

the integration of sports and education with the joint efforts of the education department and the sports department, and create a new era of sports and education integration through the integration of various models.

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MANAGEMENT OF THE DEVELOPMENT OF PROFESSIONAL COMPETENCE OF TEACHERS

Formulate and improve vocational teacher education policies and measures, and advocate professional development of vocational teachers. In order for higher vocational teachers in our country to embark on the road of professional development, it needs the strong support of the government, and the state should introduce corresponding measures.

Policy measures to give policy support to higher vocational teachers. It is suggested that the government should establish a joint conference system of higher vocational education, which is mainly responsible for studying and formulating feasible policies and measures related to higher vocational teacher education. It is suggested that the professional title evaluation policy of higher vocational college teachers should be improved as soon as possible, and targeted standards for professional title evaluation and employment should be established.

Improvement of vocational teacher access system. It is the root of teacher professionalization construction to establish perfect admittance system of vocational teachers and improve the entry standard of vocational teachers One of these measures. Establish scientific professional competence standards for higher vocational teachers. The establishment of professional standards plays a guiding role in standardizing the professional teaching of higher vocational teachers and promoting their professional development. The establishment of systematic and standardized professional standards for higher vocational teachers is the basic criterion for promoting their professional development. In view of this, China should formulate specific and clear professional standards according to different types of higher vocational teachers as soon as possible. We can learn from the practice of "step by step, step by step" of German higher vocational teacher professional standards, and divide teacher professional standards into several ability fields according to stages, and then formulate overall standards and stage standards for each field.

Achieve "diversified" training institutions based on the concept of lifelong education. Throughout China's training and training bases, the vast majority of practical training bases, vocational schools, enterprise practice accounted for part the proportion is very small, and the simplification of training institutions makes higher vocational teachers have few opportunities to practice, to a large extent It restricts the professional development of higher vocational teachers. In order to improve the overall quality of volunteer teachers, realize multi-channel training vocational colleges For key teachers, it is suggested that the state, in accordance with relevant regulations, issue policies to encourage and advocate multi-channel training of higher vocational teachers, support diversified training institutions to carry out training activities, especially give preferential policies and support to enterprises providing teacher training.

References

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THE INFLUENCE OF LEADERSHIP STYLE ON TEACHERS' PSYCHOLOGY AND TEACHING ATMOSPHERE

According to Bass et al., different leadership styles contain different components. Transformational leadership has four components: charisma, influence, intellectual stimulation, and human concern. Transactional leadership emphasizes exchange, a relationship of interest between the leader and lower-level employees. Laissez-faire leaders have low leadership willingness and do not have an overall plan. They prefer employees to give full play to their potential, discover problems and summarize experience by themselves.

The principal's leadership style embodies the principal's leadership philosophy, and to a large extent there are individualized colors. Because of this, there are many types of principal leadership styles. However, in practice, no one type of principal's leadership style is perfect. Different principal leadership styles have different effects on the school's own management effectiveness.