

Training Mechanism and Guarantee of "Dual-Qualified" Teachers in Medical Vocational Colleges

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ABSTRACT

The development and implementation of education and teaching in medical vocational colleges need to be carried out and implemented according to their own characteristics and teaching goals. This not only requires teachers to innovate and optimize teaching models, concepts, methods and content, schools also need to pay attention to strengthening the construction of teachers, and effectively improve teachers' comprehensive teaching ability and level. Schools need to ensure the efficient development and implementation of teaching practice, and the training of "dual teacher" teachers plays an important role in this. This article mainly explores and analyzes the status quo, problems and optimization strategies of "dual-qualified" teacher training in medical vocational colleges. The author hopes that this research will be helpful to the development and implementation of related work.

Keywords: Medical, Higher Vocational Colleges, Teacher Training, Mechanism

1. INTRODUCTION

The development of teaching work and the realization of talent training goals in medical vocational colleges put forward higher requirements for teachers and teaching practice. In the course of teaching practice, teachers are required to have a higher level of "dual teacher quality" in the process of teaching work. That is to say, the development and implementation of related teaching work requires teachers to have good professional knowledge and theoretical knowledge, and proficiently master practical and operational skills. In addition, teachers also need to have strong teaching and research capabilities and levels. The active promotion of teaching reform and innovation in higher vocational colleges needs to fully realize the importance of the training of "double-qualified" teachers. Teachers should also build a more complete and systematic "dual-professional" teacher training system according to the needs of specific work development and the actual needs of higher vocational colleges, improve related systems and mechanisms, and create a team of teachers with stronger comprehensive strength and comprehensive quality. This will help promote the better realization of teaching goals and promote the sustainable development of higher vocational colleges.

2. OVERVIEW OF THE TRAINING OF "DOUBLE-QUALIFIED" TEACHERS IN MEDICAL VOCATIONAL COLLEGES

In the process of advancing education reform and innovation and realizing the sustainable development of education, the training of "dual teacher" teachers plays an important role. The development and implementation of the "dual teacher" teacher training work requires us to formulate a complete system and a more targeted teacher training mechanism based on the teaching characteristics of higher vocational colleges. At the same time, we also need to adopt scientific and reasonable measures and methods to encourage teachers to have professional teaching qualifications, rich teaching and work experience, strong scientific research and teaching capabilities, and deep professional knowledge reserves. Meanwhile, schools also need to improve teachers' practical ability and level in the process of teaching practice, and cultivate independent innovation ability and awareness. Through the training of "dual-qualified" teachers, a large number of compound teachers can be cultivated and a comprehensive and professional team of teachers can be created. Furthermore, improving the quality and effect of curriculum teaching in higher vocational colleges can further cultivate and transport comprehensive and professional high-end compound talents for various positions.

3. THE STATUS QUO AND PROBLEMS OF "DOUBLE-QUALIFIED" TEACHERS TRAINING IN MEDICAL VOCATIONAL COLLEGES

3.1. Insufficient Number of "Double-qualified" Teachers

In recent years, the state has attached greater importance to higher vocational colleges, and the state is also encouraging and supporting the reform and innovative development of higher vocational colleges. In the process of advancing the reform and innovative development of medical vocational colleges, the scale of enrollment is expanding, and the scale and number of students are increasing. However, there is a lag in the emphasis and investment in the recruitment, selection and training of teachers, and the number of "dual teacher" teachers is obviously insufficient. For disciplines such as medicine that have a lot of theoretical knowledge and strong practicality. In the course of course teaching, teachers' energy is obviously insufficient, causing many teachers to pay too much attention to theoretical teaching. However, teachers are not strong enough in teaching practice and the cultivation of students' core literacy and comprehensive ability, and they cannot reach the expected teaching goals and effects.

3.2. The Structure of the Teaching Staff is Unreasonable

There is an unreasonable structure in the process of "dual-qualified" teacher training in medical vocational colleges. This is mainly reflected in the relative lack of highly educated and comprehensive teachers, and their proportion is relatively small. Besides, the school pays little attention to and investment in the training of teachers with low academic qualifications. Many teachers with low academic qualifications lack the platform and opportunities for "dual-teacher" training. This unreasonable structure of teachers has to a large extent affected the implementation and implementation of actual teaching work, and cannot meet the needs of curriculum teaching practice.

3.3. Lack of Overall Planning for Teacher Team Building

Some colleges and universities lack a comprehensive understanding and perfect plan for the training of "dual-qualified" teachers in the process of carrying out and implementing related aspects of teacher team construction. First of all, the school lacks a long-term effective talent selection and hiring mechanism for the

development and implementation of specific tasks, and the conditions for teacher selection and hiring are not clear enough. Secondly, the training mechanism adopted by the school is not well-targeted. At this stage, there are still uneven abilities and levels in the teaching staff, and the quality of them varies. Third, the school lacks effective incentive policies and systems, which affects the role of incentive policies and fails to achieve the expected results. Fourth, the assessment standards adopted by the teachers are not clear, and the teachers' practical teaching ability, teaching experience, etc. are not linked to the comprehensive assessment. These problems have affected and hindered the effect of "dual teacher" teacher training to a certain extent. Otherwise, in the process of teaching practice, there is a phenomenon that the teaching form and content used are single, and the latest knowledge and skills cannot be accurately grasped and applied. This affects the actual teaching work to a certain extent and is not conducive to the cultivation and improvement of students' comprehensive ability.

4. THE TRAINING MECHANISM AND GUARANTEE STRATEGY OF "DUAL-QUALIFIED" TEACHERS IN MEDICAL VOCATIONAL COLLEGES

4.1. Strengthen the Construction of Teaching Staff

Higher vocational teachers play the role of guidance and guidance in teaching work. With the in-depth development of education reform, the teaching practice of higher vocational colleges has higher requirements and standards for teachers. In particular, the development of teaching work with strong theoretical and professional requirements and high practical ability requirements such as medicine requires strengthening the construction of the teaching staff. The development and implementation of specific teaching work requires systematic and professional teacher training based on the characteristics of teaching practice in medical vocational colleges, the goals of talent training, and long-term development plans. And formulate scientific and reasonable talent selection and employment standards, so as to improve the comprehensive ability and quality of teachers, practical skills, and better guide the development of actual teaching work. The development and implementation of the construction of the teaching staff also need to continuously optimize the age and educational structure of the teachers, pay attention to the cultivation of backbone and cutting-edge talents, and provide platforms and opportunities for the learning and ability training of low-level teachers.

This will help improve the overall level of the teaching staff and enhance the quality of teaching practice.

4.2. Cultivate the Ability and Quality of "Dual-qualified" Teachers

At this stage, the actual teaching work of medical vocational colleges requires teachers to have "dual teacher quality". This not only requires teachers to have systematic and complete medical theoretical knowledge, but also requires teachers to have relatively rich operational experience and practical experience. The development of teaching practice can introduce some experienced clinicians with strong practical ability to cooperate with teachers in the development of teaching work, guide and promote the growth of teachers' practical operation and experience. Higher vocational colleges also need to provide opportunities for teachers' practical learning and clinical trials. It also provides opportunities for training and academic exchanges to guide them to improve their abilities and technical levels in the process of practical operation and problem solving.

4.3. Improve Related Systems and Mechanisms

The development of "dual-qualified" teacher training needs to plan a more professional and targeted training program based on the characteristics of the college itself, the characteristics of the major, and the ability and level of teachers. And continue to improve related systems and mechanisms, make overall plans for the development of related training work in advance, and strengthen the effect of training work. On the one hand, teachers need to be good at summarizing and reflecting in teaching practice, and on this basis, scientifically and rationally adjust and improve teaching methods and content, so as to provide students with efficient, high-quality, rich and diverse curriculum teaching. On the other hand, schools need to establish long-term teacher selection, employment and training mechanisms, and provide rich teaching activities through the organization and development of high-quality training. Simultaneously, the school should also implement comprehensive and systematic training in teaching concepts, methods, methods, and skills, and build a series of measures such as an interactive communication platform with the hospital to encourage teachers to achieve continuous breakthroughs and development in participating in training and teaching practice.

5.

6. CONCLUSION

In summary, the medical profession itself is a profession with relatively high practical requirements. Medical majors need innovative teaching models, teaching content and curriculum settings to effectively improve the quality and effectiveness of curriculum teaching. Besides, medical majors also need to effectively improve the faculty of higher vocational colleges, and build a team of high-quality and professional "dual-qualified" teachers according to the needs of specific teaching work. In addition, schools need to build a more complete and systematic "dual teacher" teacher training mechanism to effectively improve teachers' professional knowledge. Furthermore, medical "dual-qualified" teachers also need to enhance their clinical experience, improve their practical ability and overall quality, so that they can better adapt to the needs of the development and practice of teaching work in medical vocational colleges in the new era.

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