

Discussions on the Construction of “Double-Qualified” Teachers in Higher Vocational Colleges

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Abstract: Creating a “double-qualified” teacher team is an important content in the construction of a higher vocational college teacher team. This paper probes into the significance of the construction of “double-qualified” teachers in higher vocational colleges, and deeply analyzes the problems existing in the construction of “double-qualified” teachers’ training base, the institutionalization of “double-qualified” teacher rotation training, the regularization of cooperation with enterprises, and the rationalization of incentive mechanism. Therefore, it is of great practical significance to strengthen the theoretical research and practical exploration of the construction of “double-qualified” teachers.

Keywords: “Double-qualified” teachers; Team construction; Higher vocational colleges

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1. Introduction

In 1998, the concept of “double-qualified” teachers was put forward for the first time in “Opinions on Deepening Vocational Education Teaching Reform for the 21st Century,” and the construction of “double-qualified” teachers is determined as the goal of the construction of vocational education teachers in China. The Ministry of Education also put forward in “Opinions on Strengthening the Training of Talents in Higher Vocational Education” that the construction of “double-qualified” teachers is the key to improving the teaching quality of higher vocational education. Therefore, it is the key to the development of vocational colleges to build high-quality and characteristic “double-qualified” teachers, and it is also an inevitable requirement to promote quality education and enhance teaching quality. It is of great practical significance to strengthen the theoretical research and practical exploration of the construction of “double-qualified” teachers.

2. Analysis of the current situation of “double-qualified” teachers in higher vocational colleges

The goal and task of vocational education personnel training are to be employment-oriented, emphasize skills, and adapt to the requirements of vocational positions. For teachers engaged in vocational education, possessing

strong technical skills is an essential requirement for their competency. An efficient, capable, and innovative “double-qualified” teacher team is an important starting point to improve the quality of school education and teaching, is the key to achieving the goal of talent training, and is the guarantee of high-quality development of schools. Formulating a scientific and efficient training plan for the “double-qualified” teacher team is essential for the connotation construction and high-quality development of the school. This includes continuously increasing training efforts and resource investment in building the “double-qualified” teacher team, and consistently honing the “double-qualified” abilities of educators. Scholars have studied the positioning, problems, and improvement of the construction of “double-qualified” teachers in higher vocational colleges ^[1-6].

The research on the construction of “double-qualified” teachers in higher vocational colleges is constantly advancing, and some achievements have been made. Under the background of the promulgation and implementation of the new Vocational Education Law, Wang analyzed the weak links existing in the construction of “double-qualified” teachers in China’s vocational colleges and put forward suggestions, which include deeply understanding the law of vocational education personnel training, the government, enterprises, and schools jointly grasping the connotation of “double-qualified” teachers, and improving the “double-qualified” teacher training system; higher vocational colleges introduce talents through multiple channels and dimensions, optimize the source structure of “double-qualified” teachers, formulate the staffing standards of higher vocational colleges in the region, and build a “double-qualified” qualification certification system ^[7]. By analyzing the problems existing in the training of “double-qualified” teachers for transportation majors in higher vocational colleges, Wei discussed the advantages of digital technology enabling the construction of “double-qualified” teachers and proposed the construction path of “double-qualified” teachers for transportation majors in higher vocational colleges ^[8]. Li deeply analyzed many problems existing in the construction of “double-qualified” teachers, and proposed improvement measures from the aspects of creating a good social atmosphere, focusing on cultivating connotation construction, promoting the joint assistance of schools and enterprises, and establishing and perfecting the evaluation mechanism ^[9]. Wang analyzed the current situation of the construction of “double-qualified” teachers in higher vocational colleges and put forward relevant countermeasures based on relevant work experience ^[10].

In recent years, higher vocational colleges have invested a lot in the training of teachers’ “double teacher” ability and the construction of “double-qualified” teachers, and have achieved certain results, and the ability and quality of teachers have also been improved to different degrees. However, there is still a certain gap between the quality and quantity of “double-qualified” teacher training and the requirements of the progress of the times, the transformation and upgrading of China’s economic deepening, and the high-quality development of schools.

3. The significance of building “double-qualified” teachers

The construction of teaching staff is an important issue in the reform and development of higher education. How to create a teaching staff with “reasonable structure, supporting disciplines, excellent politics, excellent business, academic standards, and fine style” is the foundation of the development of colleges and universities at all levels, and it is also the key and difficult point.

3.1. The need for the development law of higher vocational education itself

The construction of “double-qualified” teachers should establish the consciousness of hierarchical education, that is to train talents of different levels according to different social needs. It is necessary to change the quality view of higher education and distinguish the quality standard of academic theoretical talents and professional applied talents.

The training goal of higher vocational education is to cultivate high-tech talents at the front line of enterprises. In teaching, technology application and practical operation should be emphasized. The important link to achieving this goal is to arrange practice training for students in the campus and off-campus training bases. As the implementation of practical training guidance, teachers must have a considerable in-depth understanding of the industrial field, in order to effectively guide students to carry out practical training. Teachers are not only lecturers of book knowledge but also engineers of technological innovation, development, application, and assimilation of new technologies. Therefore, the construction of a high-quality “double-qualified” teacher team is the basic guarantee for higher vocational colleges to adapt to the current economic development, deepen the reform of education and teaching, and train high-tech talents satisfied by enterprises.

3.2. The need for enterprise post-service education

From the current situation at home and abroad, higher vocational colleges must have a solid theory and excellent technology to train the first line of high-tech talents, a “double-qualified” teacher team, which has been proved by Western developed countries. The rise of industrial parks and the construction of national high-tech development zones also make it urgent to solve this problem. With the continuous progress of technology, the current front-line technical talents still need to carry out post-service education, and higher vocational colleges shoulder this social responsibility. In order to teach technical personnel who have worked in the front line of enterprises and have rich practical experience, higher requirements are put forward for the theoretical foundation and technical level of teachers.

3.3. The need to meet international standards

With the influx of foreign enterprises, a large number of multinational companies are stationed in China, enterprises have a great demand for high-tech application-oriented talents. The training specifications of higher vocational colleges are application-oriented talents facing the first line of enterprises, so our education must also be in line with international standards. In order to train talents that meet the requirements of foreign-funded enterprises, we must first build a “double-qualified” teacher team that is in line with international standards.

4. Problems to be solved urgently in the construction of “double-qualified” teachers

The training of “double-qualified” teachers needs not only the guidance of advanced educational theory but also the practice under the guidance of theory.

4.1. Vague understanding of the “double-qualified” concept and inconsistent identification standards

At present, there are still some ambiguities in the cognition of the concepts of “double-qualified” teachers, double-certified teachers, and double-professional teachers. Some schools mistakenly equate the training of “double-qualified” teachers with the construction of “double-certified” teachers and simply take “double certificates” and “double professional titles” as the identification criteria for “double-qualified” teachers. It should be clearly recognized that “double-qualified” teachers are not just “double-certified” teachers. Considering the transformation and upgrading of the national economy in the future and the general trend of the high integration of production and education, “double-qualified” teachers are not ideal teachers in higher vocational education. The ideal form of higher vocational education teachers in the future should be a higher level of integration of professional theoretical knowledge and professional practical skills, which is a “one” that integrates multiple abilities, rather than a “double” that has multiple abilities in parallel.

4.2. Lack of a social force for “double-qualified” teacher training

“Double-qualified” teacher training is a huge systematic project, which requires the participation of government, society, industry, enterprises, schools, teachers, and other subjects. However, as far as the current higher vocational education is concerned, the various subjects supporting the improvement of the “double-qualified” teachers have not yet formed a joint force, and there is a lack of effective communication mechanisms between the education authorities and industry enterprises. The leading role of government departments and education authorities has not been fully brought into play, the long-term cooperation mechanism between industries, enterprises, and schools has not been established, and higher vocational colleges are large but not strong and specialized, which does not help the industry and enterprises improve their core capabilities such as technical production; and the ability demands between higher vocational colleges and enterprises are not equal, leading to a lack of enthusiasm and initiative from enterprises in providing practical strength training for teachers from higher vocational colleges.

4.3. Lack of a standardized “double-qualified” teacher training base

The construction of “double-qualified” teachers has been proposed for many years, and there are also “double-qualified” teacher training bases. However, the level of training bases is uneven, and their number and capacity are limited. Training standards are not uniform, and some training programs are disconnected from the needs of enterprises. This disparity makes it difficult to adapt to and meet the needs of “double-qualified” teacher training. Therefore, the relevant departments urgently need to standardize the training standards and requirements of the training base, review its qualifications, eliminate the false and preserve the true, and truly make all kinds of training bases become the cradle of the growth of “double-qualified” teachers.

4.4. Lack of institutionalized “double-qualified” teacher rotation training

Due to the unclear understanding of the significance of training “double-qualified” teachers, efforts in this area often remain superficial, resulting in numerous issues. In order to change this situation and improve the level of “double-qualified” teachers, it is necessary to institutionalize the rotation training of “double-qualified” teachers. At the same time, teachers should be encouraged to visit enterprises, take temporary training, or lead students to practice and intern in factories, so that teachers can understand the latest technological trends and management methods, and promptly integrate new technologies and methods into teaching to make up for the shortcomings in school teaching.

4.5. Lack of a routine collaboration with enterprises

Numerous facts have proved that school-enterprise cooperation is an effective way to improve teachers’ ability to do scientific research and solve practical problems in production, and it is also a shortcut to help teachers achieve the “double-qualified” teacher standard. However, cooperation with enterprises must be regularized, which can effectively improve teachers’ ability to carry out study-production-research activities. At the same time, we can also hire a certain number of first-line technical experts and management experts from outside the school to teach, gradually establish a stable team of part-time teachers with a certain scale, and improve the current staff structure of the teacher team. Through school-enterprise cooperation, it builds a communication platform for teachers, technical experts, and management experts in the front line of production, forming a real interaction. Higher vocational colleges must abandon the kind of school-enterprise cooperation that stays in the written agreement and has no substance, so as to make the construction of the “double-qualified” teacher team practical.

4.6. Lack of rationalized incentive mechanisms

Without an incentive mechanism and other corresponding supporting policies and measures, “double-qualified” teachers are no different from other teachers. Consequently, it is not surprising that teachers themselves do not prioritize the training needed to become “double-qualified.” Therefore, it is necessary to strengthen the training of “double-qualified” teachers. Higher vocational colleges of different levels and types should define “double-qualified” teachers according to their respective social and economic environment and the characteristics of the school itself, and work out the qualification recognition methods for “double-qualified” teachers. Under the same conditions, opportunities to study abroad should also be considered for “double-qualified” teachers. Additionally, scientific research and experimental equipment should be reasonably allocated to create a good working environment for them.

5. Conclusions

To sum up, in order to highlight the educational characteristics of higher vocational education, we should take practical and effective measures to speed up the construction of “double-qualified” teachers, improve the construction level, and cultivate “double-qualified” teachers with solid theory and knowledgeable technology. This can ensure the teaching quality of higher vocational colleges and cultivate high-quality talents with practical skills, creativity, employability, and entrepreneurial ability that meet the needs of society.

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