

The Strategies for The Construction of "Double-qualified" Teachers in Higher Vocational Colleges

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Abstract: The construction of high-quality and high-quality "double-qualified" teachers is an important work to accelerate the modernization of vocational education. Through the research and analysis of the existing problems in the construction of "double-qualified" teachers in higher vocational colleges, the current situation and reasons are deeply analyzed, and the new ideas of the construction of "double-qualified" teachers are put forward through the measures of precise talent introduction, stratified and classified training of double-qualified teachers, the implementation of double-qualified co-education plan and the optimization of the system.

Keywords: Higher vocational colleges, "Double-qualified" teachers, The enterprise practice.

1. Introduction

Teachers are the primary resource for the development of vocational education and the key force supporting the national vocational education reform in the new era. It is an important work to accelerate the modernization of vocational education to build a team of high-quality and high-quality "double-qualified" teachers. In recent years, the state has continuously introduced a series of policies focusing on teacher development in the field of vocational education. In early 2019, the National Vocational Education Reform Implementation Plan was issued, which proposed to "take multiple measures to build a 'double-qualified' teacher team". In October 2019, the new era to deepen vocational education reform of "double type" teachers team construction implementation plan ", from the perspective of the special policy of "double type" teachers in the planning, put forward "vocational education 12" from the standard system, basic system, management, safeguard mechanism, the concrete measures from four aspects has carried on the strategic level to the vocational education teachers. Then, in the Action Plan for Improving Quality and Training of Vocational Education (2020-2023) and the Opinions on Promoting the High-quality Development of Modern Vocational Education, improving the quality of teachers and strengthening the construction of "double-qualified" teachers are regarded as the important fulcrum of vocational education reform. It further emphasizes the importance and urgency of the construction of "double-qualified" teaching staff in vocational colleges, so it is urgent for higher vocational colleges to build a "double-qualified" teaching staff with noble ethics, exquisite skills, combination of professional and part-time, and full of vitality.

2. The Necessity of The Construction of "Double-qualified" Teaching Staff

The simplest way to understand a "double-qualified" teacher is a teacher who has both professional knowledge and technical skills, who can talk and do. The ideal "double professional" teacher should have "double certificates" or "double professional titles" to highlight their professional knowledge and technical skills. The "double-qualified" teachers in higher vocational colleges should have the

following qualities and abilities. First of all, we should have good professional ethics, not only the quality and ability of teaching, but also the quality and ability of vocational guidance. It is necessary not only to have the profession and professional quality suitable for the teaching profession, but also to have rich basic theories, basic knowledge and practical ability of the profession and profession.

2.1. To meet the needs of economic development of The Times

In today's world, the development of science and technology is advancing by leaps and bounds, the level of productivity is constantly improving, and the technological content of products is increasing day by day. Especially in today's era of knowledge economy, a lot of enterprises have changed from labor intensive enterprises to knowledge intensive enterprises. Therefore, the requirements on the knowledge, quality and ability of applied technical personnel at the production, construction, management and service lines are increasingly high. Therefore, as teachers engaged in vocational education, they must adapt to the requirements of the development of modern science and technology and the development of productive forces. While mastering the knowledge of modern science and technology and management, they should also have the practical ability to engage in technical work and management work. We should be able to not only teach professional theories, but also guide practice and skill training, so that we can have the quality and ability of "double-qualified" teachers.

2.2. The demand of the rapid development of higher vocational colleges

Teachers are the foundation of education and the source of education. The core of building a first-class higher vocational education is to train first-class talents, and the key is to have a first-class team of teachers. Teachers in higher vocational colleges as the source of education, the schooling, the first to determine the "virtue first, ability, double to, standard first, system support, career growth," the double teacher team construction idea, adhere to the training and the introduction of simultaneously, degree and practice ability exercise, strengthen moral standards of education and business training in hand, We will strive to build a team of high-quality double-

teacher teachers with noble ethics, reasonable structure, excellent professional skills, and lay a solid foundation for building a high-level vocational and technical university.

2.3. The needs of teachers' own development

As a new era of qualified higher vocational teachers, in addition to master the most basic professional education teaching skills, still need to master the relevant professional skills and practical ability, to comprehensive guide students practical skills, and become a student of professional teacher, in the aspect of vocational education guide at the same time, strengthen the guide industry recognition and identity, enable students to grow up quickly, This requires teachers in higher vocational colleges to have certain professional quality and practical ability. Under the background of industry-education integration, school-enterprise and government resources are shared. Teachers can use this platform to go deep into industries and enterprises to communicate and learn with skilled craftsmen and technical talents, improve their professional skills and industry quality, improve their comprehensive strength, and become a qualified "double-qualified" teacher in the new era.

3. The Problems Faced by The Construction of "double-qualified" teaching staff

3.1. The training methods of teachers are single and the number and scale are insufficient

Data show that 66.6 percent of teachers in vocational and technical colleges are recruited directly from schools, and some schools even have 96 percent of teachers. Most of the teachers have a low practical working experience. At present, there are few schools that can train "double-qualified" teachers, and most of them are trained after service. The training of practical ability is mainly based on teachers' practice in winter and summer vacation, and lack of training funds and places; However, top-level design does not impose mandatory requirements on enterprises in the training of "double-qualified" teachers, so the participation of enterprises is not high, resulting in little harvest of teachers' practice in enterprises. From 2012 to 2021, the number of "double-qualified" teachers in vocational colleges kept expanding. In 2019, the number of "double-qualified" teachers reached 465,300, and the proportion of "double-qualified" teachers in full-time teachers increased from 26% in 2010 to 34.47% in 2019. However, there is still a long way to go before the goal of "double-qualified" teachers accounting for more than half of professional teachers in vocational colleges by 2022. It can be seen that it is necessary to build a high level "double-qualified" teacher team.

3.2. The teacher team structure is single, and the team building is insufficient

The number of teachers from industrial enterprises is relatively small, and most of the technical talents from enterprises cannot enter universities due to their low educational background. On the contrary, in order to meet the needs of the development of higher vocational colleges, most of the teachers recruited are fresh graduates of master's degree and doctor's degree, and most of them are young teachers, who lack professional practical experience and basic

professional skills. Second, although in recent years, higher vocational colleges pay attention to teachers' education, the recruitment conditions are constantly improved, the proportion of master's degree is significantly increased, the proportion of doctoral students is still small. The structure of teachers is unreasonable and the teaching effect is not good. Third, there is a shortage of high-level teachers, especially backbone teachers with both working experience and skills and professional teaching leaders. Judging from the relevant materials of famous teachers, professional discipline leaders and discipline leaders in the past few years, this is a big shortcoming.

3.3. The incentive mechanism of teachers is not perfect and their participation is not high

First, in order to improve the professional teaching level of teachers, some vocational colleges will use their spare time to carry out training for teachers. However, most of the training contents are educational theories and professional theories, which are not practical enough to really help teachers' teaching, especially their practical teaching ability. At the same time, the school has not properly reduced the workload of participating teachers, and teachers have insufficient time and energy for learning and promotion. At the same time, the academic results-oriented assessment and promotion mechanism in higher vocational colleges leads to teachers' lack of attention to skill training, weak awareness of active learning, and poor participation in training.

4. The "Double-qualified" Teaching Team Construction Strategy

4.1. We will intensify efforts to introduce talents

Strengthen THE introduction of high-level and high-level talents, improve the structure of teachers, broaden the channels of talent introduction, and improve the treatment and welfare of talent introduction, both rigid and soft, in line with the principle of "not to own, but to use". Facing the introduction of influential academic leaders at home and abroad, adopt a case-by-case, negotiated salary system. Relying on the industry association, we will set up special positions to recruit technical experts, craftsmen and other high-skilled leading talents from home and abroad. Relying on overseas talent stations, we will strengthen the introduction of overseas high-skilled talents.

4.2. Broaden the channels for teacher training

4.2.1. Implement hierarchical promotion of double divisions

the backbone of the new teacher - the teacher, for channel, implement double teacher quality enhancement, to build an all-round, multi-level system of teacher training support, positive for the growth of new teachers, the backbone teachers and professional leaders build "cascade" platform, efforts to develop teachers' potential, realize the optimization of teachers, promoting teachers' professional development and the stable improvement of teaching quality.

We will carry out the development project for new teachers. The training mode of "school-department linkage and teacher initiative" is adopted to train the new teachers. "New teachers' study camp" was adopted to strengthen the development training of new teachers through theme report, special salon, observation and lecture, discussion and exchange. In addition,

an induction training system of "normal education + enterprise practice" has been established for new teachers, a mentoring system has been set up for young teachers, and school-enterprise "double mentors" have been provided for new young teachers within two years to guide their career development. The new teachers will be recognized as "qualified" teachers by double teachers within five years.

We will carry out a project to upgrade key teachers. To carry out at least one month of practical training and 5-year rotation training system for teachers; Teachers are encouraged to take part-time jobs in society, actively participate in school-enterprise cooperation projects, undertake horizontal research projects, attend work visits and study visits, and encourage teachers to study for doctoral degrees on the job. By improving the evaluation and employment of teachers' professional titles and performance evaluation system, teachers are guided to promote and develop in the backbone direction; Select backbone teachers in batches to study in well-known colleges and universities in China and abroad, learn from the advanced experience of vocational education, and tap the potential of backbone teachers to "upgrade" to famous teachers.

Carrying out the project of cultivating famous teachers and masters. Construct the ability model of professional group leaders, establish the selection and growth mechanism, and carry out selection activities; Promote teacher echelon training masters, to carry out the teaching masters or master skills contest, improve the teachers' teaching innovation team training mechanism, establish a teacher or master studio, cultivating national Huang Danian type, the national colleges and universities teachers team, teaching masters skills or master craftsman at or above the provincial level, the construction of national master skills workshop, and establish the training expert database, as a new teacher training, Let famous teachers play a leading role by example.

4.2.2. Carry out classified training for double teachers

"Platform + Project + Team" as the carrier, relying on the school's teacher development center, to improve the three platform functions of refresher training, research and development innovation, industry-education integration. Based on three kinds of projects, including vocational ability improvement, research and development ability improvement and industry influence improvement, the construction of teacher team reflecting industrial and professional characteristics is carried out, and the classification training of high-level double-qualified team is carried out in line with the regional industrial development. Expand refresher training platform function, integration of training high quality education resources, face-to-face bilingual ability ascension workshops, famous famous forum, etc., enhance professional ability, expand innovation platform function, based on research and development institutions at all levels, motivate teachers to participate in LiDeShi research and development, efforts to undertake the project into practice, comprehensive practice curriculum and graduation practice training content, Solve the enterprise problem in the concrete teaching, promote scientific research feeding teaching. Expand the function of the integration platform of industry and education, make full use of the resources of banks and enterprises, select teachers to take temporary jobs in famous enterprises, achieve mutual communication between schools and enterprises, and raise the level of practice guidance.

We implemented the professional ability improvement project, improved the system of pre job training and special

training for teachers' ethics and conduct, put the education of teachers' ethics and conduct through the whole process of teachers' professional development, carried out project training on teaching ability, information technology, classroom teaching innovation, etc., incorporated national teaching standards, 1+X certificate system and other contents into the teacher training plan, promoted the training of all teachers in vocational colleges, and comprehensively improved the quality and ability of teachers in vocational colleges.

Implement R&D capability improvement projects, encourage teachers to participate in technical services such as skill master studios, professional group R&D teams, and enterprise practice workstations, select a group of scientific research leaders around the school's professional characteristics and development needs, cultivate a group of school level scientific research teams, and give play to the leading and supporting role of scientific research teams. Improve the research and development ability and practical ability, implement the industry influence improvement project, formulate the incentive policy for experts and industry famous teachers of the National Administrative Committee, enhance the industry influence of teachers, and help the development of double teachers.

4.2.3. Implement the dual teacher education plan

Further deepen the integration of production and education, close school enterprise cooperation, rely on the comprehensive service platform of Wenzhou enterprises, and encourage departments, secondary colleges, and large and medium-sized enterprises to jointly establish a training base for dual qualified teachers, a practice mobile station for teacher enterprises, and a practice base for teacher enterprises. On the one hand, let the teacher walked into the enterprise, for enterprises to carry out special investigation, training in the enterprise, the enterprise engaged in production and management of specific work, participate in the enterprise technology research and development, process improvement, equipment modification, application of patent, cultural construction, to provide consulting services for the enterprise, staff training, conducting horizontal topic research, etc. Encourage departments and secondary colleges, on the other hand, actively contact docking professing industry enterprise technical backbone, invite experienced engineers and skillful craftsman, master skills and all kinds of enterprises "bull" talent "into the campus to practice teaching tasks, guide the innovative entrepreneurial activity, and the open lectures or training, the cooperation between teachers and students to carry out technology research and development or research, And guide the construction of specialty, curriculum, training base, etc., to improve the construction level of double teachers and social service ability. Improve the new resource allocation mechanism of "fixed post + mobile post", establish a two-way communication and cooperation community between university and enterprise personnel, and promote resource sharing.

Implement five years a cycle of enterprise practice training in rotation of the whole system, and improve the system of full-time teachers' enterprise practice, professional teachers every no less than 6 months to 5 years in business or production line in practice, there must be at least 1 months each year take part in the double teacher training in the form of a variety of practice training base, training or skill master studio off-campus practice base exercise training. Encourage teachers to hang on outside the school, and send teachers to

the relevant departments and institutions to take the corresponding positions to give full play to their professional skills. Focusing on the "1+X" certificate system, we will cultivate a number of vocational skill level certificate training teachers.

Carry out irregular inter-school exchanges, establish inter-school collaboration consorties for school-based research and training, explore curriculum construction, system construction, evaluation mechanism, etc., form a characteristic brand of professional development of double-teacher quality teachers, and constantly improve the effect of school-based research and training.

4.3. Improving institutions and mechanisms

Establish a two-level management system, optimize the allocation of resources, stimulate the vitality of running schools; We will set up special posts for part-time teachers and build a high-quality team of part-time teachers. To improve the annual assessment, employment period assessment, performance assessment and department assessment system based on performance contribution and ability level, and build a "four-in-one" performance evaluation system; Implement the reform of the evaluation and employment system of professional and technical positions, establish a fair, equitable, comprehensive and scientific classification and stratification evaluation index system, improve the system of lower and higher employment in higher vocational colleges, and promote the post management mode of the faculty and staff who are able to go up and go down. We will improve the compensation distribution system based on performance and incentives for key work. We will improve the assessment and evaluation mechanism for teachers' ethics, establish archives of teachers' ethics and style, and take teachers' ethics and craftsman spirit as the main basis for the evaluation and employment of job titles, annual assessment, job appointment, and merit evaluation. The construction standard of double-qualified teachers covering all kinds of courses should be set, and the quality of double-qualified teachers should be linked to the evaluation and employment of professional titles, post setting, assessment management and other aspects. Deepen the school-enterprise mutual employment mechanism, take the

construction of full-time and part-time, individual construction and team construction as the important goal, and enhance the momentum of the double-division team. Further deepen the integration mechanism of industry and education, establish the two-way communication and cooperation community of school-enterprise personnel, and establish the normal operation mechanism of two-way flow of school-enterprise personnel and mutual part-time job.

5. Conclusion

Education, teachers for this; The key to the development of vocational education is the double-qualified teacher. With the reform of undergraduate vocational education in the Ministry of Education entering a fast track, it is an inevitable trend of vocational education development to accelerate the establishment and improvement of "double-qualified" teachers in higher vocational colleges, which is the fundamental way to improve the technical skills and professional quality of vocational college students. All vocational colleges should give top priority to the construction of "double qualified" teachers, cultivate "double qualified" talents, build a complete system of "double qualified" teachers, train more "double qualified" teachers, and help the new development of higher vocational education.

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