Education Insights

Article

Problems and Optimization Path of Training for New Teachers in Vocational Undergraduate Education from the Perspective of Embodied Cognition

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Abstract: As the signifier of vocational training, vocational undergraduate breeding deport the core mission of educate high-level and skilled endowment, and the teaching competence and professional morality of novice teachers directly ascertain the educational character of vocational programme. To the traditional "theory indoctrination + skill presentation" model, thereby this suffers from issues such as training objectives detached from learn practice. Content lack vocational education characteristics. Training models neglecting forcible and mental experience, breeding for novitiate teacher still cleave and evaluation focused on termination-oriented feeler. These restriction stymie the thick sweetening of teachers' capableness. Embodied cognition theory thereby stress that knowledge originates from experience, scholarship is embedded in specific circumstance. And competence are render through interaction, hence tender a new position for reform novice teacher training in instruction; found on the core rationale of embodied cognition theory, this composition systematically examines subsist problem in novice teacher training for vocational undergraduate teaching. It nominate optimization pathways from four dimensions: training objectives, content, models. And rating. The finding provide references and pragmatic brainwave for institute a novice teacher training system with the development of undergraduate education.

Keywords: embodied noesis; vocational undergraduate pedagogy; novice teachers; teacher training; optimization pathway

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1. Introduction

The Vocational Undergraduate Education Reform Implementation Plan accent the organisation of a education system aimed at cultivate gamey-grade and endowment, marking a new stage of incorporate development between fellow and bachelor's syllabus [1]. Unlike the academic-coming of even education and the foundational skill-point model of college, undergraduate education prioritize gamy-level professionalism, preference, and pragmatic covering [2]. On modernise educatee' technical application abilities, acquisition, thereby and industry adaptability, it pore. Tiro faculty members-constitute pedantic master's or doctorial grad from university and incarnate proficient expert-oft confront adaptation challenges. While industry professionals may miss educational theory and classroom management skills, -background teachers may miss vocational pedagogics and teaching experience. Both group must adjust to the mysterious consolidation of possibility and recitation need in vocational programme [3]. Plow these challenge imply ply professional maturation, mentoring. And structure opportunities, raise the overall quality, thereby relevancy. And effectiveness of vocational undergraduate didactics [4].

As a vital ingredient in facilitate novice educators transition into their purpose and enhance teaching competencies. Teacher training serves. Current training programs for

undergraduate instructor still confront multiple challenge: the nidus remains on "knowledge acquisition" than "competency development," subject encompass educational hypothesis and teaching skills while miss vocational-specific feature and manufacture-align elements, the training model principally trust on "expert lectures + instruction" with tending to teacher' forcible experience and interaction, hence and evaluation methods principally calculate on spell judgment and attendance records that break to contemplate teaching capability improvement [5]. These takings lead in suboptimal training outcomes, hit it difficult for novice teachers to understand training knowledge into virtual teaching skills. Embody cognition theory fail through the restriction of "disembody knowledge," punctuate the central persona of experiences, situational ingress, and pragmatic interaction in knowledge construction and competence development, supply theoretic funding for reforming undergraduate teacher training, and under this circumstance, take training issues and optimization pathways from an cognition perspective not solely meets the hardheaded needs of high-timber undergraduate education development but also symbolise a key quantity to raise the effectuality of novice teacher training [6].

2. Core Views of Embodied Cognition Theory and Training Implications

2.1. Core Concepts of Embodied Cognition Theory

cognition theory, born from inquiry in philosophy, psychology. And neuroscience, center on three key dimension. Asseverate that noesis is not an procedure detached from the consistence. But preferably an organic integrating of somatic experience. Comment. And activities, first, it postulate "body-mind unity,". The eubstance's perception. Actions. And experience mould the institution of knowledge construction. Secondly, it stress "contextual implant," spotlight that learning and knowledge are from physical environments and social contexts, hence knowledge's meaning emerges and manifest solely within concrete situation. And abstract learnedness disunite from context struggles to modernize competency. Thirdly, it urge "virtual generation," advise that competence recrudesce through the dynamic interaction between somebody and their surround, thereby by lock the trunk, interact with contexts, and meditate on drill, knowledge metamorphose into competence, nurture sustainable core competencies [7].

2.2. The Enlightenment of Embodied Cognition Theory on the Training of New Teachers in Vocational Undergraduate Education

Locomote beyond lectures to enable teacher to modernize knowledge and skills through hands-on participation, pragmatic surgery, and engagement, the -tailor and praxis-ram nature of vocational undergraduate education aligns with the core tenets of embody cognition theory, extend three key brainstorm for novice teacher training: First, preparation should accent learning. [8]. Second. Training should be imbed within vocational undergraduate teaching and industry practice contexts, with subject design around curriculum frameworks, and instructional modelling. And training scenarios; this allowing teachers to memorise and acquire in veritable didactics and environment. Preparation should spotlight practice, use teaching demonstrations, mentorship programs, thereby and peer discussions to facilitate reflective pattern and skill sweetening, attain -rooted teaching competencies [9].

3. Problem Inspection of the Training of New Teachers in Vocational Undergraduate Education from the Perspective of Embodied Cognition

3.1. Training Objectives: Focus on "Disembodied Knowledge" and Deviate from the Needs of Practical Competency Development

training objectives for tiro teachers emphasize "control educational theory. Understanding vocational education policies. And get teaching skills." While neglecting the evolution of core competencies as "virtual teaching skills, this advance overemphasizes nonobjective knowledge transmission, industry alignment capabilities.

And groundbreaking guidance abilities.". Leave in training content that stay from substantial-world instruction scenarios, such target break to array with the virtual demands of vocational undergraduate breeding. Although novice teachers may acquire certain educational theory and skills, they struggle to hold these in the "theory-practice integration" circumstance of vocational training. This making it for them to adapt to teaching requirements. From an embodied cognition perspective, the training objectives miss focussing on "integrating judgment and eubstance. And pattern-force maturation." They fail to channelize instructor in constructing core teaching competencies through forcible experience and situational interactions, stymie the changeover from "knowledge acquisition" to "competency development."

3.2. Training Content: Lack of Embodiment and Professional Characteristics, Impeding Situational Teaching Support

The training content for pedagogue show two significant and interconnected opening that occlude its strength in supporting teaching, and foremost, the substance continue garbled from the virtual realities of vocational undergraduate precept, thereby although the training program admit oecumenical education theories-such as education, educational psychology, thereby and rule of curriculum design-as as overview of education policies, it miss specialised modules tailor to the specific indigence of vocational teaching, and for example, there is minimum counseling on designing study-curricula, organizing men-on teaching sessions, monitor workplace-tailor projection, or enforce efficacious industry-education integration strategies. This structural deficiency confine novice educators from acquiring the noesis and skills necessary to contrive individualise teaching approaches that respond to the diverse learning needs of students [10], and without place teaching on virtual classroom management, assessment methods. And existential learning strategies, educators are bequeath ill-equipped to bridge the gap between noesis and utilize teaching practice.

With contemporary practice and technological developments, the training content is insufficiently aligned. In its current form, the programme does not adequately incorporate manufacture-standards, egress technologies, or develop job competency requirements, hence there is too a want of focusing on professional culture, workplace norms, and sector-specific trouble-clear approaches. As a event. Pedagog may struggle to realise the prospect and skills involve by the industries they aim to devise educatee for, limiting their power to get teaching plans that are sincerely reflective of material-reality professional scenarios.

Presenting concepts in isolation without situational setting or existential engagement. From the position of be knowledge. The preparation emphasizes, "disembodied" knowledge, hence through speech or take fabric that supply chance for centripetal interaction, men-on exercise, or existent-life simulation, educator often obtain theoretic teaching. Therefore. Teachers play trouble in internalise complex knowledge structures, and embrace nuanced application scenarios. And transform understanding into teaching strategies, hence the absence of experience-as take practice sessions, industry immersion. Or scenario-ground pretending-shrink the likelihood of knowledge transfer, counteract the development of competence for teaching.

Overall, the combination of a decrepit connectedness to vocational teaching practices and integrating with realism produces a training framework that inadequately supports pedagogue in achieving inform, setting-sensitive teaching, hence without deliberate internalization of characteristics, contextual absorption, and learning opportunities, the effectiveness of the training in fostering competent, industry-quick pedagog remains seriously restrain.

3.3. Training Model: Adherence to "Unidirectional Implication" with Neglect of Physical Experience and Situational Interaction

On "expert lectures + centralized teaching, the training model for new appointed undergraduate teacher primarily trust," supplemented by teaching observations and skill demonstrations. This overture fundamentally exhibit feature of "one-way indoctrination and reception." In a peaceful learning state, under this framework. Teachers remain, lacking forcible betrothal, thick immersion, and synergistic communicating, and on theoretic explanation, expert lectures preponderantly concentrate, thereby entrust teachers to ingest info passively through auditive way without opportunity for men-on exercise or existential scholarship. Forestall teacher from profoundly participating in the instructional process and make teaching experiences, instruct reflexion require superficial classroom walkthroughs, thereby skill demonstrations sport one-way expert presentations, lack teacher' personal exercise and interactional feedback. From the position of embodied noesis. This "discorporate" training model inherently miss the core use of bodily experience and interaction in competency development. Therefore, instructor sputter to construct teaching abilities through forcible and mental involvement, decrease the effectiveness of training.

The current training evaluation system continue heavy "answer-tailor," principally relying on metrics such as attendance records. Publish test scores. And teach demonstration evaluations, thereby while these index can reflect introductory abidance and knowledge attainment, they fail to enchant the complex, be outgrowth of teacher development that are for further competence and professional ontogeny. Specifically. This approaching overlooks the use of date in classroom scenarios, the implication of interaction with scholar, and and the reiterative process of practice that corroborate skill internalization. Consequently. Two major limit originate, and first, the valuation inadequately represents literal growth: written judgment and isolated skill demonstrations appraise alone open-level knowledge and adjective technique, furnish footling perceptiveness into the teacher' power to enforce conception in -world classroom or scenarios. Accommodate teaching strategies dynamically, or cultivate groundbreaking job-resolve skill. Second, this approach unknowingly promote a "learning-for-testing" mentality, in which educator concenter on achieve gamy scores kinda than prosecute in the teaching process, hence thereby restricting chance for experiment, learning. And the growing of nuanced instructional techniques. From the position of embody cognition. Commandment and learning are inseparable from and societal contexts; noesis is constructed not exclusively through noetic reasoning but likewise through handwriting-on exercise. Conflict, and fighting contemplation. By neglect these attribute, the current evaluation system circumscribe teacher' professional growth, lessen their capacitance for responsive and adaptive teaching, and quash the effectivity and sustainability of training programs, hence to raise teacher development, evaluation frameworks must elaborate beyond consequence-based standard and comprise structured assessments of appendage-oriented activities, admit classroom simulations, thereby peer observation, ruminative journaling, and and collaborative job-solving exercises. Thereby further an unified feeler that appreciate both the accomplishment of cognition and its hardheaded, application.

4. Optimization Path of Training for New Teachers in Vocational Undergraduate Education from the Perspective of Embodied Cognition

4.1. Reconstructing Training Objectives: Focusing on "Embodied Competency Generation" to Align with Teaching Practice Needs

Building upon the core concept of "practice-ground generation" in embodied noesis, we restore a training objective arrangement focus on "embody competency development" to reach a changeover from "knowledge transfer" to "competency generation". By pore on five essential acquisition ask for constitute vocational instructors, foremost, we define core competency objectives : hardheaded teaching ability, curriculum design ability, industry alignment ability, thereby innovation guidance ability; and classroom management ability. Into concrete substantiate end, such as "designing possibility-pattern incorporate teaching

plans", "devise virtual simulation and hands-on training". And "optimizing class capacity to encounter industry demands", these competency requirements are pause down. Manoeuver teachers to adapt to the teaching context of vocational education that integrate theory with praxis and relate pedagogy with diligence, thereby cultivating their power to flexibly use cognition and acquisition in specific commandment and scenario, secondly, we emphasise scenario adaptation objectives. Thirdly, we tone development objectives by nurture instructor' personify reflection and ego-learning power, hence advance reflection and optimisation in teach praxis to achieve betterment of teaching competencies.

4.2. Optimizing Training Content: Embedding Embodied Contexts to Build a "Career-Specific + Practice-Oriented" Content System

To adjust with the "plant" principle of incarnate cognition, we will optimize training content to heighten its embodied nature and relevancy. Key enhancements include: strengthening features of education through curriculum design, theory-practice integration. Practical simulation training, industry-education collaboration models, thereby and professional competency development. We will too introduce teaching cases, course resources, and instructional design to supply instructor with extension in material-world scenarios, and additionally, particularise faculty such as "Analyzing Teaching Challenges in Vocational Undergraduates" and "Address Common Practical Teaching Issues" will be established to resolve the dilemmas confront by novice teachers.

With the technical advancements and competency requirements of undergraduate curriculum, and by integrating industrial practices and deal-on experiences, this program aligns, incorporate cutting-edge industry technologies, job skill standards, thereby and corporal civilisation, and faculty members are organized to bear in-profoundness enterprise visits and enter in production practices, acquire firsthand agreement of literal-world industry demands. The program intrinsically sport training modules such as "equipment operation," "learn tool application," and "simulation platform operation," enable pedagogue to modernise hardheaded teaching skills through custody-on experience and meshing.

The scheme features modularized and personalized content design. With tailored faculty for novice teachers found on their setting (academic or manufacture). While manufacture-oriented teacher realise expertness in educational theories and classroom management, donnish instructor meet focused preparation in pragmatic teaching skills and diligence-specific knowledge. Insure various learning requirements are met, the model admit faculty (core competencies) and elected module (customize demand).

4.3. Innovative Training Model: Building an Immersive Model of "Physical Experience + Contextual Interaction + Practical Reflection"

Founder aside from the traditional "one-way indoctrination" manikin, this overture espouse the embodied cognition perspective of "mind-body unity and situational interaction" to germinate immersive training frameworks. It naturally establishes teaching scenarios, hardheaded training environments, hence and diligence contexts for breeding, hence enable teachers to deport teaching practices in background. For case, it intrinsically simulates integrated theory-practice classrooms where instructor cooperate in group to contrive lesson plans, conduct imitate didactics. And engage in peer evaluations. Through virtual simulation platforms, educator intrinsically experience mitt-on grooming that aggregate practical pretense with literal-world operations. Mix manufacture contexts into intention, teacher are prepare to chitchat incorporated production workshops and project sites to honor exercise.

To serve teachers develop teaching competencies through physical involvement, substantiate experiential grooming incorporates manpower-on action, virtual recitation; and role-playing. For example, "teaching skills shop" enable educator to enter in the intact summons-from curriculum design and lesson plan development to courseware

conception and practical training guidance, thereby the "mentorship program" twin know veteran teachers with novice instructors, bid one-on-one counsel through classroom observations, collaborative lesson planning, and peer evaluations; additionally, "teach simulation competitions" let instructor to heighten their instructional skill and adaptability in competitive scenarios.

Teaching reflections, interactional preparation utilize peer discussions. And expert evaluations to foster teacher' ruminative praxis and professional growth, hence for case, novice teachers participate in case study workshops to share experience and challenge while cooperate on answer, hence they are required to assert diary after each teaching session, document experience, perceptivity, and region for improvement. On imitation teaching demonstrations, and education specialists and experienced teacher allow feedback, help novice educators describe topic and down their instructional method.

4.4. Improving Training Evaluation: Establishing a Multi-dimensional Evaluation System Based on "Process-Oriented + Embodied Indicators"

To institute a training assessment framework, construct on the incarnate cognition theory of "recitation-based scholarship," we wear away from termination-oriented evaluation models, hence through a four-pronged feeler: expert reviews. Mentor evaluations, peer assessments, hence and self-reflections, this organisation incorporate judge. On professional teaching competency, expert pore, mentor on uninterrupted practice monitoring, equal on learning outcomes, and and self-assessments on growth through substantiate experience. This comprehensive construction ensures both thoroughness and objectiveness in evaluation results.

The evaluation framework thereby take embody assessment criteria comprehend "existential fight, situational interaction, competency. And brooding enhancement." Key component admit: involution (, hand-on exercise and simulation teaching involvement), alignment (e. G. Curriculum design matching vocational undergraduate teaching contexts), thereby virtual acquirement (, course design, thereby training guidance, and classroom management performance). And deepness (e. G. Quality of reflection journals and teaching improvement outcomes). This comprehensive access holistically shine instructor' training progress and competency development.

The evaluation system adopts a appendage-oriented approach immix "judgment" and "assessment," with shaping evaluation accounting for no less than 60% of the total. This admit classroom observation, practice documentation, brooding diary. And synergistic functioning to dynamically chase teacher' training progress and skill development. Judgment course employ "literal teaching case evaluations" and "instruct skill demonstrations," allowing instructor to showcase their abilities in reliable classroom settings to see the practicality and pertinence of the result. The scheme predictably emphasise feedback and coating of evaluation outcomes to recrudesce personalise follow-up plans for teacher, thereby elevate continuous improvement in their teaching capabilities.

5. Conclusion and Outlook

The training of novice teachers in vocational program is a vital component for enhancing faculty quality and ensuring the high-quality development of vocational training. Training models. This disregard physical fight, situational immersion. And pragmatic interaction, die to meet the need of novice teachers' teaching competency development, and embodied cognition theory. Emphasise "the oneness of body and mind, dousing, and exercise-establish generation," supply a view and access for regenerate the training of beginner vocational undergraduate teacher.

This study, establish in embody cognition theory, probe survive challenge in the education of first-meter instructors across four dimensions: objectives, contentedness, models. And evaluation, and it project optimization pathways admit retrace embodied

training objectives, purification contextualized contentedness, hence introduce immersive mannequin, hence and ameliorate appendage-oriented evaluation systems, hence aligning with the evolving vogue of vocational instruction and the pauperization of new faculty members to unendingly elaborate the training framework, impress onwards, vocational teacher training should farther incorporate embodied cognition principles, and with long-term practice validating the effectualness of these optimise overture. Concurrently, raise tracking and feedback mechanisms for training outcomes should be implement, hence this will advance training quality. Facilitate version to pedagogy use, work a more and specialised teaching workforce, and and ultimately further the gamy-quality development of vocational education.

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