

The Present Situation and Strategy of Cultivating Double Division Teachers in Higher Vocational Schools from the Perspective of Integration of Production and Education

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Abstract: In the new era of economic and social growth transformation and upgrading, deepening the combination of production and education, and realizing coordinated development and collaborative education with industry enterprises are effective ways to realize connotative growth of tertiary education. From the perspective of the combination of production and education, this article discusses the present situation of training double division teachers in vocational schools, and explores the training path of "double division" teachers in vocational schools under the background of the combination of production and education, so as to promote the healthy growth of tertiary education. The construction of "double division" teachers is the key to realize the talent training goal and form the school-running characteristics in vocational schools. Vocational schools should realize the necessity of training "double division" teachers. Aiming at the problems of single teacher structure and imperfect assessment and incentive mechanism in the construction of "double division" teachers in vocational schools, this article puts forward some strategies for the construction of "double division" teachers in vocational schools from the perspective of combination of production and education. Therefore, the construction of "double division" teachers in vocational schools is developing towards a virtuous circle. In order to promote the rapid growth of tertiary education in China and improve the quality of personnel training.

1. Introduction

Due to the rapid growth of national manufacturing industry, in order to achieve the goal of "great country craftsman" talent training, tertiary education colleges urgently need to train a large quantity of high-quality skilled talents [1]. In the growth of tertiary education, the problem of teachers has become a "bottleneck" that restricts the rapid and healthy growth of tertiary education. If tertiary education wants to achieve innovative connotation development, it is need to build a high-level teaching staff as an important guarantee to improve the quality of tertiary education [2]. The "double division" teachers are the backbone of the connotative growth of vocational schools, an important manifestation of the core competitiveness of vocational schools, and also the goal and focus of talent team construction in vocational schools [3]. The core connotation of "double division" teachers means that teachers have strong professional theoretical literacy and professional practical ability, and can effectively guide students to carry out professional practice. This concept comes into being with the growth of tertiary education in China. The construction of "double division" teachers is the key to realize the talent training goal and form the school-running characteristics in vocational schools [4]. However, due to the lack of research and practical experience in this field, there are still misunderstandings about "double division" teachers, so there will be problems of one kind or another, which will restrict the improvement of education quality in vocational schools.

The integration of production and teaching means that vocational schools closely combine education with industry according to the needs of industrial growth, participate in the formulation of industry post standards and personnel training programs with enterprises, and actively adjust professional settings, so as to adapt teaching to industrial growth and match the employment standards of enterprises [5]. At present, the combination of production and education is the vane of

tertiary education reform and development in China in the new era. How to effectively accelerate the integration of industry and teaching, and between schools and enterprises, so as to rapidly and steadily enhance the running strength of vocational schools is a very meaningful new topic [6]. Under the background of "combination of production and education", the construction of "double division" teachers in vocational schools is imperative. Perfecting the training mechanism and constructing "double division" teachers is a powerful guarantee for vocational schools to ensure instructional level and cultivate applied talents. As an important direction of tertiary education reform and development in the new era, the combination of production and education realizes the organic integration of education chain and industrial chain, which is the only way for the construction of "double division" teachers [7]. Moreover, the combination of production and education organically combines educational resources, industrial resources and human resources, so that tertiary education can smoothly adapt to the upgrading of industrial structure in China's economy and society [8]. Aiming at the problems of single teacher structure and imperfect assessment and incentive mechanism in the construction of "double division" teachers in vocational schools, this article puts forward some strategies for the construction of "double division" teachers in vocational schools from the perspective of combination of production and education. In order to promote the rapid growth of tertiary education in China and improve the quality of personnel training.

2. Main problems in the construction of "double division" teachers' team

2.1. The structure of teachers is single

In fact, the quantity of teachers with "double-qualification" quality is far from meeting the requirements of school development. Most schools fall into a misunderstanding when recruiting teachers, mainly through the introduction of high-level talents, emphasizing academic qualifications and neglecting experience. Most of these teachers have a solid professional theoretical foundation, but they lack working experience in enterprises [9]. It is difficult to integrate teaching with actual production in the teaching process, and it is not a "double division" talent, nor can it meet the requirements of talent training. Most teachers' practical ability, practical ability, practical teaching and on-site guidance ability are in a weak position, which is far from the "double division" teachers with profound theoretical basic knowledge and rich practical experience needed by society. In the practical teaching, it is also difficult to carry out the education of practical training, and it can't really play its role in talent training and enterprise sci & tech service. The tendency of emphasizing theory over practice still exists in teaching structure, which is not conducive to the growth of teachers. For example, in the professional structure, the strength of basic disciplines is relatively strong, while the strength of applied disciplines is weak. The comprehensive professional ability that a "double division" teacher should possess is shown in Figure 1.

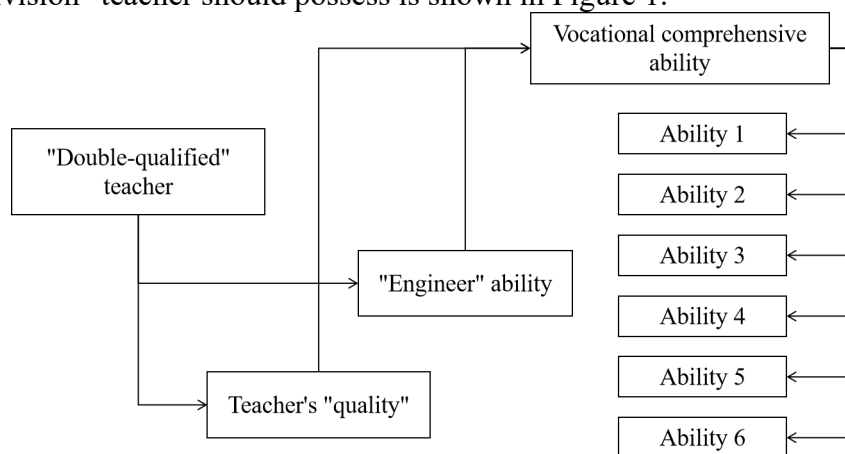


Figure 1 "Double division" teachers should have comprehensive professional abilities

Because of the large gap between "double division" teachers, their teaching tasks are generally

heavy, their work pressure is high, they have no more energy and time to participate in practical training, they don't know the latest development trends of industrial technology, and it is difficult to master the latest related industrial technology. In addition, the introduction of high-tech talents from enterprises, but the treatment that vocational schools can give is not high, which undoubtedly increases the difficulty of introduction, which restricts the optimization of the structure of "double division" teachers to some extent.

2.2. The training system of teachers needs to be optimized

At present, there is no unified definition of the connotation of "double division" teachers, which makes it difficult for vocational schools to set a reasonable identification standard and appointment system in the process of cultivating and building "double division" teachers. The ability of "double division" teachers in vocational schools focuses not on scientific research, but on the promotion and application of professional teaching, practice and scientific research achievements [10]. For the training of "double division" teachers, it is need to increase the proportion of professional teachers with enterprise work experience and arrange professional teachers to practice in enterprises. However, at present, most vocational schools lack a stable training base for "double division" teachers, and both sides of school-enterprise cooperation have different interests. Industry enterprises are not active enough to participate in the training of "double division" teachers, and they are unable or unwilling to provide enough posts to accept teachers' practice. Whether it is training in our school or off-campus, it is very difficult to train "double division" teachers, and there is no place for practice. Moreover, because many vocational schools don't attach importance to practical teaching, they don't appropriately reduce the workload of teachers who participate in on-campus training, which directly affects the actual effect of teachers participating in on-campus training. All these have inhibited the improvement of the professional practice ability of the "double division" teachers.

2.3. The assessment incentive mechanism is not perfect

Establishing a scientific and reasonable incentive mechanism plays a very important role in mobilizing the enthusiasm of teachers. At present, the "double division" teachers in many vocational schools are composed of teachers in our school and part-time teachers in enterprises, which have the characteristics of great difference in professional and technical level and dual structure. This diversity has brought challenges to the assessment and incentive mechanism of "double division" teachers. In addition, the formulation and implementation of the assessment scheme for "double division" teachers are dominated by vocational schools, with little participation from enterprises. This leads to the single assessment subject and means, the imperfect assessment system, the inability to objectively and effectively judge the real ability of "double division" teachers, and the inability to really mobilize the enthusiasm of teachers to participate in the construction of "double division" teachers. In addition, teachers give priority to to scientific research than teaching, give priority to to certificates than ability, the professional assessment standards are not clear, and teachers' enthusiasm for self-improvement is not high. At present, "double division" teachers not only require teachers to have teacher qualification certificates, but also need to hold relevant industry skill level certificates. However, due to the lack of experience in enterprise practice and work, some teachers have not actually achieved the quality of "double qualification" although they have certificates.

3. The strategy of cultivating "double division" teachers from the perspective of combination of production and education

3.1. Optimize the structure of "double division" teachers

Under the background of the combination of production and education, in order to realize the effective connection between industrial chain and education chain, vocational schools must broaden the recruitment channels of teachers and strictly control the source of teachers. In the process of

hiring teachers, vocational schools should resolutely put an end to the traditional rigid dogmatism, adhere to the principle of wide-caliber talent introduction, and optimize the structure of "double division" teams. When introducing talents in vocational schools, we should not only pay attention to the academic qualifications of candidates, but also pay attention to their professional practical ability or work experience in enterprises, and pay attention to introducing some technical backbones with practical experience from enterprises and industrial departments. They should generally have senior technical titles in engineering series, have more than eight years of experience in technical work or management in the front line, and obtain teaching qualifications after teacher qualification training. In order to establish a "double division" teacher team that conforms to the "combination of production and education" under the background of supply-side structural reform, vocational schools need the cooperation of educational administrative departments, schools and enterprises. The competent department should determine the establishment of full-time teachers according to the basic scale of vocational schools, and re-approve the amount of teachers' professional titles, so that more than 10% of full-time teachers have professorships and more than 30% associate professors. Vocational schools should give full play to the advantages of the combination of production and education, expand the teaching staff and improve the structure of the teaching staff by introducing masters in professional fields, engineering masters and skill masters in industrial enterprises, so that both enterprises and vocational schools can benefit from the long-term goal of cultivating talents. So as to achieve the goal of sharing resources and educating people through cooperation between schools and enterprises.

3.2. Improve the practical skills of "double division" teachers

From the perspective of the integration of production and teaching, it is need to strengthen the cooperation between schools and enterprises to improve the practical skills of "double division" teachers in vocational schools. Vocational schools should, according to the requirements of talent training in schools and the requirements of "double division" teachers, formulate the qualification conditions of "double division" teachers and clarify the responsibilities of teachers, and build "double division" teachers by means of "introducing from outside and cultivating from inside". It should be noted that the training should not only stay in the superficial form, but also let the teachers who participate in the training learn really useful technologies and apply them to practical production teaching. For the experimental training teachers, while constantly improving their practical ability and practical ability, we should strengthen their theoretical training, and strive to improve their academic level and theoretical level, so that they can gradually become teachers with double-qualification quality. Moreover, guide the "double division" team to establish an equal and cooperative relationship and enhance the sense of teamwork. On the basis of retaining the "individualization and differentiation" of team members, we will build a research institute and set up a study and training team, and participate in the product transformation and production practice of enterprises through on-the-job visits and on-the-job practice, so as to master the necessary practical skills. The ideal process of training teachers in vocational schools is shown in Figure 2.

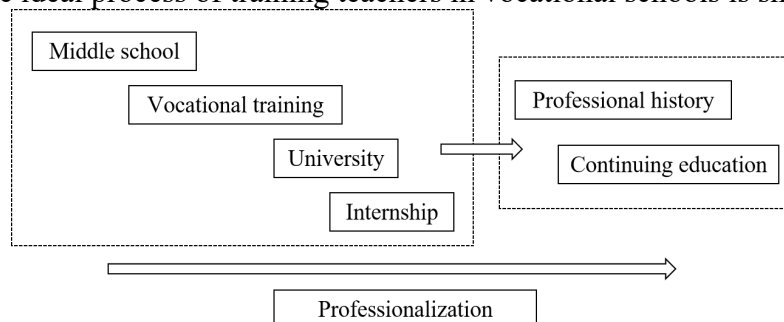


Figure 2 Ideal process diagram of training teachers in vocational schools

"Double division " teachers should fully understand that they are shouldering the mission and task of cultivating high-tech talents in the practice of school-enterprise cooperation, cherish the first-line practice opportunities given by schools and enterprises, pay attention to the application of

high technology in their professional fields at any time, and keep themselves at the forefront of high technology in the industry at all times. In addition, vocational schools should regularly hire relevant experts to train teachers in pedagogy and psychology, especially in professional skills and practical operation, so as to continuously improve teachers' theoretical level and practical level.

3.3. Improve the incentive mechanism of "double division" teachers

In order to build a "double division" teacher team with high academic level and strong practical ability in vocational schools, we must establish a set of incentive mechanism to stabilize the team and attract talents. Scientific assessment system and incentive mechanism can constantly stimulate teachers' work passion and vitality, so as to give full play to teachers' work enthusiasm. Therefore, vocational schools should improve the incentive mechanism of "double division" teachers, and need to formulate a teacher training credit management system and teacher training management files suitable for the school situation, so that the training system can be effectively implemented; And the teacher training and assessment as an important basis for teacher assessment and post appointment. For young and middle-aged teachers with outstanding achievements in teaching and scientific research and potential, especially for young teachers with high academic qualifications such as masters and doctors introduced in recent years, measures should be taken to actively encourage them to participate in the assessment of "double titles". Moreover, vocational schools should inspect and quantitatively evaluate the teaching and research process and achievements of "double division" teachers, and take the results as an important basis for rewards and punishments, promotion and personnel adjustment. Moreover, it is need to avoid the inaction of some teachers after entering the threshold of "double division" teachers, and constantly encourage teachers to start businesses. Through the examination and incentive mechanism, the "double division" teachers can be promoted to improve their subjective initiative, actively participate in the production practice of enterprises, accurately grasp the new information and technology of the industry, and improve their practical operation ability.

4. Conclusions

In the new era, with the accelerated upgrading of industrial structure in China, vocational schools should make rapid arrangements from the perspective of combination of production and education, and put improving the quality of personnel training and realizing the sustainable growth of students in an important position in school development. In order to complete the task of talent training, vocational schools need to rely on a high-quality teaching team, especially the "double division" teaching team. The quality and quantity of "double division" teachers in vocational schools have gradually become the key factor restricting the growth of tertiary education, so it is imperative to strengthen the construction of "double division" teachers in vocational schools. At present, the construction of "double division" teachers in vocational schools is facing severe challenges and development opportunities. There are some problems in it, such as the single source of teachers, the teacher training system to be optimized, the shortage of teachers' team size, the weak sense of teachers' team cooperation, the inconsistent identification standards and the imperfect assessment and incentive mechanism. This will be a long-term and complicated system engineering. Based on these shortcomings, this article puts forward to optimize the structure of "double division" team; Improve the practical skills of "double division" teachers; Improve the incentive mechanism of "double division" teachers and other strategies. Relevant personnel should strive to cultivate a team of "double division" teachers with high quality, excellent skills and noble ethics, so as to lay a solid foundation for the better and faster growth of tertiary education in China.

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