

Research on the Training Path of “Double-Qualified and Double-Ability” teachers in Private Colleges and Universities in Shaanxi

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Abstract. It is imperative to cultivate “double-qualified and double-ability” teachers in Shaanxi private colleges and universities. This paper analyzes the relationship between the development objectives of applied colleges and universities and “double-qualified and double-ability” teachers, and the connotation and training path of developing “double-qualified and double-ability” teachers in private colleges and universities. The research is helpful to optimize the structure of the teaching staff of private colleges and universities, improve the quality of teaching, and build the first-class private colleges and universities in Shaanxi Province.

Introduction

“Double-qualified and double-ability” teacher is a new term and new concept in the reform of higher education in China. In October 2015, the “Guiding Opinions of the Ministry of Education, the National Development and Reform Commission and the Ministry of Finance on Guiding the Transformation of Some Local Undergraduate Universities into Applied Universities”(Education and Development [2015] No.7) put forward the goal of the construction of the “double-qualified and double-ability” teaching staff. In February 2018, Shaanxi Province selected six first-class private colleges and universities, which was a great opportunity for the development of private colleges and universities in our province.

There are only four studies on “double-qualified and double-ability” teachers in private colleges and universities, mainly explaining the connotation of “double-qualified and double-ability” teachers, and putting forward suggestions or countermeasures on training mechanism, introduction methods and management system from the perspective of management. The research is relatively shallow, without in-depth study from multiple perspectives such as school, teacher’s development practice, teaching ability innovation, cultural construction and law. The research space is large.

It is particularly worth noting that Shannxi Province, as one of the gathering places of private colleges and universities in China, has made few achievements in the training of “double-qualified and double-ability” teachers on the study of the construction of teaching staff in the past three years. Therefore, it is necessary to deeply study the training of “double-qualified and double-ability” teachers, to help the construction of “first-class private colleges and universities” in Shannxi Province and contribute to the development of education in Shannxi.

The Advantages and Disadvantages of Teaching Staff in Private Universities in Shaanxi Province

Shaanxi is one of the gathering places of private universities in China. Several private universities have a long history, and in these private colleges and universities, the number of teachers engaged in education and teaching is also expanding. In the 1980s and 1990s, when the school began, part-time teachers were the main ones. After 2000, they gradually developed into full-time teachers. However, due to social and school reasons, the number of full-time teachers is not large, teachers don’t receive high education, there are few dedicated teachers, and the ranks of teachers are uneven, so it is difficult for private teachers to compare with the teachers of public universities.

2005 was a turning point for private universities in Shaanxi Province. The Ministry of Education

formally approved several universities in Shaanxi Province to have the right to confer bachelor's degree, mainly including Xijing University, Xi'an FanYi University, Xi'an International University, Xi'an Eurasia University, etc. There are more than 10 private universities with the right to confer bachelor's degree, and their strength is constantly increasing. Therefore, the number of full-time teachers is also growing, and the number of people working for education in private universities has increased, but there are still problems such as limited capacity and level of teachers, imperfect evaluation of professional titles and so on. The mobility of full-time teachers in private colleges and universities is great, experienced teachers are easy to change jobs, and teachers are too young, therefore, private colleges and universities adopt the method of recruiting old professors and teachers from public universities to make up for the shortcomings of private colleges and universities teachers with inadequate titles and lack of teaching experience.

After 5-8 years of development, the Ministry of Education and the Shaanxi Provincial Department of Education have issued a series of measures to promote the development of teachers in private colleges and universities. Especially after teachers in private colleges and universities can evaluate their professional titles on the same level as teachers in public universities, the number of teachers in private colleges and universities has been guaranteed, and the stability of teachers has been greatly improved. But the polarization of teachers is more severe. On the one hand, there are many young teachers, and they are particularly young, and their teaching experience is lacking. On the other hand, the old teachers who have been re-employed from public universities are over-aged. Although they have rich teaching experience, they are not enthusiastic about hosting and participating in scientific research. It also makes private colleges and universities subject to great restrictions in their development. The development of private colleges and universities in Shaanxi lacks the backbone and lacks teachers who can apply theoretical teaching and practical teaching flexibly.

In 2014, the State Council issued the "Decision on Accelerating the Development of Modern Vocational Education", clearly pointing out that some undergraduate colleges and universities should transform and develop vocational education, including most of the private undergraduate colleges and universities, so the "double-qualified" teachers are worthy of special research and development in Shaanxi private colleges and universities, and many private colleges and universities have already established the system. The procedures and work for the identification of "double-qualified" teachers have been determined. However, with the further development of vocational education and the need for the development of applied undergraduate courses, the development of "double-qualified" teachers is not enough. The goal of the construction of "double-qualified" teachers has been put forward in the document No. 7 of the Education and Development [2015]. In the long run, it is worthwhile for Shaanxi private colleges and universities to actively train "double-qualified and double-ability" teachers according to their own development.

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Definition of "Double-Qualified and Double-Ability" Teachers in Private Colleges and Universities

At present, the scholars represented by Feng Xufang ^[1-2] in the theoretical circles believe that the "double-qualified and double-ability" teachers in applied undergraduate colleges should emphasize "double-qualified" on the basis of "double-ability", and "double-qualified" cannot be simply replaced with "double certificate" and "double title", and teachers should pay more attention to the combination and application of theoretical teaching and practical teaching. The theory can be imparted to students through practice in a teacher-specific way and it pays attention to the "double-ability" development of teachers. It is necessary for teachers to have the ability to be competent in professional practice teaching, and they also need to have the knowledge and application ability of vocational education. On this basis, we believe that private-applied undergraduate college teachers should pay more attention to the construction of "double-ability" while paying attention to the development of "double-qualified". Teachers are not only the

imparters of knowledge and skills, but also close to students, becoming the leader of student growth, paying attention to the changes in students' psychological changes and learning needs, and focusing on the cultivation of students' morality and the rule of law, so that students become both highly qualified workers with skills and law-abiding. Therefore, "dual-ability" mainly refers to teaching ability, moral education and legal education. On this basis, we put forward the training path of "double-qualified and double-ability" teachers in private universities.

The Training Path of "Double-Qualified and Double-Ability" Teachers in Private Colleges and Universities in Shaanxi

First, we must persist in cooperation with enterprises so as to realize the interactive mechanism between educators and enterprises.

The main characteristic of applied undergraduate colleges is that the people they train can adapt to the needs of enterprise development, adapt to the position, and adapt to the times. Therefore, in the process of training "double-qualified and double-ability" teachers in private colleges and universities in Shaanxi, we must grasp this theme well. However, the number and influence of enterprises in Shaanxi are not the best from a national perspective, so there is limited space for cooperation between schools and enterprises, and there are many universities in Shaanxi. Therefore, the cooperation between private colleges and enterprises should be far-sighted, the market should be broad, based on the northwest, and the country should be looked forward to, and according to the needs of teaching, school should find suitable cooperative enterprises across the country, so that the professional counterparts will continue to increase. Under the guidance of such goals, the benign interaction between teachers and corporate talents can be realized. Relevant professional teachers can see the most cutting-edge technologies and equipment. The general knowledge can also discover the needs and shortcomings of enterprise development, and combine their own professional knowledge. Better research and innovation of the technology needed by enterprises can better break through the enterprise problems. At the same time, many technical personnel of the enterprise can also find opportunities to showcase their rich experience through the cooperation between schools and enterprises. That is, the school can hire some high-tech personnel of the enterprise as part-time teachers of the school, and regularly teach technical knowledge and practice to professional students. Relevant matters of application enable students to understand the profession face to face and understand the development process and needs of the company. Only with such dual interactions can the team of "double-qualified and double-ability" teachers grow and the structure of teachers can be reasonable^[3].

Second, we should insist that young teachers go deep into the enterprise, work on the job, and understand the general situation of enterprise development.

There are some new teachers in Shaanxi private colleges every year. There are a lot of young teachers who have worked for less than three years. These young teachers basically come to private colleges after graduation from colleges and universities. There is no work experience or professional practice in the middle. Basically, it is better to teach students theoretical knowledge, and the ability to apply theory to practice is relatively poor. Therefore, it is recommended that private colleges and universities cannot rely solely on the introduction of skilled technicians. After all, the number of these technicians is limited, and the time for coming to work is limited. It is also necessary to have a long-term vision to train qualified teachers from their own ranks. Young teachers are therefore the best candidates for self-cultivation.

After identifying the young teachers with strong plasticity as the training object of the "double-qualified and double-ability" teachers, we should pay more attention to the opportunity for young teachers to participate in the development of enterprises. We should make use of the time of winter and summer vacation and weekend in peacetime to let young teachers go to the enterprises to take a temporary post and exercise, and understand the basic situation of the development of enterprises and the requirements of employees. This enables teachers to quickly convey these information to students, and to provide advice for professional development and business needs, play a bridge between schools and enterprises, more importantly, to be familiar with and proficient in the workshop operation process, and to guide students to operate smoothly^[4].

Third, teachers should be trained regularly to improve their moral quality and enhance their awareness of the law.

For the “double-qualified and double-ability” teachers, we have already stipulated another meaning of its “double-ability”, namely, the virtue of the people, the ability to educate the rule of law. This ability is not explicit, but implicit. Therefore, it is very important to regularly train the teacher’s ethics. It is a long-term training and development of teachers’ correct ideology and noble moral sentiments. In recent years, high-risk cases of college teachers and teachers can be found that college teachers are not consciously able to improve their self-cultivation and to be a teacher. Therefore, from the school level, they should have the role of supervision and guidance. Therefore, In the process of cultivating “double-qualified and double-ability” teachers, this cannot be ignored^[5]. At the same time, we are building a society ruled by law, and many new laws and regulations are introduced every year. In the process of teaching, teachers must shoulder the responsibility of the rule of law education. The talents we cultivate are for the society, not those technologies or skills to high-tech crimes. Therefore, the legal awareness and the concept of the rule of law for the “double-qualified and double-ability” teachers must be strengthened.

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