Problems and Reflections on the Construction of the Teaching Staff in Higher Vocational Colleges

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Abstract. The "Double tops" construction is an inevitable choice for the connotative development of higher education and the strengthening of its own construction. In this context, local higher vocational colleges, as an important part of the higher education system, should seize the opportunity to take the initiative. This paper analyzed the necessity and the existing problems of the construction of teaching staff in local higher vocational colleges, and put forward relevant countermeasures to strengthen the construction of higher vocational teaching staff and provided the basis for building a team of modern vocational teachers with Chinese characteristics and world level quality.

Introduction
The construction of high-level teachers is the basic premise of higher vocational education development. With the rapid changes of social economy and educational environment, the State Council has put forward the "Double tops" development strategy, which is the inevitable choice for the connotative development of higher education [1]. Under the background of "Double tops", the construction of teaching staff in higher vocational colleges should meet the demands of the new age. Therefore, how to improve the level of teachers is an important issue to be considered in the development of higher vocational colleges.

The Significance of the Construction of Teacher Troop in Higher Vocational College

The construction of teacher troop in higher vocational college is always the basic work of developing education. The reform promotes the construction of higher education, which provides reference for speeding up the construction of top higher vocational colleges. However, the overall level of higher vocational teachers is weak, which cannot meet the development needs of higher vocational education. Therefore, it is the core goal of the development of teacher team with reasonable structure and excellent quality.

Existing Problems in the Construction of Teaching Staff in Higher Vocational Colleges

Unbalanced Structure of the Teaching Staff
Young teachers are the main force in the teaching staff of higher vocational colleges in recent years. Although these young teachers have a high education and a prestigious background, they lack practical experience [2]. In addition, young teachers are undertaking heavy teaching jobs and other tasks. While guaranteeing the quality of teaching, they also have to feed the family. Their professional level and teaching quality are also very limited. In addition, the proportion of middle and senior positions of full-time teachers is still relatively low in all higher vocational colleges, especially the proportion of senior positions is significantly lower. Lack of teachers who have rich teaching experience and outstanding achievements in scientific research is a common phenomenon.
Lack of Teacher Access system for Higher Vocational Education

According to the recruitment requirements of new teachers in ordinary vocational colleges, new teachers only need to attend teaching practice and interview before being hired. The new job training is also as long as through one-month university teachers' pre-service training, but there is no corresponding assessment method for practice.

Most of the teachers in higher vocational colleges are directly engaged in teaching after graduation. So they lack practical experience of working. Some higher vocational colleges also try to call in senior engineers from enterprises. They have rich experience in practice, but these teachers lack theoretical basis and teaching experience.

Teachers' Professional Ethics are Ignored

Some schools do not pay attention to the training of "four teachers", that is, there are ideals and beliefs, moral sentiments, a solid knowledge, the heart of benevolence of teachers. Many higher vocational colleges attach importance to teachers' teaching ability and students' skill training. But they ignore teachers' moral tutelage, and lack of assessment on teachers' professional ethics. In this way, it is inevitable that there will be teachers who emphasize utilitarianism but don't care about student's feelings. They also neglect teaching them good manners and behavior through actions and words.

There Are Some Misunderstandings in "Double-quality" Teachers

In recent years, the proportion of "double-quality" teachers in higher vocational colleges has been greatly increased. However, this is only an increase in the number. There are still misunderstandings about "double-quality" teachers. Many schools think that double-quality teachers mean double-certificates, and teachers can be identified as "double-quality" as long as they teach practical training courses.

In essence, "double-quality" is a unified combination of solid professional theoretical knowledge and skilled professional practice ability.

Lack of Scientific Research Capacity

Compared with undergraduate colleges, teachers in higher vocational colleges have weaker scientific research capacity and poor awareness.

Firstly, teachers in higher vocational colleges have too heavy teaching tasks that it's very hard to carry out research. And these teachers lack initiative and enthusiasm for scientific research. Some teachers engage in scientific research work only for the promotion of professional titles, but lack of continuity. Secondly, some higher vocational colleges have limited research conditions, when teachers choose research topics are more focused on teaching reform research. There are fewer scientific and technology-oriented topics. Third, school-enterprise cooperation is very limited in higher vocational colleges. And enterprises are more willing to choose undergraduate colleges to establish a cooperative relationship. So there are few opportunities for higher vocational teachers to participate lateral research in school-enterprise cooperation.

Countermeasures for the Construction of Teaching Staff in Higher Vocational Colleges

Pay Attention to Senior Talents and the Cultivation of Young Teachers

Schools should take corresponding measures to motivate teachers’ working enthusiasm. To make full use of domestic high-quality academic exchanges, quality courses teacher training and other ways, to cultivate the practical ability and innovation ability of teachers. It has become a general trend for higher vocational colleges to actively introduce senior talented persons and other senior talents. The aims of this initiative are to develop high-level teams and tap the potential of high-level talents [3].

In addition, the academician workstations can be set up in higher vocational colleges to introduce major projects. Wish this benefit we can lay the foundation for the cultivation of high-precision
technology and practical technical personnel. We can also establish a brand teaching training base with vocational education characteristics.

**Standardize the Professionalization of "Double-qualified" Teachers**

In order to improve the quality of "double-qualified" teachers in higher vocational colleges, it is necessary to accelerate the establishment and improvement of "double-qualified" teachers' recognition standards, such as a real sense of total commitment and honor to the job. There still have professional theoretical knowledge structure, skilled operation skills. The identification standards of "double-qualified" teachers are formulated to standardize the professionalization of higher vocational teachers from the source.

Higher vocational colleges also need to have a highly educated and internationalized teacher team. So as local higher vocational colleges, we must optimize the teacher source channel according to their own development.

**Improve Teachers' Awareness of Innovation**

On the one hand, teachers can be targeted innovation training, in order to improve teachers' awareness of innovation. We can also regularly dispatch teachers to key universities as visiting scholars to exchange innovative educational ideas.

On the other hand, we should actively encourage schools to set up innovative courses, constantly cultivate the innovative consciousness of teachers and students, and form an excellent atmosphere of innovative teaching.

**Establish and the Enterprise System of Teachers, and Improve Teachers' Practical Ability**

Nowadays, under the trend of the industry-education integration, higher vocational colleges need to establish a teacher enterprise training base, encourage professional teachers to practice in enterprises, and simultaneously reduce other tasks of them. And in doing so, they can maximize their time to participate in social practice.

In order to improve the quality of enterprise training, the personnel department of higher vocational colleges should actively explore the safeguard and supervision mechanism of enterprise training under teachers, and try to cultivate really "double-qualified" teachers.

**Creating Conditions for Scientific Research and Improve the Professional Level of Higher Vocational Teachers**

The evaluation system of first-class universities is mainly about the academic research [4]. And he research work is a source for school-enterprise cooperation. The scientific research in higher vocational colleges are relatively weak, so they should make full use of local natural resources to increase the added value of production and expand the utilization of local resources.

Higher vocational colleges should combine reality, improving their own research hardware conditions and the level of scientific research of teachers. Consequently, teachers can enrich practical experience. On the other hand, higher vocational colleges should pay attention to cooperation with enterprises, focus on product development, achievement transformation and other aspects of research.

**Summary**

In the broader context of "double tops", the construction of higher education is promoted by reform and development, which provides reference for accelerating the construction of first-class higher vocational colleges. And at the same time promotes the formal gap and catch-up of higher vocational colleges. Only high-quality teachers can cultivate high-quality technical talents and guarantee the advancement of productivity.

However, the construction of the teaching staff cannot be realized overnight, it is the long-term adherence to strengthen the construction of the faculty team.
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References