

Research on the path of teaching improvement in secondary vocational colleges under the construction of "double high"

Shengzhao Wang

Jinhua Open University, Jinhua, Zhejiang, China
wszjzsmxx@163.com

Abstract: Under the dual high construction, the teaching reform of secondary vocational schools has become the focus of attention. At this stage, there are certain limitations in teaching improvement. Therefore, the path of teaching improvement in secondary vocational schools under the dual high construction has been studied. The research takes counselors as the main research object, analyzes their role positioning in the teaching of secondary vocational schools, and develops counselor promotion strategies (the role of teaching counselors in the teaching promotion of secondary vocational schools) according to the analysis results of role positioning, so as to improve the teaching quality of secondary vocational schools under the construction of double high schools and improve the learning effect of students in secondary vocational schools.

Keywords: Higher vocational colleges; Instructor; Employment guidance; Role orientation and role

1. Introduction

In recent years, with the development of society and the increase of the number of secondary vocational schools, the teaching problems of secondary vocational schools have become increasingly prominent. The state put forward "Double-high Construction" [1-2], which means that universities should build world-class universities and first-class disciplines, referred to as "double first-class". Secondary vocational schools reform the teaching methods according to the "double high construction" [3-4], thus forming a new teaching model. However, at the present stage, there are many drawbacks in the teaching of secondary vocational schools, which lead to the slow recommendation of the teaching reform [5], and the results are not ideal. There are many reasons for this problem [6]. For example, the promotion strategy developed by secondary vocational schools is out of touch with reality [7], and the orientation deviation of the counselors themselves. In order to make the teaching promotion path more targeted and feasible, this paper conducts an in-depth study on one point of the teaching promotion path of secondary vocational schools, namely, the role orientation of the counselors, in order to better play their functions through the best role orientation of the counselors. Make it play a certain role in promoting the teaching quality of secondary vocational schools.

2. The role of counselors in secondary vocational schools in teaching improvement

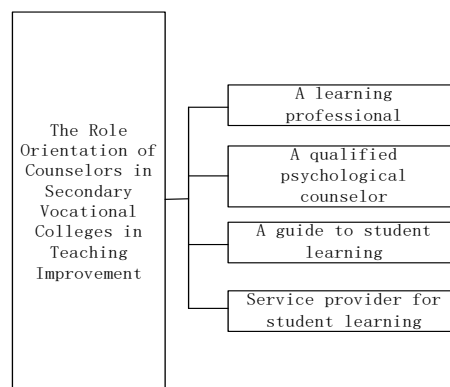


Figure 1: Role orientation of secondary vocational college counselors in teaching improvement

Considering the role of counselors in the improvement of teaching in secondary vocational schools, in-depth research is conducted on the role orientation of counselors, as shown in Figure 1.

According to Figure 1, the role orientation of secondary vocational college counselors in teaching improvement is mainly divided into four roles, namely, a learning professional, a qualified psychological counselor, a student learning guide and a student learning service provider. The role positioning is described in detail below.

2.1. A learning professional

With the adjustment of the teaching policies of secondary vocational schools in various provinces and cities, problems have gradually emerged in the teaching of secondary vocational schools. Faced with the improvement of the learning effects of college students from different cities in terms of scores and quality, the role of counselors is diverse, and the changing forms of China's education policies are also changeable [8-9]. Therefore, in the promotion of teaching in secondary vocational schools, the instructor needs to be a learning professional. From the perspective of college students' employment in the teaching improvement of secondary vocational schools, counselors need to reinterpret the relevant policies of secondary vocational schools in addition to their own teaching work, constantly learn relevant knowledge from other provinces and cities, so as to ask three questions and help students solve employment problems. Counselors should first strengthen the understanding of the international and domestic economic development situation, strengthen the overall grasp of the job market situation, including economic development, economic structure changes, the supply and demand of college graduates and professionals, and further actively guide students to see many positive factors conducive to the employment of vocational graduates. From the perspective of the improvement of students' learning knowledge in the teaching of secondary vocational schools, the teaching of secondary vocational schools is relatively broad, students have higher freedom, and students have higher freedom during the school, but it also leads to the relatively lax learning process of students, thus not solid learning knowledge in the course and poor application ability. Therefore, at this time, Counselors are required to provide answers to students' knowledge points and puzzles with their own professional knowledge, and urge students to learn. In the process of solving puzzles, counselors are required to have more professional knowledge and high comprehensiveness (considering the improvement of comprehensive teaching quality in secondary vocational schools, counselors are required to provide answers to students' some questions, not all professional questions. Counselors, after all, learn only so much).

2.2. A qualified psychological counselor

Influenced by the general environment of economic development and other factors, students in secondary vocational schools often have a fear when they encounter problems in the learning process, that is, they are worried about their professional knowledge and their future employment problems. However, students in secondary vocational schools have been carrying this mentality, which leads to their inability to concentrate in the learning process, and their learning achievements and effects are getting worse and worse. Therefore, to solve this situation, we must suit the remedy to the case and solve this situation. Therefore, in order to improve the teaching quality of secondary vocational schools, counselors need to guide students to develop learning goals that are close to or close to their own abilities from their own professional characteristics, that is, counselors play a psychological facilitator in the teaching improvement of secondary vocational schools at this time. Counselors should make efforts to guide students of secondary vocational schools to avoid idealism, timely adjust their learning expectations, appropriately reduce their learning expectations, adhere to the idea of continuous and independent learning, and combine work and rest to properly relax their body and mind. At the same time, the counselors are required to pay attention to timely summary in the process of guidance, collect some special situations in the process of students' learning, further guide students' learning, mediate students' psychology, so that students in vocational schools can form a healthy mental state in the process of learning, so as to improve the teaching effect.

2.3. Guide for students' learning

At present, the work of counselors in most secondary vocational schools is much the same [10], but the focus is different. In view of the overall situation of students in secondary vocational schools, that is, most students in secondary vocational schools lack basic learning plans and learning directions, and

they are also immersed in students' thinking during school, so they will be more at a loss when facing long-term learning planning problems, and seriously lack the awareness of independent learning. The appearance of this phenomenon is not accidental, but the common fault of students in the current teaching process of secondary vocational schools. Therefore, in order to improve the teaching quality of secondary vocational schools, counselors need to be the guide of students' learning. When guiding students' learning, they must have a long-term vision. According to the different majors of each department, basic learning concepts and learning plans should be imparted to students at the very beginning, so that they can have a clear understanding and lay a good foundation for the long-term independent learning in the future. For students with good scores, we should strengthen the guidance and guidance for the postgraduate entrance examination and the make-up examination. Do a good job of individual counseling for students who do not have a clear understanding, to help them scientific positioning, clear goals.

2.4. Service providers for student learning

In the age of big data, many teaching work in secondary vocational schools has changed from offline to online teaching, and the service work of counselors for students has also changed from offline to online. In the process of teaching improvement in secondary vocational schools, students' various learning problems and difficulties are one of the factors hindering teaching improvement. Therefore, in the face of students' various learning problems and difficulties, it is not enough for counselors to only communicate offline. They also need to share information materials to let students find what they want or find solutions to problems independently. The specific operation is that the counselors will establish a class group when the freshmen enter the secondary vocational schools. On the one hand, they will release formal information such as class related information and freshmen admission notice, and on the other hand, they will provide students with suggestions on learning development and relevant multimedia resources. Students who are interested can contact the counselor for communication and understanding. Students can add a lot of information and resources about their future study in this process, so as to lay a good foundation at the beginning. In addition, through close communication with students, counselors can also understand the basic psychological state and learning situation of students in the class, and provide solutions and guidance for students with psychological problems. Although it is bound to be accompanied by various trifles in this process, they can help students of secondary vocational schools to change the status quo, have faith in the future and have confidence in life, so as to improve the teaching quality of secondary vocational schools. Counselors should also be willing to serve students and strive to be the reserve army of students' support and help.

3. The role of teaching instructors in the improvement of teaching in secondary vocational schools

After determining the role orientation of the instructors in the teaching promotion of secondary vocational schools, the role of the instructors in the teaching promotion of secondary vocational schools, namely the teaching promotion strategy of secondary vocational schools, is described according to the role orientation results, as shown in Figure 2.

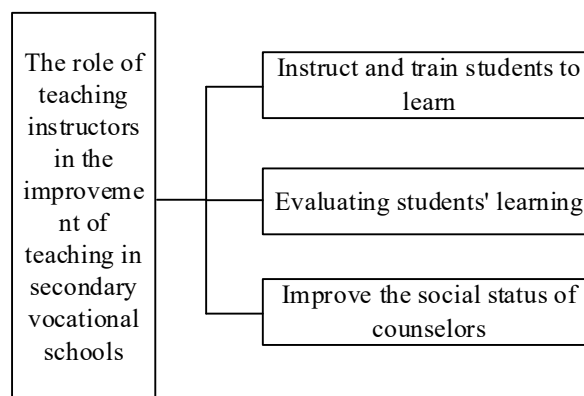


Figure 2: Role of teaching instructors in secondary vocational schools in teaching improvement

According to the content of Figure 2, the role of teaching instructors in secondary vocational schools in teaching improvement is mainly divided into three parts, namely, guiding and training

students to learn, evaluating students' learning and improving the social status of instructors. According to these three roles, the teaching quality of secondary vocational schools is improved.

3.1. Instruct and train students to learn

In order to completely change the difficulties faced by students in secondary vocational schools in learning and improve the teaching quality, counselors need to contact the school's educational affairs office and teachers to modify and improve the student training program at this stage. First of all, the educational administration is required to establish a curriculum system that can meet the learning needs of students in secondary vocational schools according to the characteristics of students in secondary vocational schools, so as to solve the key problems that students do not have a solid foundation of professional knowledge and strong practical ability after graduation. The teachers cooperate with the new curriculum system developed by the educational administration to help students quickly understand and form a set of learning concepts, and have strong self-learning ability and comprehensive quality. The two parts complement each other, reasonably improve the teaching quality of secondary vocational schools, so as to build the comprehensive ability of students in secondary vocational schools. At this stage, counselors focus on students' mental health and learning habits. When they encounter problems, they usually adopt the method of rational analysis to solve them, and help the students of secondary vocational schools to sort out good learning concepts and awareness. In daily study and life, more simulated professional courses or practice activities are offered to let students get into the role faster and improve their professional skills. In addition, secondary vocational school counselors should publicize the teaching procedures and policies widely, focusing on strengthening the guidance of students' study and life.

3.2. Evaluating students' learning

First of all, in the teaching process of secondary vocational schools, counselors need to know and evaluate students in advance, form a systematic evaluation report after fully understanding students, and give the evaluation report to professional course teachers. Teachers improve and optimize the teaching plan through the evaluation results, so that the teaching plan is more targeted and applicable, so as to improve the teaching effect of secondary vocational schools and improve the learning effect of students. On this basis, considering the use of the data in the follow-up teaching of vocational schools, counselors establish a database of students' learning progress, input the learning progress of students in vocational schools into the database, and input the evaluation results into the database, integrate other information of students, and provide accurate information for vocational schools to the maximum extent, so as to enable vocational schools to develop more perfect teaching plans and programs. Optimize the teaching model, improve the teaching quality of secondary vocational schools.

3.3. Improve the social status of counselors

In the teaching of secondary vocational schools, the social status of counselors is low. This is because counselors do not undertake the main teaching tasks, and generally only deal with students' general learning problems and life problems, as well as some social activities. Therefore, counselors in secondary vocational schools are not recognized by the senior level of the school and colleagues, resulting in low social status, which induces counselors to be slack at work, this further led to the teaching work issued by secondary vocational schools, and the counselors could not complete the work perfectly, and their implementation was limited. Therefore, in order to improve the teaching quality of secondary vocational schools, it is necessary to improve the social status of the counselors who play an important role in the process to eliminate the psychology of the counselors in secondary vocational schools, their working attitude is changed and a positive working state is formed, so as to improve the teaching of secondary vocational schools.

4. Conclusion

The teaching problem of students in secondary vocational schools has not been effectively solved, which is not only related to the role orientation and role played by counselors in secondary vocational schools, but also related to the development of the whole modern society. As the direct person in charge of students in secondary vocational schools, counselors have the obligation to help students solve their learning and life problems. Counselors in secondary vocational schools should make contributions to

promoting college students' efficient and independent learning on the premise of ensuring continuous improvement of their ability and professional level.

References

- [1] Wang Yuehong, Cheng Yang, Zhao Yaling. *Exploration on the Ideas of Teaching Innovation Team Construction in Vocational Colleges under the Background of "Double-high Plan"*[J]. *Scientific and Technological Wind*, 2022, 3(6):31-33.
- [2] XIA Wei, JIN Qiang, HOU Kaikai. *Research On the Implementation Path of Improving Physical Education in Higher Vocational Colleges under the Background of "Double High-Quality Plan"--Take Beijing College of Finance and Commerce as an Example*[J]. *Journal of Beijing College of Finance and Commerce*, 2021, 37(3):34-38.
- [3] Ren Fanghui. *Research on the Ways to Improve the Informatization Teaching Ability of Higher Vocational Teachers under the Background of the "Double High Plan" Construction* [J]. *Digital Design (1)*, 2021, 10(2):176-179.
- [4] Han Kunlin. *Research on the Path to Improve the Teaching Ability of PE Teachers in Higher Vocational Colleges under the Background of the "Double High Plan" -- Taking Shaanxi Energy Vocational and Technical College as an Example*[J]. *Sport & Style*, 2021, 12(11):190-192.
- [5] Liu Yancui, Xin Xiaxia, Ji Longting, et al. *Obstacles and Promoting Mechanisms of Diagnosis and Improvement of Teaching Work in Secondary Vocational Schools*[J]. *Vocational and Technical Education*, 2021, 42(2):57-63.
- [6] Jin Yi; Zhang Wenyong. *Research and Practice of Co-construction of Teaching Diagnosis and Improvement Data Center by Secondary Vocational Schools* [J]. *Vocational and Technical Education*, 2020, 41(35):65-68.
- [7] Wang Yanqing, Liu Jiixin. *The Role Orientation and Realizing Path of College Counselors in the Perspective of "Three Holds Education"*[J]. *Research on Heilongjiang Higher Education*, 2021, 39(11):143-147.
- [8] LV Donggang. *On the Missteps and Responses of Construction of the Ability of Mental Health Education for College Counselors*[J]. *Theory and Practice of Education*, 2020, 40(15):35-37.
- [9] Song Ying. *How to Improve the Work of College Counselors in Finance and Economics*[J]. *Economics*, 2020, 3(1):1-5.
- [10] Zhang Wei, Yue Hong, Xiong Jian. *Research on the policy text of college counselor team building in China from the perspective of policy tools* [J]. *Heilongjiang Researches on Higher Education*, 2022, 40(6): 120-130.