

Research and Practice on the Construction of "Double-qualified" Teachers under the Background of Higher Vocational Enrollment Expansion

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Keywords: Enrollment Expansion in Higher Vocational Colleges, "Double Division Type", Construction of Teachers' Team

Abstract: In the past ten years, China's higher education has developed rapidly, the enrollment of higher vocational colleges has increased dramatically, the gross enrollment rate of college students has been greatly improved, and the scale of running schools in higher vocational colleges has expanded significantly. As a major decision at the national level, higher vocational enrollment expansion is a strategic measure that benefits the country and the people, and its policy effect will continue to be released, which will have a significant impact on economy, society and education. Based on this, this paper studies the research and practice of the construction of "double-qualified" teachers in higher vocational colleges. This paper analyzes the current situation and causes of the construction of "double-qualified" teachers in higher vocational colleges under the background of current curriculum reform, and explores specific measures for the construction of "double-qualified" teachers.

1. Introduction

From 1995 to 2010, the policy documents on vigorously developing vocational education issued by the state in the past 15 years mentioned that it is necessary to strengthen the construction of "double-qualified" teachers and improve the quality of running vocational education [1]. Subsequently, the country gradually made it clear that some undergraduate colleges should transform into applied technology-based higher vocational colleges, and to improve the quality of applied talents training, "double-qualified" teachers are the key. Since the "Eleventh Five-Year Plan", the overall number and level of "double-qualified" teachers in higher vocational colleges in China have been significantly improved [2]. The reform of higher vocational education, from the initial hardware construction reform to the professional construction reform and to the curriculum construction reform, is gradually going deep into the most essential, core and key construction link. Curriculum reform has become the most urgent problem in higher vocational education reform, and curriculum reform puts forward higher requirements for teachers' "double-qualified" quality.

Under the background of short-term sudden enrollment expansion, how to ensure that the students after enrollment expansion get fair and high-quality education and how to achieve steady improvement of education quality is an urgent problem to be solved. In order to strengthen the communication and cooperation among higher vocational colleges and promote the development of scientific research in higher vocational education, we have studied the research and practice of the construction of "double-qualified" teachers in higher vocational colleges under the background of higher vocational enrollment expansion.

2. Connotation of "Double-qualified" Teachers

"Double-qualified" teachers refer to teachers who have both teacher qualifications and skills or engineering professional and technical qualifications. They can not only impart professional theoretical knowledge, but also guide students to carry out professional practice, and are teachers with strong knowledge, quality and ability. At present, the understanding of the connotation of

"double-qualified" teachers in most higher vocational colleges still stays on the literal interpretation of the word "double-qualified", and unilaterally thinks that "double-qualified" means "double certificates" or "double titles". Among the numerous studies, the representative ones are "dual titles", "dual certificates", "dual sources" and "dual abilities", in addition to "dual levels" and "double superposition", etc. Each concept has different emphasis on the interpretation of dual-qualified teachers [3]. "Double-qualified" teachers not only require teachers in higher vocational colleges to have high theoretical level, be able to preach and teach, and spread professional theoretical knowledge to students, but also have high practical level, and have made achievements in professional research, applied technology research and technology development. Therefore, "double-qualified" teachers are not the simple superposition of teachers and engineers, but the organic integration of theoretical knowledge and practical ability, and "double-qualified" teachers can better realize the effective reproduction and teaching of knowledge in teaching.

3. Influence of Enrollment Expansion in Higher Vocational Colleges on the Construction of Teaching Staff

The enrollment expansion of higher vocational colleges and undergraduate colleges are both ways to promote the popularization of higher education in China. Influenced by traditional ideas and social prejudice, there has always been a problem of difficult enrollment in higher vocational colleges in China, and there have always been problems in the construction of teaching staff, such as weak teaching force and insufficient quantity. The composition of students in traditional higher vocational colleges is relatively simple. In the past, there were only ordinary high school graduates. In recent years, a certain proportion of graduates from vocational high schools (vocational secondary schools and technical schools) gradually entered the campus through "single recruitment and single examination", which made the students present a special structure of "dual and multi-layer". It has brought a severe impact to the construction of teachers in colleges and universities. Faced with the sudden doubling of enrollment expansion, many higher vocational colleges are caught off guard in the construction of teachers, and the "student-teacher ratio" has risen sharply, which is followed by various difficulties in the construction of teachers in higher vocational colleges. Among these problems, the serious shortage of teachers, unreasonable structure of teachers, serious decline of teaching quality and other basic problems caused by the rapid increase in the number of students in school are particularly prominent, which has become the bottleneck restricting the development of higher vocational education.

4. Problems in the Construction of "Double-qualified" Teachers in Higher Vocational Colleges under the Background of Higher Vocational Enrollment Expansion

4.1. Lack of Teachers

After enrollment expansion, the number of students in higher vocational colleges will increase rapidly, which increases the pressure of teaching and management, and highlights the serious shortage of teachers in higher vocational colleges. At present, the extreme distribution of experienced, low-educated, inexperienced and highly educated teachers in higher vocational colleges is still serious. Especially those schools with small scale and small number of teachers. This same response has made the teaching staff of many colleges and universities expand rapidly, which has met the urgent demand for teachers in the teaching work of colleges and universities and maintained the operation of the teaching work after the enrollment expansion. It is precisely because of this that the practical courses in higher vocational colleges still stay at the level of simulation or simulation. After students enter social work, they find that the operation methods learned in school can not be applied to the actual working equipment, resulting in a vacuum between school teaching and practical work. At the same time, among the professional leaders and backbone teachers in higher vocational colleges, the number of young and middle-aged teachers is insufficient, especially those with solid theoretical foundation and strong practical ability are few,

and the shortage of talents restricts the development of higher vocational colleges to a certain extent.

4.2. The Brain Drain of Double-qualified Teachers is Serious

Compared with foreign countries, the brain drain of "double-qualified" teachers in China is serious, which is mainly caused by the low salary of "double-qualified" teachers. In Germany, "double-qualified" teachers have a high social status and stable high salary income; In Japan, the salary of "double-qualified" teachers is 10% higher than that of other teachers, and in principle, the salary is raised by one level every year. At present, many teachers' evaluation in higher vocational colleges has not got rid of the evaluation mode of general education [4]. Professional teachers evaluate their professional titles according to the series standards of teachers in ordinary higher vocational colleges, but their professional practical skills and technical qualifications cannot be merged with them. The reason is that, on the one hand, higher vocational colleges have too little right to make their own choices in the management of their current personnel system; On the other hand, due to the state's financial investment in higher vocational colleges, higher vocational colleges are deeply constrained in both the training of teachers and the introduction of new teachers. This deficiency will not only affect the implementation of the talent training plan of higher vocational colleges, but also affect the teaching quality and scientific research level of higher vocational colleges, which will seriously hinder the long-term development of higher vocational colleges.

4.3. The Construction and Development of "Double-qualified" Teachers Lack Effective Incentive Mechanism, Evaluation Mechanism and Training Mechanism

As we all know, "evaluation" often has the function of "weathervane" and "baton". However, under the background of higher vocational enrollment expansion, evaluation reform is imminent. Some local transitional higher vocational colleges have not linked salary, training and training, talent engineering construction with the construction of "double-qualified" teachers. At the same time, they have not done a good job of classification evaluation in the evaluation and employment of professional titles, and have not issued a special evaluation standard and evaluation mechanism for "double-qualified" teachers. Higher vocational colleges do not pay enough attention to the cultivation of teachers' practical ability in the distribution of wages and allowances, and often only determine the distribution scheme according to professional titles, which leads to teachers' lack of enthusiasm and consciousness for practical work skills training. The current situation of "emphasizing theory, neglecting practice, emphasizing diploma and neglecting skills" appears among teachers, which hinders the construction of "double-qualified" teachers. Then, the evaluation criteria for teachers in higher vocational colleges should not be the same as those in ordinary colleges and universities, let alone "double-qualified" teachers who need to combine theoretical teaching with practical ability. This is extremely unfavorable to the improvement of teaching level and pedagogy quality in higher vocational colleges, and the small number of teachers with senior professional titles is also the unreasonable structure of teachers in higher vocational colleges in China.

4.4. The Management Mechanism is not Perfect

At present, the management mechanism of "double-qualified" teachers in China has been using a "static" management mode. "Static" here refers to the static flow of teachers. In fact, since the enrollment expansion of higher education, teachers in higher vocational colleges in China have always maintained a static state of "only getting in and not getting out". For a long time, we have been focusing on the unified arrangement of schools in personnel training, training the same group of students in a "pipeline" way at a unified time, place, content, standard and manner. Nowadays, the students in higher vocational colleges are diversified, and the traditional teaching mode will be unsustainable. No matter what kind of education, no matter when, the guarantee of education quality is inseparable from the construction of a high-level teaching staff. In recent years, although major higher vocational colleges have recruited graduate students in order to improve the qualifications of teachers, the newly hired graduate students generally lack front-line teaching

experience and relevant practical experience, and need long-term teaching practice accumulation to become professional leaders and academic backbone teachers.

5. Thoughts on the Path of Promoting the Construction of "Double-qualified" Teachers

5.1. Introducing High-quality Talents and Optimizing the Structure of Teachers

In order to strengthen the teachers' team in higher vocational colleges and improve their quality, higher vocational colleges must actively introduce high-quality talents and optimize the existing teachers' structure. On the issue of talent introduction, higher vocational colleges should make an in-depth analysis of the existing teachers. Teachers are the first resource for the development of education, and teacher education is the working machine of education and the driving force for improving the quality of education [5]. It is explicitly required that those who enter colleges and universities to engage in the teaching profession should form a management and employment mechanism combining professional education and vocational skills education of teachers in colleges and universities through specialized study of basic theories and basic skills of teachers before or after employment. Britain makes full use of the resources of universities, vocational schools and enterprises to strengthen the teaching and professional practice ability of higher vocational teachers. In 1983, it first proposed "providing in-service teachers with the opportunity to receive in-service training in enterprises" [6]. This is something that China needs to learn from-enterprises should give full play to the role of training teachers. At the same time, we should pay attention to strengthening teachers' in-service training, improving teachers' knowledge structure, and strengthening the ability training of teachers, especially young teachers. Encourage and support teachers to participate in advanced seminars, courses and academic exchange activities organized by higher vocational colleges at home and abroad.

5.2. Collaborative Innovation in the Construction of "Double-qualified" Teachers

At present, the school mainly cooperates with enterprises to cultivate "double-qualified" teachers, but the contact between higher vocational colleges and enterprises is mainly the communication at the leadership level, and many detailed problems have not been discussed in depth. Under the current "double-qualified" standard, in order to improve the quantity and quality of "double-qualified" teachers in vocational schools, teachers should be actively organized to take part in various training examinations for practicing qualifications and professional titles organized by the state, and obtain professional and technical certificates suitable for their majors. In view of the great mobility of "double-qualified" teachers, we can learn from the methods of universities at home and abroad in the training of "double-qualified" teachers, adopt an effective and reasonable personnel training mechanism, and build a team of "double-qualified" teachers with positive, solid professional foundation and good professional ethics. Building a new cooperation platform between schools and enterprises will give full play to the advantages of resources between schools and enterprises, and promote the construction of "double-qualified" team and the cultivation of high-quality skilled talents.

5.3. Formulate Corresponding Supporting Policies and Measures

Looking at foreign vocational education teacher training system, we can see that systematic, perfect and operable policies, laws and regulations support is the key to the sustainable development of vocational education teachers in various countries. Although the relevant documents require schools to give preference to teachers with "double-qualified" quality in terms of job promotion and salary increase. However, the problem lies in the fact that there are no specific measures and methods in the document, only guiding ideology is given, and this work is not placed at an important height. Higher vocational colleges should establish a platform for "double-qualified" teachers. Schools should continuously strengthen teachers' professional training so that teachers can master the basic theory of vocational education; Actively adopt various ways to improve teachers' education and teaching level and related academic qualifications; On the basis of

fully considering the scale of running a school and the plan of expanding enrollment, each higher vocational college should rationally plan the number of teachers. For example, higher vocational colleges can adopt the form of school-enterprise alliance to provide skills training and discipline study channels for training "double-qualified" teachers. Teachers of professional courses in higher vocational colleges should greatly improve their theoretical knowledge application ability and practical skills in the training process.

5.4. Improve the Assessment and Incentive Mechanism of "Double-qualified" Teachers

Schools, experts, entrepreneurs and third-party evaluation agencies should participate in the evaluation and examination of "double-qualified" teachers to ensure the fairness of the evaluation process [7]. Give practical rewards to "double-qualified" teachers who have achieved effective results, and encourage school teachers to work part-time in the front line of enterprises, actively participate in the research of scientific research projects and enterprise development projects of their majors, and increase incentives for teachers who have made academic achievements. The college gives certain special funds and post allowances for supporting scientific research, and implements dynamic management. Those who pass the examination can be renewed, and those who fail to play their due role in the term of office will be disqualified as professional leaders and stop enjoying relevant treatment, forming a long-term mechanism for the healthy growth of professional leaders; Through the famous teacher project, teaching experts, excellent teachers, moral education pacesetter, skilled experts and other activities, teachers are guided to succeed continuously, and the incentive and publicity work is done well, so that teachers have a strong sense of professional happiness. Therefore, the majority of higher vocational colleges must attach great importance to the career planning of young teachers, encourage and reward young teachers to participate in various professional and business trainings, actively build a professional development platform for them, and rationalize the growth channels of teachers, so that teachers can always feel respected, able to develop and promising.

5.5. Improve the Management System of "Double-qualified" Teachers

At present, most vocational colleges in China still adopt static management mode in the management system of teachers, which has a very negative impact on the construction and development of "double-qualified" teachers. Therefore, in the reform of the management system of "double-qualified" teachers, it is particularly important to implement dynamic management of "double-qualified" teachers. At present, we should pay attention not to make teaching and research activities administrative, and not to impact normal teaching and research activities with political theory study and cultural and sports activities. Political theory study and stylistic activities are of course important for teachers' growth and development. However, teaching and research activities are also indispensable for teachers' growth and development. Therefore, at present, teachers of experimental practice in higher vocational colleges should master professional theory and be competent in teaching, while teachers of professional theory courses should increase the training time for enterprises and strengthen the cultivation of their practical ability, so that both professional teachers and experimental practice teachers have the status of "double-qualified" teachers, thus improving their adaptability. In addition, in order to meet the learning needs of non-traditional students, the relevant changes, such as flexible student status management, hierarchical teaching organization, academic assessment of credit system, humanized life service, etc., will put forward high standards and strict requirements for teachers' management ability to a great extent.

6. Conclusion

Under the background of higher vocational enrollment expansion, teacher training in higher vocational colleges is a systematic project. We should learn from the experience of teacher training in foreign vocational schools, make the plan clear, match the funds and implement it, and send teachers for further training in batches according to the plan. Set the standard of teacher introduction, and introduce a group of teachers with rich experience in educational practice and

excellent professional quality and professional practice. Make unremitting efforts to train more "double-qualified teachers" for schools, provide a good external environment and internal mechanism for improving teachers' double-qualified quality, and promote the healthy development of higher vocational teachers.

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