

The Analysis of Enhancing the Capacity of Teachers in Basic Cultural Courses in Employment Education College

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Abstract—On the basis of external factors, it is helpful to stimulate the teachers of cultural basic courses to give full play to their internal forces, and thus to improve their teaching ability, so as to realize the conscious return of educational purpose. The teachers of the basic cultural course should consciously strengthen the consciousness of active thinking, build a solid teaching foundation, improve the teaching ability, and deal with the relationship between teaching and scientific research. Education institutions should pay attention to evaluating the quality of teaching teachers with the actual ability of students as the core, and take teaching ability as the core indicator of teachers 'evaluation of teachers' merit, and guide teachers to consciously do rigorous study and love Gangjing teaching.

Keywords—Employment education, asic courses in culture, eachers, eaching, eaching ability.

I. INTRODUCTION

In recent years, with the deepening of education and teaching reform in military colleges and universities, many scholars have studied and achieved some results in strengthening the construction of teaching staff. However, most of the results have focused on the competency structure of teachers and the macro aspects of the construction of teaching staff in educational institutions. The articles devoted to the improvement of teaching ability of teachers in cultural basic courses are rare. The formation of teaching ability of teachers involves many factors. From the perspective of education philosophy, there are two main ways to improve teaching ability of teachers: one is to upgrade the subject and the other is to upgrade the object. The subject promotion refers to the teacher's conscious active behavior, which is driven by internal factors; Object promotion refers to the auxiliary means used by relevant management departments and is driven by external forces. The author believes that on the basis of external factors, motivating teachers to give full play to the internal forces of the main body is also conducive to improving their teaching ability, and thus realizing the self-conscious return of educational purposes. Therefore, the author takes as the research subject the teacher of the basic course of education and culture to discuss the improvement of his teaching ability from four aspects.

II. ADAPTING TO THE REQUIREMENTS OF TRANSFORMATION AND ENHANCING THE AWARENESS OF ACTIVE THINKING

A. Increased Coaching Capacity is Required to Meet the Effectiveness of Education in Service.

Employment education focuses on cultivating applied talents. Compared with academic education, the teaching cycle is short, the content is updated quickly, and the timeliness is strong. It also emphasizes teaching efficiency. This requires teachers to thoroughly explore the basic connotation and development law of the education, study the generation of teaching ability, adapt to the situation of the development of higher requirements for the training of military personnel, and actively improve teaching ability.

B. Improvement of Coaching Skills is the Key to Quality Training.

The teaching ability of teachers in basic cultural courses directly affects the quality of students 'training. Under the condition of employment education, it is an inevitable pursuit for the development of college education to improve the teaching ability of teachers. The organization of education and training and the teaching of teaching content must rely on teachers to implement them. To improve the quality of talents and build the characteristics of running a school, we must rely on the support and promotion of teachers. The teacher's verbal behavior, academic level, organizational ability, teaching skills, etc. will have an important influence on the students. Therefore, we should pay attention to evaluating the teaching quality of the teachers with the actual ability of the students as the core, and take the teaching ability as the core indicator of the teachers 'evaluation of the teachers in the post, and guide the teachers to consciously do rigorous study and love the good teaching.

III. SOLID COACHING FOUNDATION

A. Strive to Cultivate the Moral Integrity of the Alchemist.

Education teachers must put the teacher's moral cultivation in the first place and strive to create a noble personality. Must have the hard thought moral quality, ensures the three-foot platform does not have the murmur. To maintain a good image, so that the inner cultivation embodied in the external temperament, students have an intangible influence and influence. To cultivate professionalism, endure loneliness, diligent, down-to-earth, and tireless.

B. Self-conscious learning of Educational Theory.

The concept of education is closely linked to the ability to teach. Education teachers must consciously strengthen the study and research of education theory, especially military education theory, constantly explore the laws of military education teaching, explore the need of information warfare for the quality of new military talents, and promptly adjust and change educational concepts.

The reform spirit of education combines the theory of education with the practice of education in military colleges and universities, profoundly grasps the characteristics and laws of employment education, and ensures that its own education concept always keeps up with the requirements of the development of the times for the training of military personnel.

C. Self-conscious Learning of Professional Theory

In addition to having the necessary military professional knowledge, teachers should also learn to master some natural sciences and social sciences, and strive to pursue both literary and scientific knowledge. We should consciously focus on the subject areas we study, engage in extensive relevant knowledge, and constantly deepen professional knowledge. This will help the teaching content to be deeper, more detailed, and more useful. It will help students to broaden their horizons, inspire their thinking, and guide them to improve their innovation ability.

IV. MULTILEVEL IMPROVEMENT OF CLASSROOM TEACHING

Classroom is a dynamic, interactive system; The classroom teaching effect is the result of dozens of intelligent subjects influencing each other and interacting with each other; The classroom teaching process is a dynamic and continuous process. Under the traction of the problem, the students are fully involved in the process of thinking. The process of ideological confrontation, collision, and contention between teaching and learning is also a process of intelligent control. Therefore, to do a good job in classroom teaching, we must pay attention to grasp the state and grasp the process control of teaching. It is not only focused on the needs of the troops, but also suitable for the needs of the students. It combines "elegant" and "vulgar" to adapt rather than cater, and integrates knowledge, interest, participation, practicality and interaction. Specifically, we must grasp the "five points" in teaching and give play to the "five effects."

A. The First is to Control with Knowledge Points, to play the "spring water" Effect of Gurgling, so that Students Listen to Quench Thirst.

The teacher should not only be a moral communicator, but also be a guide for the formation of moral character. We should not only teach knowledge, but also promote learning knowledge. In teaching, teachers should pay attention to using knowledge points to run through the classroom teaching process, so that the entire classroom teaching becomes a knowledge chain composed of various knowledge points. For example, the teacher should follow what to say and how to say and achieve what kind of purpose; Put forward problems, analyze problems, solve problems and other logical relationships to control the teaching process.

B. The Second is to Use Excitement to Control, Play a One-Pronged "storytelling" Effect, so that Students Listen to the Intention is Still not Exhausted.

In the classroom, we should pay attention to how to point questions, seize the interest of the students, and stimulate the students' enthusiasm for learning; How to develop the teaching content to cultivate the student's exploration spirit and curiosity; How to deal with the connection and transition between the contents of each part, and to develop the student's thinking process; Research on how to mobilize and stimulate the potential of students and other issues. We must carefully prepare the language and pay attention to the colloquialization and popularization of the language. We must remove the non-standard words, words, and sentences in the speech in order to be concise and popular, and we are good at using the situation language to convey our feelings. We should make great efforts in expression, study and feel the passion of the lectures, pay attention to emotional input, and enhance the effect of expression through personal or collective trials before class, seriously rehearse, regulate and refine our own semantics, tone, speed, intonation, and pronunciation. Create conditions for improving the quality of teaching.

C. The Third is to Use Emotional Point Control, Play the "fire" Effect of Passion Burst, so that Students Make Warm.

Effective teaching requires careful presupposition and rigorous argumentation, but if it is completely operated according to the predetermined, the degree of naturalism in teaching does not exist. In classroom teaching, teachers should work hard on empathy according to the situation on the spot, and strengthen their ability to understand, channel and control students' emotions, so as to share their feelings and empathize with their situation. Close the psychological distance and emotional identity with the students. For example, connecting with the rich experience, experience and experience of teachers, increase the emotional weight of classroom teaching, increase the appeal and persuasion of teaching, and effectively use the classroom as an ecological park for both teaching and communication ideas.

D. The Fourth is to Control with Doubts and Difficulties, and Bring into Play the "chef" Effect that can be Adjusted for Different Tastes.

The teacher should study deeply, digest the content of the teaching materials, form his own unique understanding and ideas, and build a perfect teaching content system in order to make the difficult issues clear and the key issues talk enough. We should treat problems as a kind of "magnetic core", focus on setting up different levels of problems to guide and control the classroom, and start a dialogue of thinking in the classroom. We must not only be problem solvers, but also problem

solving consultants, so that there are few "periods" in the classroom. Instead, there are more "question marks" or even "ellipses."

E. The Fifth is to Use Attitude Point Control, to Play the "kite" Effect that can be Broadcast and Received, so that Students can Listen to the Look and Focus.

Whether or not a system performs well depends on the attitude, and the effect of a class also depends on the attitude of everyone. Teaching is a process of getting involved in thinking. It is necessary to constantly add "interference signals" in the classroom to provide students with a way to open their thoughts. In teaching, it is necessary to prevent the appearance of starting from the concept alone, not from the problem, focusing only on the conclusion and memory, and ignoring the training and exploration of the knowledge generation process and thinking methods. It is necessary to prevent excessive emphasis on the leading role of teachers and the lack of respect and concern for the student's autonomy. Attitude should be used to control the teaching process, and students in the classroom to start a thinking dialogue, so that students thought dance.

V. DEAL WITH THE RELATIONSHIP BETWEEN TEACHING AND RESEARCH

It is essential to improve the teaching ability of teachers in education by actively improving their own academic research ability, actively innovating teaching content, allowing scientific research results to enter the classroom as soon as possible, and ensuring that teaching content is closely related to the military and often speaks new.

A. Enhancement of Academic Research and Teaching Capacity.

At present, some comrades still have some ideological misunderstandings. They believe that military education institutions are mainly for the training of military personnel of practical use, and that the academic and scientific research capabilities of teachers should not be required. Some even believe that the main task of military education teachers is to teach good classes. There is no need to spend time and energy on academic research. The author believes that the academic and scientific research ability of teachers in education. The enhancement of strength and teaching ability is complementary and closely linked. Its academic and scientific research capabilities not only can not be weakened, but also should be strengthened. This has a positive role in promoting teaching innovation, improving teaching ability, and promoting the development of institutions. Teachers who do not pay attention to academic research can only serve as simple "teachers" and "porters." Without their own academic ideas, teaching can not make achievements, and it will directly affect the innovative development of the military education institutions.

B. Academic Ability of Scientific Research is the Essential Requirement of the Specialty of Education for Teachers.

Compared with academic education, the employment education has different characteristics. From the perspective of training goals, on-the-job education must be aimed at the needs of talents and be close to the actual implementation of teaching by the troops. The students' school education cycle is short, time is tight, and application is emphasized; From the perspective of the quality of the trainees, the trainees who receive the education in the post have the characteristics of high level of positions, a certain knowledge reserve and practice experience, and a strong desire for knowledge. At the same time, there are also characteristics such as uneven levels and incoherence of knowledge. From the point of view of the content of the training, there are many educational projects, miscellaneous content, multidisciplinary, multi-field, emphasis on units, and concentration, and in terms of a single subject content, it has a certain breadth and depth. Therefore, education in the workplace has a strong flexibility, mobility, adaptability, a high starting point, and a large degree of difficulty. All of these have put forward high requirements for education and teaching in the workplace, and require teachers to give full play to their subjective initiative and have a profound understanding of the rules of troop training. Efforts to improve teaching and academic research ability, so as to improve the focus of teaching, to achieve the purpose of teaching.

C. Academic Research Ability is an Important Guarantee to Cultivate Innovative Thinking.

The purpose of academic research is to explore the nature and laws of the development of things, and innovation is the product of advanced thinking based on the study of the development laws of things. Job education is not simply imparting knowledge and skills to students. It is mainly necessary to cultivate students' innovative thinking and innovation ability, so that they will become an important force for building an innovative country in the future. Cultivating the students' innovative ability requires that the educator should have the ability to innovate first. Therefore, if the teachers of education improve their teaching ability, they must improve their own academic and scientific research level so as to effectively cultivate the students' innovative thinking and creative ability.

D. Be Good at Using Academic Research to Update Teaching Content.

The education of military colleges and universities is closely related to the actual combat needs of the troops. The content of education and training has strong pertinence and practicality. In order to achieve teaching goals and ensure teaching results, teachers in education must combine teaching with academic research, closely follow the actual needs of the troops to carry out scientific research, adapt to the needs of the troops to implement classroom teaching, and be good at enriching academic research results into teaching content. In this way, we can constantly update the teaching content, keep up with the requirements of the times, keep up with the pace of military changes, keep up with the needs of military construction, and promote education and training in institutions to promote new quality combat effectiveness.

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