

Research on the Capability Requirements of "Double-qualified" teachers in Higher Vocational Colleges

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Abstract—Driven by the current social competitiveness and adapted to the requirements of the development of vocational education in higher vocational colleges, higher vocational teachers should not only be competent in theoretical teaching, but also have the ability of practical teaching and innovation. In order to improve the teaching ability of teachers in higher vocational colleges, it is particularly important to further train more "double-qualified" teachers. At the same time, aiming at the problems encountered in the training of double-qualified teachers in higher vocational colleges, this paper puts forward the system motivation and evaluation system to train more double-qualified teachers.

Keywords—Higher vocational colleges, the double-professional teachers, research

I. INTRODUCTION

With the rapid development of China's economy and the transformation of industrial structure, the society demands more and more skilled talents. Higher vocational colleges have also become the cradle of cultivating high-quality high-level technical, developmental, composite and innovative technical talents oriented to production, construction, management and service. This requires higher vocational teachers not only to have basic education teaching ability, but also to have practical teaching ability and innovation ability. The reform of higher vocational education requires higher vocational teachers to be more optimized, high-quality and standardized. Table 1 of the top 10 universities in the proportion of double-qualified teachers in higher vocational colleges.

TABLE I. THE TOP 10 UNIVERSITIES IN THE PROPORTION OF DOUBLE-QUALIFIED TEACHERS IN HIGHER VOCATIONAL COLLEGES

The serial number	School name	Double teacher ratio
1	Shijiazhuang railway vocational and technical college	100.00
2	Jinan vocational college	97.61
3	Leshan vocational and technical college	96.00
4	Jining vocational and technical college	95.64
5	Beijing vocational college of labor security	94.80
6	Zhejiang construction vocational and technical college	93.96
7	Jiangsu vocational college of economics and trade	93.27
8	Anhui vocational and technical college	93.20
9	Henan agricultural vocational college	92.00
10	Chengdu textile college	91.83

II. WHAT IS "DOUBLE DIVISION"

The dual teacher is: the teacher simultaneously holds the teacher series (lecturer and above) technical title and related title (such as accountant, economist, lawyer and engineer). Double-qualified teachers hold both teacher certificates and professional skill levels. The dual-teacher teacher not only has the ability of professional quality, but also has the ability of professional quality. Dual-teacher teachers should have a solid theoretical foundation, strong teaching, research, research and other abilities, as well as professional, industrial knowledge and practical teaching ability, and these abilities can be used in the teaching process. The policy of the ministry of education clearly points out the connotation of double teachers. The connotation of teachers with double teachers is mainly reflected from the aspects of ability and quality: first, they should have good professional ethics and cultivation of teachers, advanced education teaching concept and ability to integrate education teaching resources, so as to achieve the goal of being a teacher and being tireless in teaching. Second, students should have rich professional knowledge, professional ethics in the industry, strong practical ability, strong organizational and coordination ability and innovative ability to keep pace with The Times, so as to guide students into the industry and career, and train students' good comprehensive professional quality through preaching.

III. WHY TO PROMOTE THE DOUBLE-TEACHER

With the transformation of the mode of social economic development and the transformation of industrial structure, the society's demand for high-quality laborers becomes increasingly urgent. Higher vocational colleges need to cultivate high-quality and highly skilled talents to meet the needs of the social market. In order to cultivate high-quality and highly skilled talents, higher vocational teachers need to be positioned at a higher level. Therefore, the training and promotion of higher vocational double-qualified teachers has become one of the important contents of the construction of teaching teams.

A. Double-qualified teachers should be promoted to serve the training of high-quality and highly skilled personnel.

Facing the current social and economic development needs, it is necessary to cultivate highly skilled talents with the careful cultivation of double-qualified teachers. The double-teacher quality is the complementary and cooperative advantage of each teacher's personal knowledge, ability and quality structure. This requires the double-qualified teachers in higher vocational colleges to have the teaching and research ability integrating the knowledge, skills and quality of industrial positions. While improving professional knowledge, double-qualified teachers should introduce production practice skills into the integrated teaching of theory and practice, constantly develop and innovate, and fully reflect the integration of scientific research and teaching research.

B. Double-qualified teachers should serve the needs of social development.

At present, the enterprise is in the important stage of transformation and upgrading and product technology update, so we hope that higher vocational colleges can cultivate skilled talents supported by higher product technology. At the same time, with the improvement of ability, teachers' teams in higher vocational colleges can play a better role and provide needed resources for social and economic development.

C. The promotion of two-teacher teachers aims to improve the cultural atmosphere of teachers.

Teachers pursue a sense of value, existence, honor and responsibility. The improvement and growth of one's own specialty is the requirement of the double-qualified teachers and an important part of the teachers' cultural atmosphere. Constantly strengthen the construction of this cultural atmosphere, and make it a conscious action, which can truly reflect the effective promotion of double-teacher teachers.

Requirements on the teaching ability of teachers with two teachers. Japanese educator yoshi koyama has pointed out that the investigation of teachers' teaching ability should be carried out from two aspects, namely the technical aspect and the personality aspect. Technical skills are professional and resourceful. The personality aspect has the feeling, the determination, the coordination and the motive and so on. The author thinks that the following aspects are the teaching ability of the teachers.

1. Ability to integrate resources. In the process of lesson preparation, teachers should initially have the ability to deal with textbooks, develop courses and integrate various resources, be able to link theory with practice, integrate enterprise demands, increase information amount and expand knowledge range. The stronger the ability, the more adequate the preparation, to improve the quality of classroom teaching better.

2. Understand the student's ability to learn. As the saying goes, know yourself and know your enemy. Similarly, in the process of teaching, teachers should be able to understand students' cognitive structure, their weak points and characteristics, etc. Only in this way can they have a targeted teaching, so as to realize teaching according to their aptitude, tailoring according to their needs, designing the teaching process scientifically and using various teaching methods flexibly, so as to carry out effective teaching.

3. Ability to manage and organize. To ensure the vitality of teaching, teachers require strong organizational skills. The teacher can establish the expected goal in line with the actual activity, specify the careful teaching work plan, can fully mobilize the student's study enthusiasm, the initiative and the creativity in the classroom, thus guarantees the good teaching effect. Every teaching process of a teacher involves innovation, which requires knowledge, passion and constant practice, summary and sharpening.

4. Good language skills. Teachers' language expression ability has a direct impact on students' mastery of knowledge, which is related to the quality of teaching results and even to the degree of education. A qualified teacher should be concise in language, clear in content, lively and humorous, and have a certain degree of logic, grammar, fluency, as well as emotional appeal.

5. Solid practical guidance ability. Practical ability is an important part of specialized skills and the most basic skills for teachers to teach. The practical operation is embodied in professional skills, technological operation and practical application, which is of professional innovation. The foundation of China's talent construction is to cultivate professional and technical talents, which is closely related to the improvement of independent innovation ability and scientific and technological progress. Therefore, dual-teacher teachers must have strong practical guidance ability, so as to cultivate skilled talents who can meet the needs of social development.

6. Have certain scientific research ability. In addition to the basic teaching ability, double-teacher teachers should also have certain scientific research ability. In this way, teachers' theoretical level and professional ability are improved in research activities, thus promoting the improvement of education teaching work and improving teaching quality.

IV. MEASURES TO IMPROVE THE TEACHERS OF DOUBLE DIVISION IN HIGHER VOCATIONAL COLLEGES

The higher vocational colleges should strengthen the policy guidance to enable teachers to realize the importance of "double professional" quality improvement to their professional development. As teachers of vocational colleges, which not only have profound theoretical knowledge, also need to have corresponding professional knowledge and skills, but also by strengthening teachers' professional teaching basic skills, to take an active part in scientific research, the study organization expert lectures, open array thematic seminars, international communication methods such as to arouse teachers "double division" quality initiative. The reasonable quantitative indicators are used to stimulate the enthusiasm of teachers to improve the quality of "double-qualified teachers", and included into the teacher qualification evaluation system, which is combined with work performance, year-end evaluation and professional title evaluation. A quantitative standard for the "double-qualified" quality of teachers is formulated, and the learning content is systematically planned and implemented step by step according to different levels, levels and types of teachers. Such as: progressive social practice mode, team training mode and visiting engineer mode to stimulate the potential of teachers. To organize the professional skills training of "double-qualified" teachers at different levels and basic levels, and to carry out the trainings of transition in different stages through the combination of centralized face-to-face teaching and network training. The curriculum sets specialized modules such as professional teaching method, course development and application, technical skills training, teaching practice and exercise, etc., with the focus on improving the "double-teacher" quality of teachers' integrated teaching ability of theory and practice, professional practical skills and information technology application ability. Only when the teachers comprehensively improve the quality of "double teachers" can the teaching quality be improved.

In actual work, it is not easy for teachers in higher vocational colleges to practice in enterprises or front-line production, which requires the school to coordinate work with enterprises. The resume is a supporting review system, which links the enterprise training with the promotion and employment of teachers, and conducts corresponding assessment and evaluation. Enhancing university-enterprise cooperation, optimize the structure of "double division", let the teachers take an active part in all kinds of social practice, take the initiative to improve their quality of "double division", recommended the teacher and the enterprise personnel flow two-way cooperation, establish teachers to practice and enterprise talent to teach at school part-time normalized mechanism, through the demonstration leading, innovation mechanism, propulsion, belt surface, effectively promote vocational colleges teachers overall quality and level of construction, speed up built a noble ethics, good quality, exquisite craftsmanship, reasonable structure, ZhuanJian combination of high-quality professional "double type" teachers.

When establishing the quality evaluation system of "double teachers", we should pay attention to the evaluation of teachers' practical ability, establish a set of scientific and effective learning methods, and be able to correctly evaluate the practical ability, analysis and problem solving ability of "double teachers". For the evaluation of double-qualified teachers, the acquisition of professional title certificate cannot be the only evaluation basis, as well as the excessive pursuit of the number of certificates. Standard management to ensure quality. To strengthen the construction of management system and innovative work ideas and management mode, perfect the competitive selection mechanism and dynamic adjustment mechanism, deeply involved in attracting industry enterprises, set up information management and quality inspection system, strengthen the process management, funds supervision and performance evaluation, effectively raise the quality of the implementation of the plan and ensure the desired goal.

V. CONCLUSION

The construction of double-qualified teachers in higher vocational colleges is the core competitiveness of higher vocational colleges and an important guarantee to realize the training goal of higher vocational education. Higher vocational teachers should not only update their professional knowledge, constantly improve their abilities in various aspects, actively participate in the training of improving their teaching ability, fully grasp the opportunity of social practice, and comprehensively improve the quality of double-qualified teachers. Higher vocational colleges need to establish a high-quality double-qualified teacher team with the dual identities of both industry technical experts and education experts, so as to become a strong support for the sustainable development of professional education. Training more double-qualified teachers is of great significance for promoting the development of higher vocational education.

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