
Original Research Article

Strategies to improve teachers' learning ability under the background of vocational education undergraduate course

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Abstract: In the vocational education undergraduate education system, teachers' learning ability is directly related to the improvement of teaching quality and the cultivation of students' professional quality. This paper discusses the importance of improving teachers' learning ability under the background of vocational education, analyzes the current existing problems, and puts forward the corresponding optimization countermeasures. By improving the allocation of teachers' learning resources, stimulating the teachers' drive for self-learning and creating a good learning support environment, it aims to comprehensively improve the professional quality and teaching level of vocational education undergraduate teachers and promote the overall development of vocational education.

Keywords: Vocational education undergraduate; Teachers' learning ability; Resource allocation; Drive

1. Introduction

In the modern education system, the importance of undergraduate vocational education is becoming increasingly prominent. With the increase of the social demand for highly skilled talents, vocational education is playing an increasingly important role in cultivating application-oriented and skilled talents. As the core force of education, the improvement of teachers' learning ability is directly related to the quality of education. Therefore, it is of great practical significance and theoretical value to explore the improvement strategies of improving teachers' learning ability under the background of vocational education. By analyzing the current situation, finding problems, and proposing targeted optimization countermeasures, this study aims to provide theoretical support and practical guidance for the improvement of vocational undergraduate teachers.

2. The Importance of Improving Teachers' Learning Ability Under the Background of Vocational Education Undergraduate Course

2.1. The Roles and Responsibilities of Vocational Education Undergraduate Teachers

In the background of vocational education, teachers are not only the transmitters of knowledge, but also the guides and guides of students' career development. First, teachers play a vital role in the cultivation of students' professional quality. They not only impart professional knowledge and skills, but also pay attention to the cultivation of students' professional ethics and professional spirit. This requires teachers to have rich industry experience and profound professional knowledge, so as to integrate practical cases and experience in the teaching process, and help students to better understand and apply what they have learned. Second, teachers' understanding and innovation of the vocational education curriculum content is also crucial. Due to the strong practical and applied vocational education curriculum, teachers should not only be familiar with the curriculum content, but also constantly innovate teaching methods and means to improve the teaching effect^[1].

2.2. The Influence of Teachers' Learning Ability Improvement on the Quality of Education

Teachers' learning ability is directly related to the quality of education. First, improve teachers' learning

ability and enrich the diversity and effectiveness of teaching methods. In today's era of information explosion, teachers need to constantly learn new knowledge and new technologies to optimize and innovate teaching methods. Through learning, teachers can master more effective teaching strategies, such as flipped classroom, inquiry learning, etc., to improve students' learning interest and learning effect. Second, the improvement of teachers' learning ability is conducive to promoting the sustainability of teachers' professional development. The professional development of teachers not only depends on the training of educational institutions, but also requires teachers' independent learning and self-improvement. Through continuous learning, teachers maintain their acuity to their professional fields, update their knowledge system in time, track the latest academic research results and industry development trends, so as to constantly improve their professional level. This will not only contribute to teachers' own career development, but also improve the overall quality of the entire education team. In addition, it will enhance teachers' learning ability and improve their adaptability to educational reform.^[2]

2.3. Requirements on Teachers' Ability for Vocational Education Undergraduate Development

The development of vocational education has put forward higher requirements for teachers' ability. First, teachers need to organically combine theoretical knowledge with practical skills. In vocational education, the combination of theory and practice is of great importance. Teachers should not only have a solid theoretical foundation, but also have rich practical experience, and be able to combine theoretical knowledge with practical operation in teaching. This requires teachers to constantly improve their practical ability, understand the latest development trends and technology application of the industry, so as to provide targeted guidance and training in teaching. Second, teachers need to master advanced teaching technology and apply it. With the rapid development of information technology, modern teaching technology has been widely used in vocational education.^[3]

3. The Improvement of Teachers' Learning Ability Under the Background of Vocational Education Undergraduate Course

3.1. Lack of Teachers' Learning Resources

In vocational education undergraduate courses, a key challenge is the shortage of learning resources for teachers. One issue is the widespread imbalance in resource allocation. Some schools, due to geographic or economic factors, cannot access rich teaching resources, leading to a lack of experimental equipment. This imbalance hampers effective professional development and teaching innovation, restricting overall teaching quality. Additionally, high-quality training opportunities are limited. Although education departments and schools offer various training activities, many teachers, especially those at grassroots levels, cannot attend quality sessions due to resource constraints. Training content is often outdated and insufficient, failing to meet teachers' needs. Vocational education teachers face even greater scarcity of professional and practical training, making it difficult to stay updated with industry trends and advanced teaching methods. Finally, the slow update of teaching resources exacerbates the problem. As science and technology advance rapidly, educational materials, especially those for vocational education, often lag behind, leaving teachers with outdated resources that do not reflect current industry standards and technologies.^[4]

3.2. Teachers' Lack of Self-Learning Motivation

The lack of teachers' self-learning motivation is another important problem affecting the improvement of teachers' learning ability. First, the phenomenon of insufficient learning motivation is more common. Many

teachers are engaged in education for a long time, they are prone to job burnout and lack the motivation to continue learning. In addition, the career development path is limited, and some teachers think that they have no longer had much room for improvement, so they lose their enthusiasm and initiative in learning. In this case, it is difficult for teachers to maintain the pursuit of new knowledge and new skills, and cannot keep up with the pace of the development of The Times. Second, job burnout has a direct impact on learning enthusiasm. Job burnout refers to the state of physical and mental exhaustion and work enthusiasm in the long-term high-pressure working environment. Due to the heavy teaching task of vocational education, teachers need to take into account classroom teaching, practice guidance and scientific research tasks, work pressure and heavy, easy to lead to job burnout. Once teachers have job burnout, their learning enthusiasm will be greatly reduced, which will further affect their professional development and teaching quality. Finally personal development planning and learning needs mismatch is also one of the reasons for the lack of teachers self learning motivation, many teachers at the beginning of the career lack of clear personal development plan, lead to a lack of direction and goal in the work, in this case, teachers are difficult to realize the importance and necessity of continue learning, thus lack of self improvement.

3.3. The Weak Learning Environment and Support System

The weak learning environment and support system is one of the important factors restricting the improvement of teachers' learning ability. First, schools do not fully support teachers' learning. Some schools pay more attention to students' teaching facilities and resource investment in resource allocation, and ignore the support for teachers' learning and development. When making development plans and policies, schools often lack attention and consideration to teachers' learning needs, which leads to the lack of necessary resources and support in the learning process. In this case, it is difficult for teachers to carry out effective self-learning and professional improvement. Second, the lack of opportunities for peer communication and learning is also a prominent problem. In many vocational education undergraduate colleges, the communication and cooperation between teachers is relatively limited, and the lack of a good learning community. Due to the heavy teaching task, it is difficult for teachers to find a common time for professional discussion and communication, resulting in insufficient sharing of knowledge and experience. At the same time, there is a lack of interdisciplinary and interdisciplinary communication platforms, making it difficult for teachers to learn from advanced teaching methods and concepts in other fields, which affects the improvement of their teaching level. Finally, the imperfect learning evaluation mechanism is also an important factor affecting teachers' learning. The existing teacher evaluation system often focuses on teaching achievements and scientific research performance, but pays less attention to teachers' learning and development.

4. Countermeasures to Improve Teachers' Learning Ability Under the Background of Vocational Education Undergraduate Course

4.1. Improve the Allocation of Teachers' Learning Resources

To enhance the learning ability of undergraduate teachers in vocational education, improving the allocation of learning resources is crucial. First, increase investment in high-quality teaching resources, ensuring that teachers have access to up-to-date materials, experimental equipment, and teaching software. For specialized disciplines, provide advanced teaching labs and practice bases to support teaching and research needs. Establish a national or provincial vocational education resource-sharing platform to efficiently use excellent resources.

Second, create a multi-level training system with targeted programs for teachers based on their professional background and experience. New teachers should receive basic skills training, while experienced teachers could benefit from advanced classes or overseas opportunities. Training content should include the latest theories, practical skills, and industry trends to keep teachers' knowledge current. Finally, promote resource sharing and exchange by forming inter-school alliances and organizing seminars, workshops, and academic conferences. This encourages cooperation and helps teachers learn advanced teaching methods and concepts, improving their professional skills and teaching effectiveness^[5].

4.2. Stimulate Teachers' Drive of Self-Learning

Stimulate teachers 'drive for self-learning is the key to improve teachers' learning ability. First, teachers should be provided with personalized career development plans. Educational institutions should formulate personalized development plans and career goals according to teachers' personal interests, professional expertise, and make clear learning direction and goals. Through regular career planning guidance and evaluation, teachers are helped to find their own advantages and disadvantages and stimulate their learning motivation. At the same time, a tutorial system is established for senior teachers or industry experts to guide young teachers and help them grow quickly. The second is to enhance teachers' sense of achievement and sense of belonging in learning. By setting up outstanding teacher awards and teaching innovation awards, we will commend teachers with outstanding performance in teaching and learning and enhance their sense of achievement. In addition, teachers are organized to participate in major decisions and projects of the school to enhance their sense of belonging and responsibility to the school. In this way, teachers can not only feel their own value, but also more actively participate in their study and work. Finally, the incentive mechanism is implemented to promote the learning initiative. Educational institutions can directly link teachers' learning situation with their career development through performance appraisal and professional title evaluation mechanisms. For example, it is required to attend a certain period of training as a necessary condition for promotion of the title, or to give additional salary rewards based on teachers' learning achievements. Through these incentives, teachers can more actively participate in various learning activities and improve their self-improvement initiative.

4.3. Create A Good Environment for Learning and Support

Creating a good learning support environment is crucial to improving teachers 'learning ability. First, strengthen schools' policy support for teachers' learning. Schools should formulate relevant policies to encourage teachers to learn, such as providing learning holidays, subsidizing training and academic conferences at home and abroad. Through these policies, the pressure between teachers in work and study should be reduced, and ensure that they can have enough time and energy to study and improve. The second is to establish a teacher learning community and promote mutual assistance among peers. The school organizes teachers to conduct regular teaching discussions and experience sharing through the establishment of subject groups and research groups. Through collective lesson preparation, teaching observation and other activities, teachers can learn from each other and improve together. In addition, teachers are encouraged to exchange between disciplines and majors, learn from teaching methods and concepts in different fields, broaden their horizons, and improve their comprehensive teaching ability. Finally, the learning evaluation and feedback system should be improved, a scientific and reasonable teacher learning evaluation system should be established, and the learning results of teachers should be evaluated objectively and fairly. Through regular learning effect evaluation, the problems

and deficiencies in the learning process of teachers should be timely feedback, so as to help the continuous improvement and improvement. At the same time, teachers are encouraged to reflect on and summarize the learning process, record their learning experiences and experiences, and form good learning habits and attitudes.

5. Conclusions

Improve vocational education under the background of teachers' learning ability, not only need from the resource allocation, motivation and environmental support aspects, also need to establish a systematic and scientific mechanism, by increasing high quality teaching resources, establish a multi-level training system and teaching resources sharing platform, effectively improve the shortage of teachers' learning resources. Stimulate teachers' drive for self-learning, providing personalized career development planning, enhancing the sense of achievement and sense of belonging, and implementing effective incentive mechanism are all helpful to improve teachers' learning initiative and enthusiasm. At the same time, to create a good learning support environment, strengthen policy support, promote peer mutual assistance, improve the learning evaluation system, can comprehensively improve teachers' professional quality and teaching level, so as to promote the overall development of vocational education.

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