

# ***"Perception Infiltration, Ability Progressive ": Vocational Teachers of the College Students Career Perception Education Research***

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**Abstract:** In the past ten years, the main frame of our educational system has been established, and the pattern of education is changing. This paper analyzes the present situation of the vocational perception education for the undergraduates of vocational teachers, and constantly makes great efforts to revise and perfect the training plan of vocational teachers, and pays more attention to the reform and practice of the curriculum of teacher education, form a two-way three-dimensional evaluation system (horizontal and vertical) , in order to promote the all-round development of vocational teaching ability of vocational teachers, build" Can do and teach" ability training target system; To construct the training system of professional skills promotion for the capital students of" One-specialty-multi-ability" vocational teachers.

## **1. Introduction**

Ministry of Education Division of teacher work on the issuance “*Professional certification standards for vocational and technical teacher education*” and “*Special Education professional certification standards*” (Teacher's letter [2019] No.50), the notice points out three important contents: Learning to teach, educating and developing. <sup>[1]</sup>Based on the above requirements, we should construct the vocational perception education system which fits the orientation of vocational teachers and the characteristics of running schools, and strengthen the supporting role of vocational perception education in personnel training, relying on the perfect and scientific vocational education system, cultivating and incubating vocational teachers with outstanding teaching ability.

## **2. The Background of the Implementation of Vocational Perception Education for the Undergraduates of Vocational Teachers**

The Ministry of Education has issued a circular on the 2015 project tasks of the vocational school teacher Quality Improvement Plan, the Guangxi Normal University "National Key Construction Vocational Teachers' training base" has been approved to train secondary vocational teachers at the national level in four disciplines with a total of 167 places. The Guangxi Normal University Vocational and technical teachers' College is the main training unit for vocational and technical teachers in Guangxi, after re-examining the process of undergraduate talents training, we find that in

the process of undergraduate vocational teachers training,<sup>[2]</sup> we attach importance to the structure of students' knowledge and ability, and neglect the attention and guidance of students' career enlightenment and career perception, the teaching content of vocational perception is not enough, and the students are not willing to teach in secondary vocational schools because of the low employment rate.<sup>[3]</sup>Therefore, how to perfect the teaching design of vocational perception education in the process of training vocational teachers' capital talents needs to be strengthened.

### **3. The path of Vocational Perception Education for the Undergraduates of Vocational Teachers**

In the new curriculum reform, the original curriculum concept is changed<sup>[3]</sup>, and based on the "Constructivism curriculum concept", the aim is to make students understand the secondary vocational school through the vocational perception education in the Open University learning environment, to integrate professional knowledge into the curriculum of vocational teachers in the future, so as to prepare for becoming a vocational school teacher in the future, and at the same time, in view of the current vocational teachers students are not clear about the training objectives of vocational teachers, with the low employment rate of vocational teachers' graduates, the curriculum system of vocational teachers should be reformed.

Talent training is the center of every school's work, the undergraduate talent training program is the overall design and implementation of the school's talent training program<sup>[4]</sup>, is an important guarantee of educational curriculum reform and educational mechanism innovation, it plays an important role in the construction of a scientific and perfect personnel training system for vocational teachers, which reflects the characteristics of the times and meets the needs of Students' development.<sup>[5]</sup>It can be seen from the curriculum structure and curriculum setting of the talent training plan that the optimization of the curriculum system framework and the integration of the major training ideas, the original platform of teacher qualification education is integrated into the core curriculum and professional development curriculum platform, according to the five-stage teaching mode of "Preparation for admission-professional perception-knowledge mastery-skill improvement-on-the-job practice", from the traditional vocational education of "Theory to practice" to the training mode of "Perception practice to theory and practice", the course of "Career perception and teacher development" was offered in the first semester of freshman year. As the practical stage of students' first real contact with occupation and post, occupational perception occupies the first place in the five stages, forming the two-way three-dimensional running-through of ideological and political evaluation system + professional teaching evaluation.

In the first semester of the course, undergraduate students will have an internship class with a cooperative vocational college to experience the teaching profession and various skill posts in the scene resources of the first-line vocational education, to realize the characteristics and requirements of the profession of teachers.<sup>[6]</sup>In the middle stage of undergraduate course, classroom situation simulation was adopted, and students played the roles of teacher and student in the micro-training camp before class.

Let students play their active role in the open environment to experience the real presence of teachers in the classroom, so that they take the initiative to perceive, to achieve the unity of knowledge and practice.

The concrete steps are to analyze and evaluate the investigation reports and interviews made on students' campus experience posts, and according to the results, to carry out reasonable reform on the setting of various professional courses for vocational teachers' students, and to achieve "Five docking" as far as possible, in order to meet the requirements of graduation and post-corresponding. We should reform the mode of personnel training, achieve the harmony between curriculum reform and personnel allocation, keep up with the new demands of vocational education and new teachers,

and actively promote the integration of industry and education. Through the role of talent to fundamentally promote the teaching profession, "Beyond the leadership, innovation and promotion," the implementation of the strategy. On the basis of the existing post replacement, strive to achieve early post docking with secondary vocational schools, to achieve the combination of production and education, education in coordination.

Table 1: The breakdown of index points under each dimension is shown in the following table

level	Elements	Reference standards
1	Norms of teacher's ethics	Set up people to stand for their own duty. Abide by the secondary vocational school teachers professional ethics, teaching awareness, determined to become an ideal faith, moral sentiment, solid knowledge, benevolent good teacher.
2	Education	Love Vocational Education, with professional ideals and willingness to teach, identify with the significance and professionalism of teachers, with positive feelings, correct attitude, correct values.
3	Craftsmanship	Set up quality consciousness, service consciousness, responsibility consciousness and innovation consciousness. Adhering to the love of work, honesty and trustworthiness, superb skills, excellence and other professional spirit.
4	Professional knowledge and ability	More systematically master the basic theory and basic knowledge required by the major. Professional background knowledge of the industry. Master the basic technical skills, necessary methods and related knowledge.
5	Professional Practical	Familiar with the professional standards, master the formation of technical skills, have more skilled practical skills, technical skills with the initial ability to practice teaching and technical skills assessment ability.
6	Teaching ability	In the practice of education and teaching, we can make use of educational and teaching knowledge and information technology to design, implement and evaluate teaching according to the physical and mental development and professional cognitive characteristics of secondary vocational school students.
7	Class management	Establish the concept of moral education first, understand the principles and methods of moral education in secondary vocational schools. To master the working rules and basic methods of class organization and construction.
8	Career Guidance	Master the knowledge and methods of vocational guidance, have the ability to provide vocational guidance and consultation to students according to the needs of social employment.
9	Comprehensive Education	To understand the laws of physical and mental development and formation of secondary vocational school students. Pay attention to the course thought politics, can organic union specialized teaching carries on the education activity. To understand vocational school culture, enterprise culture and educational activities of the content and methods of education, to participate in the organization of thematic education, skills competitions and community activities, to educate and guide students.

10	Innovation and entrepreneurship	Master the basic knowledge and methods of innovation and entrepreneurship, with a certain sense of innovation, innovation thinking, innovation spirit and innovation and entrepreneurship. Experience in innovative entrepreneurial activities.
11	Learn to reflect	With the awareness and attitude of lifelong learning and professional development, can according to the needs of the times and educational development.
12	Communication and cooperation	Be able to express clearly and systematically, communicate effectively with peers, parents and other members of the public on educational issues.

The main body of the training system of "One-specialty-multi-ability" for vocational teachers' undergraduates is "Teacher's professional skills", to train undergraduate students' professional knowledge and ability, professional practice ability, teaching ability, class guidance, comprehensive education, vocational guidance, learning to reflect, communication and cooperation, etc. , strengthening the team building of the teaching department of Vocational Education, perfecting the working standard of practicing advanced teaching ideas in teaching skills, make the micro-training camp and teaching skills contest become the platform to promote the development of vocational teacher's career perception. [7]In the era of information-based teaching with the development of big data and artificial intelligence, it is particularly important to cultivate the innovation ability of information-based teaching for the undergraduates of vocational teachers, under the guidance of the exploration and practice of the teaching achievement award of "Interest Training, task-driven and practice-through" teaching ability training mode for vocational normal school students, a training system of professional skills promotion for vocational normal school students with "One-specialty-multi-ability" was constructed, which combined closely with the discipline and centered on students, and promoted the development of the students' ability and accelerated the growth of normal school students. The breakdown of index points under each dimension is shown in the table 1.

Since the establishment of the Guangxi Normal University Vocational Teachers' College, the 2019 Talent Development Plan has clarified the various indicators. [8]The graduation requirements include four dimensions, namely, practicing teacher ethics, learning to teach, learning to nurture and learning to develop, corresponding to teacher ethics, education, craftsmen's spirit, professional knowledge and ability, professional practice and operation ability, teaching ability, class management, vocational guidance, comprehensive education, innovation and entrepreneurship, learning to reflect, communication and cooperation of twelve secondary indicators.

#### 4. The Effect of Career Perception Education on Vocational Teachers and Undergraduates

Students of all majors in the school benefit from the same time, exchange study with freshmen, set learning example and strive for the goal, in the third stage of the ability to start from the training, the examination and evaluation of educational practice should carry out the three stages of "Please Come in-go out-welcome back", and realize the consistency of students' study in school and the work in vocational school, to achieve "Integration of career perception-basic ability of career-individual ability of career-comprehensive ability of career" progressive.

The head of the department has declared and approved the teaching material of tourism management teaching method, and the author of this course has been approved the teaching material of professional perception and teacher development The 2018 key project of Guangxi Vocational Education undergraduate teaching reform project is "Opening, infiltration and coordination -- teaching practice and reform of vocational teachers' and undergraduate students' vocational perception". The Teaching Team of the Teaching Department of Vocational Education was awarded the title of excellent team. The course leading teacher undertook and participated in the projects of "

The research and practice of the practical teaching mode of the workplace eloquence curriculum under the new media environment”, "The empirical research on the track investigation of the quality of the secondary vocational school teachers training based on COMET”, "The research on the optimization of the training mode of the educational and teaching skills of the vocational school students based on the platform of school-school cooperative education”, "The training mode of teacher education based on the formation of teachers' professional feelings and the construction of the fragmented and uninterrupted recessive curriculum system”, etc. , and has built" Based on the turnover classroom teacher professional skill training two curriculum teaching design brief plan”.<sup>[9]</sup>The team teachers have won many awards in the teaching skills competition for young teachers at school and district levels. In 2022, they won the first prize and second prize in the teaching skills competition of China Vocational and technical teachers' College (Teachers Group), third Prize 2 items. The teachers in the career perception team are responsible for the construction and application of online courses, and are also responsible for the national quality resources sharing course of "Vocational education psychology”.

Through hard work, students' professional perception teaching ability has been improved in an all-round way, and they have won many awards in various competitions at all levels<sup>[10]</sup>. The teaching team of the course has been working with students from 2015 to 2022, to guide students through participating in various language competitions such as speech, debate, recitation, teaching skills contest for normal students and information teaching contest, won a total of 108 state-level, autonomous region-level, school-level, college-level awards, has made excellent results.<sup>[11]</sup>The 2021 won the first prize in the teaching skills competition of China Vocational and technical teachers' College (student group).

## 5. Conclusion

In a word, the vocational perception education has been developed step by step, and the goal system of " Being able to teach" and the practice system of step by step have been constructed from the educational concept of vocational perception, forming the two-way three-dimensional (horizontal and vertical-RRB- evaluation system, taking the experts of the first-line vocational schools, the teachers of schools and enterprises, and the vocational teachers' capital students as the evaluation subjects, which reflects the objectivity and comprehensiveness of the evaluation, from the practice of ethics, learning to teach, learning to educate and learning to develop the four dimensions of evaluation, reflecting the scientific and Operability. The main body active function of the vocational teachers' capital students has been brought into play, the teaching practice ability has been promoted, the perception of the two-way interactive teaching-learning scene has been realized, and the multi-platform education ability has been exercised, to construct the system of vocational perception education for the undergraduates of vocational teachers.

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2) This paper is the stage result of the 2021 Guangxi Normal University teaching reform research project "Teaching reform and practice of teacher education curriculum for normal school students based on 'grid management + split classroom'"(2021 JGA32).

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