Talking about the Information Literacy of Secondary Vocational School Teachers

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Abstract
In the modern information society, information literacy is one of the necessary qualities for secondary vocational teachers, which is also the basis of effective teaching. This paper analyzes the problems of the literacy of secondary vocational teachers and the information literacy of secondary vocational teachers, and proposes a training strategy to promote the information literacy of secondary vocational teachers through certain measures.

Keywords
Secondary vocational teacher, information literacy, existing problems, strategy.

1. Introduction
With the advent of the information age, information technology continues to promote the development of society as a whole. In 2012, the Ministry of Education issued the "Opinions of the Ministry of Education on Accelerating the Development of Vocational Education Informationization", clearly stating that "Accelerating the informationization of vocational education is an important part of China's education informationization work, an important task for the construction of vocational education basic ability, an important basis for supporting the reform and innovation of vocational education, and a key link for improving the quality of personnel training"[1]. It is also a requirement for the development of modern education to combine secondary vocational education with information. Teachers play an important role in improving the quality of education and teaching. In secondary vocational colleges, the student is not only obtain theoretical knowledge, but also the operation ability. Teachers should apply teaching research with teaching practice, and build a bridge between concept and practice, in addition, teachers should also participate in practice personality and put the improvement of teachers' information literacy into classroom teaching[2]. To a certain extent, teachers' information literacy also affects the education. Therefore, teachers' information literacy is necessary for teaching support.

2. Overview and Components of Information Literacy
2.1. Overview of Information Literacy
The concept of information literacy is an evolving process. The meaning of information literacy has gradually shifted from knowledge, skills and abilities to the ability, which is not only include information tools and resources, but also the ability to obtain identification information, process processing information, and deliver creative information[3].

In the modern information society, there are a variety of information every day. They are raw and have not been specially selected. Students in secondary vocational schools are different from ordinary middle school students, whose physical and mental health is at a stage of development, therefore, they tend to have the rebellious phenomenon seriously, on the basis of
this, the students have no correct direction for information judgment. So teachers should guide them in that time. Teachers can help students to establish a sense of correct understanding of information, so information literacy is an indispensable literacy for secondary vocational teachers. In addition to the basic information literacy, teachers should also master the necessary information technology and use it in education and teaching to solve practical problems.

2.2. Elements of Information Literacy

2.2.1. Information Ethics

Information ethics means follow certain ethical standards in the process of collecting information, including pay attention to the intellectual property protection, abide by laws and regulations and industry rules[4]. In the information network environment, what the teacher should do is comply with the network morality forwardly. It is the basis for teachers to carry out their work. Teachers are the model of students. They are both information sinkers and information transmitters. It is necessary for them to select and transmit the beneficial information to society and students, so that promote students’ morality to develop in a better direction, and help them to establish a correct information concept. Secondary vocational students are still in the development stage, and they have no ability to judge and use information correctly. At present, it is common that students from secondary vocational colleges almost have mobile phones. The speed of information dissemination is so fast that exist many bad information. Therefore, it is necessity for teachers to guide students to make use of the network and develop good moral cultivation.

2.2.2. Information Knowledge

In addition to the basic information knowledge, secondary vocational teachers have to master the necessary information technology knowledge, network basic knowledge, software and hardware technology, and skillfully apply it to teaching, in order to guide the entire teaching work better. It is shown that students’ concentration is ten minutes, while secondary vocational students are different from ordinary high school students. It is normal that they have no desire to learn. If students’ attention is to be attracted, students will be taught according to their characteristics and hobbies. Choosing information and teaching tools suitable for secondary vocational students to make them interested in learning and improve their hands-on skills.

2.2.3. Information Ability

First of all, we must have the ability to distinguish information. In the network society, network information is diverse and uneven, and many information is unreliable. Since information comes from all directions, it is inevitable that some information is published at random, so teachers should have good ability to distinguish information. A Teacher who has good information discrimination can collect information effectively that beneficial to students’ knowledge and practical operations, select valuable information for secondary vocational students, and use information technology reasonably. The learning mode of secondary vocational students is theoretical knowledge plus practice, so teachers with strong information discrimination ability can help students absorb information easily.

Second, we must have the ability to get information. This ability is mainly manifested in the fact that teachers’ information is proactive rather than passive, showing the behavioral habits of teachers actively learning and autonomously absorbing knowledge[5]. As a secondary vocational teacher, what kind of information is obtained and how to obtain effective information often affect the quality of education and teaching. According to the teaching objectives, teachers should master the methods of obtaining information, and skillfully operate the software and hardware used in teaching, so that the knowledge on the books is combined with the information on the network.
Then, we must have the ability to analyze and process information. Compared with ordinary high school students, secondary vocational students have more access to contact the network information, who have no ability to select and judge information. Therefore, it is necessity for teachers to analyze and process information, transfer the information to students in a way that students can understand, so that students can absorb it well.

Finally, we must have the ability to apply information correctly. Mastering the latest information in time is necessary. Meanwhile, the teacher should apply the online information to education and teaching, use information technology to solve practical teaching problems. In addition, they can teach by the internet, it is wise to intimate the interests learning of students rather than forcing them to learn, only in this way the teaching can achieve the best results.

2.2.4. Lifelong Learning Ability

Nowadays, in the information society, with the rapid increase in the total amount of knowledge, it is a strong demand for the cultivation of creative talents in social and economic development. Besides, the continuous updating of educational technology all require teachers to pursue lifelong learning[6]. In modern society, as a teacher, on the one thing, we should establish the concept of lifelong learning, and keep the spiritual attitude of “live to the old, learn to be old”. On another, it is necessary to make progress together with the information age, improve information literacy, and promote education and teaching. Teachers should have their own lifelong learning philosophy, and irrigate the concepts of lifelong learning into the students. Most of the secondary vocational students chose to work in front-line position after graduation, and the knowledge of studying at school is far from enough. Therefore, teachers need to guide students to actively learn fresh knowledge and keep the concept of lifelong learning in their mind.

3. The Main Problems of the Information Literacy of Secondary Vocational Teachers at the Present Stage

3.1. The Consciousness is Not Strong

At present, in the secondary vocational schools, the information awareness of teachers are weak, and they have shortage in the awareness of combining information technology with teaching. Many teachers in the classroom still use a single traditional teaching mode, and there is no breakthrough or innovation in the traditional teaching mode. Most of the students in secondary vocational schools are not very good at their academic performance. They are not interested in the traditional teaching of the board. Unfortunately, many students even feel bored for it. It is imperative that novel teaching modes applied to attract their attention. However, teachers do not have specialized in learning for information knowledge. Because of the lack of formal training, it is difficult for them to combine information technology with education and teaching. In addition, the lack of information knowledge and technology make information knowledge correctly applied to teaching difficultly. The teacher’s information consciousness is weak and cannot be integrated with the students’ interest, so the education and teaching will not achieve good results.

3.2. Poor Initiative

In education and teaching, teachers should give full play to their initiative and enthusiasm. It is wise for teachers to learn advanced information technology and knowledge positively, and apply them to teaching. However, in secondary vocational schools, many teachers have relatively poor initiative, it often concentrate on two aspects: on the one hand, they lack of initiative in understanding the students’ interests and hobbies. In their minds, students in secondary vocational schools only want to play, so they have few enthusiasm in study. But it is no doubt that because lack of this initiative, teachers can’t promote students’ learning from the
characteristics of students’ interests. On the other hand, it is not active to accept fresh information. Many teachers think that they can master one or two kinds of information technology. However, this can’t cater for the development of society. As we known, the times are constantly evolving, information is constantly updated, so the old information knowledge and technology are no longer meet the current demands.

3.3. Misunderstanding of the Network
The Internet is a double-edged sword. Nowadays, surfing the Internet has become a part of people’s daily life. It is a serious phenomenon for the current secondary vocational school students. Because there is no correct guidance, the negative impact is amplified, in the eyes of the teacher, the network is only used by students for entertainment. Therefore, teachers are not support for students to study by the Internet, by contrast, they obsessed with the traditional teaching. The purpose for teachers to use the Internet is just query the relevant knowledge used in the teaching, which cannot make full use of the knowledge and technology by the Internet and combine with teaching well.

4. Strategies to Improve the Information Literacy of Secondary Vocational School Teachers

4.1. Transforming Information Concepts and Strengthening Information Awareness
Changing the concept of information plays an important role in improving the information literacy of secondary vocational teachers. With the constant development of the times, the requirements of education and teaching are also changing. The traditional information concept can not solve the problems that arise in modern education. Only when teachers' information concept constantly follows the development of society, can they better promote education and teaching. As a secondary vocational teacher, the professional talents we cultivate are directly oriented to the society. They are able to adapt to the requirements of social development. In order to train more talents for society, it is necessary for teachers to keep pace with the times. At this stage, the most important thing is changing the traditional ideas of teachers, then gradually strengthen the information awareness of secondary vocational teachers, and enable teachers to actively obtain effective information. Therefore, teachers should actively study how information knowledge can be better integrated with education and teaching, communicate with students so that explore suitable learning methods for them, guide students to use information knowledge, fully mobilize the enthusiasm of students, and improve their learning ability.

4.2. Strengthen the Training of Teachers’ Information Literacy
It is necessary that arrange regular information literacy training for the secondary vocational teachers, and put it into certain assessments. With the development of the ages, the training content is constantly updated. It is indispensable to strengthen the teachers’ training, conduct training in multiple ways, and carry out targeted training in combination of information knowledge and teaching. There are three trainings for teachers: respectively, specialized training institutions, specialized trainers, and certain training content. Teachers can learn to use the combination of information technology and teaching by orientation training. Besides, this training can enable teachers to follow the development of the information age in the ideological way, continuously improve information literacy, and cultivate more excellent professional talents.
4.3. Establish A New Teacher-student Relationship

With the development of the information age, the relationship between teachers and students has changed with the teaching methods and learning environment. It is a mutual task for teachers and students to establish a new type of teacher-student relationship. Teachers should have a deep understanding of students, take students as the center, choose appropriate teaching methods, and introduce information technology into the classroom in a way that students can accept, and promote students' development. At the same time, improve their information literacy.

4.4. Strengthen the Continuing Education of Teachers’ Information Literacy

Each teacher’s original information literacy and cognitive understanding are different, according to this, there are many ways for teachers to continue education. If teachers accept training at the same time, it may have a negative impact. Therefore, the most important thing is make teachers learn information knowledge independently. It can mobilize the enthusiasm of teachers, promote their self-learning ability, combine information and education actively, and improve teachers' information ability.

5. Conclusion

The information literacy of secondary vocational teachers plays an important role in the development of secondary vocational education. In China, Secondary vocational education has cultivated many professional talents, which is inseparable from the continuous improvement of teachers’ information literacy. In order to improve the information literacy of secondary vocational teachers, both schools and teachers should cooperate fully to achieve the best results in education and teaching, and to cultivate more professional talents for China.

References