

On the Professional Development of Teachers in Higher Vocational Colleges--Taking Accounting as an Example

Kai Liu, and Yumei Wang

Yunnan College of Foreign Affairs & Foreign Language, Yunnan Kunming 651700 China

649601243 @qq.com

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Abstract: With the acceleration of industrialization and the rise of modern service industry, the cultivation of high-quality skilled personnel has made China's higher vocational education develop rapidly. The deepening of reform and opening up and the continuous improvement of the market system have led to the rapid development of China's economy. Accounting is the language of economy. The more economic development, the more important accounting is. With the development of economy, higher requirements have been put forward for accounting. In order to train excellent accountants to adapt to the development of today's society, it is necessary to start with the professional development of accounting teachers. In today's society, various institutions of higher learning, especially vocational schools, have set up accounting, financial management, accounting computerization and other specialties, almost reaching the realm of "no accounting specialty can not be a university", and the problem of accounting teachers'professionalization will follow. Through the analysis of the problems existing in the professional development of teachers in Higher Vocational colleges, this paper puts forward the corresponding strategies. In the promotion strategies at the school level, it emphasizes on strengthening the construction of teachers, improving the scientific evaluation system, establishing and improving the professional teaching resource bank, improving the overall quality of teachers through high-quality teacher training, and promoting new breakthroughs in the professionalization of teachers.

1. Introduction

With the continuous acceleration of China's vocational education reform process and the continuous improvement of the demand for professional talents in social and economic development, the overall requirements of the education department of China's higher vocational education teachers' knowledge structure and quality have been continuously improved [1-2]. Although the development of higher vocational education is short-lived, it is booming with strong momentum, and its scale can already be divided into ordinary higher education [3-4]. However, behind this prosperity, the problem of the ranks of higher vocational teachers is worrying [5]. Higher vocational education as a "capability-based" education is very different from the cultivation of academic talents in ordinary colleges and universities. The current higher vocational teachers often cannot meet the requirements of higher vocational education. Therefore, professional development of higher vocational teachers The problem is particularly important [6-9]. In order to achieve the goal of continuously training high-quality skilled talents for the country, a qualified higher vocational teacher must not only focus on accumulating knowledge and technology, but also strive to optimize his knowledge structure [10-11]. Because the scientific and rational knowledge structure can make the knowledge and technology of higher vocational teachers more effective, it is more important than the knowledge itself [12-13]. Therefore, this paper explores the reasonable knowledge structure of higher vocational teachers, which has important practical significance for realizing the long-term development of higher vocational education in the new era.

2. The Inevitable Trend and Current Situation of Accounting Professionalization Development of Higher Vocational Teachers

2.1 Connotation of Professionalization of Higher Vocational Teachers.

At present, there is no unified understanding of the concept and connotation of teacher professionalization in academic circles, which reflects the complexity of teacher professionalization. Similarly, there is no consensus on the concept of professionalization of Higher Vocational teachers. Professionalization of higher vocational teachers refers to the process of improving the individual professional level of higher vocational teachers and the process of striving for their professional status by professional groups of Higher Vocational teachers, which includes two aspects: professional specialization of higher vocational teachers and individual specialization of Higher Vocational teachers. Individual specialization of higher vocational teachers refers to the process in which higher vocational teachers practitioners constantly improve their professional sentiment, professional knowledge and professional ability through various kinds of education and training during their career. Professionalization of higher vocational teachers refers to the corresponding requirements and conditions that higher vocational teachers should strive to possess as a specialized profession, including, in particular, the necessary professional knowledge and ability; the perfect and systematic system of Higher Vocational teachers'education and training; the high degree of industry autonomy; and the corresponding standards of professional ethics.

2.2 The Current Situation of Lack of Professional Development of Teachers.

In the daily teaching of accounting specialty, the teaching mode of teachers is too single and the teaching method is relatively backward. Because of the limitation of the teaching field, the teaching content is more boring and the good communication and interaction between teachers and students can not be formed. These factors affect the enthusiasm of teachers and make them feel tired about their work, which leads to accounting teaching in many higher vocational colleges. Teachers are unwilling to change their teaching concepts, stagnate and stick to the conventions. They have no strong sense of professional development, are satisfied with the status quo and lack the motivation for change. In addition, as the main member of teaching research, accounting teachers should be responsible for not only the heavy daily teaching work, but also the teaching research and analysis. Some teachers should also be responsible for the class management. These multiple identities make many accounting teachers unable to bear, not too much time to study, not to take into account the students'learning needs and achievements, which makes them fail in their work. On the contrary, the happiness and achievement of getting a job are more evasion and slack.

2.3 Necessity of Professional Development of Higher Vocational Teachers.

The professional development of higher vocational teachers has its inevitability. Firstly, as an important part of our country's teachers, the professional development of higher vocational teachers is the inevitable result of the in-depth development of teachers'professionalization. Secondly, with the continuous expansion of Higher Vocational and technical education, improving the quality of higher vocational teachers has become an inevitable requirement for the development of higher vocational education itself, and teacher professionalization is exactly the best way to improve the quality of Higher Vocational teachers. Higher vocational education bears such a huge task of talent cultivation. How to cultivate high-quality talents? Teachers shoulder important responsibilities in this process. Improving the quality of higher vocational teachers is regarded as the key to solving the quality problems of Higher Vocational education. However, as a kind of employment-oriented and high-skilled talents-oriented education, higher vocational education puts forward more professional requirements for Higher Vocational teachers. Higher vocational teachers are required not only to master the professional knowledge of specific disciplines, but also to have strong practical operation ability, and to understand the unique training mode of Higher Vocational education. All these require higher vocational teachers to develop more professionally and establish more professional industry standards to meet the needs of the development of Higher Vocational

education. In other words, the more the higher vocational education develops, the more urgent the need for the professionalization of higher vocational teachers is, and a more professional team of teachers is needed to improve the quality of Higher Vocational education.

3. Problems in the Professional Development of Teachers in Higher Vocational Colleges

3.1 The Structure of the Teaching Staff is Unreasonable.

From the point of view of the structure of full-time teachers, there are unreasonable aspects in age structure, knowledge structure, title structure and gender structure. Young teachers account for a large proportion. Although young teachers are energetic and innovative, they have short teaching time and lack teaching experience. Judging from the structure of professional titles, the teachers in this institute are younger and there is no subject leader. Considering the gender structure of teachers in this college, there are more female teachers. With the liberalization of the second child policy, it is bound to usher in a fertility peak and affect the normal teaching work.

3.2 Unbalanced Knowledge Quality of Teachers.

Teachers in this institute have basically attained master's degree or above, and some of them are pursuing doctoral degree. This shows that the basic professional skills of teachers are solid, but the understanding of the relevant theoretical knowledge of pedagogical psychology is not deep enough. Accounting teachers are generally graduated from non-normal financial and business colleges and universities. They do not have enough knowledge of linguistics and psychology. Some teachers have weak language skills, which is not conducive to the development of teachers' teaching activities. Moreover, teachers' professional emotional awareness is weak in teaching. By interviewing and investigating the overall situation of Higher Vocational teachers' knowledge structure, based on the data processing methods mentioned above, we can get the general situation of Higher Vocational teachers' mastery of all kinds of knowledge in their knowledge structure, that is, the scores of Higher Vocational Teachers in all kinds of knowledge as shown in Table 2.2.1. It can be seen that most teachers are willing to try new teaching modes to improve the classroom, and have higher professional ethics quality. The sense of responsibility of students needs to be strengthened, and the understanding of students is not deep enough, lack of communication and communication.

Table 1 Various scores in the knowledge structure of high school teachers

Types of knowledge	average value	Full score
Ontology	12.13	16.00
Conditionality	9.34	16.00
Practicality	9.04	16.00
Culture	12.9	16.00

3.3 Teachers' Ability and Quality are Uneven.

The teacher's ability and quality are mainly evaluated based on the three aspects of teaching ability, scientific research ability and reflective ability. The statistics of the ability and quality survey can be seen in Figure 2.3.1, the ontological knowledge of teachers of different types of higher vocational colleges ($F= 3.99$; $P<0.05$) showed significant differences; and conditional knowledge ($F=1.16$.; $P>0.05$) practical knowledge ($F=1.77$; $P>0.05$) and cultural knowledge ($F=2.09$; $P>0.05$) The ontological knowledge, conditional knowledge and cultural knowledge of teachers in national model universities are obviously better than those of ordinary higher vocational colleges. Therefore, the knowledge of teachers in different types of schools, the ability and quality of teachers are uneven, the ability of teachers to study is limited and the quality is not high, the situation of teaching reflection is not optimistic, and some teachers only reflect after class, and do not pay attention to reflection before and during class. . Teachers lack professional enthusiasm for teaching courses, and most teachers passively accept or adapt to changes from teaching. Insufficient

understanding of professional development has led to a lack of long-term planning for teachers and no individual professional development plans.

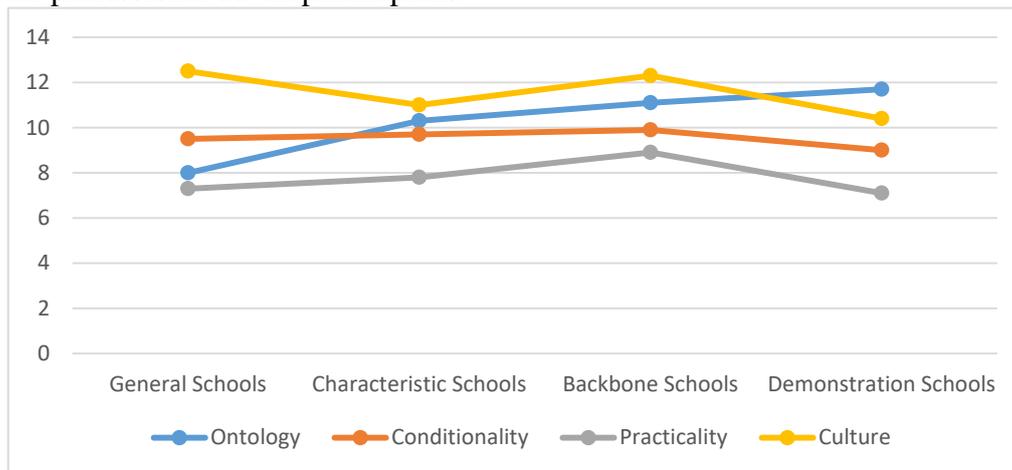


Figure 1 Knowledge of higher vocational teachers in different schools

4. Strategies for the Professionalization of Accounting Teachers in Higher Vocational Colleges

4.1 Establish a Professional Teaching Resource Library.

In order to protect the professional development of teachers, not only rely on teachers' self-development awareness, the school must take certain measures to provide teachers with sufficient learning and teaching resources to help them achieve professional development. First, schools need to enrich their journals, magazines, and e-reading libraries first. At the same time, they should provide the latest database. When teachers are exposed to cutting-edge knowledge, they can also conduct research on their own to ensure that teachers are always standing in academics. At the forefront, to achieve faster growth. Secondly, in the era of big data, people have more and more access to information, and new knowledge is spreading faster. Therefore, schools should keep up with the times and pay attention to improving the campus network so that teachers can be the first time. Get the latest teaching resources. Thirdly, in order to make the classroom content more rich and the style more novel, the school should focus on carrying out some training to improve the computer operation ability of the teacher. Through the training, the teacher can make full use of the multimedia classroom, make beautiful PPT courseware, and even carry out online teaching. Teachers and students can also communicate anywhere, anytime. While developing the teaching resources within the school, we must also pay attention to making full use of the resources outside the school, for example, to build bridges with other equivalent or higher education institutions, to implement teaching resource sharing, and to establish good cooperative relations with certain enterprises, as far as possible. More teaching and learning resources for teachers.

4.2 Accounting Teachers Should have an Enterprising Spirit of Advancing with the Times.

Professional development is a lifelong learning process. In the process of lifelong learning, you can't be comfortable with the status quo. You can't learn because you are a teacher. The original "a bucket of water" can no longer meet the needs of modern students, not only because of the development of science and technology to generate new professional knowledge, the need to update their professional knowledge, and the development of modern information, making our students more open vision, many Students cannot be satisfied with the knowledge transfer in the textbook. Therefore, the professional development of accounting teachers must first start from the self, change roles, seize opportunities, learn independently, and pay attention to the new direction of international accounting professional teaching resources. As a developing country with an important position in the world economy, in order to better integrate with the international economy, we should actively study international accounting standards, expand teaching resources, and update professional concepts. In this way, the students who are taught can highlight their own advantages

in the same profession, and they are not behind the real society.

4.3 Improve the Scientific Evaluation System.

The evaluation criteria of professional teachers are not only the indicator lights for the professional development of teachers, but also the reference standards and basis for the evaluation of teachers' work. Therefore, the rational formulation of evaluation criteria is very important, directly related to the realization of evaluation objectives, and further, it is essential to improve the professional development level of teachers. Through the reform of the evaluation method of professional teachers, the previous single evaluation method is improved, and a variety of evaluation methods are combined to further protect the realization of professional development of higher vocational teachers. In addition, teachers are also encouraged to conduct self-evaluation from time to time in their daily work. Self-evaluation is very helpful to the progress of teachers. Schools should help teachers form a self-evaluation team to manage the entire self-evaluation process. Real and objective self-evaluation helps teachers enhance their professional development awareness.

5. Conclusion

As one of the key elements of training high-quality vocational talents, higher vocational teachers play an important role in the development of the whole higher vocational education. Therefore, the improvement of the quality of higher vocational teachers will also promote the comprehensive and lasting development of Higher Vocational education. Teachers' professionalization is an effective way to improve the quality of Higher Vocational teachers. As a necessary condition for higher vocational teachers' professionalization, the knowledge structure of higher vocational teachers has also become an important part of improving the quality of Higher Vocational teachers. Therefore, for the purpose of professionalization of Higher Vocational teachers, we should improve the knowledge structure of Higher Vocational teachers, thereby improving the quality of Higher Vocational teachers, and ultimately achieve the comprehensive and lasting development of Higher Vocational education. Exhibition has become the logical starting point of this paper.

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