



The Reconstruction and Expansion of Teachers' Functions in the New Quality Productivity Era

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Abstract: With the arrival of the era of new quality productivity, the rapid development of technology is profoundly changing various aspects of society, and the education sector is no exception. As the key subject of educational activities, teachers' functions urgently need to be reshaped and expanded to meet the new demands of talent cultivation in the era of new quality productivity.

Keywords: new quality productivity; teacher function; educational reform; personnel training

1. Introduction

In this era of new productive forces, represented by artificial intelligence, big data, quantum technology, etc., the goals, contents, methods, and environments of education have undergone tremendous changes[1]. As the core subjects in educational activities, teachers must also make corresponding adjustments and reconstructions to their functions, so as to better cultivate innovative, compound, and high-quality talents who meet the needs of the new era.

2. Trends of Educational Reform in the Era of New Productive Forces

Intelligent Upgrade of Educational Technology; Accelerated Knowledge Renewal and Disciplinary Integration; Personalization and Autonomy of Learning Methods[2].

3. Challenges Faced by Teachers' Functions in the Era of New Productive Forces

Weakening of Knowledge Authority; Increased Requirements for Technical Application Abilities; Pressure to Update Teaching Concepts and Methods[3].

4. Remodeling and Expansion of Teachers' Functions in the Era of New Productive Forces

4.1 Knowledge Integration and Transformation Function

Although there are more ways to obtain knowledge, teachers can rely on their professional accomplishments to screen, integrate, and deeply process fragmented and complex knowledge, transforming it into systematic and logical teaching content. Teachers should be able to establish connections among different disciplinary knowledge, guide students to construct a comprehensive and in-depth knowledge system, and help students understand the internal logic and application value of knowledge, so that students are not only memorizers of knowledge but also understanders and users of it[5].

4.2 Personalized Learning Guidance Function

Teachers should make full use of the student learning data provided by educational technology to gain an in-depth understanding of each student's learning characteristics, interests, knowledge mastery, and learning needs, and then formulate personalized learning plans and provide targeted learning guidance for students.

4.3 Cultivation Function of Innovative Thinking and Practical Ability

The era of new productive forces attaches great importance to innovation. Teachers should be committed to cultivating students' innovative thinking and practical abilities. In teaching, students are encouraged to put forward unique opinions and questions, and open learning situations are created to guide students to carry out inquiry-based learning, innovative experiments, and project practice activities. Take a scientific and technological innovation project as an example. Teachers can guide students to start from practical problems in social life, such as urban traffic congestion. Organize students to conduct research, analyze the causes of the problem and the advantages and disadvantages of existing solutions. Then, students are encouraged to apply the knowledge they have learned, such as intelligent transportation systems, big data analysis, and urban

planning, to propose innovative solutions, and verify and optimize these solutions through model building, programming, and simulation experiments.

4.4 Function of Moral Education and Value Guidance

In the era of new productive forces, faced with an increasingly complex and volatile social environment and the impact of diverse cultures, teachers should convey correct moral concepts, a sense of social responsibility, professional ethics, and the humanistic spirit to students through precept and example. For instance, in daily teaching, teachers can integrate subject knowledge and tap into the elements of moral education contained therein. At the same time, teachers themselves should lead by example, setting good models with noble moral qualities and codes of conduct, and subtly influencing the formation of students' morals in their daily interactions[4].

4.5 Function of Social Role Adaptation and Educational Collaboration

The era of new productive forces emphasizes the close connection between education and society. They need to not only focus on educational and teaching work within the school but also strengthen communication and cooperation with all sectors of society. Teachers should keep track of the dynamic demands of society for talents and feed these social needs back into the educational and teaching processes, adjusting the teaching content and training methods accordingly. Teachers can establish cooperative relationships with local enterprises and carry out industry-university-research cooperation education projects. By inviting enterprise experts to the campus, students can gain an understanding of the actual operation of enterprises and the development trends of the industry. Meanwhile, teachers can also lead students to do internships in enterprises and participate in the actual project research and development of enterprises, thus enhancing students' practical abilities and professional qualities.

5. Approaches to the Remodeling and Expansion of Teachers' Functions

5.1 Continuous Professional Learning and Training

Teachers should embrace the concept of lifelong learning, constantly update their knowledge structures, and enhance their professional competencies. They should actively participate in various teacher training programs, including those on educational technology, cutting-edge knowledge in their disciplines, and teaching methods. Through such training, they can master new educational concepts, technological tools, and teaching methods, thus improving their educational teaching abilities and technological application capabilities. Meanwhile, teachers need to strengthen self-directed learning, keep an eye on the latest research findings and industry trends in the education field, read professional books and academic journals, attend academic seminars and online learning communities, and communicate and cooperate with their peers to broaden their horizons and ways of thinking.

5.2 Educational Teaching Practice and Reflection

Teachers should apply new educational concepts and methods to teaching practice, be bold in attempting innovative teaching models and activities, explore improved methods and strategies, continuously optimize teaching plans and methods, and enhance teaching quality and effectiveness. Through the repeated cycle of practice and reflection, teachers can gradually accumulate teaching experience and improve their practical wisdom in teaching.

5.3 Educational Research and Innovative Exploration

Teachers should actively engage in educational research work and encourage students to participate in educational research activities, so as to cultivate students' scientific research awareness and research capabilities and jointly promote educational innovation and development. For example, teachers can organize students to conduct small-scale research projects, guiding them to start from the educational phenomena and learning problems around them, carry out investigations, analyze data, and summarize conclusions, thus cultivating students' scientific inquiry spirit and innovative practical abilities.

6. Conclusion

The era of new productive forces has brought unprecedented opportunities and challenges to education. Teachers need to reposition and perform their functions in multiple aspects, including knowledge integration and transformation, personalized learning guidance, the cultivation of innovative thinking and practical abilities, moral education and value guidance, as well as adaptation to social roles and educational coordination. By means of continuous professional learning and training, educational teaching practice and reflection, educational research and innovative exploration, and the establishment of a diversified evaluation and incentive mechanism, teachers can continuously improve their own qualities and abilities. In

future educational practices, it is also necessary to continuously explore and perfect the transformation and development models of teachers' functions to adapt to the ever-changing educational environment and social needs, so as to achieve the strategic goals of sustainable development of education and talent cultivation.

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