Development Strategies and Measures for the Construction of Double-qualified Teachers in Higher Vocational Colleges

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Abstract. This paper describes the orientation of higher vocational education in the new era and the connotation of the construction of double-qualified teachers in higher vocational colleges, and puts forward some strategies for the construction of double-qualified teachers in higher vocational colleges. Finally, the paper gives the concrete measures for the construction of double teachers in higher vocational colleges.

Introduction

In the late 1990 s, the third national education work conference proposed "vigorously develop vocational education, higher vocational colleges scale expands rapidly, in order to promote the expansion of the higher vocational education from the denotative content to improve teaching quality, the country issued a series of relevant policies and supporting documents to guide the transformation of higher vocational education development. Nearly two years, the ministry of education has issued "the development of higher vocational colleges innovation action plan (2015-2018), and the ministry of finance jointly issued by the" on the implementation of the plan to improve the quality of teachers in vocational colleges (2017-2020), the opinions of the ", "perfect quality guarantee system", to promote higher vocational colleges to establish and perfect the internal quality assurance system comprehensively, put forward "to strengthen the construction of teachers", the construction of "double type" teachers' training base, encourage national demonstration and backbone higher vocational colleges reference standard prescribed by the ministry of education personnel training work evaluation program, establish standard implement school-based "double type" teachers. The construction of "double-qualified" teachers team in higher vocational colleges is an important part of the construction of internal quality assurance system in higher vocational colleges. From the perspective of higher vocational education, this paper interprets the connotation of "double-qualified" teachers in higher vocational colleges and analyzes the ability elements and development strategies of "double-qualified" teachers' professional development.

The Ability Elements of Teacher Professional Development of Double-qualified" Teachers in Higher Vocational Colleges

As a type of institutions of higher learning, higher vocational colleges also have the four functions of human cultivation, scientific research, social service and cultural inheritance and innovation. Therefore, it is necessary to reflect the functions of higher vocational colleges when discussing the factors of ability and quality for the professional development of double-
qualified teachers in higher vocational colleges. Based on the comprehensive consideration of the educational characteristics of higher vocational education, the professional quality of "double-qualified" teachers and the functions of higher vocational colleges, the ability elements of constructing the professional development of "double-qualified" teachers in higher vocational colleges include:

**Code of Ethics Requirements**

Professional ethics in accordance with the requirements of the ministry of education "code of professional ethics for college teachers", the cultivation of good teacher ethics should be put in the first place in the ability of double teachers, running through the whole career of higher vocational teachers. In the process of cultivating backbone teachers, professional leaders, teaching masters and building excellent teacher teams, the construction of teacher ethics project should be taken as an important content. The content of teaching quality, such as strict teaching and skilled skills, focuses on reflecting the requirements of classroom teaching.

**Classroom Teaching Ability**

Teaching ability is the ability that teachers need to design, organize and implement teaching activities in order to achieve teaching objectives. Its main components include: cognitive ability, language expression ability, teaching design ability, information technology application, teaching organization ability, teaching evaluation ability and teacher-student communication ability. Different types of colleges and universities will lead to different emphases of the elements of teachers' teaching ability, and the particularity of the positioning of higher vocational education makes its requirements on teachers' teaching ability particularity. For example, the ability to use teaching resources in combination with knowledge or skills; The ability to embody the characteristics of vocational education by teaching methods such as project teaching, task-driven teaching and integration of knowledge and action; Pay attention to the cultivation of students' professional quality, the ability to use professional knowledge and skills; Practice operation skill demonstration specification; The ability to flexibly use various teaching evaluation methods and so on is combined with the practice of students in theory learning and practical training.

**Professional Practical Ability**

Professional practice ability is the most important ability that distinguishes double-qualified teachers from other types of college teachers. The teaching with cultivating applied talents of higher vocational education, curriculum content reflect the working process and practice simulation professional situation and serve the local economy development, so the "double type" teachers should have relevant professional or trade required for professional practice ability, able to manage real integration teaching, improving teaching methods combined with professional practice. Professional practical ability is shown in the following ways: obtaining professional and industrial qualification certificates, or having the qualification of professional skill examiners, or organizing targeted assessment of school-based technical skills in higher vocational colleges; According to the latest ministry of education "vocational school teacher enterprise practice regulations" requirements, professional teachers every 5 years professional practice time accumulative not less than 6 months, can guide professional practice training teaching; Presided over or mainly participated in the construction of campus practical teaching facilities. Social service ability is an extension of teachers' professional practice ability, which can be added to the requirements of middle-aged and young backbone
teachers, professional leaders and famous teachers, that is, they can carry out training, production and technical services according to the needs of industrial enterprises, and have the ability of research and development and promotion of substantive application technology in the technical field of industrial enterprises.

**Professional Development Ability**

To some extent, professional development ability determines the breadth and depth of the professional development of "double-qualified" teachers. It is realized at two levels: teachers and school organizations. First, as double teachers, teachers should have more learning opportunities to achieve their career goals. Second, the team of professional teachers in higher vocational colleges should expound, learn and apply professional skills, knowledge and plans together to achieve the development goals of the school. Teaching and research, teaching growth, theoretical and practical teaching resources construction and talent training mode reform and other ability elements constitute the "double teacher" professional development ability. Teaching research and scientific research ability is not only the ability that teachers in research-oriented colleges should possess, but also the teaching scientific research of double-qualified teachers in higher vocational colleges focuses on applied research, which can be applied in theoretical teaching and practical training and internship projects, or directly serve the development of enterprises in the industry. Teachers of double teachers should actively participate in various levels of training, learning and communication, conduct self-directed teaching reflection on the teaching activities, timely put forward the curriculum teaching improvement plan, learn to conduct self-evaluation, self-diagnosis and continuous improvement. "Double-qualified" backbone teachers should actively participate in the construction of teaching resources and practical training projects. The talent training scheme is the framework document of specialty construction and teaching in higher vocational colleges, professional leaders and famous teachers should possess the ability of professional planning and optimization, as well as the exploration, innovation and practice ability of higher vocational talents training mode, can track frontier technology research and development and application of key skills in the field of industry dynamic, timely grasp the upgrading of industrial structure and the trend of development, formulate corresponding professional development planning and implementation scheme of talent cultivation.

**The Strategy of Double-qualified Teachers Construction in Higher Vocational Colleges**

Higher vocational college "double type" teachers' professional development process runs through the whole career of teachers, teachers' individual need to continue to own practice, self-reflection and self improvement, at the same time it needs to be in the education administrative departments at all levels, universities and colleges, higher vocational colleges, vocational education group and industry enterprise set up different subjects and levels synergy mechanism.

**Build Development Support Systems**

Construction of "double type" teachers' professional development support service system, reasonable planning and integration of national and provincial training, school-based training, corporate training and other kinds of education teaching training resources, using Internet technology to create new ways of training, teachers for induction and double layered teaching masters, backbone teachers, professional leader and send, classification of culture, promote
the teachers' moral quality, professional knowledge, practical skills and teaching ability to ascend. Excellent teachers are selected to go abroad for further study, so as to have an in-depth understanding and study of the educational and teaching methods, methods and advanced cutting-edge technical skills of application-oriented colleges and universities in developed countries or regions, such as educational philosophy, professional construction, curriculum construction and teaching management. Promoting teachers in higher vocational colleges and two-way cooperation and communication between enterprise talents, establish the norm of double teachers to return practice and enterprise technical personnel to the mechanism of part-time faculty in higher vocational colleges, to make teachers wander between schools and enterprises, promote the cooperation between colleges and in a timely manner to new technology, new craft industry enterprises feedback to classroom teaching.

**We Will Improve the Mechanism for Evaluating Incentives**

The classified evaluation, feedback and incentive mechanism of teacher professional development of "double professional type" in higher vocational colleges should be improved. Higher vocational colleges can carry out assessment on the teaching ability of full-time teachers, the technical skill level of professional teachers and the operational ability of practical teachers for all teachers. The professional development of double-qualified teachers can be divided into several stages, and the evaluation and recognition indexes should reflect the developmental characteristics of each stage. Meanwhile, a classified evaluation and incentive mechanism should be established for double-qualified teachers, backbone teachers, professional leaders and famous teachers. For double the different characteristics, different levels of teacher's professional development, establish a "double type" teachers in higher vocational colleges developmental teaching evaluation system, and the evaluation results as the basis of assessment, promotion, title evaluation, incentives targeted, fully mobilize the enthusiasm, initiative of double teachers, continuously improve their teaching level and professional quality, to its excellent backbone, professional leader and expert teacher on the road of development progress.

**Promote Teachers' Self-improvement**

The self-improvement of teachers endows the development of teachers with more autonomy and self-evaluation rights, which is an important way and strategy to promote the professional development of double-qualified teachers in higher vocational colleges. Teaching reflection can prompt teachers to reflect on their own teaching ideas and teaching behaviors according to students' learning. The developmental teaching supervision and evaluation system in higher vocational colleges is closely combined with the professional development activities of "double teacher type", which can promote teachers' learning and reflection, and provide continuous support for teachers' development. Higher vocational colleges can encourage double-qualified teachers to set development goals and make self-development plans. The ideal personal development goal of teachers is to combine with the overall development goal of the school, which can promote the teachers to strive towards the common goal and improve the overall quality of teachers.
Measures for the Professional Development of Double Teachers in Higher Vocational Colleges

We Will Improve the Mechanism for Talent Introduction and Broaden the Channels of Teachers

In order to improve the quality of "double-qualified" teachers and strengthen the school with talents, the school takes new measures in the introduction and training of talents, and puts forward new standards for the quality and ability of teachers: improving the talent introduction mechanism and broadening the source channels of teachers. Good teachers should be strictly controlled. Open recruitment for the society, through open, fair, fair methods of strict examination and assessment selection of outstanding talents, enrich the teaching team. In order to attract high-level talents, it is necessary to formulate methods for introducing high-level talents and define preferential policies. In accordance with the employment philosophy of "not seeking all, but using", it is necessary to improve the talent introduction mechanism combining "rigidity" and "flexibility" to ensure the number and quality of teachers necessary for teaching, scientific research and management of the college. Vocational colleges and universities should actively expand the source channels of teachers. Encouraged mtcsol combination, the teacher selection model of open mode, support departments, department, research institutes and industry association and cooperation, hiring more with rich practical experience of professional and technical personnel as a part-time teachers hired managers from all walks of life, skillful craftsman, technical experts to school to practice teaching, etc. Encourage and support qualified departments to attract talents to the college for professional courses or scientific research by signing agreements; Actively promoting the sharing of teachers resources within and outside the province; We should actively tap into the surplus human resources of the society, broaden the source channels of teachers, and improve the efficiency of the use of teacher resources.

Strengthening Post-service Training of Teachers

After teachers enter the school, they will receive continuing education under the guidance of the administrative department of education, relying on the joint efforts of the school and enterprises and industries, and become the "double-qualified" backbone teachers. For the subsequent training of the in-service teachers, the school should pay attention to both, pay attention to the moral education of teachers, and pay attention to the improvement of the professional quality of the "double-qualified" teachers, take the moral education as the core, and comprehensively improve the comprehensive quality of the "double-qualified" teachers. Strengthen policy education, improve the policy level of teachers and policy analysis ability, so that teachers can correctly understand the party's education policy and policy, adhere to the correct direction of education. Strengthen the education of academic ethics and the spirit of unity and cooperation, so that teachers have good academic ethics and the spirit of unity and cooperation as well as good ideological and moral sentiments. Through moral education, teachers should establish the sense of honor, responsibility and mission, the ideology of "teaching and educating, being a model for others", the moral sentiment of "mutual help, unity and harmony", and the spirit of "scientific rigor and punctiliousness". Schools should actively improve conditions, create a good environment, promote the construction of "double-qualified" teachers, and improve the professional quality of "double-qualified" teachers in a planned way. The government should formulate preferential policies to gradually improve the
quality of "double-qualified" teachers, focusing on the training and introduction of discipline (professional) leaders and middle-aged and young backbone teachers, through studying for master's and doctor's degrees, domestic and foreign advanced studies and cooperative research, etc. Special professors will be set up to recruit professors and scholars with certain academic attainments as special professors, so as to drive the discipline construction, specialty construction and faculty construction of the university. The training of new teachers should be strengthened through learning and training, scientific research and teaching guidance.

The Government Stepped Up its Support

Higher vocational colleges should adhere to the strategy of strengthening the school with talents, strengthen the construction of the teaching staff, especially the construction of "double-qualified teachers", according to the requirements of higher vocational education, increase the investment in the construction of the talent team, establish a government-funded and diversified funding mechanism, give full play to the enthusiasm of various aspects, and raise funds through multiple channels. The training funds for the teaching staff are mainly used for the introduction of high-level and "double-qualified" talents, scientific research and professional practice starting fees, the continuing education of the teaching staff, training and the improvement of working and living conditions.

Optimize the Structure of the "Double-qualified" Teaching Staff

In view of the current situation of unreasonable academic structure of school teachers, especially "double-qualified" teachers, the school must increase the efforts in training and introduction, such as encouraging teachers to study for relevant degrees and participate in relevant training. If the teacher obtains the degree within the specified time, the school will reimburse the tuition if he/she is qualified for the training. In this way, teachers can learn actively and improve their professional knowledge. At the same time, the school should increase efforts and adopt preferential policies to introduce highly educated, highly professional and highly skilled talents. On the one hand, it can make up for the current lack of highly educated, and at the same time, it can stimulate the enthusiasm of teachers in the school to learn actively.

Optimizing the Structure of Full-time and Part-time Teachers

The school should take the professional practice ability as the important criterion for the teachers to choose the practical courses to ensure the teaching quality of the practical courses. To this end, all departments must deepen school-enterprise cooperation, take the "please come in, go out" approach, to establish a professional and technical course teachers with external part-time teachers as the main, professional and combined. Please come in is to invite a large number of professional and technical level, strong professional ability of technical experts and business backbone from the enterprise to undertake professional practical courses, guide students practical training, internship, at the same time please these external teachers to participate in the reform of professional practice teaching content. Enrich the school's teaching staff, so that professional teaching, especially practical teaching level has been significantly improved. At the same time, the school pays attention to the training of part-time teachers' teaching ability, requiring part-time teachers to participate in the pre-job training of new teachers. Some departments require part-time teachers to participate in the open class exchange activities of the college or department, so as to improve the teaching ability of part-time teachers. Going global means that the school actively selects young and middle-aged
backbone teachers to participate in production practice training, production technology and business training, post operation training, scientific and technological cooperation with enterprises, and participation in enterprise technology tackling, etc., so as to continuously improve the professional practice ability of young and middle-aged backbone teachers. Select and send full-time teachers to attend various professional skills training held by competent departments and industries to improve their professional skills. In addition, teachers of vocational and technical courses can be encouraged to listen to part-time teachers outside the school and old teachers of "double-qualified" in the school, especially their experiments, practical training and practice courses, so as to improve their professional practice ability and teaching ability.

Conclusion
With the development of higher vocational education in China, the connotation of double-qualified teachers in higher vocational colleges is understood. Formulate the professional development strategy of dual teachers in higher vocational colleges. Measures to implement the professional development of dual teachers in higher vocational colleges. Higher vocational education in the new era will certainly develop in the spring.

References