, image, specimen, wall chart, model, etc., to meet the learning needs of students, let excellent students "eat enough", poor students "eat well"[4]. The teaching process includes exciting introduction, exploration of new knowledge, experience discovery, expansion and extension, classroom summary, etc. The introduction of a lesson not only pave the way for teachers to teach the new lesson, but also provide background for entering the new lesson learning, but also stimulate students to take the initiative to learn; At the same time, teachers should take into account the differences and personality development of students, advocate the teaching mode of "autonomy, cooperation and exploration", after consolidating the knowledge in class, transfer from class to extracurricular, expand students' knowledge vision, develop students' humanistic quality, in order to achieve good classroom results.

(3) Improve the ideological and political ability of the curriculum. Young teachers should understand the relationship between ideological and political education and curriculum education, and fully explore the resources of

ideological and political education in classroom teaching, so that ideological and political theory knowledge and subject teaching can be effectively integrated; At the same time, they should take the students as the foundation to form the curriculum education mode which deeply integrates knowledge imparts and value guidance, and constantly improve the students' cultural accomplishment, moral quality, ideological level and political consciousness, so that they can be both virtuous and talented and develop in an all-round way[5]. The school carries out the spirit of the National Vocational Education Conference, deeply promotes the ideological and political construction of the school curriculum, actively creates a good teaching atmosphere of "ideological and political education in all courses and education by all teachers", and tries its best to construct a new pattern of all-round education for the whole process of the staff. Focusing on the main line of education of "cultivating talents by virtue", the school adheres to the parallel and coordinated development of ideological and political curriculum and curriculum ideological and political curriculum, and strives to cultivate more high-quality technical and skilled personnel and craftsmen to serve the national and regional economic and social development. Every semester, we continue to carry out a series of demonstration course observation activities for the construction of "Ideological and political education in Curriculum", dig deeply into the ideological and political elements that fit the characteristics of the major, create high-quality and efficient classes, play a leading role in demonstration, improve the ideological and political education construction in curriculum, and promote the reform of classroom teaching.

(4) Improve the classroom management system. A good lesson depends not only on how well the teacher teaches, but also on how well the students learn. Teachers correct teaching attitude, vivid language, natural and generous teaching, can improve the sense of teaching efficacy, can convey to students positive emotional state, students will be active thinking, classroom atmosphere will be active, can form a good interaction between teachers and students. Methodical teaching activities can stimulate students' learning motivation and enthusiasm, and truly achieve the purpose of "teaching people to fish". Formulate humanized classroom management system, fully respect the principal position of students, take the initiative to participate in the classroom management of the enthusiasm, so that students really abide by the classroom code of conduct; Appropriate use of emotional incentive, reward and punishment clear, carry out probation education for students, for the classroom behavior of excellent students to praise and reward, set an example and typical; Punish and help students who violate classroom norms of behavior. The ultimate goal is to make students realize their mistakes and

correct them actively.

5. Conclusion

Vocational colleges should strengthen the training and education of young teachers, young teachers should constantly improve their professional ability and comprehensive quality, actively participate in teaching training, enrich the teaching content, optimize the teaching form, improve the teaching method, improve the teaching level, in teaching and scientific research, classroom and society to find a balance, and strive to improve the young teachers on the teaching profession of belonging and sense of achievement, To become high-quality young teachers in the new era who have ideals, responsibilities and integrity.

Author

Cao Jijia (1985-), Female, Wenzhou Polytechnic, Master Degree, Research Assistant, Research Direction: Education Management.

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