

Research on the Role of Guiding Students to Participate in Skills Competitions on the Development of Young Teachers in Vocational Colleges

Jinru Ma^{1*}, Meiqin Liang²

¹School of Automotive Engineering, Beijing Polytechnic, Beijing 100176, China

²College of Automation Engineering, Beijing Polytechnic, Beijing 100176, China

*Corresponding author: Jinru Ma, majinru@bpi.edu.cn

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Abstract: This paper explores the role of guiding students to participate in skills competitions on the development of young teachers in vocational colleges. We investigate the impact of skills competitions on the consolidation of professional knowledge, development of innovation capabilities, improvement of hands-on abilities, and enhancement of communication skills with students. The results of this research demonstrate that skills competitions have a positive influence on the professional growth of young teachers. The consolidation of professional knowledge, development of innovation capabilities, improvement of hands-on abilities, and enhancement of communication skills collectively contribute to the effectiveness of young teachers in vocational colleges. It is recommended that vocational colleges prioritize and support the participation of young teachers in skills competitions to foster their professional development.

Keywords: Skills competitions; Young teachers; Vocational colleges; Professional development; Communication skills

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1. Introduction

The significance of young teachers in vocational colleges cannot be overstated. With their expertise and fresh perspectives, they play a vital role in preparing students for the workforce and equipping them with the necessary skills and knowledge. However, the development of these young teachers is hampered by various challenges. While they possess competent professional skills, their teaching and student management abilities in vocational education require further refinement^[1,2]. During the initial years of their careers, young teachers often prioritize their research endeavors, which can result in a lack of emphasis on students' understanding and acceptance abilities. This gap in pedagogical experience can hinder their effectiveness in delivering quality education. Furthermore, limited communication and interaction with students prevent the establishment of strong teacher-student relationships, thereby hindering the learning process^[3,4]. To address these challenges, this study focuses on

exploring the role of guiding students to participate in skills competitions in promoting the development of young teachers. By actively engaging in skills competitions, young teachers have the opportunity to communicate and interact extensively with students, gaining valuable insights into their learning capabilities, understanding abilities, and practical skills. Moreover, their professional knowledge, particularly its application in the optimization and refinement of competition projects, is significantly enhanced. Additionally, skills competitions provide a platform for them to exercise their innovative abilities, further fostering their growth as educators ^[5,6].

By examining the impact of skills competitions on the development of young teachers, this research aims to contribute to the existing body of knowledge on effective strategies for enhancing the professional growth of young teachers in vocational colleges. The findings of this study will provide valuable insights and practical recommendations for educational institutions to support the development of their young teaching staff.

2. Research status

2.1. Literature review

A number of scholars have examined the development of young teachers in vocational colleges and the role of skills competitions. Lu *et al.* ^[7] conducted research on the system of teacher training and promotion in higher vocational colleges, providing a broader context for understanding overall teacher development in vocational colleges. Cao *et al.* ^[8] explored countermeasures for improving the classroom teaching quality of young teachers in higher vocational colleges from the perspective of teaching supervision and evaluation. This study offers insights into enhancing teaching quality, which can contribute to the professional growth of young teachers. Guo *et al.* ^[9] conducted a study on continuing education for teachers in vocational colleges, highlighting its importance for professional development and classroom effectiveness. Zhen *et al.* ^[10] investigated the cultivation of students' innovation skills in vocational colleges through skills competitions, providing valuable insights into the role of skills competitions in fostering students' innovative abilities, which indirectly impact the professional growth of young teachers. Liang *et al.* ^[11] explored the impact of skills competitions on professional knowledge learning in vocational education, directly addressing the acquisition of professional knowledge, which is relevant to the development of young teachers in vocational colleges. Sepehr *et al.* ^[12] conducted a study on competition as an element of gamification for learning, providing insights into the potential benefits of competition in enhancing learning outcomes, applicable to the context of skills competitions in vocational education. Peng *et al.* ^[13] discussed the challenges and solutions in enhancing vocational education through innovative skills competitions, offering practical insights into the potential benefits and challenges of implementing skills competitions, which indirectly impact the professional growth of young teachers. Ping *et al.* ^[14] presented the impact of skill competitions on cultivating high-quality applied talents, contributing to the overall development of vocational education. In addition to these studies, Wang *et al.* ^[15] emphasized the significance of participating in various skills competitions for enhancing students' practical skills and overall development in vocational education. They found that skills competitions provide opportunities for students to apply theoretical knowledge in practical contexts, sharpen problem-solving skills, and gain hands-on experience. Additionally, Wang *et al.* ^[16,17] specifically focused on the role of skills competitions in enhancing the practical skills of vocational college students, highlighting the importance of bridging the gap between theoretical knowledge and practical application.

2.2. Main contents

The literature on the role of guiding students to participate in skills competitions for the development of young teachers in vocational colleges is limited. This study aims to fill this research gap by exploring the importance

of guiding students to participate in skills competitions for the professional growth of young teachers. The research question addressed in this study is: What is the impact of skills competitions on the development of young teachers in vocational colleges? To answer this question, the study examines the influence of skills competitions on the professional growth of young teachers from several perspectives. The main areas of focus include the consolidation of professional knowledge, enhancement of innovative abilities, development of practical skills, and improvement of communication and interaction with students. By investigating these aspects, this research aims to contribute to a deeper understanding of the significance of guiding students to participate in skills competitions for the development of young teachers in vocational colleges. The findings of this study will provide valuable insights and practical recommendations for educational institutions to support the professional growth of their young teaching staff. By highlighting the benefits of skills competitions, this research aims to contribute to the enhancement of teacher development programs in vocational colleges.

3. Influence of skills competitions on the professional growth of young teachers

3.1. Consolidation of professional knowledge

Skills competitions provide young teachers in vocational colleges with a platform to consolidate their professional knowledge. Through participating in these competitions, teachers are motivated to deepen their understanding of the subject matter and explore innovative approaches to teaching. The intense preparation required for competitions necessitates a comprehensive review of the relevant knowledge and theories, ensuring that young teachers have a solid foundation in their respective fields. Moreover, skills competitions often require participants to demonstrate their expertise through practical tasks or projects. This hands-on application of knowledge enables young teachers to bridge the gap between theory and practice, enhancing their ability to effectively transfer knowledge to their students. The process of preparing for skills competitions also encourages young teachers to seek out new resources, engage in self-directed learning, and stay updated with the latest developments in their fields.

3.2. Enhancement of innovative abilities

Skills competitions play a crucial role in fostering the innovation capabilities of young teachers in vocational colleges. These competitions provide a platform for teachers to experiment with creative teaching methods, devise new strategies, and develop innovative solutions to challenges. The competitive environment stimulates young teachers to think outside the box and explore unconventional approaches to teaching and learning. Participating in skills competitions also exposes young teachers to a diverse range of ideas and practices from other participants, judges, and industry professionals. This exposure broadens their perspectives and encourages them to incorporate innovative techniques into their teaching. Furthermore, the feedback received during competitions helps young teachers refine their innovative ideas, improving their teaching effectiveness and adaptability to changing educational landscapes.

3.3. Development of practical skills

Skills competitions offer young teachers in vocational colleges valuable opportunities to develop and showcase their hands-on abilities. These competitions often involve practical tasks that require participants to demonstrate their technical skills, problem-solving skills, and attention to detail. By engaging in such tasks, young teachers gain practical experience and develop a deeper understanding of the application of their knowledge in real-world scenarios. Through skills competitions, young teachers are exposed to a wide range of practical challenges that push them to refine their skills and expand their capabilities. This hands-on experience fosters

their confidence in handling practical tasks, which directly translates into their ability to guide and mentor students in vocational education settings. Furthermore, the recognition and validation received through skills competitions serve as a motivation for young teachers to continuously improve their hands-on abilities, ensuring their professional growth in the long term.

3.4. Improvement of communication and interaction with students

Skills competitions provide young teachers with a unique opportunity to improve their communication and interaction skills with students. Through the process of preparing for competitions, teachers engage in extensive communication and collaboration with their students, enabling them to better understand the learning needs and preferences of their students. This enhanced communication facilitates the establishment of strong teacher-student relationships, creating a conducive learning environment. Moreover, during skills competitions, young teachers are required to effectively convey their ideas, instructions, and feedback to their students. This necessitates the development of clear and concise communication skills, which are essential for effective teaching. The feedback received from students during the competition can also provide valuable insights into the effectiveness of the teacher's communication style, allowing for further refinement and improvement. By actively participating in skills competitions, young teachers in vocational colleges not only enhance their own professional development but also contribute to the overall improvement of vocational education. The consolidation of professional knowledge, development of innovation capabilities, improvement of hands-on abilities, and enhancement of communication skills with students collectively contribute to the growth and effectiveness of young teachers in vocational colleges. Through their continuous participation in skills competitions, young teachers can further refine their teaching practices, ultimately benefiting their students and the vocational education system as a whole.

4. Conclusions

This study found that skills competitions positively impact young vocational teachers' development. Through consolidating subject knowledge and practical skills in competitions, teachers strengthen the foundations for effective teaching. Competitions also develop teachers' innovative methods and adaptability. Competition engagement further improves teachers' hands-on and communication skills. Enhanced practical expertise allows better skill transfer to students. Improved communication fosters constructive relationships and learner engagement. Collectively, gains in knowledge, innovation, and practical and social skills support instructional effectiveness. Continuous refinement through competition involvement enhances career performance.

In conclusion, skills competitions make important contributions to career progression for new vocational educators by strengthening qualifications and learner-centered approaches. It is recommended that colleges prioritize sponsoring such opportunities. Further research can explore long-term effects on competition alumni's careers.

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