

Countermeasures Research on "Double-qualified Teachers" Team Construction for Higher Vocational Colleges

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Abstract. The construction of "Double-qualified teachers" is an important part of the reform of higher vocational education. The construction of "Double-qualified teachers" lags behind the development of higher vocational education and becomes a "bottleneck" that restricts the quality of vocational education. Based on literature analysis and investigation and research methods, this article constructs the ability and quality of "Double-qualified teachers" in higher vocational colleges, analyzes the problems in the construction of "Double-qualified teachers" in higher vocational colleges, and proposes vocational colleges. Strategies for the Construction of "Double-qualified Teachers" in Schools. Specific countermeasures include: amplifying policies and measures for the development of the teaching staff, improving teachers' continuing education system, establishing a resource pool for teachers in the region, detailing the construction plan for teachers, improving teachers' knowledge structure, improving the treatment and status of teachers, and expanding teachers' development space.

1. Introduction

Higher vocational education is an important part of higher education. It includes higher professional education, higher vocational education, and adult higher education. It shoulders the mission of cultivating talents for economic and social construction and development, and it is also a high-level education in China's vocational education system. The generation of higher vocational education has promoted the tremendous development of higher education. It has advanced from the elite education to the ranks of popular education, and has played a huge role in promoting the development of the national quality and the development of comprehensive national strength. Higher vocational education has the following characteristics: It takes the cultivation of high-quality skilled professionals who meet the requirements of production, construction, management, and service as the fundamental task; takes social needs as the goal; post technical requirements as the main line; and designs students' knowledge, ability, and quality structure. And training programs; to cultivate students' skills in application as the core, build curriculum and teaching content system, practice teaching in the teaching plan occupies a large proportion; to students "double certificates" as the training goal, with "Double-qualified teachers" team The construction is the key; the combination of production and learning and school-enterprise combination are the only way to cultivate high-quality professional talents.

The construction of "Double-qualified teachers" is an inevitable requirement for the development of higher vocational education and an important guarantee for improving the quality of vocational education. There is no unified definition of the concept of "Double-qualified teachers" in academic circles. This article summarizes the connotation of "Double-qualified teachers" as follows: First, it has a high overall quality, and it has a professional title or post qualification certificate; , In the process of imparting knowledge and skills, you can become familiar with your students, provide professional career guidance for students, and combine professional knowledge and practice in teaching; and thirdly, have strong practical work experience and acquire intermediate skills. The above professional and technical positions, or teachers with lecturers and above. "Double-qualified

teachers" can also be understood simply as being engaged in vocational education, having the abilities and qualities of university teachers and engineering and technical personnel, and being able to integrate the knowledge, ability, and attitude of the two organically into educational work in the teaching process. By. The construction of "Double-qualified teachers" lags behind the development of higher vocational education and becomes a bottleneck that restricts the improvement of the quality of higher vocational education. In order to better serve local economic construction and social development, higher vocational education needs to be led by collaborative innovation and build a team of high-quality "Double-qualified teachers" with advanced education concepts, familiarity with industrial conditions, transformation of service industries, and support for industrial development.

2. Analysis on Ability and Quality of "Double-qualified Teachers" for Higher Vocational Colleges

Compared with traditional vocational college teachers, the "Double-qualified teachers" team is more professional and professional. From the perspective of personnel training standards, vocational schools in the traditional education model mainly cultivate research-based, academic, and academic talents. The "Double-qualified teachers" mainly cultivates compound talents with practical innovation ability, application ability, and theoretical basis. From the perspective of the talent cultivation model, traditional education focuses on theoretical teaching, and "Double-qualified teachers" adapt to society. Development needs are the goals, and the focus of teaching is to improve students' practical ability and application ability. Therefore, the ability and quality of "Double-qualified teachers" have higher requirements, and the model of competence and quality structure is shown in Fig.1 [1,2].

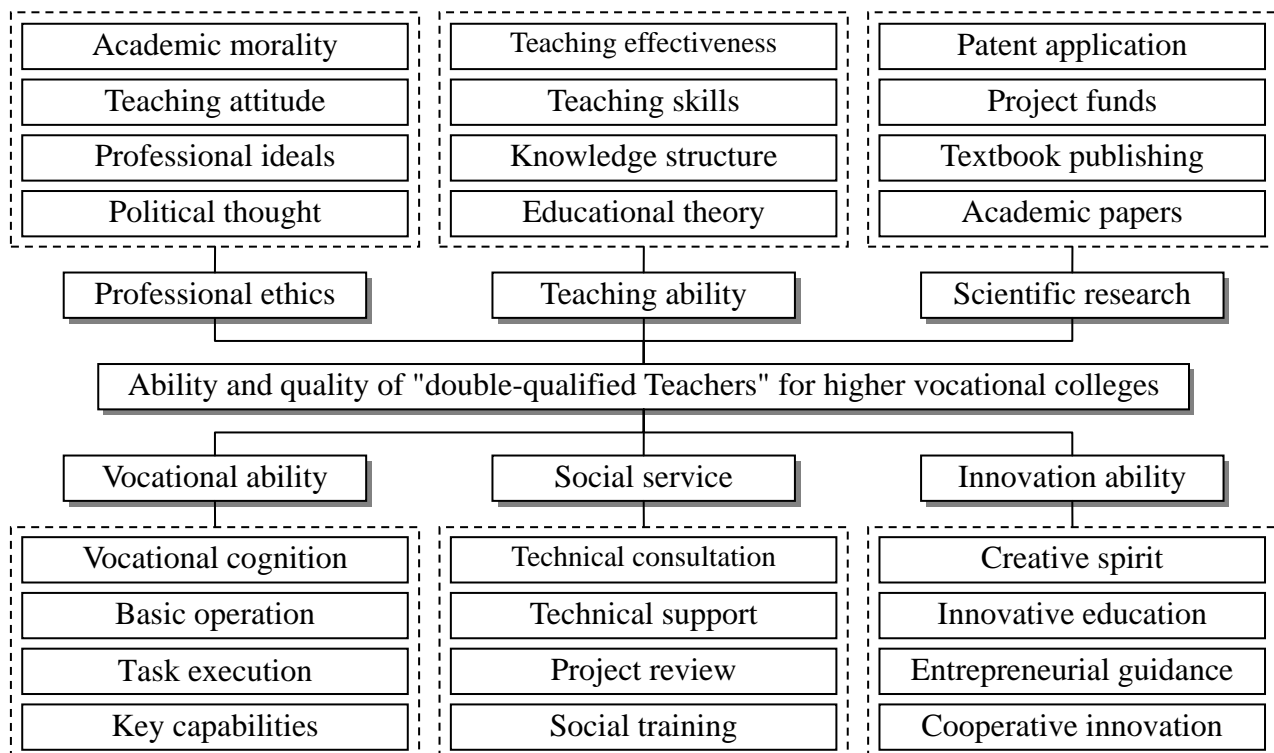


Fig. 1. Structure model on ability and quality of "double-qualified teachers" for higher vocational colleges

(1) Professional ethics. Professional ethics is the code of conduct and necessary moral quality that teachers follow in engaging in education. When teachers work in accordance with professional ethics, they will make the moral requirements concrete and personalized, so that students will be enlightened in the image of the model. In the subtle changes, they form the good moral character that the teachers expect the students to have, and enhance the education of teachers. Reliability,

attractiveness and effectiveness play an exemplary role in social civilization and a guiding role in teacher cultivation.

(2) Teaching ability. Teaching ability is the necessary ability for teachers to achieve teaching objectives, to successfully engage in teaching work, and to have the knowledge, skills, and emotional attitudes for completing teaching tasks. Teaching ability is directly related to teaching efficiency and teaching results. "Double-qualified teachers" because of their own "professional + practice" and dual-track system, teachers need to be familiar with the concept of higher vocational education, master the rules and characteristics of vocational education, in order to carry out teaching activities, stimulate students' interest in learning, and improve teaching quality.

(3) Scientific research. Scientific research ability is an important indicator to measure "Double-qualified teachers" to fulfill scientific research responsibilities and form incentive mechanisms. In order to continuously improve the quality of teaching and adapt to the needs of teaching reform, teachers must use the eyes of researchers to observe, think and solve various problems in teaching practice. "Double-qualified teachers" research capabilities should demonstrate professional characteristics. From the perspective of applied research and high-tech development, they should take advantage of close links with production companies and solve technical problems in production.

(4) professional ability. Professional competence is the ability of an individual to classify, migrate, and integrate knowledge, experience, skills, and attitudes that he acquires in specific career activities or situations to complete certain career tasks. In order to explain the working principles behind professional skills and enable students to better acquire professional knowledge, "Double-qualified teachers" need to have solid theory and exquisite skills to help students master professional theoretical knowledge and practical operating skills, and to realize applied talents. Market seamlessly.

(5) Social services. As one of the functions of higher vocational colleges, social service is an extension of talent cultivation and scientific research. It is also an external embodiment of the core competitiveness of higher vocational colleges. Teachers' social service ability and teaching ability complement each other and promote each other. The social service capabilities of the "Double-qualified teachers" in higher vocational colleges refer to the provision of services for the promotion of scientific and technological achievements, technical research and development, and production practice guidance outside the school's field on the basis of the completion of school teaching and research work. Ability.

(6) Innovation ability. Teachers must constantly accept new information, new things and new knowledge, constantly analyze new phenomena, solve new problems, improve their scientific research capabilities, and guide students in creative activities. "Double-qualified teachers" must innovate teaching models and teaching methods, have the ability to guide innovative activities; actively explore and update teaching contents and means; have the ability to integrate the latest industry trends into entrepreneurial teaching, and the ability to guide students in practicing entrepreneurship.

3. Existing Problems on "Double-qualified Teachers" Team Construction for Higher Vocational Colleges

Through systematic investigation and research, there are many problems in the development of the "Double-qualified teachers" team in higher vocational colleges. Participate in the relevant literature [3,4], summed up in the following four aspects:

(1) Lack of institutional norms. The authoritative department did not give a clear definition of "Double-qualified teachers", they did not have a unified understanding of the concept of "Double-qualified teachers" and lacked specific, rigorous, and detailed regulations on their qualifications. There was no uniform standard in operability. "Qualified teachers" team construction still remains in the planning. The "Double-qualified teachers" certification system has not yet been established and there is insufficient understanding of the need for the construction of a teacher team. The personnel department did not have preferential policies for "Double-qualified teachers" in

terms of appraisal, promotion and job title evaluation, which led to a lack of motivation for teachers' learning and training.

(2) The number of teachers is low. Most of the teachers in higher vocational colleges are assigned by the graduates of undergraduate colleges. The sources of teachers are single, and there are very few professional practice experiences and enterprise experience. Higher vocational colleges are generally larger in scale and have heavy teaching tasks. There is limited opportunity for teachers to take time to practice and train companies. Most of the current "Double-qualified teachers" remain at the level of "double certificates", that is simple "certificate of teacher + engineer certificate" or "professional qualification + industry qualification certificate". These teachers lack practical experience and have no corporate experience. Can not meet the needs of practical teaching.

(3) School-enterprise cooperation did not play a role. School-enterprise cooperation has always been an important way to cultivate "Double-qualified teachers." However, compared with developed countries, there are still the following problems: The company aims at making profits, and in the face of increasingly fierce market competition, it is unwilling to devote energy and material resources to In the practice of cultivating "Double-qualified teachers", quality is fundamental to the survival of enterprises, and it has a skeptical attitude toward the ability of teachers in higher vocational colleges. Enterprises are not assured of arranging teachers to important positions; the sense of social responsibility of enterprises is insufficient, and they do not realize that "Double-qualified teachers" foster the promotion of social and economic development.

(4) The quality of teacher training needs to be improved. Lack of specialized "Double-qualified teachers" training and training policies; there is no perfect "Double-qualified" training and training mechanism; in practice, there are still some teachers in-service training opportunities, the quality of teacher training carried out is not high, and the lack of social forces involved Problems, especially in industries and enterprises, are difficult to really invest in the training and training of "Double-qualified teachers." It is difficult for teachers to really "top the job" when they are in business practice, and it is difficult to really participate in the research and development of enterprise projects, which in turn makes it difficult for teachers. Really improve the professional practice and other phenomena.

4. Countermeasures on "Double-qualified Teachers" Team Construction for Higher Vocational Colleges

For the problems existing in the construction of "Double-qualified teachers" in higher vocational colleges, refer to relevant documents [5,6]. Combining the author's many years of practical work experience, the specific measures summarized are as follows:

(1) Formulate "Double-qualified teachers" team construction plan, and improve policy measures for the development of the teaching staff. First, actively introduce professional technicians and management personnel with dual-qualified qualifications to enrich the teaching staff. It is possible to introduce technical backbones with practical experience from enterprises and establish a unique mechanism for the introduction of teachers in higher vocational colleges. Secondly, we will introduce masters and outstanding undergraduates who will focus on the development of vocational teaching faculty in the country and enrich their teaching staff so that they can quickly develop into high-level "Double-qualified teachers" in their work positions. Third, actively employ part-time teachers from enterprises and institutions to expand the "Double-qualified teachers" team. By expanding the sources of part-time teachers, we can improve the existing structure of the teaching staff and optimize the overall function of teachers in higher vocational colleges.

(2) Strengthen training and improve the "Double-qualified teachers" continuing education system. "Double-qualified teachers" qualification does not have a lifetime attribute, especially with the emergence of new processes, new equipment and new standards in the production and service line, professional teachers in vocational schools must speed up their professional knowledge update and continue to learn And practice, integrate new professional knowledge and skills into teaching work in a timely manner. Strengthening post-employment training for "Double-qualified teachers" and

further improving the continuing education system for VTE teachers are the guarantee for the overall improvement of the overall quality of VTE staff and the establishment of a high-quality "Double-qualified teachers" team; Adapt to the needs of social and economic development and ensure the basic work of sustainable development of vocational education.

(3) Establish a "Double-qualified teachers" resource pool in the region to improve the efficiency of the use of human resources. The construction of "Double-qualified teachers" is a long-term task, in order to maximize the efficiency of the use of human resources, alleviate the serious shortage of "Double-qualified teachers", and achieve the sharing of excellent teacher resources in the region, giving full play to "Double-qualified". The backbone role of teachers is that the government should actively promote and establish a "Double-qualified teachers" resource pool in the region to reduce resource waste, expand resource sharing, promote the free flow of quality resources, and speed up the integration of vocational education. This is not only a relief "Double-" The expedient measure of the lack of qualified teachers is an important measure to promote education fairness and reflect the purpose of the "two-oriented society."

(4) Relying on cooperation between schools and enterprises, refine the "Double-qualified teachers" team construction program. First, strengthen the professional teachers' practical ability. Plan to send professional teachers to enterprises for training, encourage teachers to cooperate with enterprises, carry out applied technology research, and directly participate in research projects of enterprises; second, recruit excellent talents to enrich the teaching staff. It can attract more outstanding corporate talents to enter the teaching staff. It can also hire professional and technical talents and high-skilled talents as part-time teachers. Third, it can improve the teaching ability of part-time teachers. Allow part-time teachers to receive training in pedagogy, psychology, and teaching methods, improve theoretical literacy, and enrich emotional experience, so that part-time teachers can better complete teaching tasks.

(5) Do a good job career planning and improve the knowledge structure of "Double-qualified teachers." Career planning is a continuous and systematic planning process for careers and even life. It can guide teachers in their professional development, constantly accept new knowledge, and improve professional capabilities. Based on career planning, the formation path of the "Double-qualified teachers" knowledge structure will be improved: first, the "Three Education" structure model will be constructed, including professional education, teacher education, and vocational education; and second, the integration of education activities. Including cognitive, practical, and reflective teaching integration activities; Third, promote cross-learning methods, strengthen school-enterprise cooperation, and combine theory with practice. In the self-learning, I continue to reflect and sum up the feasible teaching mode.

(6) Establish a long-term incentive mechanism to improve the treatment and status of "Double-qualified teachers". Fully mobilize the work enthusiasm of "Double-qualified teachers", show fairness and impartiality in performance appraisal, discriminate different appraisal targets and standards for different categories of personnel, and regard performance appraisal results as an important basis for talent selection and promotion. The job responsibilities and benefits of "Double-qualified teachers" have been clarified, and new mechanisms focusing on actual work, practical contributions, and flexibility have gradually been established, and a distribution system for tilting key positions and excellent talents has been established. Let "Double-qualified teachers" truly feel that as long as they contribute more, they will receive corresponding rewards and truly mobilize the enthusiasm of "Double-qualified teachers".

(7) Change the governance structure of colleges and universities and expand the development space of "Double-qualified teachers". Focusing on the training objectives of applied talents, we will formulate a teaching management and teacher appraisal system to form a diversified governance mechanism for the interest subjects. First, college leaders attach great importance to placing teacher training on the heights of the development of vocational education and provide guarantees in terms of training policies and funding. Second, improve professional practice courses to instruct teachers' qualifications and promote teachers to develop "Double-qualified." In the selection of academic leaders and job titles, priority is given to "Double-qualified teachers." For teachers who have

obtained patents for inventions, they are directly entitled to professional titles. The teacher's actual work experience and effectiveness are important conditions for promotion of the title.

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