

Reflections on "Double-Professionally-Titled" Teachers in Higher Vocational Education

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Abstract: The outline of the national program for medium - and long-term education reform and development (2010-2020) clearly pointed out that vocational colleges should focus on "double-qualified" teachers and strengthen the construction of teachers. The key to improve the teaching quality of higher vocational colleges is to build a team of "double-qualified" teachers with excellent quality and reasonable structure. At present the country's "double type" teachers in higher vocational colleges on the system from the original only emphasize on the basis of the number and scale gradually to the professional quality, practical skills and cooperation with the enterprise on the direction of change, higher vocational colleges are now constantly according to the national professional "double top" requirements of the "double division type" team construction direction, that is in accordance with the requirements for the construction of "double top" professional, vocational colleges should be cultivated echelon reasonable structure, high quality and professional ability and practice and theory of "double type" teachers. They can not only serve as the basis for the talent reserve in the professional development of higher vocational colleges to "double first-class", but also serve as the key to train high-quality technical and technical talents.

1. Introduction

Training the high-quality practical talents in higher vocational colleges, teaching in cultivating the students' practical skills and actual work ability, and vocational schools teachers mainly comes from the non-graduates of normal universities and colleges of undergraduate course, but not most companies with a higher diploma, practice or work experience, insufficient understanding to the enterprise, industry, teaching design and the practical work, students' learning interest is not high, not immediately after graduation to meet the needs of professional post, unit of choose and employ persons to training students, increase the cost of the enterprise. Vocational colleges and universities should strengthen the construction and training of double-qualified teachers to make up for this deficiency.

2. Double-Professionally-Titled Teachers

Double-qualified teachers are teachers and technicians, which not only needs to have the educational level of teaching students, but also needs to have the operating level of technicians. Based on the goal of talent cultivation in higher vocational colleges, teachers in higher vocational colleges not only need teachers with higher teaching level to spread theoretical and cultural knowledge to students, but also need teachers with strong operational ability to cultivate students' practical operational ability and lay a good foundation for students to work.

At present, a qualified teacher of higher vocational colleges needs to meet the requirements of double certification, and the new period should reflect the following aspects of connotation.

First, double-qualified teachers in higher vocational colleges should first play the role of good teachers. They must have the professional ethics and teaching level that all teachers should have,

and they should have superb education and teaching level, be able to accurately control the psychology of higher vocational students, and have the ability to carry out group teaching and scientific research. In addition, teachers must have the cultural accomplishment, ideological and moral.

Second, vocational teachers must have a certain practical ability, can play a good practice technician level. Compared with ordinary colleges and universities, vocational colleges aim to cultivate students' professional quality, and teachers must be able to understand the practical production process of enterprises and have implementation skills. At the same time, more need to be able to market economy with keen observation, with the certain market communication ability.

Thirdly, double-qualified teachers need to have different operating skills according to different majors in higher vocational colleges.

Fourth, according to the different levels of double-qualified teachers, they can be divided into three levels of junior high school. Meanwhile, according to the ability, knowledge and teaching staff years, they can be promoted from junior teachers to achieve different levels of teachers and different practical operation abilities.

3. The Present Situation of Double-Qualified Teachers in Colleges and Universities

3.1 The Structure of "Double Teachers" Is Unreasonable.

According to the research of scholars, the professional title structure of teachers in colleges and universities should be pyramid-shaped, with a ratio of 1 : 2 : 3 among senior, middle and junior teachers. From the bottom up, there are fewer teachers, and the senior professional title teachers at the top are scarce resources. Although teachers in higher vocational colleges have gradually begun to pay attention to the professional title evaluation, and the proportion of middle and senior teachers in the teaching team has gradually increased, slightly reversing the traditional situation, it has not fundamentally changed the unreasonable situation of "double-qualified" teachers' professional title structure in China's higher vocational colleges. Among the "double-qualified" teachers in higher vocational colleges, the number of subject leaders and backbone teachers is small, which makes it difficult for higher vocational colleges to fundamentally break through and build an excellent "double-qualified" teacher team, and it is difficult to successfully establish a "famous teacher studio" for vocational education. In the traditional sense, excellent "double-teacher" teachers set up "famous teacher studio", which can impart exquisite teaching skills to a new batch of excellent teachers, which is of great significance for the professional development of young teachers.

3.2 "Double-Qualified" Teachers Have Little Practical Experience.

"Double-qualified" teachers are the feature and key of the construction of teachers' team in higher vocational education. The characteristics of higher vocational and technical normal colleges and universities are mainly reflected in the three categories of "vocational", "technical" and "normal". From a macroscopic point of view, the characteristic of "teacher-orientation" should be the common characteristic of all teacher-orientation colleges and universities. As the base camp of teacher education, teacher-orientation colleges and universities undertake the arduous mission of training national teachers. "Vocational" and "technical" are the unique characteristics of vocational schools. "Vocational" and "technical" require teachers to provide students with vocational guidance and technical guidance in addition to teaching educational theoretical knowledge. But so far, in higher vocational colleges, the vast majority of full-time teachers are directly to become teachers after graduation, do not have a production line of industry experience, by training, research and training to get the corresponding professional qualification authentication, although theoretical knowledge is rich, but lack of actual operation, don't even have the ability to deal with complex problems, with the real sense of "double teacher quality" there is still a big gap. In the real sense, "double teacher" is not only able to solve problems for students in the classroom, but also able to give students guidance in the process of practice; In reality, although many teachers in higher vocational colleges have such qualifications, their practical guidance ability is poor and they cannot

apply theories to practice, which is not in line with the teaching and training objectives. This phenomenon cannot be avoided in the recruitment process of higher vocational colleges, which leads to the lack of actual combat ability of teachers.

3.3 Teachers in Higher Vocational Colleges Have Poor Salary and Low Social Status.

Influenced by social concepts, teachers in vocational colleges feel that their status is not high, and they think that teachers in vocational colleges are synonymous with low-level teachers. There is a traditional concept of neglecting vocational education in the society. Teachers in "labeled" higher vocational colleges will not engage in scientific research, fail to apply for projects, or publish papers. Under the influence of such "labeling", teachers themselves will feel lack of motivation, decline in self-confidence, and gradually relax their teaching and scientific research. In the long run, this will form a vicious circle. As a member of the teaching staff of higher vocational colleges, "double-qualified" teachers have not received due attention in such a social background. Although teachers are a profession that does not ask for rewards, the unfair treatment in the long run will reduce the self-confidence of "double-qualified" teachers in the industry. Young teachers have little income and cannot bear the burden of their families, so they have to change their goals and cannot focus on scientific research. This is one of the problems encountered in the construction of teachers in vocational colleges. To improve the salary of teachers, it is necessary to put it in place. Only by placating teachers' emotions can we ensure the steady development of higher vocational education.

4. Improvement Measures

4.1 Promulgate "Double Teacher Type" Teacher Identification Standard.

National or provincial education authorities should clarify and establish standards for identifying "double-qualified" teachers as soon as possible. Higher vocational colleges can also formulate standards suitable for our school according to their own characteristics and advantages and existing policies to provide direction for teachers.

4.2 Clarify the Reward Mechanism and Assessment Management Methods.

At the level of government departments, the ministry of education and the ministry of finance have implemented the plan to improve the quality of teachers in vocational colleges (2017-2020), focusing on strengthening the training of "double-qualified" teachers. From the aspect of higher vocational colleges, the school has the responsibility and obligation to guide the professional teachers toward the "double division type" teacher ranks, in title selection, job promotion, annual appraisal, good recommendation, remuneration increase to encourage and support, including institutional and policy tilt, motivate teachers are aligning with "double type" teachers, improve professional quality.

4.3 Teachers Should Study All Their Lives and Keep Pace with The Times.

To fundamentally solve the problem of "double-teacher" teacher training, we should start from the source, let teachers become "double-teacher" teachers voluntarily, change the passive to the active, and establish the concept of lifelong learning. Only follow the pace of The Times, take the initiative to adapt to the new situation, make up for the lack of knowledge, strengthen training and learning, regularly participate in enterprise practice, master the frontier trends, enrich and improve the knowledge structure, improve the theoretical teaching ability and practical operation ability of "double-qualified" teachers.

5. Double Teacher's Self - Improvement

5.1 First, Practice Should Be Strengthened.

According to their own situation purposefully and hierarchically create self-improvement practice deal with the relationship between teachers, tasks and trainers. Don't be too hasty in

completing the task of promotion, break down the task, change your thinking, and improve your practical ability.

5.2 Second, Improve Theoretical Literacy.

A good teacher should reserve effective experience as scientific research achievements: first, make good project selection; second, make good demonstration design; third, make good planning and implementation; fourth, make perfect conclusion. At the same time, focus on team building and development, concise practice projects.

5.3 Third, Develop Together with Enterprises.

In the practice of the enterprise to learn, research and progress together, teach each other, participate together, and solve the problems encountered in practice.

5.4 Fourth, Form Personalized Teaching Ability.

Do a good job of teaching records, regular and planned reflection, flexible use a variety of the teaching methods, and strive for effectiveness, the combination of technical and critical, form personalized, and unique teaching ability.

6. Summary

To speed up the construction of "double type" teachers, the country, the department of education and higher vocational colleges to establish a perfect system of "double division" to cultivate and standardize, the protection of the rights of "double type" teachers, improve the appeal of "double type" teachers, and formulate the perfect "double division" certification system, as a basis for the assessment, evaluation and reward, let teachers become worthy of the name "the double teacher". At the same time, various training approaches are adopted, such as sending teachers to enterprises, introducing talents from enterprises to schools, strengthening the "double-qualified" teachers, improving the quality of vocational schools, and cultivating high-quality applied talents for the society.

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