

## Difficulties and Countermeasures in Realizing the Identity of "Double Qualified" Teachers in Vocational Colleges

Fan Ke<sup>1</sup>, Xianyu Fu<sup>2</sup>, Chonglai Su<sup>\*</sup>

<sup>1</sup>Department of Business Administration, Sichuan Changjiang Vocational College, Chengdu, China

<sup>2</sup>Department of Business Administration, Sichuan Changjiang Vocational College, Chengdu, China

\*6733771255@qq.com

**Keywords:** Vocational colleges, Teacher, "Double qualified" teachers, Transformation

**Abstract:** According to current situation of the cultivation of traditional teachers' theoretical teaching literacy in vocational colleges, this paper proposes the requirements of the cultivation of practical teaching literacy. Based on the construction of productive training bases and productive training projects in vocational colleges, this paper establishes a compensation mechanism to motivate teachers to study part-time in enterprises and improve their practical ability. Teachers design training content according to students' ability and lead student teams to complete the project. During the project implementation, they help students supplement theoretical knowledge to improve learning efficiency. Based on these countermeasures, the successful transformation of teachers' dual identity can be effectively realized.

### 1. Introduction

According to the third article of the China's "implementation plan of national vocational education reform", the vocational colleges should promote the integration of industry and education, dual education of schools and enterprises, and build a team of double qualified teachers.

Vocational education should connect with the market and face front-line jobs. The connotation and extension of the word "occupation" have different understandings from different angles. Personally, I think it includes at least three dimensions: first, students should have high-level vocational skills and good professional quality; second, teachers should have deep professional background; third, the training process should be based on real professional scenes. The object of vocational education is students, but in any era, teachers are the core of the whole vocational education system. Teachers' professional background and professional experience determine whether students can obtain high-level vocational skills and good professional quality.

For a long time, higher vocational education is a simplified version of undergraduate education, and the practice of the word "occupation" lacks a certain depth. The reason lies in the lack of professional background of the teachers themselves. Most of the teachers are fresh graduates. In recent years, with the reform of the vocational education system, the access conditions for higher vocational education teachers have also been adjusted, requiring more industry experience, and relaxing the academic access standards. Therefore, we can clearly see the foresight of the country in this field.

However, for many vocational colleges, the renewal of teachers should still be based on reality. Most vocational colleges have issued regulations on Teachers' In-service Learning, which is intended to strengthen the professional quality of teachers. For example, the arrangement of on-the-job teachers' working hours is in conflict with the problem of on-the-job learning, which also means that teachers have a relatively long time to participate in on-the-job learning; Due to the problem of workplace, teachers' participation in on-the-job learning may be arranged to different regions or even different cities, which is also a new test for teachers; On the issue of on-the-job learning content, because on-the-job learning is not long-term and full-time, enterprises often do not arrange core businesses for on-the-job learning teachers. Therefore, we can only learn simple work contents, including things related to business secrets based on the survival and development of the

enterprise, and it is impossible for on-the-job teachers to contact. Based on the above problems, the effect of teachers' In-service Learning remains to be discussed.

For higher vocational education teachers, how to effectively realize the identity transformation in the new vocational education planning is the key to the development and transformation of Higher Vocational Education in the new era.

## **2. Difficulties in training "double qualified" teachers**

The general understanding of double qualified teachers is that they are the characteristics and focus of the construction of teachers in higher vocational education. At present, the definition of double qualified teachers from all walks of life is lack of authority. It is generally understood as double professional title type, that is, teachers need to obtain another professional title in addition to the series of professional titles of teachers. It is also understood as double quality type, that is, teachers should have both theoretical teaching literacy and practical teaching literacy.

At present, the understanding of teachers' dual identity is also lack of authoritative definition. It generally refers to teachers in vocational colleges, especially teachers in Vocational Colleges: teaching relevant courses for students in school, and employees in typical jobs in the workplace, which can solve practical problems for enterprises. In this way, teachers with dual identities can not only have practical experience, but also combine practice and theory, so as to transfer the most cutting-edge knowledge from the industry to students.

If the working scenario of "enterprise + school" can be realized for a long time, in theory, teachers can realize the interworking of dual identities. At present, among the external teachers in vocational colleges, some part-time teachers have the possibility of realizing such identity exchange. The premise is that part-time teachers have the intention to participate in the teaching of higher vocational education for a long time, and the enterprise does not care about the working hours of part-time teachers. However, according to the current actual situation, part-time teachers in enterprises understand technology, but due to the lack of teaching theory, they often can not effectively transfer the knowledge points to the student group. On the contrary, the full-time teachers of the school cannot effectively transfer the latest knowledge points of the industry to the student group. More often, they are based on teaching materials and explain through integrating cases, lacking the support of industry background. As mentioned above, it is inconvenient for higher vocational teachers to understand industry knowledge through on-the-job learning. Therefore, it is difficult to realize the dual identity of teachers in the traditional mode.

The core puzzle comes from how to achieve the balance between high income and relative freedom. As we all know, the work intensity of enterprises is higher than that of colleges and universities. Of course, high-intensity work brings high-intensity income. At present, some teachers in vocational colleges who have transformed from enterprises will give up the higher salary of the industry. The attraction lies in the vacation of colleges and universities. According to the dual identity assumption of teachers' In-service Learning, it means that higher vocational teachers will give up their holidays. In addition, the high income that enterprise professionals may bring based on the dual identity is contrary to the attraction of traditional colleges and universities, including vocational colleges.

## **3. Countermeasures**

Based on the above situation, under the guidance of the idea of doing real work and the demand of front-line experience in the industry, new ways must be adopted to realize the dual teacher identity of teachers. In recent years, many vocational colleges have begun to build productive training bases, develop productive training projects, and organize students to participate in productive training on campus. In school productive training is carried out based on real projects, and students can gain front-line experience in the industry. At present, most of the general modes of in school productive training are: schools and enterprises jointly arrange teachers, enterprises are responsible for on-site technology, and teachers are responsible for organizing students to

participate in practical training projects. Under this mode, teachers' own understanding of work posts and work contents is relatively low. Ideally, teachers can directly participate in the project operation as the project leader, which requires teachers to have an in-depth understanding of the industry, post, and workflow. Teachers are not front-line personnel in the industry, but some teachers in Vocational Colleges and schools do come from the industry, and the teaching team has a deep theoretical foundation. It is not difficult to transform into a new type of teachers with dual identities. If teachers can carry out projects independently based on industry training, most of them can quickly understand the projects. Of course, to always maintain the understanding of new technologies and new standards, it is necessary to carry out project operation continuously. Based on the above analysis, the following countermeasures are put forwarded:

Firstly, give teachers more support to carry out projects. For example, time level support is particularly needed in private vocational colleges. The weekly workload of most public higher vocational teachers is not high, while the weekly workload of teachers in private vocational colleges is often more than twice that of public ones. Coupled with the time for lesson preparation, it is difficult for teachers to get away from the project. Therefore, it is necessary to explore new management schemes for teachers. The original intention of teachers to carry out the project is to introduce new methods, new schemes, and new ideas for teaching, and guarantee the time to ensure the orderly development of the project. In addition, financial support. It means more effort for self-owned teachers to carry out the project. Regardless of the possible benefits, the school should consider giving some class hour compensation to the teachers carrying out the project, so as to completely solve the worries of teachers.

Secondly, the development of productive training base projects should take the level of most students as a reference. The premise of teachers' dual qualification identity is to complete the corresponding product delivery. Product delivery is not based on the ability of the student team, which is a great waste of resources. If higher vocational education can solve the adaptation period before students take up their posts, students can start after graduation, which will achieve win-win results. Therefore, the acceptance of the student team must be considered when designing the project. The key point of the dual identity transformation of teachers is to complete the project delivery with the student team.

Thirdly, we can consider classroom flipping in the real sense. In the traditional sense, the classroom is to explain theories, concepts, methods, and skills first, and then deepen the impression and verify the theory after practice. In order to realize the real classroom reversal, we can try to carry out gradient design of productive projects from the beginning of students entering the school, summarize from practice, supplement theoretical teaching, and then enter a higher-level project practice and supplement theory. This can effectively alleviate the boredom of the traditional classroom. From Edgar Dale's learning pyramid theory, as the sixth layer of the learning pyramid, the efficiency of practical exercise is much higher than that of teaching on the first layer. For teachers, it is necessary to reconstruct the curriculum system, including modular teaching based on working ability and modular curriculum design based on productive training projects.

Fourthly, teachers need to continuously improve their ability. For traditional teachers, teaching well is their fundamental task, and to meet the needs of the new situation, teachers must change from a lecturer to a designer. For the overall modular curriculum design based on project orientation, we need to completely change the idea of lesson preparation. In addition, due to the requirements of dual identity, teachers also need to have enough cognition of the productive training project itself, and to have the ability to solve problems. Therefore, to set up a studio in a professional unit, teachers can first realize part-time work and part-time study, thus better leading the student team to deliver the project. Of course, for teachers themselves, the preliminary work must be much more difficult than expected. In addition to the daily management of studios and even individual companies, they need to update their ability anytime and anywhere in order to keep up with the development needs of the times. This requires teachers to carry out self-renewal of knowledge and skills creatively in addition to the traditional ability improvement channels. Only in this way can we ensure that students can learn more effective industry front-line knowledge with the teacher team.

The next few years will be a period of great changes and adjustment of China's vocational education, especially the higher vocational education system. The reshuffle and renewal of teachers in vocational colleges is the top priority for the growth of the vocational education system. The work form and work intensity will be greatly adjusted. Only when teachers have excellent quality and can meet the needs of the new trend, can they stand firm and train qualified graduates for China's higher vocational education.

## References

- [1] Dai X R. Research on the identity of "double qualified" teachers in Vocational Colleges -- Based on the data analysis of different professional title groups. *Vocational Education*, 2020, 19(17), 8-12.
- [2] Xue H., Su D. Construction of "double qualified" teachers' Professional Identity -- from the perspective of technological philosophy. *Teacher Education Research*, 2021, 33(01), 22-27.
- [3] Shi J. Research on the development of double qualified teachers of Tourism Management Specialty in Vocational Colleges. *Education Research*, 2020, 03(11), 91-93.
- [4] Zeng S Y., Lu S., Ai Q Z. Research on the evaluation and identification policy of "double qualified" teachers in Vocational Colleges. *China Higher Education Research*, 2021, (10), 102-108.
- [5] Li X D. Research on the recognition standard and training path of "double qualified" teachers in Vocational Colleges from the perspective of post ability. *Modern Education Management*, 2019, (08), 76-81.
- [6] Zhao Y W., Kuang K. A summary of the research on "double qualified" teachers in China. *Modern vocational education*, 2019, (04), 14-15.