Research on Measures to Improve the Effect of Teacher Training
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Abstract. Teachers’ comprehensive quality is the core factor to determine the quality of teaching. Training is one of the important ways to improve teachers’ comprehensive quality. To ensure the effect of teacher training is the key to improve teachers’ comprehensive quality. Through the analysis of the problems existing in the current teacher training process, this paper puts forward three measures to ensure the effectiveness of teacher training: teachers who have not completed the corresponding training tasks, teachers who have not participated in the training have not shared the training results with other teachers, and teachers who have not participated in the training have not been inspired. It provides effective measures to improve the effect of teacher training.

Introduction
The core of the reform and development of Vocational Education in the new era is to improve the quality of education and teaching. Education is the foundation of a century's plan, and teachers are the foundation of education [1]. Whether our country's education can develop healthily and have its own characteristics depends on the comprehensive quality of the teaching staff and the rationality of the structure of the teaching staff. Strengthening the construction of teaching staff is not only the inherent need to improve the level of education and build high-quality schools, but also to meet the growing demand for high-quality education. Practice shows that teachers through various seminars, visiting scholars at home and abroad, key teachers' seminars, pre-job training of new teachers, teachers' post practice, various kinds of advanced studies, short-term seminars, network education training and so on are important ways to build the school teachers team [2]. In recent years, our country has been continuously strengthening the construction of school teachers, the state has issued a series of policies, governments at all levels and schools have also formulated corresponding construction programs or training plans, in the construction of the control system of teachers has been constantly improved and developed, and has made certain achievements [3]. However, with the economic development, social progress and the development of education, the demand for training of different types of teachers will grow rapidly. The reform and rapid development of various types of education innovation give new mission to the construction of teachers. In the new historical period, the content and form of teacher training should be constantly innovative and diversified, and how to ensure the effectiveness of teacher training will also be the key. Therefore, through practical research, this paper puts forward some measures to improve the effect of teacher training based on the principle of "three don't let go".

Main Problems in Teacher Training
Through investigation and research, it is found that there are still some problems in teacher training in the current construction of school teachers. Based on the analysis of the actual situation, these problems are mainly manifested in the following points:

(1) Unclear purpose
The ambiguity of purpose is mainly reflected in two aspects: first, in schools, some schools lack a long-term strategic vision when formulating training plans and approving training applications, regard teacher training as individual behavior, and do not consider teacher training from the development of schools, disciplines and professional construction. Teacher training becomes teaching in many cases. Teachers’ personal behavior and participation in training has become a soft task. Training work is only planned, there is no guarantee measure and evaluation mechanism,
which makes the training plan cannot really fall into place. In the process of implementing the plan, it is very arbitrary, which makes the goal of teacher training inconsistent with the school's development plan. Secondly, on the part of teachers, some teachers think that the essential work of teachers is teaching, and participation in training has nothing to do with teaching; some teachers think that training is only due to the need of Title Evaluation and promotion, which has little significance in improving their teaching, scientific research and management level.

(2) Incomplete Content
The insufficiency of the content is mainly manifested in two aspects: firstly, the training content emphasizes professional skills, but neglects teachers' moral accomplishment. At present, some teachers put their energies on part-time work, while the main task of teaching and educating people in schools is only to cope with, which greatly reduces the quality of teaching, and even affects the normal teaching of schools; some teachers make bold remarks in the classroom, but after class they act against social morality. Teachers must pay attention to "teaching by words and by deeds". Therefore, schools should strengthen the training of teachers' professional skills as well as their moral qualities. Secondly, the content of training emphasizes theory rather than practice ability. At present, many training contents only provide empty teaching theory, and there is no really specific and useful practical teaching experience to teach [6].

(3) Form Failure
The training effect is not good. Many forms of training only meet the documents or policy requirements of higher authorities, cannot combine actual needs with schools, professions and positions, can not reflect differences and levels, cannot meet the diversity of teachers' needs, and form is not attractive.

(4) Shortage of funds
Some schools do not pay enough attention to teachers' participation in training, and the budgetary funds for teachers' team construction are seriously inadequate. Others have no competitive advantage in seeking state-funded projects, so it is very difficult to get a unified financial allocation. This forces them to train teachers only to meet the basic requirements of higher departments for the construction of teachers, it is difficult to carry out both targeted and innovative training activities.

(5) Feedback Lack
Many schools carry out training is top-heavy, focus on training organizations, light training effect, the training effect is basically not feedback. The school lacks the tracking and evaluation mechanism for the effect of teacher training and neglects the supervision and assessment. After the training, there is no complete understanding of whether the training content is comprehensive and reasonable, whether the training method is appropriate, whether the training teachers have completed the training objectives, whether their abilities have been improved, whether the training results have been shared with you, and whether the non-trained teachers have been inspired by the results of the training teachers. The evaluation system and tracking mechanism make the training effect difficult to guarantee. The construction of school teachers is a complex system engineering. However, for a system, to achieve its effective control and expected goals, it must be achieved through information feedback.

(6) Poor results
At present, many training projects only focus on how to set up training projects, not on the effect of training, training activities are just "passing through", the enthusiasm of teachers to participate is not high, and even produce boredom and impetuosity, the training effect is not good, let alone to promote the radiation effect.

Measures to Improve the Effect of Teacher Training
The purpose of teacher training in schools is to improve teachers' teaching, scientific research and management abilities. To achieve this goal, besides having clear training objectives, appropriate training content, diverse training forms, sufficient training funds, and perfect evaluation and feedback mechanism, the key lies in how to ensure teaching and training. Effect. Combining with the actual situation, aiming at establishing and perfecting the training system and measures, this
paper puts forward measures to upgrade the effect of teacher training by sticking to the principle of "three perseverances". The specific contents are as follows:

(1) Training Task Not Completed

Teachers who directly participate in the training should actively participate in the activities organized by the sponsors according to the requirements of the sponsors during the training period; after the training, whether they have reached the predetermined training objectives in the training process, what improvements have been made in the abilities of teaching, scientific research and management, and what are the problems in the training? It is necessary to make a serious and comprehensive summary and submit summary materials to relevant departments in time. Schools and teachers who directly participate in the training are determined not to complete the training task.

(2) The training results have not been shared.

With the development of society and economy, the deepening of teaching reform, the urgent need for high-quality vocational education and the emergence of transferred and surplus teachers, teachers must be compound talents to meet all kinds of needs, forcing teachers to need knowledge updating, structural adjustment and repeated training. Teachers' participation in training is the key way for teachers to improve their quality and school development. However, under the existing conditions, it is very difficult for university teachers to form full-scale participation in the whole process of training. The number of teachers selected to participate in the training is limited, and it is impossible to achieve full participation and all-round development. It is necessary for the teachers who are selected to participate in the training to share the results of the training with other teachers who are not able to participate in the training. This is not only a deepening of the training results of participating teachers, but also an effective way to effectively store the whole staff of the school to participate in the training, and also can improve the efficiency of training. Therefore, schools and teachers directly participating in the training should insist that the teachers who participate in the training do not share the training with the teachers who do not participate in the training. Never let go of it.

(3) Uninspired

In order to maximize the effectiveness of each teacher training, it is not only required that the teachers participating in the training share the training results, but also the most important thing is to make other teachers not participating in the training get some harvest through the sharing of the teachers participating in the training, and get some inspiration in teaching, scientific research and management. In this way, the whole staff can really participate in the training, benefit the whole staff, and maximize the effect of teacher training. Therefore, schools and teachers who have not participated in the training should also insist on sharing the results of teachers who have participated in the training without being inspired.

Implementing the Strategy of "Three Perseverances"

In order to implement the "three no-pass" measures, schools should formulate a series of control systems and incentive mechanisms on the construction of teachers, through a series of incentives to encourage teachers to participate in training, and improve the enthusiasm of teachers to participate in training. At the same time, teachers should also strengthen their own self-cultivation and change their ideas, so as to ensure the implementation of the "three-stop" measures and enhance the effectiveness of teacher training.

School System Guarantee

(1) Establishment of management measures

Schools should formulate management measures and incentive mechanisms for the construction of teachers, such as subsidies given to teachers during the training period, taking teachers' participation in training as an indicator of performance appraisal [6], and taking teachers' participation in training as a priority condition for the evaluation of professional titles or job appointment, so as to urge teachers to voluntarily request to participate in training.
(2) Develop a sound training plan
Schools should fully investigate and understand the real needs of teachers when formulating training plans. In view of the outstanding problems existing in teaching, scientific research and management, they should formulate scientific and reasonable training objectives and adopt flexible training methods to attract teachers to participate in training actively.

(3) Establish assessment system
Schools should study and formulate a scientific and reasonable assessment system so as to make the evaluation of training effect process and institutionalization, and effectively solve the problem of difficult detection of training quality. On the one hand, it evaluates the training achievements and summary materials of the trainees, and evaluates whether the trainees have completed the training plan on time and achieved the expected training objectives. It also focuses on the performance of the trainees in teaching, scientific research and management after the training, such as the working state. Whether the degree has been changed, whether the teaching method has been improved, whether the effect of classroom teaching has been improved, whether the students' satisfaction has been improved, and whether the work efficiency has been improved are comprehensively investigated. On the other hand, appropriate punishment should be given to those who fail to fulfill the training objectives or have poor results, such as no reimbursement of training funds and incorporation into school performance appraisal, etc. Teachers who have achieved better training objectives should also be rewarded accordingly. Teachers who did not participate in the training but enjoyed sharing the results of the training teachers should also be assessed, and their performance in teaching, scientific research and management should also be assessed. Teachers with incomplete goals are punished accordingly, and teachers who are inspired by sharing the results of training are rewarded appropriately. At the same time, problems in teacher training can also be identified through evaluation, so as to adopt targeted measures.

Attitude Change of Teachers
(1) Teachers Change Concepts
Things are determined by internal factors. Whether the construction of school teachers can achieve real results depends on the teachers themselves. Although the school has formulated a series of management methods and incentive mechanisms for the construction of teachers, these are external reasons. Teachers should not only strictly abide by the school's various systems, but also strengthen their own training and change their mentality. Teachers should change their mentality from "I want to train" to "I want to train". Attitude decides everything. Only with a good mentality can teachers get a good start in training and achieve good results.

(2) Be willing to share
Sharing is a balance. As much as you give to others, they will repay you. On the contrary, if you are a selfish person, then you will never get real happiness, never make bosom friends, and share your knowledge with others, that is the eternal way. Teachers participating in the training should make a special report on their harvest after the completion of the training according to the actual situation of the school, the department, the team and the specialty involved, and share with you. When reporting, they should inform the leaders of the departments in charge of the contact school, the school in charge, the educational administration department, the quality control department and the personnel department to participate in the report. Additionally, the relevant departments will record and file the process information such as the reporting materials of the reporter and the pictures of the reporting site. Through sharing the results, we can gain some benefits from more teachers and truly train all the teachers.

Conclusion
In the new historical period and new environment, the construction of school teachers should set up a new concept of teacher training and take all-round measures to improve the effect of teacher training. Only through training can teachers improve their comprehensive quality, promote the school to cultivate a team of teachers with excellent quality, reasonable structure and full of vitality,
provide high-quality teachers resources for the sustainable development of the school, and enhance the school running level and comprehensive strength. In order to improve the effect of teacher training, besides defining learning objectives, formulating scientific and reasonable learning plans, layering learning contents, diversifying learning forms and increasing funding, schools and teachers should adhere to the principle of "three not to let go" to promote teachers' learning in Vocational Colleges when establishing and improving learning system. In order to ensure the effectiveness, schools and teachers should firmly establish the "three-no-let-go" principle that teachers who participate in training fail to complete the corresponding training tasks, that teachers who participate in training fail to share the training results with other teachers, and that teachers who do not participate in training fail to get inspiration; and that the "three-no-let-go" principle should be guaranteed in order to ensure the "three-no-let-go" principle. Schools should formulate corresponding systems and teachers should change their attitudes. Only in this way can the effect of teacher training be effectively improved.

References


